

APPLICATION

Studiju virziens "Economics" for assessment

Study field	<i>Economics</i>
Title of the higher education institution	<i>Jēkabpils Agrobiznesa koledža</i>
Registration code	<i>1047003153</i>
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Self-evaluation report

Study field "Economics"

Jēkabpils Agribusiness 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:

Jekabpils Agrobusiness College (hereinafter referred to as the College) is a 1st level vocational higher education institution of the Ministry of Education and Science - registration certificate number of the Register of Educational Institutions: 1047003153.

The College implements vocational secondary education programmes and vocational higher education programmes at level 1 (see Appendix No. 12).

The college has the right to issue State-recognised diplomas for the acquisition of an accredited study programme. Grounds:

Decision No. 21 of the Higher Education Council of 26 June 2003

Opinion of the Higher Education Council of 19 January 2017 No. 1.10/02

Minister of Education and Science K. Sadurskis [K. Šadurskis] (28.02.2017.)

As an educational institution, founded on 1 April 1927.

The College is working on a long-term plan for the development and investment strategy of Jekabpils Agrobusiness College 2016 - 2020." (see <https://jekabpils.jak.lv/lv/dokumenti/attistibas-un-investiciju-strategija/> or Appendix No. 54, 54.1.).

MISSION: Provide high-quality vocational higher and basic vocational education in line with the demand of the national economy.

VISION: Comprehensive growth, ensuring the continuity of education in the region, in cooperation with entrepreneurs, municipalities and educational institutions, within the European Union's labour market.

STRATEGIC OBJECTIVES:

1. Strengthen the status and position of the regional first-level vocational higher education institution by offering new study programmes in line with the development of economic sectors.
2. Modernise STEM education programmes and ensure resource sharing.
3. Extend the offer of vocational secondary education and qualify for the status of the Centre for Vocational Competence.

MAIN DIRECTIONS OF ACTIVITY:

1. College: a modern, labour market-oriented vocational higher education institution.
2. Regionally and internationally recognizable college.
3. A quality management system.
4. Student and educatee as a priority in updating the labour market.
5. Competent staff providing professional support for the implementation of educational programmes.
6. Ongoing research related to the interests of the labour market.

7. A stable, modern learning material base.
8. Cooperation to improve the quality of vocational training.
9. College financial sources.

The college has the right to implement accredited courses of study:

“Economics” - grounds for accredited study programme **“Accounting and finance”** ,
“Marketing and innovation”:

Study Accreditation Commission Decision No. 154 of 12 June 2013.

Study Accreditation Commission Decision No. 319 of 23 July 2014.

Study Accreditation Commission Decision No. 25-A of 25 August 2016.

Study Accreditation Commission Decision No. 28-A of 8 February 2017.

Minister of Education and Science K. Sadurskis [K. Šadurskis] (27.02.2017.).

“Management, Administration and Real Estate Maintenance” - grounds for accredited study programmes “Commercial Activities”, “Real Estate Management”:

Study Accreditation Commission Decision No. 200 of 19 June 2013.

Study Accreditation Commission Decision No. 26-A of 25 August 2016.

Study Accreditation Commission Decision No. 28-A of 8 February 2017.

Minister of Education and Science K. Sadurskis [K. Šadurskis] (27.02.2017.).

“Information Technology, Hardware, Electronics, Telecommunications, Computer Management and Computer Science” - licensed study programme **“Programming and Computer Network Management”**:

Decision No. 80-L of 26 September 2018 of the Commission for the licensing of study programmes.

Minister of Education and Science K. Sadurskis [K. Šadurskis] (08.10.2018.).

The legal grounds for the operation of the College are determined by the Education Law, the Law on Higher Education and Vocational Education and the Law on Vocational Education, and the legislation issued by the Cabinet of Ministers', the Ministry of Education and Science, as well as the binding documents of the European Union in the fields of higher education and research.

National and European Union level planning documents:

- Latvia 2030 Sustainable Development Strategy.
- Europe 2020 (strategy for smart, sustainable and inclusive growth).
- Smart Specialisation Strategy.
- Latvia's national reform programme for the implementation of the EU 2020 strategy.
- Latvian National Development Plan for 2014-2020.
- Ministry of Economics Information report on medium and long-term labour market forecasts.
- Zemgale Planning Region Development Programme 2015-2020.
- Vidzeme Planning Region Sustainable Development Strategy 2030.
- Standards and guidelines for quality assurance in the European Higher Education Area (ESG)
– approved at the Ministerial Meeting of the Bologna Process in Erevan on 15 May 2015.

Specific education policy planning documents:

- Education Development Guidelines 2014-2020.
- Adult Education Management Plan 2016-2020.
- Cabinet Regulation No. 793 “Terms of opening and accreditation of courses of study”.
- Cabinet Regulation No. 794 “Accreditation rules for universities and colleges”.
- Cabinet Regulation No. 795 “Terms of licensing of study programmes”.
- Cabinet Regulation No. 264, Regulations concerning the Classification of Professions, Essential Challenges for the Career and Essential Qualification Requirements.
- Cabinet Regulation No. 322 “Regulations on the Classification of Education of Latvia”.
- Cabinet Regulations “Procedures for issuing State-recognised higher education documents”.
- Cabinet Regulation No. 141 “Provisions on the State Standard for Vocational Higher Education”.
- Cabinet Regulation No. 445 “Regulations for the Pay of Teachers”.
- Cabinet Regulation No. 505, “Regulations on the Recognition of Competencies acquired outside formal education or acquired in professional experience and results of studies in previous education”.

Studies at College take place in the state language. Students are enrolled in accordance with external and internal regulatory frameworks. Students are divided into groups when selecting a study programme (e.g. A1 – “A” – indicates that the student is a College higher education representative (College also offers vocational secondary education programmes); “1” – studying in the first year of study; “g” – studying in the “Accounting and Finance” programme).

For the period of assessment of the number of students (*see Appendix No.27*). The number of full-time students decreases: from 144 (2014/2015) to 92 (2019/2020); in part-time studies – there is tendency to increase from 81 (2014/2015) to 95 (2019/2020) during the last three years.

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.

College management (*see Appendix No.13*), by planning, organising, managing and monitoring processes for which students, staff, employers, funders, are based on interest and needs identification, real policy development, targeted and meaningful action and legal framework, and performance assessment and performance improvement. In order to ensure a College quality management system, internal legislation is developed and approved, updated on the basis of changes in external legislation, economic sector and scientific development (*see Appendix No.40*). The documents have also been published at

<https://jekabpils.jak.lv/lv/dokumenti/kvalitates-vadibas-sistema/>

The main **decision-making bodies** of the College study division:

College Board - the highest decision-making body at the College.

Tasks:

1. Drafting a college budget project.
2. Approval of study programmes.

3. Approval of study directions.
4. Development of proposals regarding the acquisition of students and the implementation of new study programmes, as well as approval of the rules of admission in study programmes.
5. Deciding on the establishment, reorganisation and elimination of college units and branches, and approval of their by-laws.
6. Approval of the College Law on academic and administrative positions and the procedures for the election of such procedures.
7. Approval of the by-laws regarding the procedures for studies and examinations at the college.
8. Approval of the rules of the College's internal order.
9. Approval of audit commissions and their by-laws.
10. Adoption of reports by the Audit Commission.
11. Adoption of annual reports of College activity.
12. Supporting and promoting the activities of the self-government of students, approving the by-law of the self-government of students.
13. Approval of the college flag, coat of arms, logo, emblem, motto and anthem.
14. Development of a college strategy, a by-law and amendments to it.
15. Raising questions about changing the name or legal status of the College.

Consideration of other matters falling within the competence of the Council under the Law of the College.

Composition - 14 persons:

1. Administration - 35,7%
2. Academic staff - 14,3%
3. Students - 14,3%
4. Field/industry representatives - 21,4%
5. Representatives of municipalities - 14,3%

Self-government of students - an institution for the representation of students' interests, needs in College and outside, the provider of the corporate culture of students.

College tasks:

1. Activities in scheduling.
2. In the course of studies in the fields of teaching and learning.
3. Publicity
4. Image building.

The self-government shall consist of at least five students: from each group in that academic year 1 representative (senior group) and interested parties applying for work in the self-government.

Board of Administrative Affairs – planning (tactical, operational), monitoring, coordinating activities.

Tasks:

1. Strategic planning as a coordination centre.
2. Maintenance, development, policy development of the internal quality management system.
3. In setting standards.
4. In the process of initiating, developing cooperation.
5. Keeping information flows.

Composition: administration – 100%

1. College director.
2. Deputy Director in the field of studies and continuing training.
3. Deputy Director in the Division of Vocational Secondary Education.
4. Head of the Barkava unit.
5. **Deputy Director for IT and distance learning.**
6. Deputy Director for upbringing field.
7. Project manager.
8. Manager of the hostel.
9. **Head of Provision Department.**

Study Section methodical board - the internal institution of the study part for planning, monitoring, resolving tactical, operational issues, examining, developing internal regulatory enactments.

Tasks:

1. To make proposals to the Director on study division's:
 - Outlook development, strategic planning;
 - Organisation of study work;
 - Distribution of funding;
 - Lecturers' work and obligations issues, bonuses, additional payments;
 - Conclusion of cooperation agreements with other higher education institutions, universities, college public partners, other institutions and businesses, interested parties;
 - Development, harmonisation of regulatory documents;
 - Commission, the establishment of working groups and their composition for the provision of College's study division;
 - other related issues.
2. Examine the personal affairs of students by inviting persons to attend closed meetings, curators, lecturers, etc.
3. Review developed new programmes, update, correct draft programmes and accept, in the presence of the Director, their progress in the College Board.
4. Identify tactical, operational measures at the study division.
5. Carry out monitoring and cyclical further development of processes.

Composition:

1. Deputy Director in the field of studies (general staff).
2. Head of the departments (elected lecturer).
3. The secretary of staff for the study division, including guest lecturer.

Department - internal institution of the study division for planning, organisation, management of studies, methodological, research work.

Tasks:

1. updating study course programmes:
 - the intended results of the studies to be achieved (reconciled with the results of the studies to be achieved by the study programme);
 - representation methods;
 - assessment methods;
 - used literature.

2. Planning, organising research processes.
3. Defining the academic year's priority tasks.
4. Submitting/examining proposals.
5. Development of methodological materials.
6. Examination of regulatory documents.
7. Provision of methodical support to young lecturers.

Composition:

1. Elected lecturers.
2. Guest lecturers.
3. Representatives of the self-government, general staff, industry, etc. may be invited to the meetings.

The percentage of elected lecturers and guest lecturers is variable, roughly the same percentage, the trend of increasing the number of guest lecturers (*see Appendix No. 41*).

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.

Based on the lessons of the World Bank for Reconstruction and Development: "It is important to strengthen the ability of universities to ensure the quality of education that meets the needs of the Latvian economy and society", quality management measures are also being taken at the College. In college, quality assurance shall be understood as systematic, structured and permanent process planning, implementation, monitoring, measurement and identification and implementation of further optimisation measures and remedial actions, improvements. Internal laws, mechanisms have been developed, measures are being taken to ensure that the content, learning and teaching facilities and equipment of College programmes are consistent with strategic and tactical objectives, so that action meets standards at national and European levels of a single higher education area (developments in the Bologna process). Internal quality management of the college (*see <https://jekabpils.jak.lv/lv/dokumenti/kvalitates-vadibas-sistema/>*) is also based on standards "Standards and guidelines for quality assurance in the European Higher Education Area" (hereinafter referred to as the ESG). For the quality management scheme (*see Appendix No. 14*).

Targeted aspects of the Quality Management System (hereinafter referred to as "QMS") at the College:

1. In the context of strategic planning, the need for the introduction of a uniform certified quality management system at the College has been identified.
2. The College Administration has met theoretical guidelines and regulatory frameworks:
 - with different interpretations of the concept of "quality" understanding (E. Deming, F. Crosby, J.M. Juran, M Rurane [M. Rurāne], etc.);
 - different approaches to the implementation of the quality management system (ISO standard, CAF self-assessment system, 5-S system, EFQM - model of excellence, TQM - Comprehensive quality management);
 - theoretical guidelines, studies, methodological materials in quality management matters, regulatory frameworks;

- with quality management mechanisms/systems of other higher education institutions;
 - with the requirements reflected in “Standards and Guidelines for Quality Assurance in the European Higher Education Area”.
3. The College QMS is implemented in three directions:
- management;
 - operating activities;
 - support.
4. The College Administration is leading the QMS:
- cyclically, on the basis of the quality management theory-based Deming circle: plan (the term is also stored in the College system) - do (in the College system - implement) - check (in the College system - monitors) - act (in the College system - action);
 - internal regulatory enactments based on external regulatory frameworks and in the context of the institution have been developed and approved for the qualitative development of processes;
 - the “Manual” (“keep it short and simple” principle) of the QMS has been developed on the basis of the cycles “plan - implement - check - act”;
 - at the beginning of each academic year, special attention shall be paid to adaptation measures for young students and staff, familiarity with the regulatory base, awareness of the principles of academic fairness and awareness of other processes, which provide a sound basis for quality performance;
 - awareness and comprehension-raising: procedures developed are presented in an understandable way so that staff/students are informed about the external and internal regulatory framework, about processes, accounts, procedures for processes, procedures for proposals/complaints and changes, and understanding their content and application; highlighting the principle of personal responsibility in the Common College context in the context;
 - Research and satisfaction assessment of the interests/needs of students and staff are carried out at the college, monitoring of the course of student studies is carried out, procedures are specified for collecting and summarizing information;
 - assessment of problems, errors and non-conformities is carried out.
5. The work undertaken on the development and investment strategy of Jekabpils Agrobusiness College for the following period has revealed the need for the introduction and maintenance of QMS in line with the ISO standard.

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.

<p>1. The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.</p>	<p>Complies</p> <p>Colleges:</p> <ol style="list-style-type: none"> 1. the administration has undergone major qualitative changes over the last 2 years: since 2017, the removal of the former educational establishment, on its basis and the addition of the Barkava unit: <ol style="list-style-type: none"> 1.1. the establishment of today's existing educational establishment; 1.2. starting from 1 January 2017, another Director is appointed; 1.3. renewed post of Deputy Director in the field of study in 2017/2018.; 1.4. the work of the year 2018/2019 was initiated by another deputy director in the field of upbringing; 1.5. The College's study division took a more rapid course on process development based on the ESG; 2. The Administration shall participate purposefully in ESF project seminars: <ol style="list-style-type: none"> 2.1. "Effective management of vocational training institutions and the development of staff competencies"; 2.2. "Aid to fulfil the requirements of the EQAR Agency"; 2.3. "National coordinators for the implementation of the European Programme for Adult Education"; 2.4. in a conference for the teachers of higher education institutions in Latvia, organised by LIZDA in cooperation with the Subcommittee on Higher Education, Science and Innovation of the Saeima Education, Culture and Science Commission; 2.5. during the discussion cycle "Higher Education Management: the courage to change European Union Structural Fund investments for strong universities in Latvia"; 2.6. "Academic honesty and ethics in higher education", etc. 3. The Administration is familiar with theoretical findings in the interpretation of the terms "quality" and "management", applying them to ensure the functioning of the College. 4. There is an understanding of the specificities of the implementation and operation of the various quality management systems (ISO standard, CAF self-assessment system, 5-S system, EFQM model of excellence, TQM - Total quality management). 5. A quality management system has been established whereby all the parties involved are involved in the interaction. 6. A general description of the quality management system of the College has been established. 7. The QMS "Manual" has been created with process descriptions based on the context of the College. 8. The QMS is published at www.jak.lv
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2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <ol style="list-style-type: none"> 1. On the basis of the internal regulatory enactment “Procedures for the Development, Approval and Update of the Study Programme”, new programmes are being developed at the College, updating existing programmes. This document provides for the planned update of the programmes every three years if it is not proposed on the part of the lecturers/learning/sector/auditors. 2. Based on the development and investment strategy of Jekabpils Agrobusiness College 2016-2020, developed by the College, a new programming and computer network management programme was developed and licensed in September of 2018. 3. The planned update of the programmes is ongoing during this period.
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<p>3. The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>Complies</p> <ol style="list-style-type: none"> 1. The college has developed and made public internal laws that define the criteria for evaluating success. Increased attention shall be paid to learners to know where information can be found, to familiarise themselves with their content and to guide them. 2. When commencing a study, one of the first regulatory enactments, which is transmitted by the self-government of students in the month of August to young students who have entered into a contract of studies with the College, shall be the internal regulatory enactment "Procedures for Studies and Tests" (the relevant sections "Challenges and Evaluation", "Assessment at the 10 point scale"). 3. In the context of the evaluation, the regulatory enactment "Procedures for the Development and Defences of Course Papers" (applicable to the chapter "Evaluation of Course Paper") is ongoing. The laws and regulations have been published at www.jak.lv to registered users, they are available immediately as soon as the e-mail has been created, i.e. On the day of entering into a study contract). 4. In the course of studies, the results of the studies to be achieved have been identified, taking into account cognitive and practical aspects, on the basis of a professional standard, LKI/ENI. 5. A lecturer has indicated the intended results to be achieved by matching them with the results of the study programme. 6. In the first lesson of the study course, the lecturer's obligation ("Procedures for Studies and Tests") is to perform: <ol style="list-style-type: none"> 6.1. mutual introduction ("Ice breaking"); 6.2. receiving explanatory works and feedback: <ol style="list-style-type: none"> 6.2.1. present the intended results of the study course; 6.2.2. explain the ways to accomplish tasks, methods; 6.2.3. explain the objectives and types of tests; 6.2.4. explain the assessment methods and criteria; 6.2.5. receive feedback from students on understanding; 6.2.6. hearing and examining student proposals, providing a reasonable response on the use of recommendations for not using them in achieving the results of studies. 7. Teachers in internal training have obtained information and understanding, not only on the intended results of the studies to be achieved, but also on the understanding of the results of studies on the part of the student and on the part of the lecturer. This assessment may be carried out by the lecturer both in the middle and at the end of the study course. Particular attention should be paid to cases where the gap between the understanding of the results of studies on both sides reaches at least 3 points (where the evaluation was carried out at a 10-point scale). This mechanism has proved itself in action: the sooner learners see meaning, i.e. what will be learned, what learning pathways will be used, how it will be reflected in the assessment, the more positive attitudes of students and the higher the assessment. A student- centered approach (including self-assessment in the course of study, assessing one or all of the results achieved) increases the student's responsibility in the study process.
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<p>4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>Complies</p> <p>Mechanism:</p> <ol style="list-style-type: none"> 1. The qualifications of lecturers are initially taken into account when evaluating candidates who have applied for the positions of elected lecturers, the evaluation shall be carried out: <ol style="list-style-type: none"> 1.1. a Commission for the Evaluation of Applicants was established by the Director's order. The criteria are specified in the internal regulatory enactment "The by-law of academic and administrative posts" (approved by the College Board); 1.2. in the second round of selection, the Board of College (if necessary, the Board of College may request in-person interviews with the applicant; in the Board of College elections are held by secret voting). 2. At the beginning of each academic year: <ol style="list-style-type: none"> 2.1. lecturers plan to improve their professional qualifications; 2.2. the survey form "Support" is distributed, through which the lecturer provides himself with the necessary information, educational, practical, technical support for the presentation of the study course; 2.3. young lecturers also fill out the "Support" form and find out that the head of the section profiling in September is his mentor, the form may indicate that a mentor is needed for future action; 2.4. the young lecturers meet the adaptation package ("Adaptation" form) and choose the adaptation measures they need; 2.5. the Deputy Director in the field of studies and the Head of department organise targeted measures for the adaptation of young lecturers and for the development of pedagogical skills (for the convenience of guest lecturers - also after 17.00 in order for guest lecturers - practitioners from the sector to be introduced to the guidelines on the didactics of higher education) - these measures have been justified; 2.6. During the course of the academic year, the College for the development of vocational qualifications of lecturers in directions - pedagogy, university didactics, personality development, IT skills - organizes planned activities conducted by national guest lecturers or college specialists. <p>For example:</p> <ol style="list-style-type: none"> 1. The National Uniform Communication and Training Activities Programme "Mana Latvija.lv. Do it digitally! was attracted. " - 2 "Digital communication with the country: useful e-solutions in life situations" workshops were organised - 18 College digital agents were prepared (certificates received). 2. 2 workshops for academic staff and guest lecturers were organised as part of the academic year's work priority: <ol style="list-style-type: none"> 2.1. "Coffee with a researcher" (research working methods), led by Dr.sc. ing., Professor A. Teilans [A. Teilāns] 2.2. "Use of teaching methods to promote innovation in the field of education" led by Dr. paed., Professor Ivanova. 3. Outgoing to a workshop in Liepaja organised for the lecturers of marketing courses "Not a step without marketing!" Developments in modern marketing. Competition: an incentive for development. How do I connect with an audience? A marketing professional himself ; 4. Workshop for "Emotional Intelligence" for 8 hours - lecturer Lauma Zubule [Lauma Žubule] (34 certificates received). 5. Within the framework of the ESF project "Development of the Professional Competencies of Employed persons" under No. 8.4.1.0/16/1/001 since 1 January 2018, 15 College staff have acquired non-formal education programs ("Data Analysis and Reporting", "Microsoft Office 365", "Personal Data Protection"), one - "JAVA programming" for professional development. 6. For young lecturers, the capacity provided by "Microsoft Office 365" for a study course presentation (chaired by the Deputy Director for IT). 3. There is a mutual exchange of experience between lecturers during the meetings of the departments. 4. The College supports travelling by transport for students initiated in order to strengthen the relationship with the "industry". 5. The College's general staff/lecturers share information materials on the possibilities of learning different training programs at the College, outside College. 6. The College supports the participation of lecturers in the development activities of lecturers (seminars, conferences, courses, forums, etc.), by paying travel expenses, travel money, participation fees, and providing transport. 7. The Deputy Director in the field of studies, the Head of the department, shall carry out a targeted information activity for developing academic/scientific careers of lecturers, resulting in a total of 2 active doctoral candidates in this academic year. 8. Lecturers shall make records in the lecturers' annual work report on the development of prof. (with the use of the One Drive Store in the academic year 2019/2020) in order to make timely records without burdening the lecturers at the end of the year, so that simple monitoring is to be carried out), the Deputy Director in the field of studies shall carry out an assessment by identifying future actions, and the head of the department has been informed of the situation. 9. At the end of the year, lecturers fill in the survey form "Materials - technical provision for the provision of a study course"; the information is collected, a purchase plan is established and the provision is made as far as possible (feedback to the lecturers is provided at the August meeting of the department).
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<p>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.</p>	<p>Complies</p> <p>In order to take quality assurance and improvement measures, the College implements a data-based decision-making culture, i.e. collecting and analyzing reliable data.</p> <p>1. QUANTITATIVE DATA is collected:</p> <p>1.1. assessments (protocols) of the State examination (qualification examination);</p> <p>1.2. assessments of the defence of qualification practices (protocols);</p> <p>1.3. assessments of course papers (protocols);</p> <p>1.4. assessments of study courses (protocols).</p> <p>The resulting data are examined and analysed at the meetings of the departments, solutions are sought, remedial actions are identified in existing processes, internal laws and regulations have been changed. For example, an analysis of the results of the qualification practice for the academic year 2017/2018 showed the need for greater involvement of practitioners in the process. The reporting forms of the practice managers were changed. As of September 2018, the internal legal act "Procedures for Qualification Practice" was updated. On the other hand, the analysis of the practice in 2018/2019 highlighted the need for a review of the qualification practice programmes and in 2019/2020 it became a priority task for the study division, which was completed in October of 2019.</p> <p>2. PROJECTED SURVEYING OF STUDENTS is made - to obtain information from various viewpoints on the ongoing processes at the College:</p> <p>2.2. after each course of study;</p> <p>2.3. after practice of each qualification;</p> <p>2.4. in the adaptation process, each year;</p> <p>2.5. an assessment of the process of developing course works, each year;</p> <p>2.6. graduate survey - every year.</p> <p>These data are collected, summarized and analysed at the meetings of the departments, solutions are being sought, corrective actions are identified in existing processes, internal laws and regulations are changed. For example, the lecturers are presented with the common conclusions at the meetings of the departments. The head of the department meets individually with those lecturers, regarding which several students have commented. The lecturers shall clearly state the situation in writing and take a decision on the way forward. We have also introduced an assessment of the results of understanding studies, both from the point of view of students and lecturers. In the event of a gap in assessments, the lecturer shall assess the situation and plan to take action.</p> <p>In the surveys of each study course, we shall identify and analyse issues related to the achievement of study results, the methods used by the lecturer, the interaction between them. The effectiveness of teaching work is highlighted.</p> <p>At the end of the study process, students are also asked to answer questions from the "Graduates" survey on the overall study process, on what should be improved, what recommendations would be. At the beginning of each academic year, curators contact graduates for information about the works of graduates. In recent years, we have faced a situation where a person does not want to provide information about his or her occupation or advice. We have also received false information from graduates.</p> <p>3. INTERVIEWING/NEGOTIATING STUDENTS (oral) — To explain the processes, prevent/reduce student tension at the beginning of/during the study process in order to act swiftly:</p> <p>1.1. challenges to the study process, uncertainties, particularly in September, October;</p> <p>1.2. suggestions for improving the life of students - during the academic year.</p> <p>Given that all groups have a single building and that the number of students is not high, we use the opportunity to establish a relationship of mutual trust. This method is applied on a regular basis, mainly practised by the Deputy Director in the field of studies and by the Head of department in order to find contact with students in order to investigate the situation from the point of view of students. Students acquire practical communication skills - gather information, formulate a thought, express clearly, understandably, debate, take/do not take a different view, act in non-standard situations (social skills are being developed). The administration, meanwhile, is gaining information for reviewing the processes.</p> <p>4. IN order to get a complete picture of the study process, THE PLANNED SURVEYING OF LECTURERS is carried out at regular intervals:</p> <p>4.1. "Support for achieving the expected results of the study course" - at the end of August and at the beginning of September - to find out what information, educational, practical, material - technical support is needed for teachers. The Deputy Director in the field of studies compiles information and organises support - lessons, courses, contacts with the head of the keeping unit regarding the necessary provision;</p> <p>4.2. "Materials - technical provision for achieving the intended results of a study course" at the end of the academic year;</p> <p>4.3. "Adaptation" survey: for young teachers in September; the young lecturer chooses which adaptation measures he needs;</p> <p>4.4. "Sector-linking": the questionnaire is completed throughout the academic year in order to reflect outgoing lessons and activities, which link the course presentation to the industry when meeting in a real working environment with its representatives; arrangements for organising and reporting outgoing lessons have been established;</p> <p>4.5. "Development of professional qualifications" - the questionnaire is completed throughout the academic year, so that the lecturer and the supervisor have in one place aggregated information on the professional development of lecturers and the support provided by the College.</p> <p>5. Planned surveys of students CONDUCTED BY THE SELF-GOVERNMENT of students - at least 1 time during the academic year, to identify and address the needs of students at the College; usually, proposals related to the study process are presented. These surveys are answered at joint meetings - learners and administration representatives.</p> <p>6. INDUSTRY representatives express their views when meeting in exam commissions, training seminars, completing proficiency practice assessment questionnaires, conferences organised by the college, meetings updating programmes, meetings and of the convention and college boards.</p>
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6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>The College has developed a quality management system, such as systematic, structured and permanent process planning, their implementation, monitoring, measuring and future corrective action, identifying and implementing improvements (Deming circle).</p> <p>Internal laws, mechanisms have been developed, measures are being taken to ensure that the content, learning and teaching facilities and equipment of college programmes are consistent with strategic and tactical objectives, so that action meets standards at national and European levels of a single higher education area (developments in the Bologna process).</p> <p>The College QMS is implemented in three directions:</p> <ol style="list-style-type: none"> 1. Management. 2. Basic activity. 3. Support. <p>The continuous development, perfection and operational effectiveness of the course of study shall be determined by:</p> <ol style="list-style-type: none"> 1. The internal regulatory framework and the QMS, which provide for continuous, targeted planning: <ol style="list-style-type: none"> 1.1. monitoring of existing study programmes; 1.2. planned updating of study programmes; 1.3. updating study courses; 1.4. the professional development of staff, the exchange of academic experience; 1.5. the collection, summarizing and analysis of reliable data; 1.6. infrastructure, materials - technical provision in line with trends in industry, field. 2. Follow-up to the ESG and the external laws and regulations at national level: legislation, policy documents, legislation. 3. Bilateral, supportive cooperation with industry. 4. Mechanisms for attracting leads, future students.
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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 choice and introduction of the “Economics” study direction at the College has been historically justified and based on the development of economic sectors. Graduates of the “Accounting and Finance” program have been demanded in the labour market in the Vidusdaugava region, (polls show that graduates work in speciality throughout the country and outside the country), historically “accountants” are the College’s brand. “Marketing and Innovation is still a new programme”: implementation started in 2013/2014, specialists have been requested at the local level, the demand for practice places exceeds the offer. The development of this course of study is also planned on the basis of guidelines at national and European level which define the economic growth of society, as well as the fundamental principles, objectives and action lines of education development policy: “Latvian National Development Plan 2014 - 2020, “Latvian Sustainable Development Strategy “Latvia 2030”, “Latvian Higher Education and Development Concept 2013-2020”, “Education Science Guidelines 2014-2020”, “Latvia's Sustainable Development Strategy until 2020”, “Latvian National Reform Programme “EU 2020” for “ESG”, “Standards and guidelines for quality assurance in the European Higher Education Area”, etc.

Latvian National Development Plan 2014-2020. For the year, the main priority is the economic breakthrough based on human safety, economic growth and the development of growth-friendly areas. “Latvian macroeconomic survey - 2018” shows that Latvia's growth rates are accelerating, GDP is increasing, unemployment is declining, employment rate is increasing. In the largest markets of Latvian goods, economic activity is increasing, exports continue to grow, and in the first half of 2018 their volumes have reached historically high levels. Growth is also continuing in trade, accommodation and catering. The “Latvian Economic Development Report” for 2018 (first half) reflects the increase in retail and wholesale turnover with 2017. The overall contribution of the commercial and public services sectors is upward. Forecasts for 2019 – in the sector view, growth will remain overall, but growth rates will not be rapid, as will be determined by the situation on export markets. By 2023, the most significant increase in the number of employees will be seen in the commercial services sector. Europe 2020: A strategy for smart, sustainable and inclusive growth (EU 2020) sets out three key priorities: building a knowledge and innovation-based economy, an environmentally friendly and competitive economy and a high level of employment. According to LURSOFT data, on average, approximately 7950 new companies, including micro-enterprises, small capital SIA, individual merchant companies, etc., are established in the country. In 2017 alone, according to LURSOFT data (03.10. 2018), 6 679 companies were newly established and 11 371 companies were liquidated. We can conclude that economic development involves the formation of new businesses, the strengthening of existing ones, thereby increasing the capacity of graduates with jobs in the “Accounting and Finance” and “Marketing and Innovation” programmes for higher-level vocational higher education. The digital era extends the scope of these specialists from local to regional, national and international.

On 25 April 2019, the Ministry of Economy’s spokesman Normunds Ozols said that the labour market is now approaching its potential and that further improvements are likely mainly through the reduction of regional labour market disproportions, the promotion of labour mobility. The college is no longer focused solely on local planners, but is expanding publicity campaigns across the country, social networks, the media, calling on reflexives to overcome territorial borders at the beginning of their professional careers. Students in the course of studies shall, after the declared place of residence, cover the regions: Zemgale, Vidzeme, Latgale. Lecturers recognisable in Latvia shall be invited as guest lectures to raise and develop the quality of the course of study. The awareness of the college is growing at Latvian level (accountants prepared in Jekabpils at the national level are at a high level).

The head of the Analytics Service of the Ministry of Economics, D Zile [D. Zīle], stressed that in order to maintain and raise the existing standard of living, it would be necessary to work smarter rather than more. Considering that the Latvian State Revenue Service and the Ministry of Finance are preparing serious accounting changes, i.e. - in future, this will be a regulated profession which will increase the need for qualified professionals. This is a contributing factor to the development of the “Economics” study direction.

The college, contributing to the development of the sector for 95 years, strengthening its position in the Zemgale Planning Region, as the only first-level vocational higher education institution, through the process of quality studies, has achieved the objectives of the “Economics” course of studies: to provide people with lifelong access to first-level vocational education in higher education by acquiring work the market requires professions to obtain a 4th level of professional qualifications corresponding to LKI/ENI level 5. A contributing factor to the development of the course of study is also the College's proposed and implemented “Accounting” vocational secondary education programme, enabling interested parties to continue their education to the next degree. The college shall ensure continuity in the development of professional careers (vocational secondary and first-level vocational higher education, lifelong learning programmes), inform students and encourage the continuation of academic careers in bachelor's study programmes.

The interlinking of study programmes is ensured because quality management and management at College are guided by common principles. Lecturers are professionals in their field, develop professionally every year, follow industry and scientific developments, share experience with department lecturers. The college also respects the succession of degrees of education (vocational secondary and vocational higher education programmes), which allows teaching students to better respect issues of empirical and practical capacity, the levels of knowledge, the succession of topics to be presented. As part of the course of study, there is a high-quality link between study courses, as lecturers work basically for 2 departments, handing out classes in both courses of study, familiarity with novelties, working techniques, methods, problems in both departments and teaching groups of departments. The tasks of outgoing lessons and conferences, visits to forums, are based on the urgent study tasks of the leaders of several courses, covering the topics of several study courses.

The “Economics” and “Marketing and Innovation” study programmes under the College are also implemented in other higher education institutions.

Table 2

**“Accounting and Finance” study programme
comparison with other Latvian higher education programmes.**

Comparable parameter	Jekabpils Agrobusiness College	Turība University	College of Accounting and Finance
Title of study programme	Accounting and finance.	Finance and accounting.	Accounting and finance.

Qualification to be obtained	Accountant	Accountant	Accountant
Programme amount expressed in credits	80	80	80
Duration of studies	2 years	2 years and 3 months (part-time studies)	2 years
Requirements for previously acquired education	Secondary education	Secondary education	Secondary education
General education courses	Professional English. Labour protection. Civil protection. Mathematics for economists. Statistics for economists. Informatics and information technologies. Microeconomics. Macroeconomics. Managing documents. Law basics.	Applied foreign language. Information technologies. Microeconomics. Macroeconomics. Management. Business ethics. Financial mathematics. Marketing. Civil protection.	Microeconomics. Macroeconomics. Mathematics for economists. Statistics. Informatics. Marketing basics. Law basics. Labour and civil protection. Business correspondence and record keeping. Management theory basics.

Professional specialisation courses	Compulsory courses. Accounting basics. Commercial activity basics. Management accounting. Finance and credit. Financial accounting. Taxes and levies. Financial management of a company. Business rights. Audit basics. Computer bookkeeping. Business communication. Professional Russian. Accounting of budgetary authorities. Simple accounting. Woodworking, logging accounting. Insurance market. Quality management. Preparation and management of projects.	Compulsory courses. Financial accounting I, II. Business. Accounting practice I, II. Finance and credit. Management accounting. Taxes. Analysis of financial information. Study paper. Optional courses. Art of presentation. Accounting standards. Accounting standards. Management information systems. Average business accounting. Computer bookkeeping. Commercial law.	Compulsory courses. Accounting basics. Financial accounting. Management accounting. Taxes and tax system in Latvia. Business. Finance and credit. Audit. Audit and control. Labour law. Commercial law. Analysis of a company's financial performance. Optional courses. Accounting in marketing and catering. Accounting for construction and woodworking. Simple accounting. State and local government budget accounting. Banking operations. Information technology accountants. Insurance. Securities market.
Amount of practice (CP)	16	16	16
State examinations	Qualification paper 8 CP	Qualification paper 8 CP	Qualification paper 8 CP

When comparing Jekabpils Agrobusiness College with Turība University and Accounting and College of Accounting and Finance programmes, it appears that the Jekabpils Agrobusiness College programme has a smaller number of study courses, they are not so divided, but in some cases combined. It gives more opportunities for graduates of the Jekabpils Agrobusiness College programme to continue their studies at bachelor's level because of a more transparent comparison of the amount of their study courses credits. The College of Accounting and Finance curriculum Accounting and Finance for students has one professional practice of 16 credits, while the Turība University programme contains two practices, one of which is in the 2nd semester, the other in the pre-qualification work practice in the 4th semester, the total number of credits -16.

Comparison of the “Marketing and Innovation” study programme with other Latvian university programmes.

The programme is compared with two similar programmes, which are implemented in Latvia's higher education institutions. Alberta College's research programme “Marketing and its Innovation” and the “Creative Marketing and Sales Management” study programme of the EKA University of Applied Sciences are implemented in the direction of “Management, Administration and Real Estate Management” studies.

Table 3

“Marketing and Innovation” study programme comparison with other Latvian higher education programmes.

	EKA University of Applied Sciences	Alberta College	Jekabpils Agrobusiness College
Name of the programme.	Creative marketing and sales management.	Marketing and its innovations.	Marketing and innovation.
Type of implementation of the programme and duration of studies full and part time.	Full-time 2 years. Part-time 2,5 years.	Full-time 2 years. Part-time 2,5 years.	Full-time 2 years. Part-time 2,5 years.
The number of credits to be obtained.	120 ECTS (80 CP).	120 ECTS (80 CP).	120 ECTS (80 CP).
Qualification or degree to be obtained.	First-level vocational higher education, qualification Marketing and trade specialist.	First-level vocational higher education, qualification Marketing and trade specialist.	First-level vocational higher education, qualification Marketing and trade specialist.
Individual research and practice.	There is practice, study work and diploma project (qualification paper).	Practice, study work, diploma work (qualification paper).	Practice, course work, diploma work (qualification paper).
Requirements for graduates.	Successful acquisition of all study courses, practice and diploma project.	Successful acquisition of all study courses, practice and diploma paper (qualifications).	Successful acquisition of all study courses, practice and diploma (qualification paper).
Similarity of the courses.	There are general education and theoretical and practical courses in the sector.	There are general education and industry courses. Specialisation courses take place from the 3rd semester.	There are general education and theoretical and practical courses in the sector.

Division of courses in blocks.	Compulsory part 120 ECTS (240 UK). Optional courses 30 ECTS (60 UK). Practice 15 ECTS (30 UK). Diploma project 15 ECTS (30 UK).	General education courses 27 ECTS (18 CP). Industry study courses 45 ECTS (30 CP). Specialisation study courses 6 ECTS (4 CP). Optional study courses 6 ECTS (4 CP). Practice 24 ECTS (16CP). Diploma paper 12 ECTS (8CP).	General education courses 30 ECTS (20 CP). Vocational training courses 36 ECTS (24 CP). Optional study courses 18 ECTS (12 CP). Practice 24 ECTS (16CP). Diploma paper 12 ECTS (8CP).
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Similar courses.	-	Mathematics 3 ECTS (2 CP).	Mathematics for economists 3 ECTS (2 CP).
	Informatics 3 ECTS (2 CP).	Business informatics 3 ECTS (2 CP).	Informatics and information technologies 3 ECTS (2 CP).
	Professional foreign language 3 ECTS (2 CP).	Applied foreign language 3 ECTS (2 CP).	Professional English 3 ECTS (2 CP).
	Psychology of communication 3 ECTS (2 CP).	Business communication and professional ethics 3 ECTS (2 CP).	Business communication 3 ECTS (2 CP). Art of communicating 3 ECTS (2 CP).
	Microeconomics 3 ECTS (2 CP).	Microeconomics 3 ECTS (2 CP).	Microeconomics 4.5 ECTS (3 CP).
	Macroeconomics 3 ECTS (2CP).	Macroeconomics 3 ECTS (2 CP).	Macroeconomics 4.5 ECTS (3 CP).
	Accounting basics 3 ECTS (2 CP).	Accounting basics 3 ECTS (2 CP).	Accounting and taxes 3 ECTS (2 CP).
	Marketing 3 ECTS (2 CP).	Marketing 4.5 ECTS (3 CP).	Organization of trade work 3 ECTS (2 CP).
	Commercial activity basics 3 ECTS (2 CP).	Business organisation and planning 3 ECTS (2 CP).	Commercial activity basics 3 ECTS (2 CP).
	Project management 3 ECTS (2 CP).	Project management 3 ECTS (2 CP).	Preparation and management of projects 3 ECTS (2 CP).
	-	Consumer behaviour on the market 3 ECTS (2 CP).	Consumer behaviour on the market 3 ECTS (2 CP).
	-	Marketing research 3 ECTS (2 CP).	Marketing research and analysis 3 ECTS (2 CP).
	Economic statistics 3 ECTS (2 CP).	Basics of statistics 3 ECTS (2 CP).	Statistics for economists 3 ECTS (2 CP).
	Sales management 3 ECTS (2 CP).	Promotion of sales 3 ECTS (2 CP).	Promotion of sales 3 ECTS (2 CP).
	Practice 24 ECTS (16 CP).	Practice 24 ECTS (16 CP).	Practice 24 ECTS (16 CP).
	Qualification paper 12 ECTS (8 CP).	Qualification paper 12 ECTS (8 CP).	Qualification paper 12 ECTS (8 CP).

The amount of study courses for Jekabpils Agrobusiness College's "Marketing and Innovation" programme is similar to those of Alberta College and EKA University of Applied Sciences. Study courses have nearly identical names and the number of credits to be obtained. Study courses have been drawn up on the basis of a standard description of the profession of a marketing and commercial professional. Jekabpils Agrobusiness College and Alberta College have a distribution of college courses in blocks. There are no optional items available in the EKA University of Applied Sciences.

Comparison of the "Accounting and Finance" study programme with the universities of the countries of the European Union.

Comparing the experience of Latvia and foreign countries in the development of economic direction programmes, it should be stressed that, in the various countries of the European Union, there is a tendency to develop programmes in general, without the standards of recruitment professions. In Latvia, all level 1 study programmes are created on the basis of the standards of the respective professions, which are positive, as graduates of study programmes are provided with opportunities to acquire professional skills.

The "Accounting and Finance" study programme was compared with the study programmes of 2 other EU countries: the Lane Community College study programme "Accounting" (90 CP, <https://www.lanecce.edu/sites/default/files/collegecatalog/ctaccounting.pdf>) and the accounting speciality study programme of the Kaunas University of Applied Sciences (120 CP, <https://www.kaunokolegija.lt/studiju-programmes/>). For the comparison of the study programme to be licensed, the following criteria were selected: a similar name, a similar amount of study and a detailed study programme available. Comparison of the College's study programmes with the Lane Community College and the study programmes of the Kaunas University of Applied Sciences

Table 4

"Accounting and Finance" study programme comparison with the national universities of the European Union.

Jekabpils Agrobusiness College	CP	Lane Community College	CP	Kaunas University of Applied Sciences	CP
Mathematics for economists.	2	Mathematics in society. Secondary or higher mathematics.	2.67 3.3	Applied mathematics.	2.67
Managing documents.	2	Introduction to academic writing.	2.67	Record keeping.	2
Accounting basics.	2	Introduction to accounting.	2.67	Accounting basics.	4

Commercial activity basics.	2	Introduction to business. Business seminar/practice.	2.67 1.3	Economy of a company.	2
Business communication.	1	Human resources management.	2	Communication. Psychology.	4 2
Finance and credit.	2	Personal finances.	2.67	Finance basics.	4
Financial accounting.	7	Financial accounting. Payroll accounting.	2.67 2.67	Financial accounting. Investment management.	12 2 2
Simple accounting.	1	Accounting practice.	2	International finance.	
Woodworking, logging accounting.	1				
Practice "Accounting organization".	2				
Accounting of budgetary authorities.	1				
Taxes and levies.	3	Tax concepts & preparation.	2.67	Taxes. Financial rights.	4 2
Financial management of companies.	2	Budget planning for managers. Management team work.	2.67 2.67	Financial analysis. Corporate financial management.	2 4
Business law. Law basics.	1 2	Business rights.	2.67	Law basics.	3.3
Computer bookkeeping.	2	Computer bookkeeping. Automated accounting systems.	2.67 2.67	Computer bookkeeping.	2.67
Professional English.	2			Foreign language.	6.7
Professional Russian.	1				
Civil protection. Labour protection.	1 1			Human and environment.	3.3
Quality management.	1	-		Management theory.	2

Insurance market.	1	-	-	-	-
Statistics for economists.	2	-	-	Economic statistics.	2
Microeconomics.	3	-	-	Economic theory.	4
Macroeconomics.	3	-	-	-	-
Financial management of a company.	2	-	-	Management accounting.	3.3
Preparation and management of projects.	2	-	-	Project management.	2
Audit basics.	1	-	-	Audit.	2
Informatics and information technologies.	2	Using Word in Business. Using Excel in Business.	2.67 5.33	Information technologies.	4
Course paper in Financial Accounting. Course paper in "Company financial management".	2 2	-	-	Study work in financial analysis.	2
Practice.	16	-	-	Practice.	14
Qualification paper.	8	-	-	Qualification paper.	6
-	-	Business communication.	4	Professional communication.	4
-	-	Communication courses.	2.67	-	-
-	-	Sports.	2	Optional courses.	6
Total:	80	Total:	60	Total:	120

By comparing the study programmes implementing the accounting field, it can be concluded that the content of studies in the study programmes analysed is similar. The development of the "Accounting and Finance" programmes for Latvian colleges is based on the standard of occupation of the accountant, which determines the inclusion of the relevant study courses. The Latvian study programmes take more account of the 4 higher education objectives set by the European Council, which is reflected in a larger volume of general education courses. The Accounting programme of

Kaunas College has a higher number of credits, a longer study process (6 semester) and a second, fourth and sixth semester of practice (traineeships); more emphasis is placed on professional study courses.

Comparison of the “Marketing and Innovation” study programme with national universities of the European Union.

The comparison of the college curriculum “Marketing and Innovation” was made on the basis of a study of the European Union's university programmes. For comparison, the Business and Management study programmes were selected, with specialisation in marketing, which are carried out in the following universities in the European Union:

1. University in Great Britain: Leeds University Business School

(<http://business.leeds.ac.uk/undergraduate/ba-management-with-marketing-ucas-code-n2n5/>)

2. University in Germany: Fachhochschule Aschaffenburg

(<http://www.fh-aschaffenburg.de>)

This choice was determined by the similarities between the name and level of the study programme and by the availability of more detailed information on the content and extent of the study programme.

Table 5

Higher education programmes of the countries of the European Union

Description of “Marketing and Innovation”.

No. in succession	State, University name	Description (years, semester, credit points (CP), study subjects)
1.	United Kingdom, Leeds University Business School	Studies take 3 years to reach 360 credit points corresponding to 3600 hours (approximately 1/6 is contact hours and the rest is independent hours). The study programme includes mandatory and optional modules. Study subjects are both general education and sectors, such as IT fundamentals, Organizational Culture, Trade Labour Organisation, Contact Culture, Business Governance, Business Economy, Accounting Principles, Management Accounts, Marketing, Advertising, Consumer Market Action, Sales, International Marketing, International Business management, Labour law, Staff management, Information management systems, Logistics, etc.

2.	Germany, Hochschule Aschaffenburg	<p>Studies take 4 years, consisting of 2 years of basic studies and 2 years of specialisation studies, including 2 seminars of theoretical studies and 1 semester of practice. The study programme shall indicate the number of contact hours per week per semester. General education subjects are offered, such as Business Basics (2 Contact Hours per Week or 3ECTS), Economic Statistics (7ECTS), Accounting (5ECTS), Company Law (3ECTS), Applied Foreign Language English and French (9ECTS), Mathematical economists (6ECTS), Business Management (3ECTS), industry study articles such as Marketing (5ECTS), Advertising (4ECTS), Marketing Planning and Management (8ECTS)</p> <p><i>ECTS = Product of credits specified in Latvian higher education with 1.5</i></p>
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An analysis of college-study programs “Marketing and Innovation” and foreign-study programs shows that the structure and nature of college courses meet international standards. In fulfilling the requirements of the study programme, a professional higher education with the qualification “Marketing and Commercial Specialist” is obtained. Practice is mandatory and diploma paper has to be developed. There are differences in the total amount of credits and duration of studies. In Britain, study subjects include both contact hours and personal work hours, which are similar to college course programs.

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.

During the reporting period, the College's core activities were identified by the “Development and Investment Strategy 2016 - 2020” of Jekabpils Agrobusiness College. The purpose and tasks of the course of study are derived from strategic development tasks.

Objective: Providing lifelong access to vocational training at the level of higher education at the level of the first level, by acquiring professions relevant to the fourth level of professional qualifications required in the labour market (LKI/ENI level 5).

Tasks:

1. Provide education relevant to the latest trends in the development of economic sectors and research-based education.
2. Manage the acquisition of knowledge and the development of skills and competences in accordance with the descriptions of descriptors of the Latvian/European Qualifications Framework (Level 5) and the standards of the relevant professions (Level 4).
3. Ensure the quality of the study process in conformity with the standards “Standards and guidelines for quality assurance in the European Higher Education Area” (ESG) and Latvian policies and regulatory enactments.
4. Develop civil participation skills and patriotism.

The strategic planning document was developed on the basis of trends in economic sectors, national and European frameworks, which set out the basic principles, objectives and action lines for education development policy, including the degree of higher education: ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area, Latvian National Development Plan 2014 – 2020, Latvia's Sustainable Development Strategy "Latvia 2030", "Latvian Higher Education and Development Concept 2013-2020", "Education Development Guidelines 2014-2020", "Latvia's Sustainable Development Strategy until 2020", "Latvia's National Reform Programme "EU 2020" etc.

National development documents reflect forecasts for 2019. – in the sector view, growth will remain overall, but growth rates will not be rapid, as will be determined by the situation on export markets. By 2023, the most significant increase in the number of employees will be seen in the commercial services sector. Europe 2020: A strategy for smart, sustainable and inclusive growth (EU 2020): three key priorities are defined: building a knowledge and innovation-based economy, an environmentally friendly and competitive economy and a high level of employment. Therefore, new businesses will be created, existing ones will be strengthened by increasing the capacity of graduates in the "Accounting and Finance" and "Marketing and Innovation" programmes for higher-level vocational higher education.

Ministry of Economy specialists draw attention to the fact that the labour market is currently approaching its potential and that further improvements are possible mainly through the reduction of regional labour market disproportions, the promotion of labour mobility. The college is no longer focused solely on local planners. The goals of running college are widening borders. Students in the direction of studies shall cover the regions of Latvia according to the declared place of residence: Zemgale, Vidzeme, Latgale. Lecturers recognisable in Latvia shall be invited as guest lectures to raise and develop the quality of the course of study. Representatives of other educational institutions (both students and lecturers) shall speak at college conferences. The awareness of the college is growing at Latvian level (accountants prepared in Jekabpils show high levels at national level). The college has strengthened the principles of internationalisation in its activities.

As society as a whole is variable, the College regularly follows trends in the economy and science. Considering that the Latvian State Revenue Service and the Ministry of Finance are preparing serious accounting changes, i.e. - in future, this will be a regulated profession: we are aware that the need for qualified accounting professionals will increase. It calls for a planned review of the study programme, which also provides for the development of the "Economics" direction of studies.

The College has achieved, on the basis of long-term experience, through sound management and programme implementation, the objectives of the "Economics" study direction: to provide lifelong access to first-level vocational training in higher education, by acquiring professions in the labour market, with a 4th level of professional qualifications corresponding to LKI/ENI level 5. This is in line with the College Mission as set out in the Strategy: to provide quality vocational higher and initial vocational education in line with the demand of the national economy. A contributing factor to the development of the course of study is also the College's proposed and implemented "Accounting" vocational secondary education programme, enabling interested parties to continue their education to the next degree. The college shall ensure continuity in the development of professional careers (professional secondary and first-level vocational higher education), inform students and encourage the continuation of academic careers in bachelor's study programmes.

In order to achieve the results of studies in the course of studies, the College is based on trends in economic sectors, national and European standards for the quality of education, using different forms of study, promoting research and critical thinking on both staff and learners.

The development of the course of study shall be ensured by:

1. Study programmes shall be implemented to ensure the training of skills specialists requested in the sectors of the economy.
2. Students reach the results of studies through highly qualified teaching staff and support.
3. Material facilities and equipment for achieving the results of studies are up to date, are on the agenda and in safe use.
4. Process management, on the basis of external national and internal regulatory enactments and internal regulatory enactments, involving students, industry representatives and teaching staff, shall ensure planning, implementation, monitoring and optimisation in the quality assurance of studies.

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.

Strengths:

1. Academic knowledge of academic staff, experience.
2. Professional activity of academic staff in the sector.
3. Regular professional development of academic staff.
4. Quality management of the study process: regular monitoring, analysis, optimisation.
5. Regular exchange of views with students, industry.
6. Explaining the results of studies to students, evaluating the results of understanding studies in the study process.
7. Outing lessons, lectures for students.
8. Gaining international experience under the ERASMUS + project.
9. Regular business research opportunities for students; opportunities for participation in conferences organised by the College and outside the College.
10. Materials - technical provision for the development of study and non-study activities.

Weaknesses:	Further action
1. Sometimes low level of motivation for students.	<ol style="list-style-type: none"> 1. Provide deeper, broader insight into study process, requirements, and career prospects during enrolment. 2. Provide more support for group consolidation and group support in the study process.

2. English knowledge of the staff.	Increase lecturers' involvement in College activities (projects: career education, lifelong learning, ERASMUS + projects; partner activities; English language training; guest lectures, etc.)
3. Lack of distance learning programmes.	Not planned for the next 2 years.
4. Lack of funding for academic, organisational and research activities of academic staff.	<ol style="list-style-type: none"> 1. Evaluate the involvement of academic staff in outside class activities. 2. Define the maximum activities to be funded. 3. Maintain work efficiency within existing resources.
5. Remuneration of teaching staff for attracting new perspective employees.	<ol style="list-style-type: none"> 1. Activate the implementation of paid lifelong learning programs at the College.
6. Ageing academic staff.	<ol style="list-style-type: none"> 1. Conduct a lecturer survey "Perspective Plan" in January of each academic year to start timely the recruitment activities. 2. Maintain and update the database of the academic lecturers' career opportunities in the College.
Options:	Further action
<ol style="list-style-type: none"> 1. Expand the range of partners abroad. 	<ol style="list-style-type: none"> 1. Become more involved in ERASMUS + projects. 2. Purposeful research, involvement of cooperation partners. 3. Contact former partners, alumni. 4. Communicate with colleagues in Latvia, take over experience.
<ol style="list-style-type: none"> 2. Use the freedom of study for students to listen to lectures in other higher education institutions/universities. 	<ol style="list-style-type: none"> 1. Raise the issue of freedom of studies for students and the local government. 2. Develop internal procedures on the freedom of study implementation at the College. 3. Include a section on paid College services in the price-list for other higher education institutions students in other fields of study.

3. Development of applied research in cooperation with industry companies and organisations, municipalities through college experience and integration.	<ol style="list-style-type: none"> 1. Continue and activate cooperation with the municipalities, industry associations and their representatives. 2. Promotion of good practice examples through the implementation of study courses.
4. Guest lectures of foreign practitioners.	<ol style="list-style-type: none"> 1. Cooperation with other institutions of higher education in Latvia. 2. Delivery of students to guest lectures at other higher education institutions in Latvia. 3. Collecting and generalizing the information about potential candidates - guest lecturers at the College.

Threats:	Further action
1. Insufficient provision for public funding for recruitment of professional and prospective lecturers.	<ol style="list-style-type: none"> 1. Evaluate the minimum number of students for new group opening. 2. Do not open groups with insufficient number of students. 3. Increase College revenue from paid services. 4. Expand the implementation of paid lifelong learning programs.
2. Demographic situation.	Qualitative execution of the development strategy of the College as an educational institution.
3. The outflow of young people to EU countries.	
4. Political decision in the country on the reorganisation/winding-up of higher-level vocational education institutions.	1. The College changes its status from College to vocational secondary education institution, returning to historic status.

A plan for study direction development in college was developed in 2016 – 2020. The report on the implementation of the plan was presented annually in self-assessment reports and in the Annual Report (Annual book). The next development plan for the direction of study in college will be drawn up on the basis of the Strategy, which will be developed at College in 2020.

Priorities for the next period:

1. Developing internationalisation processes.
2. Multilateral and high-quality cooperation with industry in the different lines of the College's activities.
3. Creating an image of a college in the Latvian Higher Education Area.

1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the

assessment of the role of the director of the study direction and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study direction.

The management of the direction of study (see Appendix 14) is based on the Quality Management Framework guidelines:

1. Understanding of processes and subordination.
2. Individual responsibility in the context of the institution.
3. Professionalism and targeting in the context of perspective.

Management of the direction of study is carried out at three levels:

1. Colleges - College Board/Administrative Board ("Colleges Board Statute").
2. Parts of studies - methodical board of the section of studies ("Statute of the methodical council of the part of studies").
3. Departments - Head of department ("By-law of the departments").

At college level, the top decision-making authority and the top executive plan strategically and approve new study programs or permitted changes, research directions, admissions rules, financial plans, etc., and evaluate and evaluate the College's activities. As representation is provided for both students, industry, academic staff and administrations, this management is qualitative, comprehensive.

At the level of the study part, management shall be performed by the methodical In the field of studies, the Deputy Director in the field of studies, who is also the head of the methodical board, also an expert on administrative and quality management matters, shall monitor the consistency of the direction of studies and regulatory framework, and shall ensure a relationship with the highest level of management, as well as curators and the self-government of students. The methodical board shall also consist of department leaders - experts on methodological, research, organisational matters and shall provide links with lecturers (both elected and guest lecturers) and programme leaders. The secretary for recording of the study division shall be an expert in his/her field of activity, shall be a guest lecturer and shall provide a connection with students and lecturers in accordance with their duties. The methodical board shall comply with the decisions of senior management, perform the necessary corrective actions in the study division, perform the planning of study division within the academic year, accept the work plans of the departments, perform supervision and operational activities. *For example:*

1. *A priority task for the academic year "Diversity of working forms, methods in the presentation of the content of study courses" or "Linking the study process to the sector" was identified when compiling the observations and the conclusions reached as a result of monitoring.*
2. *The Heads of departments were asked to explain to the teaching staff specific issues of didactics (student-centred education, study results, etc.).*
3. *In order to keep the development of the course of study in line with time, proposed professional training activities at College (e.g. "Coffee with a researcher" - Meetings and exchange of experience with Rezekne Professor of Technology, dr.sc.ing. A. Teilans [A. Teilāns] or seminar "Using teaching methods for promoting innovation in the education*

sector”, chaired by Professor of the University of Latvia, dr.paed. I. Ivanova, etc.).

At the level of the department, the management shall be performed by the head of the section profiling, ensuring the execution of the decisions of the methodical board and the execution of the work plan of the branch. The Head of the department shall cooperate periodically with the Head of the Programme, who shall be familiar with the sector, industry specialists, both in the region and at national level, with the results to be achieved. The head of the department or teaching members of the programme shall consult with the head of the programme during the updating of the study programmes or during the development period of a new programme. The programme manager is entitled to chair a working group for the development of a new programme.

The official responsible for the course of the college shall not be determined separately.

The materials necessary for the development of the direction of study shall be coordinated by the head of the unit in the work of the holding. A lecturers’ survey on the necessary technical provision shall be organised 2 times a year by the Deputy Director in the field of studies. At the joint August meeting of departments, lecturers receive feedback on the execution of the purchase plan.

The College Project Manager shall be responsible for international cooperation/participation in projects.

During the last two academic years (self-assessment), the College has undergone a major qualitative change in management, which has also affected the development of the course of study:

1. Appointed another Director in 2017.
2. Renewed position of Deputy Director in the field of study in 2017/2018.
3. Another deputy director in the field of upbringing started work in 2018/2019.
4. A quality management system is in place, followed by all parties involved.
5. Part of college studies took a more rapid course on process development based on the ESG.
6. The Administration shall participate in educational seminars (g. *“Effective Governance of Vocational Training Institutions and Development of Personal Competencies”*, *“Support for the fulfilment of the requirements of the EQAR Agency”*, workshops on *“Academic Honourability and Ethics in Higher Education”*, *“National Coordinators for the Implementation of the European Programme for Adult Education”*, conference *“For a Decent Work in Higher Education”* for teaching staff of educational institutions in Latvia, organised by LIZDA in cooperation with the subcommittee of the Saeima Education, Culture and Science Commission on Higher Education, Science and Innovation, during the 4 discussion cycle *“Higher Education Management: the courage to change European Union Structural Fund investments for strong universities in Latvia”*).
7. In a scientific and practical conference, the lecturers and other listeners were presented on:
 - The role of the Bologna process in the development of modern higher education;
 - The alignment of the Latvian Qualifications Framework (LKI) and the European Qualifications Framework (ENI);
 - regarding the levels of professional qualification of Latvia.
8. the lecturers were educated about:
 - the results of studies, planned/achievable and understood, both on the student's side and on the lecturer's side;
 - the planning of the results of studies in study course programmes.
9. In attracting learners, the academic staff carried out updating of internal regulatory enactments regulating core activities so that internal quality management processes comply with ESG, Latvia's external regulatory enactments: legislation, policy documents, legislation.
10. A quality management system for the part of studies has been developed and implemented.

11. There are qualitative changes in the composition of lecturers (*see Appendix 17*):
 - the number of lecturers with an academic master's degree has increased (this curve is up throughout the reporting period in 2014/2015 — 18, 2019./20.g. - 24);
 - 1 College lecturer has obtained a scientific doctoral degree in 2018 and 2 College lecturers are phd. students (up to 2018 there was only one guest lecturer with doctoral degree);
 - the number of teachers with higher vocational education has increased (2014-2015-4, 2015-2018 - 3, 2019./2020 - 5) because, when providing vocational training, we focus on guest lecturers coming from the sector. These colleagues are encouraged to develop academic careers.
12. In order to improve the effectiveness of the study process, the study form “Take-away lessons” is strengthened, when students meet with industry in a real working environment and know specific processes or procedures. The course statement draws on specialists from the industry who meet with students at College during academic sessions.
13. The results of the defence of qualifications are upward dynamic (*see Appendix 33*).
14. Evaluation commissions involve highly qualified academic staff with a scientific lecturer, professionals with long experience in the industry, representatives of the College Administration. Students have the right to invite representatives of self-government or industry representatives of students to defend, in agreement with the head of the department in advance.

Management of the direction of study is defined, areas of responsibility are separate, the decision-making process and the flow of information are clear.

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 college has procedures and approved internal regulatory enactments governing admissions procedures and the recognition of competences acquired outside formal education or acquired in professional experience and the results of studies in previous education (see <https://jekabpils.jak.lv/lv/dokumenti/nolikumi/>).

Internal legislation “Reception rules at Jekabpils Agrobusiness College for the academic year ...”(see https://jekabpils.jak.lv/uploads/files/Uznemsana_not_%202019_20.pdf) governs the admissions process (in the Quality Management System, this process is reflected in the “Management” process):

1. At the beginning of each academic year, the methodical board of the section of studies, observing Cabinet regulations regarding requirements, criteria and procedures for admission to study programmes, shall review the internal regulatory enactment “Admission Regulations for the academic year of Jekabpils Agrobusiness College ...”, as the external regulatory enactments or internal situation change. Students shall also be invited to the meeting of the methodical board. This is done with the aim of developing social skills, working with regulatory frameworks, and building a trust-and-dignity relationship between the

administration and students.

2. The accepted “Reception Rules at Jekabpils Agrobusiness College for the academic year ...” are approved by the College Board, as provided for by the “College Statute”.
3. The approved regulations, in accordance with Cabinet Regulation No. 348, “Procedures by which the High School and College shall submit information regarding their activities to the Ministry of Education and Science” shall be submitted electronically to the Ministry of Education and Science by 1 November of the current year.
4. The Admission Commission determined by the College Board and approved by the College Director shall organise the admissions procedure:
 - registration for studies;
 - notification of the competition, the procedures for their conduct and the results;
 - entering into contracts (the regulations to be included in the contract of studies shall be determined by the Cabinet) and immatriculation.

During the process, the requirements for the processing of personal data are met.

After entering into contracts, representatives of the self-government shall send to students 2 internal regulatory enactments “Rules of the Internal Procedures for Students” and the “By-law for Granting Scholarships” with the aim that young students begin to become acquainted with the College and apply for grants in good time, as well as in order to ascertain which of the young students comply with internal procedures - to respond to the e-mail letter within 2 working days.

The internal regulatory enactment “The by-law for the recognition of competencies acquired outside formal education or acquired in professional experience and results of studies in previous education” (see <https://jekabpils.jak.lv/lv/dokumenti/nolikumi/>) regulates processes (in the Quality Management System, this process is reflected in the “Basic activity” process):

1. Recognition of competences acquired outside formal education.
2. Recognition of skills acquired in professional experience.
3. Recognition of the results of studies in previous education.

These processes are divided into 4 steps:

Step 1 “Identification”.

Step 2 “Documentation”.

Step 3 “Assessment”.

Step 4 “Issuing”.

The implementation of the process involves compliance with and carrying out certain procedures by the parties involved, the applicant, the consultant, the commission.

For example, **the applicant**:

1. *In the identification step at the planning stage:*
 - Obtaining information at jak.lv
 - Getting information by contacting College.
2. *In the course of the identification step, the Consultant shall be consulted:*
 - the process and requirements;
 - the documents to be drawn up in order to demonstrate the results achieved;
 - how to correctly select and prepare documents;
 - regarding the evaluation process;
 - on possible results.
3. *In the documentation step during the planning phase:*

- *full acquisition of information and awareness on:*
 - *process,*
 - *requirements,*
 -

4. *In the documentation step in the implementation phase:*

- *recording of study results;*
- *search for evidence;*
- *arranging the evidence;*
- *submission of an application with attachments to the College (submission of copies, presentation of originals);*
- *payment (in accordance with the College Charge Services Price List) for the process (payment for additional checks will be made later if the commission decides on the need for additional checking);*

5. *In the assessment step in the implementation phase:*

- *participation in the test;*
- *receiving feedback from the commission.*

6. *In the delivery step at the implementation phase:*

- *receipt of a Commission decision on the extent of the results of the studies achieved in credit scores;*
- *the name of the study programme or study course in which credits of the results of the recognised studies are credited;*
- *adoption of a decision;*
- *challenge to the College Director;*
- *challenge before the Administrative Court;*
- *entering into a contract with the College for immatriculation in a given semester (adding a comparison protocol and an individual study plan with additional requirements);*
- *registration of a decision in accordance with the procedures specified by the College.*

The college regularly carries out and has accumulated experience in recognising the results of studies in previous education (see examples in the Appendix No.58):

Table 6

	2013/ 2014 academic year	2014/ 2015 academic year	2015/ 2016 academic year	2016/ 2017 academic year	2017/ 2018 academic year	2018/ 2019 academic year	2019/ 2020 academic year *as of 31.01.2020.
Number of examined applications	2	5	11	3	8	10	3

Deputy Director in the field of study and Heads of department, on 26 October 2017, took part in a national seminar on “Assessment/Recognition of the results of non-formal education in the context of the Latvian Qualifications Framework” (with the support of the European Union programme “Erasmus +”).

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.

Assessment at College is a procedure for determining student performance - knowledge, skills, skills, skills and attitudes - and is inseparable from teaching - learning.

The assessment of the knowledge of students shall take place in accordance with Cabinet Regulation No. 141 of 20 March 2001. "Regulations regarding the State Standard for Vocational Higher Education" (paragraphs 9-15) and in conformity with the regulatory enactments developed by Jekabpils Agrobusiness College.

https://jaklv.sharepoint.com/:w:/r/_layouts/15/Doc.aspx?sourcedoc=%7B78959314-D7C6-4648-B792-C84ECF377470%7D&file=IN14_Kartiba_STUD%20Studiju%20un%20parbaudijumu%20kartiba%202019%2008%2023.doc&action=default&mobileredirect=true

Basic principles for the evaluation of the results of studies in the study programme:

1. The principle of pooling positive achievements - education acquired is assessed by summing up positive achievements.
2. The principle of minimum rating - it is necessary to obtain a positive assessment on the learning of the content of the programme.
3. Principle of openness and clarity of requirements: in line with the objectives and objectives of the study programme and study subjects, the objectives of the evaluation of education are defined.
4. The principle of valuation diversity: different types of checks are used.
5. Principle of conformity of assessment: the amount of content to be included in the tests corresponds to the content specified in the subject programmes and the skill and knowledge requirements set out in the professional standard.

The programme of each study course shall refer to the establishment of a joint final assessment of the proportion of own-initiative, practical work, theoretical answers. The information shall be available to the student and the teacher of the study course. The proportion recorded in the programme, as the final assessment forms, ensures the availability of information as the final assessment forms.

In the case of participation in scientific research conferences, the student has the possibility of obtaining an additional 0.5 points at the final rating in the qualification exam.

Student knowledge, skills and skills testing and assessment shall take place:

1. Routine examinations of study courses.
2. Final examinations of study courses.
3. In defending the course papers.
4. Defending the practice reports that reflect the progress of the practice.
5. In the final State examination of study programme.

Students shall be informed, in good time, of the forms, conditions, requirements, etc. of the routine and closing examinations of study courses, of the qualification practice programmes and of the requirements for defending the practice report:

1. The conditions and requirements of the examinations, as well as the form of the examination, shall be explained to the student in the introductory classes of the study course or before going into practice or starting the development of the course paper. The briefing shall be organised by the Head of the Department.
2. Students shall be provided with advice to all lecturers involved in the realisation of the study programme.

The college supports the formative evaluation of the results to be achieved by study courses. The learner gains experience in planning and monitoring learning, obtaining and using feedback from the lecturer to improve his or her performance. The student shall have the results of the study course to be clearly achieved, and during the study process the student shall evaluate his or her work and progress in accordance with the objectives pursued.

Testing of the results achieved by studies shall take place in a counting or examination. An examination - an examination at the end of the study course or part thereof in which a 10-party score is obtained. In the course, the score of achievements at the level of learning of the course is "credited" or "uncredited", or the score on the 10-party scale.

Routine examinations of a study course are the examinations organised during the acquisition of study courses, with the aim of verifying the acquisition of the results of studies (knowledge, skills, competences). Routine tests are intended to determine the level of learning of the content of the study course. The purpose, number, form, "weight" of the routine tests are indicated in the study course description in the overall final assessment. The form and methods of organising the inspection shall be determined by the lecturer of study courses. Routine tests shall be assessed by the lecturer on a 10-point scale or "credited" and/or "uncredited". As assessment methods, the following shall be used:

1. Test.
2. Individual discussions on the results of the performance of own-initiative work.
3. Presentation of the developed project.
4. Home test.
5. Independent work.
6. Discussion.
7. Debate.
8. Role play.
9. Report, etc.

The assessment of the qualification practice shall be given by the Commission for the Protection of Practice Reports, evaluating the work done in practice, according to specified criteria.

Credits shall be credited for each study course and practice acquired where the final score has not been less than 4 (almost average) or "credited".

Successful learning of study courses is linked to regular student work during the semester. The number of routine tests depends on the size of the study course in the credit scores. An unsatisfactory assessment of the routine examination is an obstacle to the passage of a student to the completion of the final examination (examination) of the study course.

The student shall receive the final assessment of the knowledge acquired in the course after the examination has been completed.

The student shall obtain an assessment of course jobs, qualification practices and qualification work after defending it. When assessing the course work, the following conditions shall be taken into account:

1. Feedback: valuation from the company/authority.
2. Content of the course paper submitted in writing (relevance to the subject chosen, relevance, relevance of the research methods applied, feasibility and effectiveness, presentation of clarity, transparency and comprehensiveness, originality, relevance and justification of the conclusions and proposals made, etc.).
3. Awareness raised during the defence of work on the selected subject of study, the ability to base its conclusions and proposals and to answer the questions raised.

The college has developed a course-work-subject application form and course-work evaluation criteria that are available to students on the College Home page under Office365.

Conditions for the assessment of the qualification practice report:

1. Content of the report on written practices (fulfilment of design requirements, degree and quality of performance of practice tasks, relevance and justification of conclusions and proposals made).
2. Student profiles issued by the practice manager and recommended practice assessment. A student and practice manager at the company fills out the survey on the Gmail website and sends to College until defending the practice.
3. The ability of a student to characterise the performance of the tasks of the practice programme during the defence of qualifications, indicating the problematic aspects, as well as the ability to justify his or her conclusions and proposals, and to respond to the questions raised by the commission (composed of practice leaders).

Conditions for the assessment of qualifications:

1. Content of the qualification work submitted in writing (compliance with the design requirements, including the amount determined; subject matter, study level; relevance of the research methods applied to the subject-matter and purpose of the study; quantity of sources used (scientific works, regulatory documents and practice materials), relevance to the subject and the purpose of the work, quality of the study; full and effectiveness of its application efficiency; presentation of clarity, transparency and comprehensiveness; details and justifications of the conclusions and proposals made, practical feasibility of the work being developed, etc.).
2. The content of the student's report on the most important sections of the qualification paper.
3. The student's answers to the questions raised, the ability to base his or her conclusions and proposals.
4. Notes made in qualification work reviews and recommended grade.
5. At the end of the acquisition of the programme, a national examination – a qualification examination, which is assessed in the 10-point system and the part of which is to defend the qualification paper.
6. A first-level vocational higher education diploma shall be awarded by a student who has acquired a study programme and passed a qualification exam, obtaining a score of not less than 4 (“almost average”) points.

The results of studies understood by students and lecturers within the framework of a study course (in the process or at the conclusion of a study course) shall be evaluated by the head of the study course. The head of the department shall be limited to cases where internal supervision so provides. The assessments of students at the end of study courses and the results of the

qualification practice and state examinations shall be analysed by the Heads of departments at the meetings.

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

The implementing rules for the 8.2.3. specific objective of the “Ensuring Better Governance in Higher Education Institutions” of the “Growth and Employment” operational programme reflect the term “Academic Honesty”, i.e. the pursuit of academic work, taking into account the highest standards of professionalism and precision, objectivity and veracity, principles of morality and ethics, honesty, including the prevention of plagiarism, the provision and accuracy of information in academic publications, as well as in communication and publicity measures which constitute an image of the academic environment.

In college at the beginning of the academic year:

1. The issue of academic honesty is raised in the audience of the lecturers with the aim of reminding them of its principles.
2. The Deputy Director shall, during his first meeting with students, give an insight into the general principles of academic fairness, explain the plagiarism, how serious academic misconduct - the embezzlement of an alien author, by asking it about his or her - nature, and refer to the internal regulatory enactments “Rules for the Control and Prevention of Plagiarism at the Jekabpils Agrobusiness College” (hereinafter - Regulations), as, as well as get acquainted with the www.jak.lv registered users of this document.
3. In September, the head of the section that profiles shall perform the planned first-time briefing to students, explaining the college's research requirements in achieving the results of studies and recalling the requirements for observing academic fairness.
4. Teaching staff shall follow the principles of academic fairness when consulting their studies.

The College, based on the Copyright Law, the Scientist Code of Ethics, the concept of Academic Honesty, has developed “Rules for Control and Prevention of Plagiarism at Jekabpils Agrobusiness College.” They shall apply to students, academic staff and guest lecturers and to the works of studies developed. The college shall be composed of a panel approved by the Director (hereinafter - Commission): Deputy Director in the field of studies and continuing education, Deputy Director in the field of IT and distance learning, Head of the department of profiling, head of qualifications, curator of the student, secretary of records of the part of the studies.

The rules reflect the clarification of plagiarism, so that all parties concerned have a common understanding on this issue explain the mechanism for plagiarism control at 3 levels:

1. Self-control.
2. Control during the evaluation of study work.
3. Organised testing of qualifications in a single computerised plagiarism control system (hereinafter - System) - a set of technical, methodological and organisational elements for the examination of student works of higher education against student works already accumulated in higher education and a set of other documents. On 24 January 2018, an agreement was concluded on the addition of the educational institution, *Jekabpils*

Agrobusiness College, to the plagiarism control system.

If the examination in the System shows plagiarism (exceeding 17%), the Deputy Director in the field of study shall invite the supervisor to examine the findings and to take a decision:

1. Plagiarism has not been established (regulatory enactments, specifications, etc.).
2. Call the Commission.

The Commission shall take into account:

1. The importance of layered fragments, volumes and fragments at work.
2. Previous plagiarisms and other offences committed by the student.
3. Written explanation of the student.

A student shall be invited to the meeting of the commission. The Commission shall adopt a decision:

1. Correct qualifications at work to prevent plagiarism.
2. Administrative punishment and prevention of plagiarism.
3. Extricating with the right to re-establish/not re-establish in studies.

If plagiarism is established after graduation and obtaining a diploma, a commission designated by the Director of the College shall carry out an evaluation of the plagiarism fact, while retaining the right to review the decision on the annulment of the qualification.

Students have the right to challenge the decisions taken by the commission by submitting a submission to the College Director.

*For example, 2019 – the Director's Order No. 3-1/4811.06.2019. established a commission which examined the subject of the plagiarism of a full-time study of the First Level Vocational Higher Education Studies Programme “***” of a student of Group A ... *** ***.*

The Commission decided:

1. *On the basis of the internal rules No 1-8/12 of Jekabpils Agrobusiness College 23.04.2018. “Rules for Control and Prevention of Plagiarism at Jekabpils Agrobusiness College”, TO MAKE a note on the findings of plagiarism for the students of Level 1 professional higher education study programme “***” for a full-time study group A *** ***.*
2. **** *** to make corrections to qualifications by removing plagiarism and sending to the Deputy Director in the field of study and continuing training by 14.06.2019. 12.00 for the examination of corrected qualification works in the single computerised plagiarism control system.*
3. *The student made the necessary improvements.*

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.

In 2018, the college changed the design and structure of the homepage www.jak.lv, enriching content as well. The home page shall be administered by the Deputy Director in the field of IT and

distance learning. The content of the information provided by the section of studies shall be the responsibility of the Deputy Director in the field of study and continuing training.

In view of the fact that the College provides an educational process in two degrees of education, the information flow is shared and distributed to students (part of studies) and “students” (secondary education department), “Programmes”, together with information on both vocational secondary education and first-level vocational higher education programmes.

General and detailed information about the study process is obtained by <https://jekabpils.jak.lv/lv/>.

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.

Quality management at the level of the direction of study focuses on the approval or quality development of compliance. In order to implement quality management, processes are planned according to standards, requirements, college development documents, operational plans, survey results, reliable data are collected, monitoring has been carried out, information analysed and conclusions have been drawn. Staff are presented with optimized processes, planned actions.

1. By 2017 On 1 September, the Deputy Director in the field of study and continuing training was recruited, increasing the management capacity to take targeted and planned quality management measures with the Heads of departments. A quality management system was introduced, process management based on quality management principles. Internal legislation (see Appendix 40) has been targeted and updated at the college, on the basis of the ESG, a European Union-funded project in educational seminars, conferences (e.g. *“Effective management of vocational education institutions and the development of staff competencies”*, *“Aid for the fulfilment of the requirements of EQAR Agency”*, *“National coordinators for the implementation of the European Programme for Adult Education”*, *“Academic Honourability and Ethics in Higher Education”*, during the discussion cycle *“Higher Education Management: Course to Change the Investment of European Union Structural Funds for Strong Higher Schools” in Latvia*, the information and experience of colleagues, as well as the conclusions resulting from monitoring and proposals made by students and academic staff, obtained by the conference *“For a Respect Work for Higher Education Institutions in Latvia”*);
2. For each academic year, starting from 2018/2019, priority actions shall be identified, implemented, monitored, analysed. At the end of the academic year, an assessment is carried out, self-assessment is prepared, with 2018. – Annual book report.
3. Within the scope of college lifelong learning, one of the lines of action is defined as *“Professional development of staff”*.
4. In the audience of teachers, questions were raised about the framework structures of Latvian and European qualifications (Level 5 descriptors), the principles of student-centred higher education, the orientation of the study process on learning outcomes and the underlying

processes at College, the graduation of knowledge by level – in terms of perception, understanding, application, academic honesty in the study process, etc. The doctors were presented with the term “understood study results” on the part of the doctors and on the part of the students. Lecturers measure the understood study results not only at the end of the course, but also at the time of the course presentation. In cases where the gap between the understanding of the results of studies on both sides is “large”, additional analytical measures shall be taken.

5. The lecturers reporting system was optimized so that one information should not be duplicated in more than one document, e.g. in the “Linking to Sectors” table, the lecturers reflects only the same organised activities targeting students. But in the “Development of professional qualifications” table, the training activities visited by the lecturer. At the end of the academic year, this table is printed and added to the Annual Report of the Doctor's Work and not duplicated again.
6. Students' Contracts with the College include a requirement to participate in annual college scholarly research conferences when developing research and presentation skills.
7. The form of study – outing lessons – defining specific requirements and reporting types for outgoing lesson organisers and students, as well as for students who do not take the opportunity to familiarise themselves with the chosen profession or sector in the working environment.
8. A “Adaptation” questionnaire was introduced for young teachers and for all teaching staff: “Aid for the implementation of the study course” and “Materials – technical provision for the implementation of the study course”.
9. Increased attention is being paid to young lecturers, especially those who are not educators. Individual and additional group lessons are organised in the fields of quality training, IT skills development and work in the Mykoob system.
10. Teaching working places more emphasis on methodological working groups (e.g. only accountancy or informatics study teachers, etc., when specific issues are to be addressed).
11. A planned update of programmes is introduced every 3 years, in cases where the update has not been proposed by internal/external entities.
12. Quality is seen as a result of interaction (between students, teaching staff and the learning environment).

The college is experienced and targeted measures are being taken to ensure quality in achieving the results of the studies.

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 College, while ensuring uniform quality management, has approved the “Procedures for the Development, Approval and Update of the Study Programme” (see <https://jekabpils.jak.lv/uploads/files/programmu-izstrade-un-aktualizesana-.pdf>).

All students and staff shall be informed of the possibilities to make proposals for operational

processes.

1. The College has a recent experience in developing and licensing a new study programme – the “Programming and Computer Networking” study programme was licensed in October 2018.
2. At the beginning of each academic year, study leaders update their study programmes: reviewing the results of studies to meet the standard of occupation (level 4) and LKI/ENI (level 5), topics, information sources. As a general rule, lecturers make major changes to the study course following informational or professional training activities in departments/outside College, providing the most up-to-date information on higher education trends at national or international levels.
3. The administration, during meetings with students or self-government of students, industry representatives, invites to give their vision/ recommendations for the implementation of study programmes/ courses. When contacting the Qualifications Paper Assessment Commission, the current version of the programme is sent electronically with the request to submit the proposals on the programme updates.
4. Lecturers (especially in part-time studies) invite students who are already working in the field to express their suggestions on the topics or topic content, the content of the study programme to be included in the study course; this method has been recognized as effective and recommended for all lecturers at the department meeting.
5. The internal regulatory enactment “Procedures for the development, approval and updating of the study programme” provides that changes to study programmes and study course programmes may be proposed by students, staff, industry or after external audits, evaluation of processes (e.g. in the College box “Proposals for the Improvement of College” in 2019. to extend the subjects of study courses to the “Accounting and Finance” programme, this issue is addressed immediately in the process of updating the programme planned for autumn).
6. At the end of each course and academic year, the Head of department shall organise graduate surveys, which shall also have the possibility of making proposals to improve the programme. The results of the surveys are examined, analysed at the meetings of the departments, presented conclusions and proposals.
7. In the absence of internal or external proposals, the updating of the study programme shall be carried out every three years. In September and October 2019, the College is scheduled to update the “Economy” and “Management, Administration and Real Estate Management” programmes.
8. When updating the programme, a working group is created, the head of the programme is determined. Students (active and graduate), industry representatives, staff are involved. The results of studies to be achieved are reviewed at the level of programmes and study courses (mapping is being developed), study courses and topics within them, the evaluation system (criteria, methods), the discussion of empirical and practical student pressures, the revision of the qualification practice programmes.
9. During the academic year, meeting several times with industry (e.g. *The College Applied Studies Conference, study orders from industry, defending course jobs, defending qualifications/works, scheduled/unplanned appointments; as well as when electronically sending information on the progress of the examination to the Qualification Examination Board, the study programme is attached with the request for suggestions on how to improve it, etc.*) accrues the views expressed and the working group on updating the programme is presented to them.
10. The updated Programme shall be considered at the meeting of the departments; approved by the Methodist Board with the participation of the Director, voting by the members of the methodical board and by the Director (the vote of the Director shall be decided on equal

- votes by the parties). The updated programme shall be approved by the College Board
11. Students and lecturers are presented with changes to the program in writing using e-mail; the current version of the program is placed on the college's server "ROZE".
 12. After updating the programme/making changes, the Head of department shall, within the next academic year, carry out the planned thematic monitoring by organising discussions, meetings, surveys, etc. with lecturers and students.
 13. The development of new programs at College is carefully planned and weighted, and it should be noted that at College, in parallel, education programmes are carried out in two stages (so licensing and accreditation processes are common, which requires additional staffing and financial contributions).

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.

On the basis of one of the objectives defined by the European Council - "Preparing students as active citizens and ensuring their future careers" - and in line with the basic principles of providing a student-centred study process, the College is planning measures to develop the social skills and civil positions of students, i.e. developing the skills to plan, develop, acquire, to understand, to evaluate processes, to express a reasoned opinion, to provide a reasoned response. One of the directions for developing such skills is the submission of complaints and proposals to improve the quality of the study process.

Both students and doctors have been informed of the system for submitting complaints and proposals at College:

1. Procedures for the circulation of documents in the Jekabpils Agrobusiness College Proposals Box No. 1-7./37, 27.12.2018, published to registered users in jak.lv/ have been developed.
2. The college foyer has a "Proposals for College Performance" box in which anonymous/signed proposals, critical remarks, complaints about the study process in general or individual processes, procedures, individuals may be placed on paper (e.g. *an anonymous author suggested that the study be extended to topics in September 2019. viewed by the Methodist Group of the Economic Department, the solution was sought and found*).
3. For the provision of the representation of the rights and interests of students, an institution - the self-government of students has been established at the College. The internal regulatory enactment entitled "The By-law of the Participant Authority", which governs its activities in Links, has been developed and approved. The self-government of students shall be informed of the objectives, functions, powers of its activities. It periodically updates the issue of using a box to increase the effectiveness of the study process by placing a message on the INFO bench in the hallway on the 1st floor; on the basis of the internal arrangements "Procedures for the circulation of documents in the proposals box of Jekabpils Agrobusiness College", takes part in this process - opening the box, examining the contents, providing feedback link (e.g. a submission of students has been received regarding the loud sound of a call for hours and the unpleasant sound of the hearing. *At the administration meeting, this submission was*

examined and decided to carry out price research for the development of a new digital call and internal radio network. The deputy director in upbringing work and the groups of educatees of the head of the economic unit shall be informed orally of the decision taken).

4. On the first day of the academic year, following a formal event, at a joint meeting, the Deputy Director shall present students with their rights, duties at College, and shall present a mechanism for making proposals and complaints (verbally, in writing, anonymously, by signing) to use the "Proposals for improving the functioning of college". Students are encouraged to use the self-government of students as an expression of their interests and needs, thereby developing the principles of civil positions, the principles of action in life.
5. At the beginning of the academic year, groups of students are filled in by a "PDF - First Day File" which reflects their first impressions on the College (*to find out the emotional background of young students and the image of a college on the part of newcomers*), asking vague questions (*so that the administration, self-government, to focus on the measures to be taken at the beginning of the proceedings*), creates an overview of the group (*in order to: group to be grouped*). The replies shall be prepared, provided by the student self-government, consulted, supervised by the Deputy Director in the field of tumour.
6. Students shall be informed by e-mail of the annual opportunity of the self-government to meet with the College Director in order to agree on the objectives of the action to listen to the students' representatives in order to jointly increase the effectiveness of the work at College.
7. Students shall be informed, through e-mail, of the possibilities to express their views when writing in e-mail to the director, deputy director, faculty, student self-government or submitting an application to a specific addressee.
8. In cooperation with the association "Jekabpils NGO Resource Centre", the College organised joint activities to develop student citizenship, local patriotism (*e.g., in the context of the "Speak to Me Jekabpils" project, representatives of the association met with our students to explore the views of the student youth on Jekabpils' infrastructure and activities for young people in Jekabpils, to listen to proposals; lectures "21st Century - Captured by social media"*).
9. In addition to the "Latvian Platform for Development Cooperation" (LAPAS), the event in the "On Humanity" campaign also took place in College (*e.g. playing a documentary film, discussions, meeting with decision-makers - young people not only obtained information, developed attitudes, but also expressed their views on life in College and City*).

Conclusions:

1. The College shall take steps to develop the skills of students' civil skills, enabling the processes to be observed, participated in, evaluated, given a reasoned opinion/response.
2. The college has developed, approved internal laws governing these processes
3. The college shall be composed and operated by an institution providing the representation of the students' interests, the institution "The Self-Government of the Students".
4. The college has a system for extracting, processing reliable data.
5. College partners make an important contribution to the development of the social skills of students.
6. Students shall be more actively involved in expressing their views when meeting following surveys with the Deputy Director/Head of Department or in anonymous polls following the conclusion of each study course.
7. Student feedback has contributed to the positive changes at College.

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.

The internal quality management system established by the college provides for improving teaching and learning outcomes and quality assurance in study programmes. The quality management process of the course of study is characterised by three levels:

1. Defining the planned competencies, their levels.
2. Assessment of the teaching and learning process and learner competencies (data acquisition).

For example, the assessment results of the study courses are generalised every year, as well as starting with 2019/2020 - realised study results (student achievements have been also assessed), and these results are analysed, conclusions on further action are made at profiling departments meetings.

In academic year 2018/2019 information on the methods used by the lecturers in the study course content was collected.

Regularly, at the end of each semester of each academic year or after a particular study course, data are collected and compiled from surveys of graduate students. Taking into account the importance of student opinion and the fact that the number of students independently completing the questionnaires is not 100%, the College arranges a scheduled meeting with students in the computer room so that students could provide their assessment and/or suggestions.

3. Detailed description of the teaching and learning process (analysis of evaluation data).

For example, the obtained data is collected (conducted by the head of department or self-government of students) and named and analysed at the departmental meetings (specific names are not mentioned, conclusions are drawn and further action is determined). In academic year 2018/2019 the lecturers, who got negative feedback of the students, are familiarised with the full text of the questionnaire content and the lecturer gives his/her opinion on the expressed remarks; conversation with the head of the department is held - negative features are being identified, the lecturer plans his/her future activities to avoid repetition.

This practice will continue in 2019/2020. The obtained results will be compared and it will be defined whether there is any improvement in the quality of the process.

It was found from the questionnaires "Adaptation" that students do not want to use lunch breaks for one particular course classes. As a result of the made conclusions, it was decided by the meeting of the Methodological Council to prevent such a situation.

It was found from the data obtained from the student and lecturer surveys that it is necessary to make a list of classes for at least 2 weeks. It was decided to act accordingly.

Data on the results of state final examinations are collected annually. Lecturers express their opinions by comparing them and taking into account everyday observations. It was mentioned that the knowledge of some applicants is not sufficient for successful achievement of study results, therefore students do not fulfil their obligations to the College and terminate studies or are being exmatriculated. It was decided to organize additional classes during summer for students who

apply for studies at the College. As well as the College Council decided: in accordance with Article 4(3)(3)(b) of the Law on Institutions of Higher Education of 02.11.1995, which stipulates that the Institution has the right to determine additional regulations for admission of students, to express the paragraph 15.2 of the internal regulations "Admission Requirements at Jekabpils Agrobusiness College" as follows: "organize written tests for applicants (results not taken into consideration in the admission competition)". None of the applicants applied for additional mathematics classes in the summer. Written diagnostic test has not yet been used.

In order to optimise the course of study in order to obtain information on efficiency and effectiveness, i.e. in order to take quality assurance and improvement measures (improving skills), the college implements a data-based decision-making culture, i.e. collecting and analysing reliable data. The methodological board meetings shall determine the methodology for collecting data:

1. A decision on the participants.
2. Instruments to be used.
- 3.

For example, in academic year 2017.2018 meetings of the self-government of students with the director and another with the administration have been introduced. In academic year 2018/2019 the morning meetings of the administration representatives before the classes with students have been introduced (short talks, questions - answers to get to know each other better, trust and listen to the students' needs, assessments). It was followed by the immediate determination of the further actions by the Deputy Director or the Head of Department (e.g. implementation of automatic table layout in written tests instead of the previous manual - decision adopted at the Department meeting on 15.01.2020.)

The most commonly used method of data collection for college monitoring is surveys:

1. qualitative data - g., in the suggestions box "Suggestions on the College Performance improvement"; surveys after the study course acquisition - descriptive assessment of the realized study results and evaluation of the lecturer's work; surveys after qualification practice; graduating from College; recommendations of industry representatives (meeting at the defense of course papers or analysis of qualification examination after examination together with supervisors of qualification papers and administration of study division), expert recommendations (licensing a new programme or updating an existing one), etc.
2. quantitative data - g., enrolment data for full-time and part-time students, number of exmatriculated students, number of graduates, resulting in improvement, expanding of the College's publicity activities, and curator assignment for each group to reduce drop-out rates; number of students who started and completed their qualification practice - based on statistics, it was specified that the practice diary should be sent electronically to the practice supervisor at the College each week; composition of lecturers according to their education, etc.

Semi-structured interviews are also being used (basically for qualitative data) - mainly at the meetings with self-government of students. Objective quantitative data are being collected.

Scheduled Student Surveys (electronic) - to obtain information from various viewing points on the ongoing processes in the course of college studies:

1. After each course of study.
2. According to each qualification practice.
3. In the adaptation process, each year.
4. Assessment of the course work development process - each year.
5. Graduate survey - every year.

Interviewing students (oral) — To explain the processes, prevent/reduce student tension at the beginning/time of the study process:

1. Challenges to the study process, uncertainties – especially in September, October.
2. Suggestions for improving the life of students.
3. Organisation of the study process for part-time students.

Planned surveying of lecturers:

1. “Support” survey to achieve the expected results of the study course – end of August, beginning of September.
2. Materials - technical provision for achieving the planned results of the study course - closing of the academic year.
3. “Adaptation” survey – September for young lecturers.
4. Intersecting survey: The questionnaire is completed throughout the academic year in order to see outgoing lessons, etc., which links the course presentation to the industry when meeting in a real working environment with its representatives.
5. The “Development of professional qualifications” survey - the questionnaire is completed throughout the academic year, so that the lecturer and the supervisor have aggregated information in one place.
6. “Prospective Plan” survey in January/February- so that lecturers and administration could plan ahead the upcoming academic year.

Planned surveys of students conducted by the self-government of students - at least 1 time during the year, to identify and address the needs of students in college; usually, proposals related to the study process are presented.

Aggregated quantitative data:

1. Assessments (protocols) of the State examination (qualification examination).
2. Assessments of the defence of qualifications (protocols).
3. Assessments of course papers (protocols).
4. Assessments of study courses (protocols).

At the meetings of the departments, the speakers are presented with the questionnaire, joint conclusions are drawn, suggestions are heard and decisions are taken to improve the processes

In the meetings of the methodical board, the Head of department shall review the course of the meeting and the decisions taken; further action/monitoring/remedial action, optimisation shall be planned.

At the meetings of the departments of the academic years 2018/2019, not only were the lecturers presented with the student survey scoreboard, but also received questionnaire replies on their study courses, self as a lecturer. The lecturer either received a positive dose of emotion or provided a written answer on the possibilities to change the situation if necessary. This practice is being continued.

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.

- Quality policy

The quality management system is briefly reflected in the development and investment strategy of Jekabpils Agrobusiness College 2016 - 2020, a general description of it has been developed, a "Manual" has been established, LINKU has been identified in terms of quality management with those responsible and processes with process owners; the parties involved in quality management are in interaction.

The objectives of the quality management system:

1. Ensure that strategic objectives are met.
2. Maintain the quality management system by providing a continuous development cycle (*Deming circle: plan-to-do-check-in-action*).
3. Ensure continued improvement of the level of satisfaction of all stakeholders.
4. Quality assurance at all levels with personal responsibility.

Three quality management directions have been identified in the college:

1. Management.
2. Basic activity.
3. Support.

• Programme development and approval

Study programs have a central place in the College teaching mission. Learning the programme provides students with both academic knowledge and skills, including transferable skills, which affect student personality growth and will be used in their careers.

The development and approval of programmes shall be governed by external regulatory enactments and by the internal regulation "Procedures for the Development, Approval and Update of the Study Programme". The process involves representatives of the industry, students, lecturers and general staff, as well as experts evaluating the programme until approval by the college council. The programme takes into account the 4 higher education tasks recommended by the European Council, the expected capacity of students, the development of skilled practices and progress in studies without barriers.

• Student-centred learning, teaching and evaluation.

Students are encouraged to participate actively in learning, teaching and evaluation processes.

On the first day of study and September of the academic year, when meeting with representatives of the administration, students shall be informed of:

1. Options for expressing their views and recommendations (in writing, oral) in planned/voluntary information activities.
2. The establishment of a representation of students, i.e. self-government.
3. The need to agree with the lecturer on the results and methods to be achieved, the content, the tests, the criteria for assessing them, the methods for achieving the results.
4. Mutual need to engage in student surveys/interviews.
5. For the regulatory enactments governing the study process at College, the possibility to familiarise themselves with them.

The study process takes into account the diversity of students' audiences and the fact that people

play different social roles everyday, so there is a need to learn very different skills and competences: they may be recommended by students. Students may recommend to teaching staff the most effective teaching methods in achieving the results of studies. The recommendations shall be discussed and made or not adopted by the lecturer in support of the decision.

The evaluation system has been developed (“Procedures for Studies and Tests”, “National Final Examination (Qualification Exam) by-law”, “Procedures for the Development and Defences of Course Papers”), published to www.jak.lv - registered users, it is also explained to students within each study course. A student is entitled to become acquainted with the modified practical, independent, inspection work and to receive an explanation regarding the assessment.

In the meetings of the departments, the teaching staff shall share their experience in the implementation of a student-centred study process in order to develop professionally and to enable the College to provide a student-centred study process.

Students shall make their suggestions/critical remarks to the self-government/curator or part of the studies (head of the department or deputy director in the field of study and further education).

- **Student immatriculation, course of study, recognition and certification of qualifications**

Information is available on the college's home page regarding the procedures for admissions in the following academic year (“Admission rules at Jakabpils Agrobusiness College ... academic year”), on activities providing students at College, students from other universities (public sections of the www.jak.lv home page, and - registered users), as well as the recognition of qualifications (“By-law for the recognition of competencies acquired outside formal education or acquired in professional experience and results of studies in previous education”). Students shall be provided with a qualitative study process from immatriculation to exmatriculation (receipt of a successful conclusion of studies, a document recognised by the State).

- **Teaching staff**

College teachers (lecturers) are elected lecturers and guest lecturers. The election shall be governed by external laws, regulations and internal regulation (“rules for academic and administrative posts”), activities (“the Contract”, “collective agreement”, “job description”, “rules of the agenda”, etc.). Development and the provision of a high-quality study process for college teachers have created a supportive environment, provided materials - technical provision, offered vocational training activities at the College (pedagogy, university dynamism, personality development, industry) and provided material support for development outside the College National and International (internships, at conference) level, joint collective actions are organised.

- **Learning resources and support for students**

The College, through basic funding, own revenue, project funding, has fully ensured the implementation of the study process with the necessary personal resources and materials - technical resources. In-house quality management, process directions are identified: core activity, support and management. Human resources support is provided to students (consultants in study training, study, skills development, qualification practices both at College and in places of practice, general staff - psychologist, administration, etc.) and support with physical resources (assisted, equipped rooms for study and post-study processes, accredited library accessible to people. with limited mobility, IT infrastructure, gym, service hotel, etc.).

- **Information management.**

The College shall, through internal quality management, carry out information gathering, gathering, analysis to carry out a cyclical process of further development. The content of information is determined by both external and internal regulatory frameworks, trends in economic sectors and society, and operational needs.

The methodology for collecting information (purpose, audience, instruments, procedures) at the College shall be determined by either the Administrative Board/Methodist Board/Head of the Department/Self-Government of Students or another representative of the staff/learners.

The gathering of information shall be carried out by process owners, the self-government of students or by delegated representatives of students, general and academic staff or external partners. Methods of collecting information: self-assessment surveys (for the acquisition of qualitative and quantitative data), semi-structured interviews (based on qualitative data), pooling objective quantitative data.

The information analysis shall be carried out by the self-government of students, general staff (basically administration) or another seconded employee/student.

Following an analysis of the reliable data obtained, the conclusions/suggestions/critical remarks which become the basis for the adoption of reasoned decisions for optimisation/remedial actions of the /process at the level of the College/Studio section/study direction or study course/individual level are followed.

- **Informing the public**

The College shall regularly communicate to the public the information to be made public, whether at its discretion, in accordance with the principles of personal data protection – in the media, in www.jak.lv, in conferences, in meetings of the College Council, meetings of the Convention, meetings with businessmen/non-governmental organisations/representatives of the municipality, etc.

- **Monitoring and regular checking of programmes.**

In a college, the survey and inspection of programmes shall be regulated by the internal regulatory enactment “Procedures for the Development, Approval and Update of the Study Programme”. Academic staff, guest lecturers, students, as well as college partners have been informed about the possibility of making their proposals for updating the programmes.

A targeted update of the programmes is set every three years. It shall be chaired by the head of the working group (department, programme manager or other employee). The working group shall consist of representatives of teachers, students, industry/employers. The working group shall prepare the wording of the changes and shall submit it in writing to the Deputy Director in the field of studies. Substantial changes are considered in the meetings of the departments, the decision is considered in the methodical board with the participation of the Director. Changes to the Programme shall be approved by the College Board. An accredited study programme, when changing the code, name, professional qualification to be obtained, the place of implementation, type, form, duration, volume, implementation language - or deciding to close the study programme, must submit a submission regarding the necessary changes to the Academic Information Centre.

The results of the update of the programmes are published on the www.jak.lv website.

- **Cyclical external quality assurance.**

A cyclical college development process is based on accepting the results of previous evaluations

and improving performance. Internal quality management shall also be based on the performance of previous assessment recommendations.

The college is participating in an external evaluation to fulfil contractual obligations with students, staff to reflect on the quality of the College's activities to the collective and community.

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 cost of a study place in the study programme "Economics" is determined by taking into account the basic cost of the study place, the level, duration and form of the study programme as well as the structure and field of study of the academic staff, t.i. 1458.51 (Basic cost of a study place) * 1 (minimum coefficient of study cost) * 1 (coefficient of study level) = 1458.51 EUR

The total cost of one full-time student in the Republic of Latvia or the EU is estimated in the amount of EUR 1460.00, which does not exceed the cost of preparing one student in a similar speciality in European countries.

Jekabpils Agrobusiness College calculations certify that the direct costs (academic and general staff remuneration) of the first-level professional higher education study programme "Accounting and Finance" and the first-level professional higher education study program "Marketing and Innovation" are 1095.00 EUR / 75% for one implicit student per year, indirect costs (expenses for operation of the Jekabpils Agrobusiness College, including library, real estate tax, lease, rent, building maintenance, telephone number and services, utilities, current repairs, special programs, etc.) per 1 implicit student 365.00 EUR / 25% per year.

The total cost of one part-time student in the Republic of Latvia or the EU is estimated in the amount of EUR 1095.00, which does not exceed the cost of preparing one student in a similar speciality in European countries.

Table 7

Available financing of the study direction "Economics" for the implementation of study programmes in 2016-2018 (EUR)

Financing	2016	2017	2018
State budget financing for the study direction "Economics" (without scholarship financing)	105316.00	89173.00	93345.00

Own income - tuition fees of the paid students of the study direction "Economics"	24480.00	22032.00	26928.00
Financing total	129796.00	111205.00	120273.00

Financing for self-government of the students is provided in the amount of at least one-twentieth of the state financing for the study process and tuition fees each year, and ranges from about three hundred and thirteen euros per year.

Table 8

Financing for self-government of students of Jekabpils Agrobusiness College in 2016-2018

Financing	2016	2017	2018
Total revenue of the study process, EUR	129796.00	111205.00	120273.00
Financing for the self-government of students, EUR	647.00	556.00	601.00
<i>Ratio of self-government of students financing from total study process revenue, %</i>	0.5	0.5	0.5

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).

In achieving the results of studies, the College plans and implements not only personnel and financial but also methodological and material technical provision. (See Appendix 49)

The College Training Corps and Service Hotel are located in the city center of Jekabpils, Pasta Street 1, 1.2 ha in a enclosed area. The educational establishment and service hotel shall have the necessary premises for the requirements for the implementation of educational programmes. The layout and area of the premises shall be in conformity with the specific nature of the educational programmes to be implemented by the educational institution and the number of students. The theoretical part and practice of the study process takes place in teaching audiences, computer classrooms and the IT laboratory.

At the beginning of each study year, a director's order shall be issued, which shall determine the premises responsible, the persons responsible for occupational safety, fire safety, electrical safety. Those responsible for audiences shall ensure that study rooms comply with the hygienic and visual requirements of safety, fire safety, electrical safety and sanitation.

An annual updating plan for the development of the educational material base of study rooms and the fitting of rooms shall be updated. At the end of each academic year, doctors shall complete a questionnaire on the necessary materials — technical security. This is done as far as possible; the feedback in summary form is received by the lecturer in August.

The educational establishment has well-equipped and modernised 8 computer classes and one IT laboratory. The number of jobs in computer classrooms varies from 24 desktops to 32. Computer classrooms are equipped with modern material engineering tools - latest technologies - IT equipment, computer programs, audio and video equipment, interactive blackboards and free access to wireless Internet. Computers are provided with the latest versions of the programs required that have all licenses. College is a member of Microsoft Academy Advanced with the ability to use Microsoft software for teaching purposes.

The study process uses office software (MS Office, LibreOffice), computer graphics, photo and video processing software Adobe Cloud full package, programming language HTML, CSS, JavaScript, MSVisual, editors (Notepad + +, ConText). In college, students also have access to LINUX operating system, Windows installation, database building, server installation. In the course of studies, Economy and Management, Administration and Real Estate Management are also used in the professional accounting and storage accounting programmes "Tilde Jumis", "Zalktis", "Krivulis", "SolCraft", "FinaWin", licensing agreements have been concluded.

The financial instruments of the European Union are also attached during the reporting period:

1. Project financed by the Climate Change Finance Instrument "Reinforcing Energy Efficiency in Higher Education Institution Buildings", "Reinforcing Energy Efficiency in Jekabpils Agrobusiness College Service Hotel Building". Reduction of CO2 emissions achieved under the project:6900000t.
2. Project "Improving the teaching environment of Jekabpils Agrobusiness College STEM Studies" — Specific aid target of the "Growth and Jobs" operational programme 8.1.4 "Improving the teaching environment of colleges in higher-level vocational education STEM, including the medical and creative industries, in college education" (College's total eligible funding under the project is EUR 308 842, ERDF aid amount EUR 262515,70) - Repair, adaptation of premises for hardware, equipment installation and operations in 4 computer classrooms, ITK laboratories and in the lecturer's methodical office. The purchase of modern ITK hardware and software for high-quality learning and modernisation of the study and training process.
3. In 2019, the "Implementation of Energy Efficiency Improvement Measures for Training Corps Building, Pasta Street 1, Jekabpils" project was launched. Simplified renovation of the Jekabpils Agrobusiness College Training area building. Contract amount: EUR 472 147.91. Works are scheduled to end in summer 2020.

Materials and equipment are on the agenda and in safe use, the development of the direction of study is ensured.

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

The main objective of the operation of the college library shall be participation in the implementation of the objectives specified in the college accredited study programmes in accordance with the first level vocational higher education standard and study course programmes.

The College Library shall support and promote the study process as a whole, carry out the accumulation, systematisation, cataloguing, librarisation and preservation of printed publications, electronic publications and other documents, and shall ensure the public availability and use of information contained in it for students and lecturers.

In colleges, the main tasks of the library are:

1. Providing the learning process with the latest teaching and research literature.
2. Ensuring free access to information in order to improve the quality of the knowledge of students and academic staff and to raise the cultural level.
3. Promoting the development of skills for students' own-initiative studies.
4. Promoting the skills of students to critically assess information from different sources.
5. Developing the work of the library in order to be able to act as an equivalent partner in the information network of other higher education institutions and national libraries.
6. Participation in educational activities and programmes and, where appropriate, the organisation of such measures.

The working time of the library shall be every working day from 9.00 – 17.00 and on Saturdays from 10.00 – 13.00. The library has no break at lunchtime so that the store is available to students and faculty.

Total space of 109 m², area of reader service spaces 61 m². The rooms are available to people with disabilities. Number of reading places - 12.

The library's reading room has free Wi-Fi Internet, a computer for students, 10 jobs for reading. The library provides copying and scanning services, is a locking and laminating device.

The library uses the electronic co-catalog "Alice" of the Integrated Library Information System "Jekabpils Region and the Library of Public and Schools of Nereta county."

The college library is accredited and uses an electronic catalog. The use of the library is registered electronically using stripe codes and the list of available books is publicly available in the total database of the Latvian Library Foundation. College students and doctors have access to books in all Latvian libraries that have registered in the joint database "Alise".

Information about ordering resources from other libraries through domestic SBA services is also available to students authorized by Alise.

Books are issued for a semester or academic year. On-the-spot libraries offer an opportunity to familiarise itself with the stocks of student research conference articles and thesis, qualification reports and qualifications.

The study programmes to be carried out in college shall contain the necessary teaching and research literature for the presentation of study courses, such as general education courses and vocational study courses. Planning for the purchase of teaching literature is targeted, reasoned and forms a single system in line with the requirements of the educational programmes to be implemented in the educational establishment. The Library Foundation shall be established in cooperation between the administration, the Head of the department, lecturers and the librarian.

All visitors to the library have a wide range of recurring publications of the Republic – the journals

“Kapitāls”, “Forbes”, “Latvijas Tirgotājs”, “Bilance” with attachments (“Practical Legislative Message” and “Legal Affairs”), the newspaper “Diena” of the Republic's importance, as well as the local newspaper “Brīvā Daugava”.

Reference expenses — Expenses of the encyclopedia, dictionaries, manuals, guides, etc., and calendar year press, can be read on-site in the library.

In the light of suggestions from the doctors, the successful preparation of study courses and the provision of the study process, a cooperation agreement was concluded on the provision of connection and the use of Lursoft databases on the Internet. The College subscribes to the www.lursoft.lv database's Instructor Set and www.ifinances.lv, www.letonika.lv, which has access to both students and lecturers. The resources of study materials are available on the Internet at the address of the College <http://jekabpils.jak.lv/lv/macibu-materialu-resursi-inerneta/>.

According to statistics at the beginning of 2019, the library stock contains 18522 copies of expenditure, including 2114 copies in general education courses, 3215 copies for professional study courses in the sector.

After recording the library's statistics in 2019, the total number of physical visits to the library is 1231. In 2019, a total of 612 copies of printed publications have been issued to students. Library services are used by both lecturers and full/part-time students.

Mechanisms for learning from teaching and learners how proposals are made, what feedback on acquisitions is:

At the beginning of each academic year, students and lecturers are presented with the Library's Law, with the possibilities of using the Library Information System “Alise”, the learning resources available in the College Library. Teachers update the list of information sources used in their study courses and propose that the college acquire the latest teaching and professional literature. The list of recommended literature shall be reviewed by the librarian and submitted to the college director for approval. In the light of the recommendations of students and doctors, the addition and renewal of the Library Fund with professional and educational literature takes place twice during the academic year. The list of purchased literature is presented electronically to lecturers and students, who are also available at the college library's informative stand.

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 selection and recruitment of college teaching staff shall be carried out in accordance with the internal regulatory enactment on the Law of Academic and Administrative Positions of College (<https://jekabpils.jak.lv/uploads/files/ff/-stud-akademisko-un-administrativo-amatu.pdf>). On this basis, a public tender for vacant positions is organised for recruitment. The information regarding the tender is published in the official publication Latvijas Vēstnesis and in the local newspaper. In parallel, the information is placed on a college home page. The list of vacant posts shall be determined by the College Director and approved by the College Board. In Round 1, the documents submitted by the applicants (CV EUOPASS with annexes) are examined, their compliance with the requirements. The examination shall be carried out by an applicant evaluation commission established by the Director's order. For Round 2, applicants shall submit to the Commission a draft for the implementation of the post (indicate the professional development and the subject of the

study, the research plan within the next two academic years).

At the meeting of the college council, the commission shall inform the members regarding the conformity of applicants with the requirements specified for the position. If necessary, the Board of College may request a face-to-face interview with the applicant. The college council shall be elected by secret ballot. The results of the competition are not published.

The vacant posts applied for shall not always be filled in the tender procedure. The College Board shall have the right to approve, for a period of 2 years, a guest lecturer who has appropriate education or practical experience in the sector (at least 5 years). Framing is not an easy process, as there are cases where a professional from the industry starts work in September, but is only able to work for 1 month, because there are no relevant specific skills to offer, or the time spent is not justified by pay. Trend: High-skilled professionals don't get involved in academic work because of low pay.

To date, the study process with teaching staff has been ensured. There is a generational shift in college; prospective lecturers come in, who work in parallel in the industry and are able to interest students with personal example and experience.

Lecturers activities in College are relatively divided into 3 directions: academic, research, organisational work. Lecturers have been introduced to a load calculation that has been approved by the College Board. Performance assessment in the previous year and academic load in the current year are based. At the beginning of each year, the lecturers shall be presented with the calculation of individual loads in the directions.

Since the College offers educational opportunities in 2 grades - in the professional upper secondary and first-level vocational level (according to the Latvian education system) - the total number of teaching staff in the educational institution is large. These teachers are also highly qualified in pedagogy, since teaching staff in vocational secondary education programmes must have learned pedagogy at least 72 hours.

Special attention is being paid to “young” lecturers at College. At the beginning of each academic year:

1. The lecturers plan to improve their professional qualifications.
2. The study division shall carry out a survey “Support”, through which the lecturer provides himself with the necessary informative, educational, practical support for the presentation of the study course
3. Young lecturers also fill out the “Support” form and find out that the head of the section profiling in September is a mentor, and may indicate in the Form that a mentor is needed for future action.
4. The young lecturers meet the adaptation package (“Adaptation” form) and choose the adaptation measures they need.
5. The Deputy Director in the field of studies and the Head of the department shall take targeted measures for the adaptation of young lecturers, for the development of pedagogical skills, for the faster understanding of the agenda at College (for the convenience of guest lecturers - also after 17.00, so that guest lecturers - practitioners from the industry can acquire the necessary knowledge and pedagogical skills) - these measures have been justified.

The lecturers who are also active in the professional field contribute to the exchange of professional experience in the Chairs – e.g. the academic year 2019/2020: one of the priorities of the work is “Linking the learning process to economic sectors”, and these colleagues share practical experience in the teaching groups of the departments, which effectively clarifies the presentation of

a specific study course.

The recruitment of teaching staff at College is public, organised, managed, documented in accordance with the regulatory framework.

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 College established a common framework for ensuring the qualifications and quality of work of academic staff. It shall be supervised by the Deputy Director in the field of studies. The planned support - lessons, workshops at College - for teachers is organised on the basis of expressed expectations at the beginning of the year ("Support" survey), as well as the need to inform, educate young teachers who have entered College from other education institutions or from economic sectors of the education system. Particular attention shall be paid to promoting pedagogical experience and understanding the day-to-day procedures of the study process.

Mechanism:

1. The qualifications of lecturers are initially taken into account when evaluating candidates who have applied for the posts of elected lecturers, the evaluation shall be carried out:
 - a Commission for the Evaluation of Applicants was established by the Director's order. The criteria are specified in the internal regulatory enactment "The by-law of academic and administrative posts" (approved by the College Board);
 - in the second round of selection, the Board of College (if necessary, the Board of College may request in-person interviews with the applicant; in the Board of College elections are held by secret voting).
2. The priority tasks identified in the work plan for each academic year shall include 1-2 activities for the professional development of lecturers.
3. In the course of the year of college, the training of teaching professionals is planned along the lines - pedagogy, personal development, IT skills - and is organising planned activities conducted by national guest lecturers or college specialists.
4. There is a mutual exchange of professional and academic experience between the teaching staff. *For example, 2019./2020.g. one of the priorities of the work is "Linking the learning process to the sectors of the economy", these colleagues, who work professionally outside College, share practical experience in teaching groups that effectively describe a specific study course.*
5. A new form of work has been introduced: exchange of experience/information/knowledge in the teaching groups of the department for those who need this subject (*e.g. evaluation of creative works*).
6. The college's general staff/doctors send out informative materials about the possibilities of learning various training programs at college, outside College.
7. The College supports the participation of doctors in the development activities of lecturers

- (seminars, conferences, courses, forums, etc.), by paying travel expenses, travel money, participation fees, and providing transport.
8. The College supports driving lessons for students initiated by transport in order to strengthen links with the economic sector.
 9. Deputy Director in the field of studies, the Head of the department shall perform a targeted information activity for developing the academic career of teaching teachers – in the Master's degree (this year one of the lecturers studies in the Daugavpils University Master's Programme), doctoral (this year 2 active doctoral candidates).
 10. After a professional development event, each lecturer shall submit a copy of the receipt of a statement of participation to the staff specialist for storage in the personal file of the employee.
 11. Lecturers make records in the lecturers' annual work report on the development of Prof. (starting from academic year 2019/2020 it is in OneDrive:
 - timely records;
 - to ensure that the lecturers are not loaded at the end of the year;
 - simple monitoring should be carried out.

A summary shall be carried out, an assessment of future actions.

2. At the beginning of each academic year:
 - lecturers plan to improve their professional qualifications;
 - the part of the studies shall disseminate the survey form “Support”, through which the lecturer submits to himself the necessary information, educational, practical support and materials - technical provision for the provision of a study course;
 - young lecturers also fill out the “Support” form and find out that the head of the section profiling in September is a mentor. The form may indicate that a mentor is required for future action;
 - the young lecturers meet the adaptation package (“Adaptation” form) and choose the adaptation measures they need;
 - the Deputy Director in the field of studies and the Head of the department shall organise targeted planned measures - individual and group training - for the adaptation of young lecturers and for the development of pedagogical skills (for the convenience of guest lecturers, also after 17.00, so that guest lecturers - practitioners from the industry can acquire the necessary knowledge and pedagogical skills) - these measures have been justified.
3. The college organizes planned classes for doctorates conducted by national guest lecturers or college specialists.

For example:

- *a practical workshop at the College on “Non-violent communication – a path to understanding, trust and acceptance. The role of mediation in everyday life. ” (4 hours) 2019;*
- *2 workshops for academic staff and guest lecturers (“Coffee with a researcher” (research working methods) were organised as part of the academic year 2018/2019, led by Professor, dr.sc.ing. Teilans [A. Teilāns]; “Using teaching methods to promote innovation in an educational establishment” – chaired by Dr Paed, Professor I. Ivanova);*
- *outgoing to a workshop in Liepaja organised for the lecturers of marketing courses “Not a step without marketing!” Developments in modern marketing. Competition: an incentive for development. How do I connect with an audience? Yourself a marketing professional” 2019;*
- *workshop for employees at College “Emotional Intelligence” 2019 (8 hours) – Lecturer L. Zubule [L. Žubule] (34 certificates received);*
- *Within the framework of the ESF project “Development of the Professional Competencies of*

Workers" No.4.1.0/16/I/001 since 2018 On 1 January College 15 employees have acquired non-formal education programs ("Personal Data Protection", "Introduction and maintenance of Microsoft 365 services", "Data analysis and reporting"), 1 employee — the "JAVA programming" professional development programme;

- the National Uniform Communication and Training Activities Programme "My Latvija.lv" was targeted. Do it digitally! was attracted. " 2019 - 2 seminars "Digital communication with the country: useful e-solutions in life situations" - 18 College digital agents (certificates received) were organised;
 - practical positive psychology workshop "Maintaining emotional well-being in the workplace. Positive interaction and cooperation "2018;
 - for improving the computer skills of lecturers Methodological Day in the field of IT "Spotlight in the field of IT at Jekabpils Agrobusiness College" 2018, a lesson led by a College lecturer;
 - "Development of professional competence of vocational education teachers for the implementation of adult education" 2017;
 - Practical application of the amendments to the tax law from 2018 2017, etc.;
 - individual sessions for young lecturers conducted by the Head of the department in September-October.
4. Library storage is available for lecturers and general staff representatives. The library also contains the necessary office techniques, paper to prepare the lecturers for lessons.
 5. In the foyer, the lecturers have free access to powerful copier and paper; in the educator room, a printer is provided for the lecturer. The paper may be obtained from the head of the unit at the holding.
 6. At the end of the year, doctors complete the survey form "Materials - technical provision for the provision of a study course", the information is collected, the purchase plan is established and the provision is made as far as possible (feedback to the lecturers is provided at the August section meeting).
 7. An operational problem solution is in place: lecturers provide information to the head of the farm unit in office 112 and receive an immediate solution (paper, markers, sticky slips, etc.).
 8. Material security (planning, implementation, monitoring, action) shall be the responsibility of the head of the unit in the work of the holding.
 9. A gym is available for all employees.
 10. Joint collective events are organised during the academic year (visits to cultural and historical sites/events, honouring in anniversaries, receiving awards, obtaining an academic/scientific degree, etc.).

College staff have been given the opportunity to receive high-quality vocational training activities at Colleges on-site, both outside the College (travel expenses, participation fees, transport), as well as material provision for the implementation of college and non-college courses (outing lessons, guest lecturers from the industry, etc.).

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.

On 1 September 2019, the College has a total of 33 lecturers: 14 elected lecturers and 19 guest lecturers. Of these, 2 with a doctoral degree, 24 with a master's degree (2 of which are studying at doctoral studies), 6 for higher vocational education and long-term experience in the sector (1 of which is studying at a master's degree at Daugavpils University), 1 for bachelor's education. Of the elected lecturers, 28.5% conduct classes only in the study division; 71.5% - both in the study division and the vocational secondary education department. Mobility of teaching staff at the College is not developed; the reason is the high total workload of lecturers in college and insufficient English language skills.

Number of lecturers involved in the "Economic" programmes on 1 September 2019 - 22 (see *Appendix No.42*).

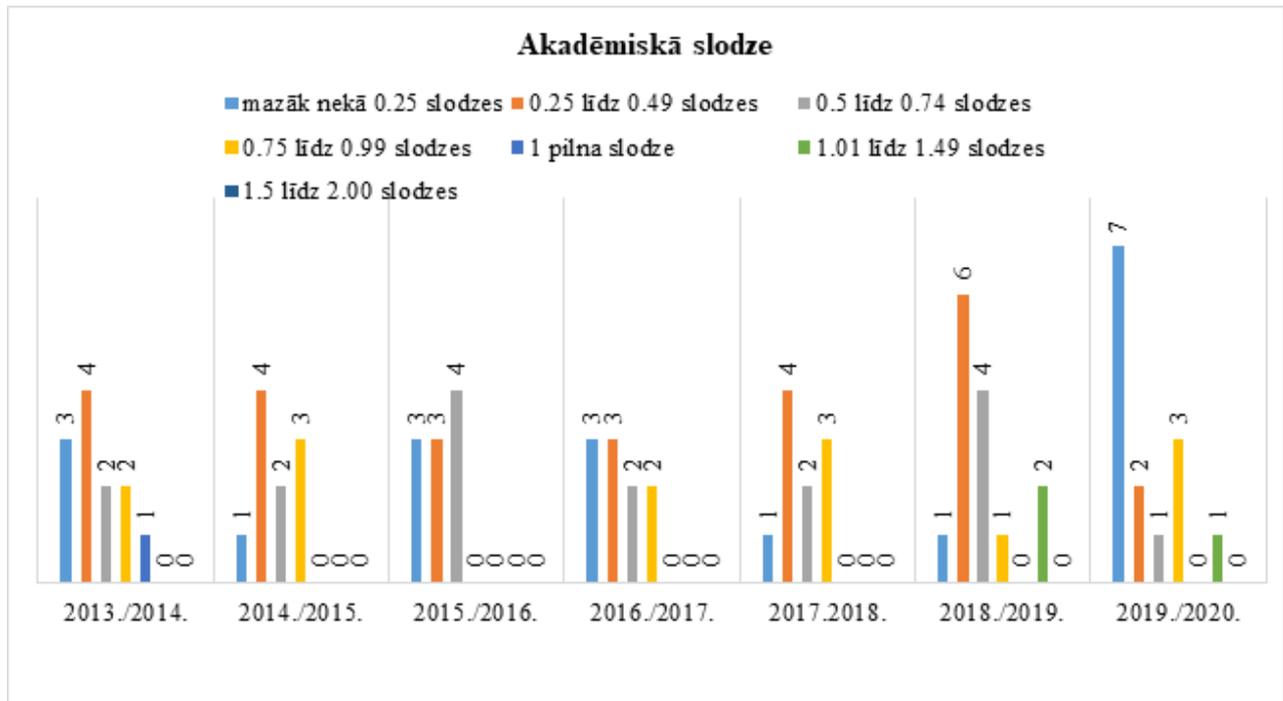
College lecturers (see *Appendix No.48*) continuously develop professionally, reported at the end of each academic year. The College organizes professional development activities at College and financially supports participation in various activities outside College (courses, seminars, conferences, forums, traineeships). The college also pays lecturers' participation in international conferences. This enables lecturers to familiarise themselves with the latest trends in higher education and economic sectors, and to develop pedagogical and research skills. The latest information is reflected in the presentation of study courses, the proposal for research topics, the methods introduced are transferred to the classes, and so on. Workshops are regularly offered at the College for the development of "Economics" teaching activities by practising accountants, auditors, economists. They are attended by both students and lecturers. As part of the teaching population also gives hours to students at secondary vocational level, these colleagues are educated and have experience in parallel. The mutual exchange of experience between teachers in meetings or methodological groups is essential (e.g. in September 2019, a methodical working group for the exchange of experiences on the evaluation of creative works, etc., was organised).

Since 5 November 2018, the College has participated in the project of the Interreg Europe 2014-2020 programme for the Zemgale Planning Region, entitled "Promoting the entrepreneurial awareness of young people by developing competencies, training methods and the business environment" (E-COOL), providing its experience and learning the experience of the methodological work of the parties involved in the project.

The contribution to the promotion of methodological work will also be the cooperation agreement concluded by the College with the Latvian Alliance for Adult Education to participate in Erasmus + project No 2018-1-UK01-KA204-048179 "Financial Education for Educators" (FEES), in which the College lecturers:

1. Familiarise themselves with the experience and methods of financial education in partner countries and disseminate this experience in Latvia.
2. Participate in the development of a financial education programme.
3. Participate in the preparation of e-learning materials for financial education.
4. One lecturer who could continue to lead financial literacy lessons for college students and adults and integrate financial literacy issues into other study courses will be sent for active participation to the projected international training seminar in the UK.

The college financially supports teaching activities organised by teaching students in order to bring the study process closer to the sectors of the economy (in this academic year it is a priority job). Lecturers, by ensuring the continuous updating of the content of study courses and the introduction of modern trends in the study process, ensure that students are connected to the sector and are educated themselves.



There are no funded science jobs in college. Teaching members, on the basis of the calculation of the assignments approved by the College Board, shall receive a performance assessment funding for students consulted in the previous academic year, in the course of research, for participation with readings/thesis at College or national, international conferences.

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

The study process at College is only 2 years (4 semester). In the second year of study, students are in practice and do not stay in college for a long time. Therefore, the College Administration has a major challenge of including students in college life, providing insight into rights and responsibilities, developing social skills, and achieving regulatory compliance. From the date of entering into the contract of study, students shall be continuously informed of the possibilities of studies and non-studies, of the possibilities for civil participation, of the duties and rights of the self-government of students, of the funding available, of the regulatory framework and the possibilities for initiating changes thereto, as well as the support provided by the College:

1. Advice is free of charge.
2. Participation in projects (including international ones).
3. A psychologist's free counselling.
4. The library, which works on working days and Saturdays (especially needed for part-time students) without interruption, shall be accessible to people with disabilities.
5. Self-government of students.
6. Representation of students in the Board of College, commissions for granting grants and credits.
7. The "Proposals for the Improvement of College" box (anonymously) is available for expressing views on a daily basis.

- 8.
9. Targeted and organised non-employment activities (sporting days, national and traditional holidays, cinema impressions, morning runs - basically for hostel residents, etc.).
10. Information on civil participation opportunities in College, Jekabpils, State.
11. Civil participation opportunities in College and Jekabpils (joint projects, events with the Jekabpils NGO Resource Centre and Jekabpils City Youth Council).
12. A coffee machine (coffee, tea, broth ...) is available in the 1st floor foyer.
13. Become acquainted with the cultural and historical heritage of Latvia during paid outing lessons.
14. Familiarity with business support opportunities in Jekabpils (organized visits to Business incubator, SRS, ALTUM, etc.).

Students have the right to receive support from employers or the self-government of students, inviting them to defend a qualification practice or qualification job (in agreement with the head of the department).

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

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

The aim of the “Economics” course of studies: to provide lifelong access to vocational training in the first level of higher education, by acquiring professions relevant to the fourth level of professional qualifications required in the labour market (LKI/ENI level 5). Tasks:

1. Provide education relevant to the latest trends in the development of economic sectors and research-based education.
2. Manage the acquisition of knowledge and the development of skills and competences in accordance with the descriptions of descriptors of the Latvian/European Qualifications Framework (Level 5) and the standards of the relevant professions (Level 4).
3. Develop civil participation skills and patriotism.
4. Ensure the quality of the study process in conformity with the standards “Standards and guidelines for quality assurance in the European Higher Education Area” (ESG) and the laws, policies and regulatory enactments of Latvia.

Both ESG and Latvia's policy and regulatory frameworks provide for students to develop research skills. Despite the fact that College is a provider of vocational education at the first level, the college study process is based on research; teachers are student advisers and engage in research themselves. The study agreement between a student and a college includes a requirement for a student to participate in business research conferences organised by the College; students are also encouraged to participate in national and international conferences.

Research activities in a college shall be governed by the internal regulatory enactment “Procedures for Support of Research Activities” 27.08.2019. No. 1-8/16, which lays down the procedures for

determining the directions, forms and financing of research activities.

College lecturers are given the opportunity to participate in research presentations and publications, both at college and outside conferences (national and international).

Research work by academic staff is in most cases linked to the specialisation of lecturers within the framework of the study programme, with the lectures that have been read. The themes of teaching research work are underpinned by courses of college research approved by the College Board each academic year.

Fields of applied research 2019./2020. g.:

1. Research and analysis of the study process and its results at Jekabpils Agrobusiness College.
2. An assessment of the implementation of the accounting and tax regulatory base.
3. Solutions to the effectiveness of the house management process.
4. Business management, problem assessment and analysis.
5. Planning innovative solutions for the development of the organisation.
6. Exploring and addressing macroeconomic challenges.
7. Information and communication technology solutions for the development of institutional and business infrastructure.
8. Territorial reform.

In cooperation with representatives of local governments and industries, the “Territorial Reform” research direction was identified in 2018/2019, which refers to the political processes in Latvia.

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.

The research carried out by the academic staff , presentations in the conferences contributes to the development of the curriculum and the improvement of the content of the studies, as well as to the broadening of the horizons of students and colleagues. Through research, lecturers bring the most current sectoral novelties into their study courses. At college-organised business research and science-based conferences, lecturers present their colleagues and students with the most important findings of their studies, giving examples of good practice in presenting (*see Appendix No.61*).

In order to provide students with practical studies in the fields of accounting, business, financial management, etc., the College has concluded agreements with the municipalities of Jekabpils, Jekabpils, Krustpils, Aizkraukles, Preili, Madona, company heads. The contracts provided for the provision of high-quality Qualification Practice places for college students.

As part of the “Marketing and Innovation” study course, students perform business and municipal research orders. In academic year 2020/2021 it is also planned to introduce a study course in the study programme “Accounting and Finance”, which would increase understanding of research, provide knowledge and develop research skills.

Study methods shall focus on acquiring the skills of self-standing, critical and creative thinking of students, enhancing communication capacity and capacity to work in groups, with emphasis on learning scientific knowledge techniques. In the course of research, students acquire many of the

knowledge, skills and competences described in the LKI/EKI descriptors. Special emphasis is placed on independent practical activity and cooperation within the small group, the use of IT technologies, the development of presentation skills. They are used in the future study process at College.

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.

The College continues to develop international relations through both mobility and participation in various international activities organised by other higher education institutions and other partners (see Appendix No.24).

Lecturers shall also participate in traineeship activities with international partners.

On 30 May 2013, the College organised an international scientific and practical conference entitled "Study and analysis of factors affecting economic development - 2013". In collaboration with the Kaunas College/University of Applied Science, the College conference was accompanied by reports: Economic growth caused by Lisbon strategy: enhancing measures for starting up new enterprises Rudzevičaitė Simone; Krasauskaitė Indrė, under the theme "The best measures to reduce youth unemployment in Lithuania and other foreign countries" Rutkauskaitė Evelina and under the theme "Pension system challenges in EU countries".

Cooperation with Kaunas higher education institutions will continue in 2019. Jekabpils AgroBusiness College students and the University of Kaunas of Technology have participated in the "CREAzone 2.0" project in Interreg Latvijas-Lithuanian. Creazone is a unique youth entrepreneurship project aimed at helping young people to combine business models and creativity in organic, young and promising businesses. College lecturer Dr Oec. I.Veipa, together with the teaching staff of other Lithuanian higher education institutions from the Lithuanian higher education institutions, has been involved in the project as mentors. Students from the study programme "Marketing and Innovation" are involved in the project activities. Knowledge learned is applied during the classes of the study course "Marketing Research and Analysis" and in independent assignments. Lecturers share their experience on the pedagogical methods acquired in projects and international conferences at departmental meetings.

On 14 May 2015, the College organised the International Science Practical Conference "Exploration and analysis of factors affecting economic development 2015". International scientific practical conference "Research and analysis of the factors which influence development of economics 2015". A collection of thesis was issued, bringing together the most important findings in the form of 34 thesis. Representatives from Latvian universities and other organisations, Ukraine and Italy, had sent their jobs. The comments were assessed by the Scientific and Action Commission of the conference, composed of members from Latvia, Lithuania, Italy, Ukraine, the United States, Spain, Poland, Slovakia. Topics of the foreign colleagues:

Maria Rosaria Longo	Reducing youth unemployment is the common problem for the european union (eu)
Janina Stasane [Janīna Stašāne]	Economic aspects of lifelong learning
Oksana Ruza [Oksana Ruža]	Economic aspects of lifelong learning
Alina Shynkariuk	Business plan as a tool for business management
Raku Olha	Is it possible to establish the most ancient exchange rate between the american dollars (cents) and russian rubles (kopeks), based on constant expressions: «put your two cents in» and «вставить свои пять копеек»?
Viktoriya Palekhova	Oligarchic structure of ukrainian economy as an example of institutional trap
Igor Malyy	State quotas rate as the measure of standard of living
Jolanta Koskorjova	Wages in the baltic states
Olena Horburova	Features of poverty in the transition economy of ukraine
Anastasiya Dragumirova	How motivate ukrainians invest in the economy of own country?
Oleksandr Andreev	Loans from the imf: start of economic development or threat to national security
Mariia Mikirtycheva	Loans from the imf: start of economic development or threat to national security

The conference was organised by Jekabpils Agrobusiness College, in cooperation with Europe direct Jekabpils branch and the EU Structural Fund Information Centre for Zemgale Planning Region.

The involvement of students and lecturers in international activities strengthens the European dimension, takes on experience and knowledge, creates new attitudes that strengthen confidence in a single European area of higher education.

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

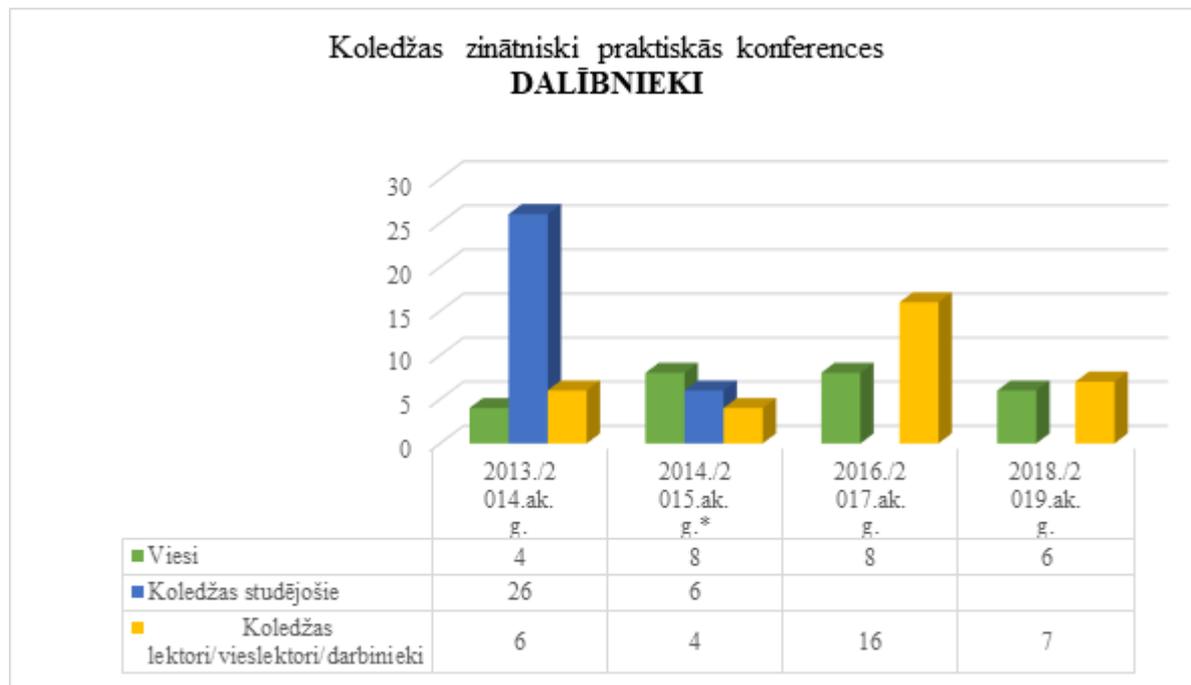
In college, the study process is based on research, which obliges teaching staff to promote research activities, to engage in the same process and to advise, educate, support students. The college's material support for teaching performance in research is insufficient, the "Research Activities Support Procedures" and the "Layer Load Calculation Standards" approved by the College Board have been developed, specifying the types of work to be included in the lecturer's workload and their size. The regulation is applicable to the performance of lecturers in research in the previous academic year, taking into account the funding allocated for remuneration.

The Administration encourages lecturers to develop academic/scientific careers, supports this:

1. The lecturer of Jekabpils Agrobusiness College gained a scientific degree in the regional economy sub-sector - on 16 March 2018, during an open meeting of the Daugavpils University Council of Economic Industry, defending the promotion work "The role of vocational education in preparing the labour force for Latvian regions". The lecturer has spoken at several conferences with the lessons of the promotion. For example, 16.10.2019. At the 100-year anniversary conference of Riga State Technical School, the conference outlined possible solutions for attracting new specialists to Latvian regions and the role of the vocational education institution in this process. The aim of the conference was to discuss the substantive and organisational changes in the field of vocational education, their development and further development opportunities.
2. There are two doctoral candidates in college: one lecturer joined doctoral in 2018/2019, the other in 2019./202020.
3. In 2018./2019, the lecturer obtained also mg.oec. bachelor's degree in law.
4. The college backed in 2019. Participation of 2 lecturers in the 5th International Scientific Symposium "Economics, Business & Finance" ("Economics, Business & Finance"), the 2nd International Multidisciplinary Academic Conference (IMAC) "Productivity in the context of globalization" (The role of productivity in the context of globalization).

The involvement of lecturers in research increases the link between the real working environment and the study process (see Appendix 30).

**Koledžas zinātniski praktiskās konferences
DALĪBNIEKI**



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.

During the previous reporting period, the requirement for students to carry out research was maintained, but participation in College Applied Study Conferences was not a hundred percent. An increase has been made during this reporting period (e.g. 2012/2013 - 19 participants, 2013/2014 - 30, 2014/2015 - 30, 2015./2016. - 32., 2018/2019. - 51), as with 2018/2019 the contract between student and college includes:

'The student shall undertake:

1. In the course of the acquisition of a research-based study programme, all individual works should be carried out independently, taking into account the principles of academic fairness.
2. To carry out research activities, to participate in conferences organised by the College in accordance with the schedule of the study process'.

The College supports student research by encouraging participation and funding of travel expenses and participation fees in conferences (e.g., Alberta College and the EKA University of Applied Sciences, the international scientific and practical conference "Study activities of Students: Theories and Practice 2018" was attended by the student of the study programme "Marketing and Innovation" L. Runcite [L. Runcīte], with a reading on "Study activities of learners: Theory and Practice 2018". verbal review - mysterious, invisible, magical force" - thesis stock (2018), Ruta Baranovska [Rūta Baranovska] participated in the scientific and practical conference of Rezekne Technology Academy International Students and Lecturers, with a reading on "The organisation of long-term intangible and financial investment in affiliated companies." (2018), Malins Aigars [Māliņš Aigars] participated in the scientific-practical conference of Rezekne Technology Academy "INDIVIDUAL". SOCIETY. COUNTRY" with the reading "Accounting for and Analysis of Micro-

enterprise Tax in Company” (2016), Cipane Inita [Čipāne Inita] participated in Rezekne University's 16th Science Practice Conference with the reading “Corporate Tax Control, Analysis and Optimisation Opportunities” (2015).

Teaching staff shall support and promote research activities of students, by offering self-employed tasks in which students develop applied research. As a result, students collect the data and summaries obtained with the most important findings. Student studies are presented at college Applied Study Conferences. On 5 December 2012, the was organized the first Jekabpils Agrobusiness College's Applied Studies Conference (15 participants; 2018/2019 conference - 51 participants) with a view to promoting the need for applied research for lecturers and students. At the beginning of each academic year, all students receive a briefing on the applied study conference format and types of membership (reading, bench report). As well as IT development, college students also offer more creative presentations (e.g., starting with the November 2019 Applied Study Conference, students have the opportunity to speak with an electronic bench (on-screen) report).

The results of the research work are published annually in stocks of college articles or thesis (with ISBN code), which are also available electronically.

During the month of May (June), a science-based conference is organised every two years, with lecturers, lecturers from college and other higher education institutions speaking with their studies. Students also take part in these conferences with their own studies developed as part of course jobs and qualifications

The college shall ensure that students are involved in conducting ordered market studies.

In 2017, students from the “Marketing Studies and Analysis” course 2 m developed questionnaires and analysed the resulting data on the satisfaction of Jekabpils regional hospital patients with the services provided by the hospital. The main conclusions were presented to representatives of the Jekabpils Regional Hospital Administration and also the 6th conference of applied research.

In 2018, under the study course “Creating New Ideas”, students of the study programme “Marketing and Innovation” participated in the study of the Jekabpils Tourism Information Centre, “Development of Tourism in the City of Jekabpils”. In person, 300 respondents (Jekabpils residents, guests) were surveyed, the data collected, and the conclusions were submitted to the employees of the Jekabpils Tourism Information Centre.

In the academic year 2019./2020, students have received two study orders - from the Biofarma and College Administration. The results will be presented at the College's 8th Applied Studies Conference on 26 November 2019 .

The College organizes:

1. Annual Applied Study Conference for Students (including lecturers and other interested parties) in the month of November.
2. A scientific - practical conference for lecturers and other stakeholders every two years during the month of May or June (2013 and 2015 it was organised as international conferences, issued thesis stocks - ISBN).
3. The Science Practice Conference “Study Activities of Students: Theory and Practice” - every year.
4. The annual “Qualification Practice” workshop of students, each year.

At the beginning of each academic year, the fields of research shall be examined at the meetings of the sections that are profiling, approved by the College Board, inviting municipalities and entrepreneurs to submit studies to develop the research skills of students and contribute to the

economy. By 2018/2019, following a proposal from the College Board, the direction "Territorial Reform" was added.

The research-based study process is planned, organised, monitored and optimized.

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.

Research is inextricably linked to work on the development of the curriculum. Each novelty shall be evaluated and, in the case of recognition, included in the theoretical and practical classes of students.

Innovative form of training: College students are involved in marketplace research orders. In 2017, students from the "Marketing Studies and Analysis" course 2 m developed questionnaires and analysed the resulting data on the satisfaction of Jekabpils regional hospital patients with the services provided by the hospital. The most important conclusions were presented to representatives of the Jekabpils Regional Hospital Administration and College's 6th conference of applied research.

In 2018, as part of the study course "Creating New Ideas", students of the study program "Marketing and Innovation" took part in the study of the Jekabpils Tourism Information Center, "Tourism Development in the City of Jekabpils." On-site students surveyed 300 respondents (Jekabpils residents, guests), the data collected, the findings were submitted to the employees of the Jekabpils Tourism Information Centre.

In 2019/2020, students have received two study orders - from the Biofarma and College Administration. The results are to be presented at the College's 8th Applied Study Conference.

Teaching students as part of study courses offer outgoing lessons (*see Appendix 21*), setting out the purpose and tasks of the outing in different study courses, as well as by developing the social skills of students and exploring Latvia's cultural and historical heritage, teaching members and students are following the achievement of the planned results; the College financially supports the outgoing lessons, the procedures thereof have been determined in the organisation and reporting system. The knowledge and attitudes gained in the outing activities contribute to both the overall quality of the study process and the quality of research implementation and the quality of life of students.

In the last 2 years, the College has targeted organised cooperation with the national non-governmental sector to develop students' civil participation skills, in order to encourage them to understand different areas of life and to contribute to them through research. A particularly active cooperation has been established with the Jekabpils NGO Resource Centre association (cooperation agreement), and a representative has also participated in the Scientific - Practical Conference of the College with a reading on "Career Opportunities in the NGO sector".

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.

For the purposes of development-oriented College activities and interaction with the professional environment, for the provision of State, local government and non-governmental sectors, the College shall purposefully establish cooperation (see Appendix 2) with:

1. With Latvian partners:

- colleges;
- universities;
- representatives of the economic sectors;
- non-governmental organisations (NGO "Jekabpils NGO Resource Centre");
- other educational establishments.

The annual cooperation takes place during the implementation of the qualification practice. When licensing the study program, the College concludes contract of intent with companies/institutions/organizations regarding potential practice places. During the reporting period, the College provides qualification practices (including recommends work places) to all students. A tripartite agreement is concluded between the student, the place of practice and the College (see Appendix No.56).

The student may choose the practice at his own discretion or accept the College offer. The practice supervisor in the college and practice supervisor at the company is assigned for every student to support students in achieving the objectives of the practice. The practice supervisor in the college regularly communicates with the student during the practice, inquires about the student's possibilities to complete the practice programme, about the student's cooperation with the practice supervisor in the company, as well as advises the student on the tasks to be performed. The practice supervisor at the college also contacts the practice supervisor at the company to find out whether the student has sufficient knowledge, skills and competences to complete the practice assignments. In cases where the student has unsuccessfully chosen the practice place (it is not possible to implement the practice programme), the supervisor at the college assists the student in finding another place. In the academic year 2018/2019 there were two cases when students changed their practice during their qualification practice. In college in 2018 the internal regulatory enactment "Procedure for Qualification Practice" (see Appendix No. 55): bigger emphasis was placed on developing social skills, on tripartite cooperation: trainee - college manager - company manager; this is reflected in the records of the "Qualification practice report" of the practice supervisor of the College; arrangements were made for the student to communicate with the practice supervisor at the College by sending the execution of the planned weekly tasks (Weekly diary report), etc. Supervision is performed to ensure that the student and practice supervisor at the College understands this process, regulatory framework, and reporting system prior to practice.

At the end of the qualification practice, both students and qualification practice supervisors in companies are surveyed. After evaluating the results of the qualification practice, a conclusion has been made on the specialization of the qualification practice. At the beginning of the academic year 2019/2020, the College purposefully revised, updated and coordinated the qualification practice programme for all study programmes with the consultants-experts (e.g., within the programme "Accounting and Finance" 4 qualification practice programmes with specialization corresponding to the practice place have been developed (practice suitable for performance in manufacturing, construction or service companies, associations, budget institutions, trading companies). Qualification practice supervisors or representatives of the companies are invited to the College for a scientific-practical conference "Student Research Activities: Theory and Practice" during which the execution of the qualification practice tasks is presented (first-year students also participate). Statistics on the ratio of the number of students starting and completing the qualification practice are analysed at department meetings, conclusions and suggestions are made. (see Appendix No.31, 32).

Latvian partners provide continuity for college graduates (e.g. Rezekne Technology Academy, Daugavpils University, Riga Technical University, etc.) or continued studies (e.g. "Alberta College", PIKC, Riga Technical University), provision and participation in qualification exams (e.g. Riga Technical University, Rezekne Technology Academy, Active GIS, SIA "Kensus", SIA "Sedumi", SIA "Areta", JSC "Swedbank" Jekabpils branch, NGO "Jekabpils Rotari Club", Rural Support Service Regional agriculture Management, etc.), participation in College Conferences (e.g. Jekabpils City Council, Lila P, Aminata, etc.), reporting studies to students (e.g. "Biofarma", "Jekabpils Regional Hospital", VAS "Latvijas Pasta", Jekabpils AgroBusiness College, etc.), exchange of experience (e.g. Latvian Agricultural University, Liepaja Maritime College, SIA "Alberta College", Rezekne Technology Academy, etc.), membership of the College Council and the Convention (NGO "Jekabpils Business Society", "Scandiweb", Jekabpils City Council, Madona municipality, "Lattelecom", etc.).

2. With foreign counterparts.

Since higher education in the single European area of higher education needs to provide not only professional but also social skills, taking into account previous accreditation recommendations and seeing the impact of internationalisation processes on achieving the results of studies, the College established a "Project Manager" headquarters in 2014. A broad international activity was launched to develop the professional and life skills of students.

The College has won an Erasmus + Charter in the higher education sector. 12 staff mobilities (study direction "Economics" - 4 lecturers and 2 guest lecturers) in Spain, Malta, Slovakia, Finland, Germany and Croatia have been implemented during the reporting period. Cooperation agreements have been concluded with training centres and universities (see Appendix No. 24). Staff mobility experience sharing trips give priority to the education system in different countries, on the different education process, as well as on the good practices and the different learning methods that staff apply to their day-to-day work when returning. Personal mobility is a major asset for personality development and improvement of foreign language skills, as well as for the acquisition of contacts for future cooperation.

During the reporting period, 12 students have performed proficiency practices in companies in Bulgaria, Greece and Spain.

STUDENT MOBILITY

Programme Project	Student	Practice period	State	Company	Practice place
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Marketing and Innovation					
Erasmus + 1 key activity higher education mobility project "Student and Staff Mobility between programme countries"	Dace Kalva [Dace Kalva]	07.2016-08.2016	Greece	Grecotel Olympia Riviera resort	Service (restaurant - waitress)
	Santa Muka	007.2019-18.2016		Grecotel Daphnila Bay Thalasso	Service (restaurant - waitress)
	Darja Romanova	07.2017-09.2017	Spain	Aqua Hotel Promenade	Bartender
	Santa Muka	01.07.2017-15.09.2017		Aqua Hotel Montagut	Animator
	Annija Vecstaudza [Annija Vecstaudža]	30.06.2018-30.09.2018			Animator
	Lasma Runcite [Lāsma Runcīte]	02.07.2019-30.09.2019		Hotel Promenade	Restaurant
	Annija Vecstaudza [Annija Vecstaudža]	02.07.2019-30.09.2019		Aqua Hotel Montagut	Animator
	Artur Varlamovs [Artūrs Varlamovs]	05.06.2019-01.09.2019		Hotel Ona Brava	Reception (administrator)
	Accounting and Finance				
Karina Petersone [Karīna Pētersone]	15.06.2018-15.09.2018	Spain	Hotel Ona Brava	Reception and Restaurant	
Armands Vecelis	04.06.2019-15.09.2019		Hotel Aquamarina	Animator	

2013 - 2019

2 contracts are to be concluded within the framework of the project:

1. Funding agreement between College and student covering the size of the scholarship, period, etc.
2. Tripartite agreement with the hosting organisation, the College and the student, which also sets out the tasks to be performed in the practice programme (see Appendix No.16.)

When performing qualification practices abroad, students develop an idea of transnational culture, business environment, joint and different, and acquire new skills and skills that are applied to the Latvian labour market when returning. The possibility of comparing the practice process between countries gives greater awareness of the diversity of the profession to be studied, the latest technologies, and the possibility of introducing best practices into their work. Students are becoming more open and safer in the working environment and are more motivated to become not only workers but also employers. Experience acquired abroad promotes personality development and enhances intercultural understanding, language knowledge and opens up wider opportunities in the European labour market.

Partners abroad are mainly derived from experience and feedback from other educational establishments, as well as from experience in the implementation of other projects. The implementation of similar study programmes is an important factor in seeking cooperation partners, so that the cooperation process can have access to material and technical provision and the training methods applied. Cooperation is organised in the Erasmus + higher education sector through staff mobility. Cooperation with foreign employers to ensure skills practices can be organised in two directions:

1. Students have the opportunity to find their employers and Erasmus +, as part of the Erasmus + project, to go to work in the practice of qualifications when they receive a scholarship.
2. The college offers students places of practice with their long-standing partners, who find a place of practice according to participants in the project.

In 2013, the College, in cooperation with the University of Applied Science, organised an international conference on research and analysis of factors affecting economic development - 2013. Cooperation with Kaunas higher education institutions will continue in 2019. Jekabpils AgroBusiness College students and Kaunas University of Technology have participated in the "CREAzone 2.0" project in Interreg Latvia-Lithuania (a youth entrepreneurship project aimed at helping young people to combine business models and creativity in new and promising companies).

2015 The College organised the International scientific practical conference "Research and analysis of the factors which influence development of economics 2015" conference.

In 2012, lecturer I.Veipa participated as a researcher in the study "Perspectives for Business and Science Cooperation" developed the Latvian-Lithuanian cross-border cooperation programme for 2007-2013, "Promoting business development capacity in the cross-border region of Latgale - Utenas", under acronym REGION INVEST (Identification No. LV-LT/1.1 ./LLII-119/2010/25).

Since November 2018, the College meets in the framework of the Interreg Europe 2014-2020 project "Promoting the entrepreneurial awareness of young people through the development of competences, training methods and the business environment" (E - COOL) at the meetings of the Working Group in order to create a more youth-friendly business environment by jointly discussing and analysing regional development policies, develop the entrepreneurial spirit and the necessary competences. The working groups focus on the methods of working with young people, a presentation of good practices that are useful for lecturers of all programmes.

College teachers, as well as other interests of the Zemgale Planning Region, participated in the European Commission's Erasmus + Programme (European Commission grant agreement No

2016-3137/001-001) project "EPALE (Electronic Platform for Adult Learning in Europe) National Support Service" (contract between the Ministry of Education and Science of the Republic of Latvia and Jekabpils Agrobusiness College participation in the project) educational activities and became registered users of the EPALE electronic platform. All programmes offer extensive information and educational materials in the field of adult education, research. Lecturers in the learning process have useful knowledge in andragogy and good practice among European colleagues in working with adults.

On 14 November 2019, a cooperation agreement was concluded between the Latvian Alliance for Adult Education and the College on participation in ERASMUS + project No 2018 - 1 - UK01 - KA204 - 048179 under "Financial Education Educators" (FEES):

1. To familiarise themselves with the experience and methods of financial education in partner countries and to disseminate this experience in Latvia.
2. Participate in the development of a financial education programme.
3. Participate in the preparation of e-learning materials for financial education.
4. to send the lecturer of Jekabpils Agrobusiness College to take active part in a planned international training seminar for the project in UK, who could further lead financial literacy classes for college students and adults and integrate financial literacy into other subject classes.

The involvement of students and lecturers in international activities strengthens the European dimension, takes on experience and knowledge, creates new attitudes that strengthen confidence in a single European area of higher education.

For basic college activities, the College engages in different international activities. Activity is expanding.

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.

Information is available on the college home page

(see *Erasmus Policy statement* <https://jekabpils.jak.lv/lv/erasmus-/augstakaja-izglitiba/>).

College lecturers have not conducted lectures/classes for foreign students; international lecturers have not conducted classes at the College during the reporting period.

In order to promote international mobility of lecturers and students, the Project Manager position has been introduced. Project manager:

- organizes College involvement in various project tenders, including ERASMUS +(see *Appendix No.57*);
- organizes the conclusion of cooperation agreements between the College and its partners;
- In the academic year 2018/2019 organized a meeting for students and lecturers with a representative of a partner organization from Spain;
- In the academic year 2019./2020 Informed about the College's involvement in ERASMUS + projects, its challenges and benefits at the College's Applied Research Conference;
- organizes competitions for students and lecturers on the project activities at the College.

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.

When licensing the study program, the College concludes contract of intent with companies/institutions/organizations regarding potential practice places. This list is constantly being updated. Heads of departments, any lecturer/employee, student may recommend companies/organizations/institutions that agree to host students. After receiving good feedback from the students about the practice place, the practice supervisor at the College informs the head of department about the opportunity to supplement the list. As some of the lecturers are practitioners in the field, they suggest practice places. Personal contacts of employees are also used to attract new practice places. During the reporting period, the College provides qualification practices (including recommends work places) to all students.

A tripartite agreement is concluded between the student, the place of practice and the College (see *Appendix No.56*).

The student may choose the practice at his own discretion or accept the College offer. The College has agreed on practice places outside Jekabpils as students are not only residents of Jekabpils. The practice supervisor in the college and practice supervisor at the company is assigned for every student to support students in achieving the objectives of the practice. The practice supervisor in the college regularly communicates with the student during the practice, inquires about the student's possibilities to complete the practice programme, about the student's cooperation with the practice supervisor in the company, as well as advises the student on the tasks to be performed. The practice supervisor at the college also contacts the practice supervisor at the company to find out whether the student has sufficient knowledge, skills and competences to complete the practice assignments. In cases where the student has unsuccessfully chosen the practice place (it is not possible to implement the practice programme), the supervisor at the college assists the student in finding another place. In the academic year 2018/2019 there were two cases when students changed their practice during their qualification practice. In college in 2018 the internal regulatory enactment "Procedure for Qualification Practice" (see *Appendix No. 55*): bigger emphasis was placed on developing social skills, on tripartite cooperation: trainee - college manager - company manager; this is reflected in the records of the "Qualification practice report" of the practice supervisor of the College; arrangements were made for the student to communicate with the practice supervisor at the College by sending the execution of the planned weekly tasks (Weekly diary report), etc. Supervision is performed to ensure that the student and practice supervisor at the College understands this process, regulatory framework, and reporting system prior to practice. At the end of the qualification practice, both students and qualification practice supervisors in companies are surveyed.

After evaluating the results of the qualification practice, a conclusion has been made on the specialization of the qualification practice. At the beginning of the academic year 2019/2020, the College purposefully revised, updated and coordinated the qualification practice programme for all study programmes with the consultants-experts (e.g., within the programme "Accounting and Finance" 4 qualification practice programmes with specialization corresponding to the practice place have been developed (practice suitable for performance in manufacturing, construction or service companies, associations, budget institutions, trading companies). Qualification practice supervisors or representatives of the companies are invited to the College for a scientific-practical

conference "Student Research Activities: Theory and Practice" during which the execution of the qualification practice tasks is presented (first-year students also participate). Statistics on the ratio of the number of students starting and completing the qualification practice are analysed at department meetings, conclusions and suggestions are made. (see Appendix No.31).

Each year in the college, the supervisor shall provide information to students and curators regarding the opportunities for qualification practices at international level, shall organise meetings on the face of the students with representatives from the co-operation organisations. The College calls for a competition for the possibility of performing qualifications in one of the countries of the Erasmus + programme under the project. Upon receipt of tenders, meetings shall be held and discussions with students on possible expectations and solutions for the implementation of mobility shall be held. The project sets out the rates of scholarships for the implementation of practices. Students have the opportunity to find a hosting organisation in which to perform the practice, as well as the College offers an opportunity to stay in a collaborative partner organisation. All conditions, tasks and responsibilities are discussed before the mobility is implemented. A tripartite agreement is concluded with the hosting organisation specifying the tasks, place and period of practice. A mobility financing agreement is entered into on both the conditions for the implementation of the European Union grant and mobility, as well as the co-financing of the State budget. Students shall complete OLS language test before leaving for mobility and returning. The hosting organisation shall issue a certificate to the participant in the mobility project. Following the conclusion of mobility, the closing report of the participant is completed and a publicity review article is provided, as well as participation in the various publicity measures.

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.

Until 2023 joint study programmes are not planned within the study direction.

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.

Study direction “Economics”, programme “Accounting and finance”:

Section A: ANALYSIS OF THE SITUATION

- 1. Both faculty and students should be encouraged to involve more in scientific activities.**

Both faculty and students should be encouraged to involve more in scientific activities.

The Board of College has approved the “Layer Load Calculation Standards”, which specifies the types of work to be included in the lecturer's workload and the extent thereof. The regulation applies to the performance of lecturers in research in the previous academic year, taking into account the funding allocated for remuneration, e.g. research (result - publication, statement of participation in a conference with a paper) - up to 100 hours. Methodological development (a methodological tool for learning a study course, a specific topic more effectively) 10-50 hours. Academic or professional degree of an elected lecturer - Master's degree (if research has been carried out in the academic year, trained students, etc.) 50 hours. Scientific degree of elected lecturer - PhD - 200 hours.

Research activities in a college shall be governed by the internal regulatory enactment “Procedures for Support of Research Activities” 27.08.2019. No. 1-8/16, which lays down the procedures for determining the directions, forms and financing of research activities.

The Study Agreement between College and Students shall contain a requirement and “the student shall undertake:

1. In the course of the acquisition of a research-based study programme, all individual works should be carried out independently, taking into account the principles of academic fairness.
2. To carry out research activities, to participate in conferences organised by the College in accordance with the schedule of the study process'.

In the course of the 1st semester of each academic year, conferences of applied research shall be held, with readings being given by representatives of College and other educational establishments, lecturers. Every two years, the College holds scientific - practical conferences, with readings being attended by college and other university lecturers. The College promotes and supports the participation of lecturers in conferences at national and international level (see page II. “Characteristics of the direction of study”/4. “Scientific research”, III. Description of the “curriculum”/4. “Teachers”).

- 2. To meet the regional demand for new enterprise creation and prepare students to become self - employed, a module on entrepreneurship should be included in curricula. Moreover, a course in project management would support the above-mentioned goal and prepare students to be able to work with EU projects directed towards increasing of self - employment in the region.**

To meet the regional demand for new enterprise creation and prepare students to become self - employed, a module on entrepreneurship should be included in curricula. Moreover, a course in project management would support the above-mentioned goal and prepare students to be able to work with EU projects directed towards increasing of self - employment in the region.

In the course “Preparation and management of projects”, students develop a variety of projects, under the conditions of the lender, including projects to raise funds from the EU Structural Funds. Some of our college graduates have successfully attracted EU Structural Fund funding in their

business. Most projects are designed to attract EU funding from the European Agricultural Fund for Rural Development (EAFRD) programmes, e.g. projects: *“Aid for start-up of business in a small farm in a rabbit farmhouse in Gulbene municipality”, “Aid for young farmers for the development of meat husbandry in Krustpils municipality farm”, “Investments for improving the resilience and ecological value of the forest ecosystem in the backyard farm of Akniste parish”, “Modernisation of agricultural machinery park in cattle production” at a production company in Jekabpils parish*. Projects are being developed to attract EU funding under the LEADER programme - e.g. projects: *“Development of the “Pilskalni” Sports Complex” - social project; “Interactively Information Stand in the District of Scravers”; “Equipment of a Sports Hall in the county of Jekabpils”*. As part of the study process, students also choose to develop projects financed for the development of municipality business - e.g. projects: *the grant project “Let's invest our work in the development of the municipality of Riebini”, “Be a businessman in the county of Koknese”, projects financed by the Preili Municipality Council to support commercial companies and economic operators to start up their business*.

In the study process, in the performance of solo and practical work, the student may choose to analyse the project already developed, its compliance with the regulatory framework, and to make his or her alternative offer, such as the EU Cohesion Fund project “Buy environmentally friendly buses for the city of Jekabpils”, etc.

When studying the course, students shall examine the topics, the information published on the home page of the Central Finance and Contract Agency regarding the announced selection of EU Structural Fund projects and the relevant regulatory documents, the recommendations for the implementation and implementation of projects, the organisation of procurement, the frequently asked questions and errors, as well as the information material - assistant to the recipients of funding.

Contact activities also analyse projects implemented and implemented in our college, funded by the EU, examined regulatory documentation, analysed the success and problems of project implementation, results and benefits (*guest lecture A.Aleksejeva*).

In the course of the outing, students study the development of business in different municipalities (*e.g. Adage, Sigulda, Krimulda*), the launch of new business lines supported by the EU Structural Funds.

In the performance of his or her own work, each student must study the regulatory documents governing the conditions for the financing of the project to be developed. A project Application should be drawn up, together with both the justification of the idea and the economic justification for the activities to be carried out, the calculation of the necessary resources, preparing the project budget for each activity in the time dimension, other estimates and justifications.

The study process pursues the aim of a course to promote practical application of theoretical knowledge in the development of a specific project, preparation of a project application, self-assessment and presentation of the developed project, in order to ensure that funding is mobilised.

Students can start activities in fundraising projects, because the College gives a qualitative focus on the topic!

- 3. Moore study courses of audit is recommended to include in curricula, or to start the new study programme, for example, Accounting and Audit. This important both for labour market and sustainability of the college.**

It is recommended that more study courses be included in training programmes or that a new study programme, such as accounting and auditing, be launched. This is important for both the labour market and the sustainability of college.

In the academic year 2019/2020, an in-depth evaluation of the content of the study programme and study courses is ongoing. Increased CP number of audit-related study courses. An in-depth assessment has been launched on the linkage of study courses under the study programme to the sector. In the light of the recent years in the sector and the possible licensing of outsourcing accountants, we have raised the issue of increasing credits for audit-related study courses (see *Appendix 19*).

4. The overall language letters of academic staff should be improved.

The overall language skills of academic staff should be improved.

Academic staff (7 lecturers) attended English lessons at college in 2016, strengthening language skills.

Internships of academic staff abroad strengthen knowledge and develop skills (see *Appendix 44*).

The staff's English knowledge must continue to be deepened.

5. Although most students have work, more attention should be paid to student involvement in managed and evaluation processes.

Although most students have work, more attention should be paid to student involvement in managed and evaluation processes.

On the basis of one of the objectives defined by the European Council: "... preparing students as active citizens and ensuring their future careers ..." and taking into account the fundamental principles of providing a student-centred study process, the College shall plan to take steps to develop the social skills and civil positions of students, i.e. planning, organising, manage, get to know, understand, evaluate processes, express a reasoned opinion, provide a reasoned response, etc.

1. An institution providing the rights and interests of students - the self-government of students - shall act in college. The internal regulatory enactment entitled "Statute for the Participant Authority" 10.11.2016 has been developed and approved. No. 1-8/17 governing its operation.
2. On the first day of the academic year, following a formal event at a joint meeting, the Deputy Director shall present students with their right to establish self-government, to act regularly in the defence of students' interests and needs; presents a mechanism for making proposals and complaints for the use of the Package "Student proposals for improving college activities" (established, approved arrangements) procedures for the circulation of documents in the Jekabpils AgroBusiness College Proposals Box No. 1-7 ./37, 27.12.2018, published in jak.lv/Office365.
3. Internal laws and regulations: "Procedures for the Development and Defences of Course Papers" and "National Final Examination (Qualification Examiner) Regulations" prescribe that delegated representatives of the undergraduate self-government have the right to participate in the defence of qualification practice and qualification work, if they are invited by a student and have a co-ordination with the Head of the department.
4. Representatives of the self-government of students participate in meetings of academic staff, e.g. January 2018.

5. Students shall meet each year with the Director/Deputy Director in the field of study/Deputy Director in the field of upbringing - planning, proposals, administration answers to questions.
6. Students' representatives shall act in the Board of College, which shall be the highest authority of decision-making (internal regulatory enactment "The By-law of the Council of Jekabpils Agrobusiness College" 20.03.2018. No. 1-7/7).
7. Students participate in the Scholarship, Credit Grant Commission - internal regulatory enactment "The By-law for Granting Scholars" 07.12.2018. No. 1-8/34
8. Students participate in the opening of the "Proposals for the Improvement of College" and in preparing/delivering answers to questions.
9. All teachers have been introduced to the requirement to familiarise themselves with students in the first lesson of the study course, to report the study course tasks, to explain the intended results to be achieved, test works, their evaluation methods, criteria and, above all, to receive feedback on understanding and to answer questions from students. The student is practically involved in planning the course (it has been achieved that lecturers present the results of testing work to students, explain the shortcomings, listen to comments).
10. Students participate in polls (surveying), which are analysed in the meetings of the departments, in order to improve the study process at College.

Conclusions:

1. The College shall take steps to develop the skills of students' civil skills, enabling the processes to be planned, organised, managed, observed, evaluated, expressed/given a reasoned opinion/response.
2. The college has developed, approved internal laws governing these processes
3. The college shall be composed and operated by an institution providing the representation of the students' interests, the institution "The Self-Government of the Students".
4. The college has a system for extracting, processing reliable data.
5. College partners make an important contribution to the development of the social skills of students.
6. Students shall be more actively involved in expressing their views when meeting following surveys with the Deputy Director/Head of Department or in anonymous polls following the conclusion of each study course.
7. Student feedback has contributed to the positive changes at College.

RESOURCES.

1. **Poor ability to attract EU funds to develop infrastructure of the college.**

Poor ability to attract EU funds to develop infrastructure of the college.

- Project financed by the Instrument for Climate Change "Reinforcing energy efficiency in higher education institution buildings." - "Increasing energy efficiency in the hotel building of the Jekabpils Agrobusiness College Service". Reduction of CO2 emissions achieved under the project:6900000t
- Project "Improving the teaching environment of Jekabpils Agrobusiness College STEM Studies" — Specific aid target of the "Growth and Jobs" operational programme 8.1.4 "Improving the teaching environment for colleges of higher-level vocational education STEM, including the medical and creative industries, studies in colleges" (ERDF funding – 85%, national – 15%) undertook repairs, adjustments of premises for the installation and operation of hardware, equipment in 4 computer classrooms, ITK laboratories and the lecturer's teaching office. The purchase of modern ITK hardware and software for high-quality learning and modernisation of the study and training process.
- In 2019, the "Implementation of Energy Efficiency Improvement Measures for Training Corps

Building, Pasta Street 1, Jekabpils” project was launched. Simplified renovation of the Jekabpils Agrobusiness College Training area building. Contract amount: EUR 472 147.91. Works are scheduled to end in summer 2020.

2. It is recommended to invite more visiting and guest lecturers to strengthen the teaching quality.

It is recommended to invite more visiting and guest lecturers to strengthen the teaching quality.

In order to bring the study process closer to the economic sector and to the working environment, the College shall organise guest lectures in a targeted manner (see *Appendix 22*) and outing lessons. This direction of action has been developed during the reporting period and contributes to the quality of learning.

3. The library resources should be improved.

The library resources should be improved.

During the reporting period, library stocks have been supplemented with 106 different-name textbooks, with 16-20 copies in individual study courses. Each year, the Library Foundation is updated with the latest original teaching literature at all study courses. From 2014 onwards, www.ifinances.lv databases and www.lursoft.lv from 2018 are subscribed to academic staff and students (see “*Resources and Provision*”).

SUSTAINABILITY.

1. It should start strategic planning in order to overcome probable risk in the future, to have less threats for sustainability in medium and long term including the demographic ones as well).

It should start strategic planning in order to overcome probable risk in the future, to have less threats for sustainability in medium and long term including the demographic ones as well.

The 2016 development and investment strategy for Jekabpils Agrobusiness College 2016-2020 was developed and approved. ” The College has been evaluated in 4 directions: strengths and weaknesses, opportunities and threats (SWOT). The College Administration has established a quality management system and directed it purposefully to strengthen its positions in the higher education area in Latvia. The functioning of college can be objectively influenced by social processes – demographic and political ones. In 2020, the College will start working on the development of a strategy for the next programming period, in cooperation with students and industry, the public will assess the current situation and the planned developments.

**2. The academic staff should be more involved in scientific research (creative) work.
The academic staff should be more involved in scientific research (creative) work.**

Academic staff should be more involved in research. More publications on research results should be carried out in internationally available and revised expenditure.

Research activities increased during the reporting period (see “*Research*” chapter) in both student and doctoring audiences (see *Appendix No. 26, 30*).

COOPERATION.

1. Scientific cooperation with foreign institutions should be established. Scientific cooperation with foreign institutions should be established.
2. **A network with colleges of similar scope should be established at least in the Baltic level to foster knowledge exchange on teaching methods. At least at the Baltic level, a network should be established with colleges of similar fields in order to promote the exchange of knowledge on teaching methods.**

Plans for student and academic staff mobility should be developed.

During the reference period, a "Project Manager" establishment was established with a view to initiating and developing international cooperation at both student and lecturer level (*see sections "Scientific research", "Cooperation and internationalisation", Appendices No. 24, 25, 26*). The College management group takes a decision on the mobility of 2 students and 4 lecturers in each academic year. International scientific and scientific conferences in 2013 and 2015 have been organised with partners at the College, experience-sharing visits have been carried out, doctors participate in international conferences with readings, chests, placards.

STRONG AND WEAK POINTS.

1. JAC should start strategic planning in order to overcome probable risk in the future, to have threats for sustainability in medium and long term including the demographic ones as well.
2. To develop language skills of academic staff working in the programm.
3. To strengthen scientific cooperation with foreign institutions.
4. To strengthen scientific cooperation with foreign institutions.
5. To strengthen the dissemination of research results at international level.
6. To develop the abilities to attract EU funds to develop infrastructure of the college.

This is a summary of the recommendations made above – an explanation is given above.

MARKETING AND INNOVATION

On 8 August 2016, the College received an EXPERT OPINION on making changes to the "Economics" first-level vocational higher education study programme "Marketing and Innovation" (41342).

Changes were submitted in connection with the introduction of a study form (a type of non-distance education form) (not current in this period) and the updating of study courses. Changes were made to the titles of study courses, the descriptions of study course programmes and the rotation of study courses by semester. See the expert's opinion in the Appendix "EXPERT OPINION – MARKETING".

Recommendation:

Exclude the "Web Technologies" study course – met.

Recommendations relating to distance learning courses are not applicable during this period because distance learning studies are not offered by the College.

The expert recommends supporting (allowing the changes requested by Jekabpils Agrobusiness College, following the above recommendations (see Paragraph 5: applies only to distance learning studies which are not applicable during that period).

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).

On 8 August 2016, the College received an EXPERT OPINION on making changes to the “Economics” first-level vocational higher education study programme “Marketing and Innovation” (41342).

Changes were submitted in connection with the introduction of a study form (a type of non-distance education form) (not current in this period) and the updating of study courses. Changes were made to the titles of study courses, the descriptions of study course programmes and the rotation of study courses by semester. *(See Appendix No.62)*

Recommendation:

Exclude the “Web Technologies” study course – done.

Recommendations relating to distance learning courses are not applicable during this period because distance learning studies are not offered by the College.

The expert recommends supporting (allowing the changes requested by Jekabpils Agrobusiness College, following the above recommendations (see Paragraph 5: applies only to distance learning studies which are not applicable during that period).

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	40.pielikums_ENG.docx	40.pielikums_LV.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	13.pielikums_ENG.docx	13_pielikums.PNG
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	14.pielikums_ENG.docx	14_pielikums.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	42_pielikums_ENGL.xlsx	42_pielikums.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	48.pielikums_Ekonomika_lectoru CV_ENG.zip	48.pielikums_Ekonomika_lectoru CV_LV.rar
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	24.pielikums_ENG.docx	24_pielikums.pdf
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	26_pielikums_ENG.docx	26_pielikums.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	2.pielikums_ENG.docx	2_pielikums.pdf
Statistical data on the teaching staff and the students from abroad	24.pielikums_ENG.docx	24_pielikums.pdf
Statistical data on the mobility of students (by specifying the study programmes)	24.pielikums_ENG.docx	24_pielikums.pdf
Description of the organisation of the traineeship of the students	Mobility Agreement.pdf	Mobility Agreement.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	24.pielikums_ligumi_ENG.docx	24_pielikums_ligumi.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	3.pielikums_Recommendation_ENG.docx	3_pielikums_Rekomendaciju izpilde.pdf
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	09.12.2019_258_Par valsts valodas zinasanam_ENG.docx	09.12.2019_258_Par valsts valodas zinasanam.edoc
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		

Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	10.02.2020_42 AIC Iesniegums akreditacijai_Ekon_ENG.edoc	10.02.2020_40 AIC Iesniegums akreditacijai_Ekon.edoc

Other annexes

Name of document	Document
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Marketing and Innovations

Title of the higher education institution	<i>Economics</i>
ProcedureStudyProgram.Name	<i>Marketing and Innovations</i>
Education classification code	<i>41342</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Ināra</i>
Surname of the study programme director	<i>Upeniece</i>
E-mail of the study programme director	<i>inara.upeniece@jak.lv</i>
Title of the study programme director	<i>Mg.philol.</i>
Phone of the study programme director	
Goal of the study programme	<i>sagatavot reģiona tautsaimniecībai tirgvedības un tirdzniecības speciālistus</i>
Tasks of the study programme	<i>1. Organizēt studentu uzņemšanu studiju programmā. 2. Sagatavot un uzturēt kvalitatīvam studiju procesam atbilstošu materiāli tehnisko bāzi. 3. Nodrošināt atbilstošu akadēmisko personālu, profesionālo pilnveidi un pētniecisko darbību. 4. Uzturēt un aktualizēt studiju programmas un studiju kursu metodisko nodrošinājumu. 5. Nodrošināt kvalitatīvu un LR normatīvo aktu prasībām atbilstošu studiju procesu. 6. Realizēt studiju programmas kontroli un kvalitātes vadību, paškontroli.</i>
Results of the study programme	<i>3. Studiju rezultāti 3.1. Profesionālās attieksmes: □ profesionālā ētika; □ sadarbības un komunikācijas spēja. 3.2. Profesionālās zināšanas un prasmes: □ organizēt veikt tirgus izpēti, □ analizēt tirgus izpētes rezultātus, □ izstrādāt tirdzniecības plānu un organizēt tā īstenošanu, □ veikt pasākumus produktu virzīšanai tirgū, sagatavot un sniegt informāciju pircējam par pārdodamo preci vai pakalpojumu; □ veikt sarunas par līguma slēgšanu pārdevēja vai pircēja vārdā; □ pirkt un pārdod produktus, veidot kontaktus starp pircējiem un pārdevējiem; □ noteikt preču cenu; □ palīdzēt nodrošināt organizācijas tirdzniecības darbību, ievērojot Latvijas Republikas normatīvo aktu, kā arī Eiropas Savienības saistošo starptautisko dokumentu prasības; □ spēt sazināties profesionālajā angļu valodā savas kompetences ietvaros.</i>
Final examination upon the completion of the study programme	<i>Kvalifikācijas darbs</i>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	

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
Jēkabpils Agribusiness College	JĒKABPILS	PASTA IELA 1, JĒKABPILS, JĒKABPILS NOVADS, LV-5201

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	
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
Jēkabpils Agribusiness College	JĒKABPILS	PASTA IELA 1, JĒKABPILS, JĒKABPILS NOVADS, LV-5201

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

Title of study programme	Marketing and innovation	
Name of study programme in English	Marketing and innovation	
Study programme code according to the classification of Latvian education	41 342	
Type and level of study programme	First-level vocational higher education study programme. Full-time studies	
Level of qualification to be obtained (NKI/EKI)	Fourth level of professional qualifications.	
Profession code in the classification of professions	3339 21	
Scope of the study programme (CP, also recommending ECTS)	80 CP/120 ECTS	
Form, type, duration of implementation (if less than one year, indicate in months) and language of implementation		
full-time studies	2 years	Latvian
part-time studies	2 years and 6 months	Latvian
Study Programme Director	Dr.oec. Ingrida Veipa [Ingrīda Veipa]	
Admission requirements	With general secondary or vocational secondary education	
Degree to be awarded, professional qualifications or qualifications and professional qualifications	Marketing and Trade Specialist	

Purpose of the study programme	Prepare marketing and trading specialists for the regional economy.
Tasks of the study programme	<ol style="list-style-type: none"> 1. Organize student admissions in a study program. 2. Prepare and maintain a technical base appropriate to the quality study process. 3. Provide adequate academic staff, professional development and research activities. 4. Maintain and update the methodological provision of study programmes and study courses. 5. Ensure a high-quality study process that complies with the requirements of the regulatory enactments of the Republic of Latvia. 6. Exercise the control and quality management, self-control of the study programme.
Results of studies to be achieved	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Is aware of the most effective measures to market products. 2. Manage information technologies (including computer programs) according to the specific nature of the work. 3. Know the factors that influence consumer behaviour in the market. 4. Are familiar with and understand marketing strategies for increasing turnover. <p>Skills</p> <ol style="list-style-type: none"> 1. Be able to plan and organise their work and work independently. 2. Is able to organise market research and analyse the results of market research. 3. Be able to draw up a trading plan and organise its implementation. 4. Be able to ensure the trade activity of the organisation, in compliance with the regulatory enactments of the Republic of Latvia, as well as with the requirements of the binding international documents of the European Union. <p>Competence</p> <ol style="list-style-type: none"> 1. Can define and adhere to the principles of professional ethics. 2. Can work on a team, plan and organize your and subordinate work, communicate with management, colleagues, clients, and partners. 3. Is able to demonstrate the initiative and take responsibility. 4. Is able to find innovative solutions to solve everyday problems according to their competence.

Final examination at the end of the job of qualification
study programme

Conditions of admission: on the basis of the external regulatory framework, reflectors must have obtained secondary education (attestation (diploma) on secondary education, certificates for all statutory centralised examinations passed).

The procedures for Reception determined by the College shall be determined by the regulatory enactment approved by the Board of College of College "Reception Rules for the academic year ... of Jekabpils Agrobusiness College".

The results of studies are derived from the description (descriptors) of the closing requirements of the Latvian Qualifications Framework (LKI)/European Qualifications Framework (ENI), the standard for the profession of the Marketing and Trade Specialist (Fourth Level Qualification).

The corresponding competencies of the college diploma shall include the competencies of the graduate of secondary education and shall be acquired in professional studies which take place in interaction with the relevant professional field.

College graduates have the right to continue their studies in an appropriate study programme for completing the first study cycle (following the three-cycle breakdown of Bologna).

The internal regulatory enactment "The by-law for the recognition of competences acquired outside formal education and the results of studies obtained in previous education" has been approved and updated in the college.

Assessment: reflects the assessment of the results of studies achieved by the student (10-party scale or credited/uncredited) - in accordance with the internal regulatory framework of the College: "Procedures for Studies and Tests", Procedures for the Development and Defending of Course Papers, Procedures for Qualification Practice, By-law of the State Final Examination (Qualification Exam).

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 first student, 21 people, was enrolled in the programme in 2013/2014, the following year the number increased to 26 students, while the number has been variable in the following years (see *Appendix No. 39*). In part-time studies (studies take place once a week - on Saturdays), the group was not completed (at College, the group is opened if at least 7 applicants have applied for). In evaluating the development of the economic sector, the college continues to develop the program, attracting young people to studies.

Conclusions of the analysis of the reduction in the number of students:

1. A permanent demographic change in Latvia.
2. Reduction in population due to departure abroad.
3. In college, the reduction of one administrative unit imposed an additional load on hard-core employees, thereby reducing the number, quality, of college publicity (advertising) measures.
4. Continuing the implementation of the programme is useful.

When assessing the reasons for exmatriculation in both the full and part-time student audience, the main point is: "The necessary examinations have not been completed or no other study tasks have been performed", we conclude that students, when entering the programme, consider it an "easy" programme, are not prepared to encounter regular, independent and serious studies. The other reason is personal reasons. Individual conversations with students reveal that they are based on the material conditions requiring students to work in parallel, and therefore lack either susceptibility or time studies.

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.

Conditions of admission: on the basis of the external regulatory framework, applicants must have obtained secondary education (attestation (diploma) on secondary education, certificates for all statutory centralised examinations passed).

The procedures for Reception determined by the College shall be determined by the regulatory enactment approved by the Board of College of College "Reception Rules for the academic year ... of Jekabpils Agrobusiness College".

Studies take place in interaction with the relevant professional field:

1. The study results are determined in accordance with the 4th level vocational qualification standard, the requirements of the first level vocational higher education, the descriptors of the EQF/LQF - level 5;
2. Proposals and evaluations of relevant national economic associations/associations/specialists are taken into account in the development and updating of study programmes, study course programmes, qualification practice programmes;
3. the student completes qualification practice (16 CP) in a company/institution/organization;
4. the student conducts applied research within the framework of the field;
5. implementation of the study process - academic classes, which also provide the outing lessons form (College funding).

The results of studies are derived from the description (descriptors) of the closing requirements of the Latvian Qualifications Framework (LKI)/European Qualifications Framework (ENI), the standard for the profession of the Marketing and Trade Specialist (Fourth Level Qualification - theoretical and practical training to carry out complex executive work and to organize and manage the work of other specialists) profession standard (Profession code - 3339 21) - see "Professional standard for marketing and trade specialist APPROVED By the meeting of the Tripartite Cooperation Subcommittee on Vocational Education and Employment of 21 March 2011, minutes No.3

The corresponding competencies of the college diploma shall include the competencies of the graduate of secondary education combined with the competences acquired at the next level of education (first level vocational higher education).

Basic professional tasks: marketing and sales specialist organizes and/or conducts market research,

analyses the results of market research, develops and organizes the marketing plan, takes measures to promote products, prepares and provides information to the buyer on the product or service to be sold; negotiate the contract on behalf of the seller or the buyer; buys and sells products, establishes contacts between buyers and sellers; determines the price of the goods; assists in ensuring the trading activities of the organization in compliance with the requirements of the laws and regulations of the Republic of Latvia, as well as binding international documents of the European Union; and performs similar content duties. Marketing and sales specialist works in trading companies.

College graduates have the right to continue their studies in an appropriate study programme for completing the first study cycle (following the three-cycle breakdown of Bologna) - to gain bachelor's degree.

The internal regulatory enactment "The by-law for the recognition of competences acquired outside formal education and the results of studies obtained in previous education" has been approved and updated in the college.

Assessment: reflects the assessment of the results of studies achieved by the student (10-party scale or credited/uncredited) - in accordance with the internal regulatory framework of the College: "Procedures for Studies and Tests", Procedures for the Development and Defending of Course Papers, Procedures for Qualification Practice, By-law of the State Final Examination (Qualification Exam).

Students.

The first students, 21 persons, were enrolled in the programme in 2013/2014, the following year the number increased to 26 students, while the number has been variable in the following years (see Appendix No. 39). In part-time studies (studies take place once a week - on Saturdays), the group was not completed (at College, the group is opened if at least 7 applicants have applied for). In evaluating the development of the economic sector, the college continues to develop the program, attracting young people to studies.

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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.

On 21 June 2013, the Ministry of Economy's "Information report on the medium and long-term forecasts of the labour market, prepared according to the macroeconomic scenario of economic development, provides that Latvia's GDP is increasing by at least 7 4-5% annually by 2020. Growth rates are expected to increase more slowly after 2020, as in other developed countries, with higher production levels, growth will no longer be as dynamic. The report recommends increasing the supply of higher vocational education level 1 (colleges), increasing the attractiveness and quality of vocational training, ensuring that it complies with labour market requirements.

In order to ensure that the content of the programmes offered at the College corresponds to the requirements of the labour market, trends in the development of national economy and science, the College has established requirements for the developers and implementers of the content of study courses: involve in industry associations, associations, unions; it is desirable - to be employed in the company or institution of the sector; to carry out applied research, also advising students.

The College provides support to lecturers to meet the requirements:

1. Informs lecturers about participation in professional development events: conferences, forums, seminars, webinars;
2. covers travel expenses, entry fees (if possible) and business trips to professional development events;
3. organizes guest lectures and seminars at the College;
4. organizes the exchange of experience between the lecturers at department meetings;
5. surveys students, graduates, employers, industry experts about the content and supplements of study programmes and study courses;
6. encourages lecturers to develop an academic career - studies in master's and doctoral programmes.

The study course programmes of the "Marketing and Innovation" study programme are updated every academic year. In the course of the study programme, guest lecturers - practitioners from the trade sector - are attracted every year. In this academic year, practical training for students is planned to be organised in a working environment, a particular trading company.

The college is regularly conducting surveys of employers - qualification practice supervisors on the correspondence of the content of the courses included in the study programme to the market situation. In the course of practice, practice managers assess the importance of the teaching methods and techniques applied to students in the study programme in the development of professional competence. Employers believe that students of the programme have good theoretical knowledge and sufficient practical skills.

As part of the "Marketing Studies and Analysis" course, students perform order studies. In 2017, students from the "Marketing Studies and Analysis" course A2 developed questionnaires and analysed the resulting data on the satisfaction of Jekabpils regional hospital patients with the services provided by the hospital. The main conclusions were presented to representatives of the

Jekabpils Regional Hospital Administration and also the 6th conference of applied research.

In 2018, as part of the study course “Creating New Ideas”, students of the study program “Marketing and Innovation” took part in the study of the Jekabpils Tourism Information Center, “Tourism Development in the City of Jekabpils.” The students surveyed and processed 300 respondents (Jekabpils residents and guests) questionnaires, submitting the aggregated data to the employees of the Jekabpils Tourism Information Centre.

In the academic year 2019/2020 students have received two study orders - from the Biofarma Ltd. and College Administration. The results were presented at the 8th Applied Study Conference.

The College offers outing lessons once a semester for students - both to gain professional knowledge and impressions, and to gain transversal knowledge, skills, attitudes (*see Appendix No.21*).

The College actively engages young people in events organised under various projects, in which guest lecturers arrive at College and present novelties in the industry.

The lecturers get acquainted with the tendencies of scientific development in conferences, forums, as well as following information individually. During the department meetings, the lecturers are invited to share the latest information (one lecturer with doctoral degree, two co-curricula members working in the College).

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 basic aim of the study programme is to prepare a specialist of appropriate qualification. In order to achieve this aim, the College plans, organizes, supervises and manages the study process. The content of the study process is mainly formed by the lecturers who develop and implement the study course programmes. The content of vocational training programmes shall be consistent with the descriptions of the necessary knowledge and skills identified in professional standards, including common, specific and general knowledge and professional skills in the sector, which very clearly outlines the results for the lecturer to focus on. The lecturers have been introduced to the LKI/ENI descriptors. When developing the study course programme, the lecturer focuses on the formation and development of professional and general knowledge, skills and attitudes of students.

On the basis of the regulatory framework and the experience of the lecturer, at the beginning of the academic year, the study leaders' meeting shall jointly examine the topics offered in study courses, their relevance, their relevance to the trends of the economic sector. As lecturers regularly attend conferences, forums, seminars, topics are highlighted by research activities, research skills are strengthened and the link to the inclusion of the latest scientific knowledge in the presentation of study topics. The Head of the Department verifies the necessity of the study courses and their correspondence to the study results of the programme by making a mapping (*see Appendix No.8.1.*). There have been cases when the content of the course and the results to be achieved are reviewed. At the beginning of the academic year, colleagues provide their recommendations when updating study course programmes.

According to the lecturers, students have informed about the uselessness of certain topics/tasks. There is a request of the College to the lecturers when commencing a study course, to “enter” and inform on the purpose of the study course, the results to be achieved, the teaching methods, the evaluation methods and the criteria - students shall be involved in the consultation on the basis of their past knowledge and experience. At the end of the study course, an evaluation of the results achieved, in which students are also involved. Lecturers shall, in accordance with the results to be achieved, form tasks, quizzes and closing works (credits or examinations), thereby gaining confidence in student achievements and level of learning. In college, we have introduced a clarification of the results of understanding studies - the level of learning of the results of studies in the student's view and in the lecturer's view.

At the end of the semester, we organise a survey on the evaluation of study courses. Students assess the understandability of each course of study, the understandability of the target and evaluation system for the acquisition of the course, whether the acquisition of the course provided new knowledge, the usefulness of the practice and the relationship with the practical working environment, the study methods used by the lecturer in question, their diversity and their modernity, the readability of the own-initiative performance methodology, or the own-initiative, job execution helped achieve the course's goals, or clear answers are always provided to student questions. Students make suggestions for improving the learning of study courses. For each course, the score is slightly different, but overall, students are satisfied with the way they teach courses, students admit that lessons are useful, lectures are interesting and intensive, questions are always answered, lecturers provide the latest information, explain the substance to be learned, interesting and useful work on their own. Recommendations for improving the learning process: more practical and group jobs that can actually be used in practice and when writing a course paper. By summing up the results of all studies to be achieved, the results of the surveys constitute a common picture of the results of studies achieved by the study programme. In turn, the results of studies in the study programme are determined in accordance with external requirements.

The performance of students in the final national test is very good (*see Appendix No.34*).

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 course of study shall be set out in organizational forms at College: academic hours/lessons (outing lessons), lectures, seminars, practice sessions, practical, solo work, individual and group work. The quality of the study process is regulated by internal regulatory enactments “Procedures for Studies and Tests”, “Procedures for the Design of Writers”, “Procedures for the Development of Qualification Jobs”, “Rules for Control and Prevention of Plagiarism”, “Procedures for the Development and Defences of Course Works”, “National Final Examination (Qualification Exam)”, “Procedures” procedures of Practice "Internal Order Rules for Students".

When organising the study process, lecturers perform not only the role of the educator, but also the role of coordinator in the selection of learning paths. The aim of the college is to develop a student's self-taught skills and practical skills, as determined by the didactic concept of programme

implementation.

While respecting the principles for the implementation of a student-centred study process, lecturers shall, in the first lesson, carry out mutual familiarity with students (“Ice breaking”) in order to establish a relationship of mutual trust and encourage students to express views and assessments. In the first lesson of the study, students are informed about the objectives, tasks, results to be achieved, the criteria for knowledge, skills assessment and assessment, and the possibilities to use the knowledge and skills acquired in the course in the professional environment (the motivation for our cooperation), students are invited to make their suggestions; lecturers accept them or give reasonable refusals. The system of learning and evaluating a study course focuses students on regular work throughout the semester, testing takes place at the end of a study course and not in the form of sessions. A great deal of attention is being paid to practical work, their joint assessment, which provides learners with feedback on learned/unlearned content. In their own-initiative works, study leaders interlink different study courses (e.g. linking the “Microeconomic” study course to the “Professional English” study course). During studies, students have the right to attend lecturer counselling (list on the College Home page) and fee counselling.

In 2018/2019, one of the priorities for action was:

Diversity of forms of work, methods in the presentation of the content of study courses.

Tasks:

1. Summarise the methods used by lecturers to describe the content of study courses.
2. Organise exchanges of lecturers' experience on effective forms of work, methods for describing the content of study courses.
3. Assess the need for outward training to describe the content of the study course.
4. Organise a vocational training lesson for lecturers on effective working methods for improving the results of studies.

At the meetings of the section, the teachers shared experience, the chairs provided information, materials, examples and practical methods during the meeting, organised meetings with practitioners from Rezekne Technology Academy and the University of Latvia on methods, their application in the presentation and research of study courses, inspired the lecturers for future cooperation with students. At the end of the academic year, lecturers also accounted for the implementation of the priority task in the Annual Report: methods applied, sources of information, participation in activities organised by the College. When compiling the information provided by the lecturers, methods are used to implement the study courses: analysis of situations, simulations, destructive conversations, dialogue, summary, exciting group, discussion, workshop, tour, challenges, “Storm of the mind”, lecture, “Ice breaking”, “Tree”, thought card, unfinished sentences, etc.

In the survey of students, the College shall also clarify the opinion of students regarding the methods used in the presentation of the study course. The results of the surveys and the opinions of the lecturers are analysed, the findings show that the methods are not an end in itself but an instrument for achieving the results of studies; the diversity of methods is known by the lecturers but used as necessary.

The evaluation system is designed to motivate students to regularly correct shortcomings, inaccuracies, so that the achievement of the objectives of the study course and the fulfilment of the tasks demonstrated by the quality and assessment of the final works of the course are achieved.

The form of assessment – oral, written, electronic, combined – at the beginning of the study course – shall be discussed with students and shall choose the most appropriate and effective. The views

of students and lecturers on evaluation methods are sometimes different. In the course of studies, we also use the understanding method of assessing the results of studies (during the course of study or at the end of a study course - at the discretion of the lecturer), the results of studies shall be evaluated by both the student and the lecturer; if there is a gap in the evaluations, the lecturer shall carry out an analysis (conversation with the student, personal aspect assessment, etc.). Methods for evaluating the results of understanding studies 2019/2020 were also included in the supervision planned by the Head of the department (analysis of the results at the meeting).

At the beginning of the academic year, the head of the department, meeting with students, shall present the internal regulatory framework for the evaluation and the availability of information on the College's home page.

Basic principles for evaluating the knowledge of students:

1. The principle of pooling positive achievements – acquired knowledge and competences, education is assessed by summing up positive achievements.
2. The principle of minimum rating – it is necessary to obtain a positive assessment on the acquisition of the minimum content contained in the main parts of the programmes.
3. The principle of openness and clarity of requirements, in line with the objectives and objectives of the programmes, as well as the objectives and objectives of study courses, sets out a set of essential requirements for the evaluation of the acquired education.
4. Principle of the variety of test types used in the evaluation: different types of testing shall be used in the evaluation of the programme (*see Appendix No.20*).
5. The principle of conformity of assessment: test work provides an opportunity to demonstrate analytical and creative capabilities, knowledge, skills and skills in tasks and situations relevant to all levels of learning. The content to be included in the tests shall correspond to the content specified in the course programmes and the skill and knowledge requirements set out in the professional standard.

Assessment:

1. The basic forms for evaluating the acquisition of a programme shall be the examination and countdown. The minimum amount of a training course to organize an exam is 2 credits.
2. In an exam, the program acquisition is evaluated on a 10-point scale:
 - very high level: 10 - “with distinction”, 9 - “excellent”;
 - high level of learning: 8 - “very good”, 7 - “good”;
 - average level of learning: 6 - “almost good”, 5 - “average”, 4 - “almost average”;
 - low level of learning: 3 - “weak”, 2 - “very weak”, 1 - “very, very weak”.
3. Learning a study course — 10-point scale,
4. In the course of studies, offsets, own-initiative works, practical works may be assessed: see/do not apply. or on a 10-point scale,
5. The performance of the Qualification Practice Programme is assessed as “passed/failed”.

The results of the studies are regularly analysed at the College department meetings. Processes are improved.

As the College focuses on implementing a student-centred study process, students are encouraged to become actively involved in learning, teaching and assessment.

On the first day of study and September of the academic year, when meeting with representatives of the administration, students shall be informed of:

1. Options for expressing their views and recommendations (in writing, oral) in planned/voluntary information activities.

2. The establishment of a representation of students, i.e. self-government.
3. The need to agree with the lecturer on the results and methods to be achieved, the content, the tests, the criteria for assessing them, the methods for achieving the results.
4. Mutual need to engage in student surveys/interviews.
5. For the regulatory enactments governing the study process at College, the possibility to familiarise themselves with them.
6. On academic integrity in the study process.

The study process takes into account the diversity of students' audiences and the fact that people play different social roles everyday, so there is a need to learn very different skills and competences, necessary to ensure quality of life. The College informs students about activities offered by partners (e.g. events organized by Jekabpils Youth Council or NGO "Jekabpils NGO Resource Centre"), as well as organizes general education seminars, guest lectures (e.g. on leadership issues, public participation, etc.). The self-government of students also provides its suggestions for organizing events.

Students are allowed and encouraged to suggest the most effective teaching methods to teaching staff in order to achieve study results, and are encouraged to supplement the course content with the topics and information provided (it is mostly used by part-time students, as there is always a student in the classroom that works in the sector). The lecturers discuss and approve or reject the recommendations by justifying the decision.

To ensure the involvement of students in the evaluation process, internal requirements have been developed, which are reflected in internal laws and regulations: "Procedures for Studies and Tests", "By-law of National Final Examination (Qualification Exam)", "Procedures for the Development and Defences of Course Works", documents are published on www.jak.lv. The system is explained to the students also within each study course. The student is entitled to familiarize himself/herself with the assessment criteria of the test and the corrected practical, independent, test work and receive explanation of the assessment (e.g. the issue of corrected tests provision and explaining the results to students was emphasized at the department meeting in 2019). The College has an appeal procedure. *For example, in 2017 the self-government of students suggested that a representative of the self-government of students should be allowed to participate in the defense of the qualification paper and practice; the College respected the recommendation, adding that the representative should be coordinated with the Head of Department.*

Students shall make their suggestions/critical remarks to the self-government/lecturer or the study division (head of the department or deputy director in the field of study and further education). In 2018 the By-laws of the Applied Research Conference have been updated by the self-government of students and a representative of the self-government of students applied for participation in the evaluation meeting; the student attended the meeting (there is a photo in the College archive) and after the meeting expressed gratitude that the lecturers not only talk about the achievements, but also analyse the problematic issues.

As the number of students and lecturers of the College is small and everyone gets to know each other already in the 1st semester, the College maintains a procedure regarding the availability of administration for solving problematic issues (e.g. students are heard each time they express their claims about a process/events/employees in the study division without having to wait for the admission time); issues are resolved immediately.

In the meetings of the departments, the teaching staff shall share their experience in the implementation of a student-centred study process in order to develop professionally and to enable the College to provide a student-centred study process.

The course of study shall be set out in organizational forms at College: academic hours/lessons (outing lessons), lectures, seminars, practice sessions, practical, solo work, individual and group work. The quality of the study process is regulated by internal regulatory enactments "Procedures for Studies and Tests", "Procedures for the Design of Writers", "Procedures for the Development of Qualification Jobs", "Rules for Control and Prevention of Plagiarism", "Procedures for the Development and Defences of Course Works", "National Final Examination (Qualification Exam)", "Procedures" procedures of Practice "Internal Order Rules for Students".

When organising the study process, lecturers perform not only the role of the educator, but also the role of coordinator in the selection of learning paths. The aim of the college is to develop a student's self-learning skills and practical skills, as determined by the didactic concept of programme implementation.

While respecting the principles for the implementation of a student-centred study process, lecturers shall, in the first lesson, carry out mutual familiarity with students ("Ice breaking") in order to establish a relationship of mutual trust and encourage students to express views and assessments. In the first lesson of the study, students are informed about the objectives, tasks, results to be achieved, the criteria for knowledge, skills assessment and assessment criteria, methods, and the possibilities to use the knowledge and skills acquired in the course in the professional environment students are invited to make their suggestions; lecturers accept them or give reasonable refusals. The system of learning and evaluating a study course focuses students on regular work throughout the semester, testing takes place at the end of a study course and not in the form of sessions. A great deal of attention is being paid to practical work, their joint assessment, which provides learners with feedback on learned/unlearned content. In their own-initiative works, study leaders interlink different study courses (e.g. linking the "Microeconomic" study course to the "Professional English" study course). During studies, students have the options to attend lecturer counselling (list on the College Home page) and paid consultations.

In 2018/2019, one of the priorities for action was:

Diversity of forms of work, methods in the presentation of the content of study courses.

Tasks:

1. Summarise the methods used by lecturers to describe the content of study courses.
2. Organise exchanges of lecturers' experience on effective forms of work, methods for describing the

Study course.

3. Assess the need for outward training to describe the content of the study course.
4. Organise a vocational training lesson for lecturers on effective working methods

for improving the results of studies.

At the meetings of the section, the teachers shared experience, the chairs provided information, materials, examples and practical methods during the meeting, organised meetings with practitioners from Rezekne Technology Academy and the University of Latvia on methods, their application in the presentation and research of study courses, inspired the lecturers for future cooperation with students. At the end of the academic year, lecturers also accounted for the implementation of the priority task in the Annual Report: methods applied, sources of information, participation in activities organised by the College. When compiling the information provided by the lecturers, methods are used to implement the study courses: analysis of situations, simulations, destructive conversations, dialogue, summary, exciting group, discussion, workshop, tour, challenges, "Storm of the mind", lecture, "Ice breaking", "Tree", thought card, unfinished

sentences, etc.

In the survey of students, the College shall also clarify the opinion of students regarding the methods used in the presentation of the study course. The results of the surveys and the opinions of the lecturers are analysed, the findings show that the methods are not an end in itself but an instrument for achieving the results of studies; the diversity of methods is known by the lecturers but used as necessary.

The evaluation system is designed to motivate students to regularly correct shortcomings, inaccuracies, so that the achievement of the objectives of the study course and the fulfilment of the tasks demonstrated by the quality and assessment of the final works of the course are achieved.

The form of assessment – oral, written, electronic, combined – at the beginning of the study course – shall be discussed with students and shall choose the most appropriate and effective. The views of students and lecturers on evaluation methods are sometimes different. In the course of studies, we also use the understanding method of assessing the results of studies (during the course of study or at the end of a study course – at the discretion of the lecturer), the results of studies shall be evaluated by both the student and the lecturer; if there is a gap in the evaluations, the lecturer shall carry out an analysis (conversation with the student, personal aspect assessment, etc.). Methods for evaluating the results of understanding studies 2019/2020 were also included in the supervision planned by the Head of the department (analysis of the results at the meeting).

At the beginning of the academic year, the head of the department, meeting with students, shall present the internal regulatory framework for the evaluation and the availability of information on the College's home page.

Basic principles for evaluating the knowledge of students:

1. The principle of pooling positive achievements – acquired knowledge and competences, education is assessed by summing up positive achievements.
2. The principle of minimum rating – it is necessary to obtain a positive assessment on the acquisition of the minimum content contained in the main parts of the programmes.
3. The principle of openness and clarity of requirements, in line with the objectives and objectives of the programmes, as well as the objectives and objectives of study courses, sets out a set of essential requirements for the evaluation of the acquired education.
4. Principle of the variety of test types used in the evaluation: different types of testing shall be used in the evaluation of the programme (*see Appendix No.20*).
5. The principle of conformity of assessment: test work provides an opportunity to demonstrate analytical and creative capabilities, knowledge, skills and skills in tasks and situations relevant to all levels of learning. The content to be included in the tests shall correspond to the content specified in the course programmes and the skill and knowledge requirements set out in the professional standard.

Assessment:

1. The basic forms for evaluating the acquisition of a programme shall be the examination and countdown. The minimum amount of a training course to organize an exam is 2 credits.
2. In an exam, the program acquisition is evaluated on a 10-point scale:
 - very high level: 10 - “with distinction”, 9 - “excellent”;
 - high level of learning: 8 - “very good”, 7 - “good”;
 - average level of learning: 6 - “almost good”, 5 - “average”, 4 - “almost average”;
 - low level of learning: 3 - “weak”, 2 - “very weak”, 1 - “very, very weak”.
1. Learning a study course — 10-point scale,

2. In the course of studies, offsets, own-initiative works, practical works may be assessed: see/do not apply. or on a 10-point scale,
3. The performance of the Qualification Practice Programme is assessed as “passed/failed”.

The results of the studies are regularly analysed at the College department meetings. Processes are optimized.

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 the practice of qualification, the College shall conclude an intention to cooperate with undertakings/institutions/organisations. Students are entitled to choose a place of practice themselves or to use a college offer. Demand from the industry is higher than the number of our students.

In 2018, the College updated the internal law “Procedures for Qualification” to ensure quality management also in the development of qualifications practices: more emphasis was placed on the development of social skills; on mutual trilateral cooperation: trainee – manager at college – manager at the company, this is reflected in the records made by the head of practice at the College. in the course of the report ' ; arrangements were laid down for the mandatory communication of the trainee with the head of practice at College, by sending the weekly scheduled tasks to be performed (Journal Weekly Report), etc.

The course of practice, the information provided in the surveys, the results of the defence are analysed at the meetings of the Chairs (*see Appendix No. 31*). Professionals/practice leaders are invited to defend qualifications in place to participate in the process, meet with students and the administration. Challenges and future cooperation are being discussed.

Supervision follows that the trainee and internship manager at College already understand this process, the regulatory framework, the reporting system before practice. In order to support students in the achievement of the tasks assigned to them, each student shall be appointed a college supervisor and a head of practice at the company. In college, the student is regularly communicated with, is interested in his or her ability to complete a program of practice, in his or her collaboration with the head of practice at the company, and in advising the student on the tasks to be performed. The head of practice in college also communicates with the head of practice at the company to see if the student has sufficient knowledge, skills and expertise to perform practice tasks. A practice manager visits a student from college instead of practice or communicates with a practice manager at the company on a telephone basis to verify the course of practice and the degree of execution of a qualification practice program. The head of practice in college provides on-the-spot counselling.

At the end of the qualification practice, both students and professional professionals in companies are surveyed. When assessing the results of the qualification practice and the results of the surveys, an update of the practice programme is carried out. The content of the programme shall be examined at the meeting of the section profiling and operators shall be invited to provide qualifications. If significant changes are made, the programme is submitted to two experts in the

sector to provide a review on the appropriateness of the qualification practice to the professional standard and the current market situation.

The Qualification Practice Programme for Marketing and Innovation was updated in October 2019.

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

At the end of the studies, the College should develop and defend the qualification paper. Students shall make the choice of the subject of qualification in accordance with the "Procedures for the Development of Qualification Jobs" developed by the College. The student has the option of selecting the subject of the qualification work on the basis of his knowledge and professional skills and/or the interests of a specific organisation/company. A student may consult with the head of the department or the teaching staff of the relevant field regarding the subject matter of qualification or compliance with the requirements of the study programme, select the head of the qualification paper. Students may choose the subject of the qualification work from the list of topics approved at the department meeting. The condition for selecting the topic of qualification paper is that the topic should reflect the competences and skills defined in the professional standard (see Appendix No. 6.1, 7.1, 8.1, 9.1, 17).

In 2013 - 2019 topics described and studied:

51% are related to marketing activities, mainly the company assortment is analysed, marketing plans are prepared;

33% of topics are related to analysis of trading processes;

16% of topics assess the competitiveness of companies.

For example, 2013

Elements of Marketing Complex and their Analysis in SIA "Jekabpils Kamene"

Research on customer habits at selecting the confectionery assortment of SIA "Magret".

Analysis of SIA "BRODOor" interior door assortment

Brand study of SJSK Latvijas Pastas

Research on the competitiveness of SIA "Zolva" store "Preilis"

Goods sales promotion measures for company SIA "DŪRE R" for 2019 - 2020

Opportunities for improvement of organization of trade process of SIA "V-print"

2015

Promotion of client purchases of SIA "Sedumi"

Sales Process Improvement Possibilities in SIA „Pļaviņu DM”

Importance of Logistics Functions in SIA „NODUS”

Non-bank crediting in Latvia

Opportunities for Improvement of Trade Process Organization in the Shopping Centre “Aura” of SIA „Brēķu nami”

Brand - a specific language between a company, a product and a consumer

Research on the competitiveness of JSC „Lazdonas piensaimnieks”

Analysis of SIA “Jaunrota” product range and competitiveness

Product promotion events for SIA „Reāls”

Jekabpils shop competitiveness research JSC "Drogas"

Sales Promotion Opportunities at company SIA “Minox”

2016.

Analysis of Marketing Complex in SIA “Rēnijs”

Description of the printing company SIA “Rauda” product range

Marketing plan for “Aura” shopping centre

Analysis of company supplier selection process

Analysis of Hair cosmetics assortment at “MANS'S” Art Gallery

Research on the purchasing behaviour of SIA “Jards” clients and development of a turnover plan

Organization of the sales process in the unit TC “Sprīdītis” of SIA “IG Centrs”

Research on the trading hall of the shop “Elvi” in Jaunjelgava of SIA "Antaris"

2017

Customer behaviour analysis for SIA “DGR Solutions”

Importance of sales promotion activities in the activities of SIA “Cenuklubs.lv”

Customer behaviour analysis in product purchasing decision process at “Dialogs Plus”

Product assortment research in SIA “Mikas M”

Analysis of competitiveness of the company “Madonas Maiznieks” and its increase possibilities

2018

Research on the competitiveness of SIA “Nodus” shopping center

Analysis of JSC "Lazdonas Piensaimnieks" product range

Marketing plan for "Aura" shopping centre of SIA "BN2"

Sales promotion activities of SIA "Rimi"

Analysis of customer behaviour in purchasing decision process

2019.

Elements of Marketing Complex and their Analysis in SIA "Jekabpils Kamene"

Research on the customer habits at selecting the confectionery assortment of SIA "Magret".

Analysis of SIA "BRODOor" interior door assortment

Brand research of SJSK Latvijas Pastas

Research on the competitiveness of SIA "Zolva" store "Preilis"

Goods sales promotion measures for company SIA "DŪRE R" for 2019 - 2020

Opportunities for improvement of organization of trade process of SIA "V-print"

Students may complete the final examinations if they have successfully acquired the study programme and obtained the required number of credits.

If the study programme has been successfully acquired and a positive assessment has been received during the final tests (the lowest successful score of 4 points), students shall be given the qualifications that corresponds to the fourth level of professional qualifications.

In the 2016/2017 academic year, the first graduates of the program were exmatriculated! Student Qualification papers have been evaluated well. In academic year 2018/2019, 14% of students received a rating of 8 (very good) for Qualification Paper, 14% received a score of 9 (excellent) and 72% received a score of 10 (with distinction). For the improvement of the quality of the qualification works, the recommendations of the State Inspection Commission shall be taken into account (after the State examination, the commission shall meet with lecturers - the managers of the qualification works in order to discuss the performance of students, to receive recommendations from the commission), as well as the recommendations of students for improving the study process.

The National Inspection Commission has recognised that the subjects of the qualification selected by students are modern, up-to-date in the labour market and are in line with the objectives of the study programme. The quality of the closing works is assessed as meeting the requirements of the College and the programme settings (see *Appendix No.33*).

The National Inspection Commission shall include both other university lecturers with doctoral degree, representatives of the national industry and the College Administration.

In academic year 2019/2020, 2 graduates continue their studies in Turība University bachelor's programme "Business Leadership", which shows a good quality of the study program and an encouraging environment for continuing their studies.

2.6. Analysis and assessment of the outcomes of the surveys conducted among the

students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

The college is subject to regular monitoring of the quality of the study programme, one of its types is surveys of students on topical issues such as the quality of the study process, the content of the study programme, study organisation, teaching work, household conditions, public activities, practices, future intentions. Surveys show students' assessment of study and non-study activities, point to the weaknesses and strengths of the study process, reflect the quality of our overall work. In general, on the study process, students in the surveys note that:

1. the objectives of the course work are explained, there is a clear assessment;
2. it is based on good communication that facilitates the raising of questions, discussions;
3. lecturers use a variety of teaching methods;
4. sufficient use of practical examples, taking into account the specific theme.

The involvement of students in the survey process is organised in a planned manner, both in the audience and individually outside the college. The self-government of students shall also organise self-initiated surveys. The results of the surveys are analysed at the meetings of the departments; the department shall discuss the results of individual questionnaires with the lecturer on an individual basis. The results of the surveys are reflected in annual self-assessments.

An adaptation survey of freshman students is traditionally conducted in October. It aims to better familiarise students, to find out how and whether students have felt in the new environment that meets them, which prevents them; the survey helps to see problems and respond to them in a timely manner.

Invariably, most of the students surveyed note that the studies at Jekabpils Agrobusiness College have chosen because:

1. There is a desire for higher education.
2. There is an opportunity to study for free.
3. The educational establishment is close to home.

Students are surveyed on the basis of each study course, the questionnaire issues are changed slightly each year, as defined by the academic year's work priorities (e.g. in the course of 2018/2019, the methods used by the lecturers in the study course presentation were observed; in 2019/2020 - understanding of the results of the course, assessment by both parties, etc.)

The college is conducting an annual graduate survey, as well as creating a graduate database to track graduates' further working and study careers, and involving graduates in improving the study process. The graduate questionnaire clarifies the views of graduates on the content of the study programme and the study process, their development capabilities, acquired knowledge, skills, the period of practice, future/professional intentions.

Graduates appreciate positively:

1. The study programme as a whole.
2. Knowledge and practical skills acquired during studies.
3. Places of practice.
4. The opportunity to familiarise themselves with the real business environment.
5. Notes the favourable treatment of students on the part of practitioners (at the same time, it is noted that

employers sometimes don't entrust students to perform important tasks).

Graduates highly appreciate the contributions of lecturers to the study process and the favourable treatment of students, individual approaches, lecturer qualifications, the ability to link the theory to the reality. Graduate feedback contributes to the positive changes at College.

Student feedback has contributed to the positive changes at College. Regular meetings with employers are organised in college: College Councils and Convent meetings, defence of qualifications and qualifications, college conferences, study courses in the form of lectures, outgoing activities, etc. for college, the opinion of skills managers in companies (professional in the working environment), who are heard in conversations with practice managers at College (academic staff) or received through questionnaires on student practices, is essential. The feedback is motivating to continue the study process at Jekabpils Agrobusiness College, to take on more students and to prepare more and more specialists for the industry (the demand for places of practice from the industry exceeds the supply from College).

The results of the surveys reveal areas of College that would be perfected and welcoming the assessment of the work invested.

The college works on improving student surveys, as they are an important monitoring tool for feedback on the quality of studies, ongoing studies, opportunities and the need for change, improvements. The administration is aware of the survey results and student proposals, involving self-government, are updating, optimizing processes.

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.

The College offers students the opportunity to acquire new knowledge, develop life skills and develop attitudes within the framework of ERASMUS + projects.

Mobility of students of the programme "Marketing and Innovation"

Programme Project	Student	Practice period	State	Company	Practice place
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Erasmus + 1 key activity higher education mobility project "Student and Staff Mobility between programme countries"	Dace Kalva [Dace Kaļva]	07.2016-08.2016	Greece	Grecotel Olympia Riviera resort	Service (restaurant - waitress)
	Santa Muka	007.2019-18.2016		Grecotel Daphnila Bay Thalasso	Service (restaurant - waitress)
	Darja Romanova	07.2017-09.2017	Spain	Aqua Hotel Promenade	Bartender
	Santa Muka	01.07.2017-15.09.2017		Aqua Hotel Montagut	Animator
	Annija Vecstaudza [Annija Vecstaudža]	30.06.2018-30.09.2018			Animator
	Lasma Runcite [Lāsma Runcīte]	02.07.2019-30.09.2019		Hotel Promenade	Restaurant
	Annija Vecstaudza [Annija Vecstaudža]	02.07.2019-30.09.2019		Aqua Hotel Montagut	Animator
	Artur Varlamovs [Artūrs Varlamovs]	05.06.2019-01.09.2019		Hotel Ona Brava	Reception (administrator)

Students are informed if the project does not allow them to complete the practice programme tasks at the workplace, then the qualification practice has to be completed after returning. Debts, if any, must be settled before the start of the project. Previous experience shows that students who dare to go abroad are satisfied with the experience gained; at the meetings with the students, they encourage to use this opportunity offered by the College.

The procedure for the recognition of study courses acquired during mobility has not been developed.

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 funding of the program consists of both state budget funds and part-time tuition fees for individuals.

The cost of a study place in the study programme “Economics” is determined by taking into account the basic cost of the study place, the level, duration and form of the study programme as well as the structure and field of study of the academic staff, t.i. 1458.51 (Basic cost of a study place) * 1 (minimum coefficient of study cost) * 1 (coefficient of study level) = 1458.51 EUR

The total cost of one full-time student in the Republic of Latvia or the EU is estimated in the amount of EUR 1460.00, which does not exceed the cost of preparing one student in a similar speciality in European countries.

Jekabpils Agrobusiness College calculations certify that the direct costs (academic and general staff remuneration) of the first-level professional higher education study programme “Accounting and Finance” and the first-level professional higher education study program “Marketing and Innovation” are 1095.00 EUR / 75% for one implicit student per year, indirect costs (expenses for operation of the Jekabpils Agrobusiness College, including library, real estate tax, lease, rent, building maintenance, telephone number and services, utilities, current repairs, special programs, etc.) per 1 implicit student 365.00 EUR / 25% per year.

The total cost of one part-time student in the Republic of Latvia or the EU is estimated in the amount of EUR 1095.00, which does not exceed the cost of preparing one student in a similar speciality in European countries. The state grant provides 80% of the education process. Number of state budget-funded places in college - 123 (Marketing and Innovation programme - 20)

Table 10

Funding for the programme

Programme	Grant for the programme EUR	Part time tuition fee EUR	Total funding for the programme EUR
“Marketing and Innovation”	29470.60	8568.00	38038.60

The state budget grant from total revenue for general study support in 2019 is EUR 214,242. The basic cost of the study place is EUR 1458.51. The social security costs for the study place are EUR 164.34.

3.2. Assessment of the study provision and scientific support, including the resources

provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).

The College Library shall support and promote the study process as a whole, carry out the accumulation, systematisation, cataloguing, librarisation and preservation of printed publications, electronic publications and other documents, and shall ensure the public availability and use of information contained in it for students and lecturers.

The library's reading room has free Wi-Fi Internet, a computer for students, 10 places for reading. The library provides copying and scanning services, is a locking and laminating device.

The library uses the electronic co-catalog "Alice" of the Integrated Library Information System "Jekabpils Region and the Library of Public and Schools of Nereta county."

The use of a library is registered electronically using stripe codes. The list of books available at the college is publicly available in the Latvian Library Foundation's common database. Books are available to students and lecturers of the "Marketing and Innovation" study programme in all Latvian libraries that have registered in the joint database Alise.

Information about ordering resources from other libraries through domestic SBA services is also available to students authorized by Alise, and it provides users with advice on the College Library's stock and services.

Books are issued for a semester or academic year. On-site libraries offer an opportunity to familiarise itself with the stocks of student research conference articles and thesis, qualification reports and qualifications.

The study programmes to be carried out in college shall contain the necessary teaching and research literature for the presentation of study courses, such as general education courses and vocational study courses.

All visitors to the library have a wide range of recurring publications of the Republic – the journals Kapitāls, Forbes, Latvijas Tirgotājs, Bilance with attachments (Practical Legislative Messenger and Legal Council), the newspaper of the Republic's importance, Diena, as well as the newspaper of local importance Brīva Daugava.

Reference expenses — Expenses of the encyclopedia, dictionaries, manuals, guides, etc., and calendar year press, can be read on-site in the library.

Taking into account the suggestions of the lecturers, the successful preparation of study courses and the provision of the study process, a cooperation agreement was concluded on the provision of connection and the use of Lursoft databases on the Internet. The College is subscribed to Lecturer Package of www.lursoft.lv database and www.ifinances.lv, www.letonika.lv which provide access to both students and lecturers. The resources of study materials are available on the Internet at the College home page address – <http://jekabpils.jak.lv/lv/macibu-materialu-resursi-inerneta/>.

Each year, the material base of the study programme "Marketing and Innovation" is regularly supplemented with the latest study literature in the following study courses: Law basics, Applied communication, Accounting and Taxes, Marketing Basics, Business Basics, Innovation Economics, Document Management, Training Logistics, Marketing Studies and Analysis.

For the successful acquisition of the study programme "Marketing and Finance", the library shall provide students with the required number of books and printed publications

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.

College courses are conducted by elected lecturers and guest lecturers. The college uses terms: teachers or lecturers, or lecturers who are equally recognised in Latvia. During the reporting period, the total number of lecturers is increasing, and the number of lecturers with academic degrees and scientific lecturers has also increased (see Appendix No.47, 45).

The college is experiencing quality changes in teaching staff members. In 2018, the college lecturer received the approval of the Ministry of Education and Science. In March 2018, another lecturer defended the promotion work "The role of vocational training in preparing the labour force for the regions of Latvia". College 2 lecturers study for the doctor's degree. There is a constant increase in the number of colleagues with a master's degree and a doctor's degree.

Tenders for positions of elected lecturers shall be public, they shall be determined by the internal regulatory enactment "The by-laws of academic and administrative posts". There is no interest from other university teachers. There is no sharp change in the numbers of the lecturers. The college is interested in attracting practitioners to the study process. For example, following the last competition for the posts of late lecturers, the lecturer with a master's degree in economics (obtained at the University of Latvia) and the academic bachelor's study programme "Law Science", practical experience in accounting, State Audit in the position of State auditor, State Revenue Service in the position of chief tax inspector, is currently the main accountant in the construction company and with an interest in ensuring the quality of the college study process.

The college lecturer, who gained a lecturer in economics in 2018 and continues to work at College, contributes to explaining research work and academic fairness to students and colleagues, motivated by a personal example, by injecting the latest lessons into the study process.

The College is planning and organising professional development activities for colleagues at College and supports participation in courses, seminars, conferences outside College, participation in working groups to ensure that the study process is up-to-date and linked to economic sectors, science.

In the "Marketing and Innovation" study programme, the number of lecturers and guest lecturers (see Appendix No. 45) was approximately the same during the reference period (+/- 2). A positive quality indicator - in the first academic year of the implementation of the programme, a college lecturer who was a master's degree in 2019 is an elected lecturer and lecturer; a lecturer who was with a master's degree is today with a lecturer and continues her employment relationship with College, another lecturer is studying at doctoral level for the second year.

The number of guest lecturers with higher vocational education has increased (on 1 December 2019 - 4) - these teachers are representatives of the industry with appropriate education and long-term experience in the sector (one of which is a student in the Daugavpils University Master's programme, who will graduate from 2020). The college pays great attention to the training of guest lecturers in working with students, providing informational and educational support, sharing experience.

Lecturers regularly develop professionally, share academic and professional experience, manage/participate in methodological working groups, participate in project implementation, advise students in research, development of study courses and qualifications, manage qualification practices.

Attracting prospective practitioners is difficult because of remuneration. In particular, junior-generation specialists are very much looking at the appropriate pay for time investments. So far, the study process with high-quality lecturers has been ensured.

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 order to ensure that the results of studies are achieved in the highest quality, the College focuses on both teaching and vocational training and practical professional activities. This is taken into account in the competition for elected lecturers and in the process of day-to-day studies. The college shall comply with the requirements of the external regulatory enactments and the internal procedures approved, for example, in the organisation and conduct of the competition for elected lecturer positions - the "Statute for Academic and Administrative Offices". The competition takes place in two rounds, the Board of College shall decide. Until now, no claims have been received regarding the results of the tender. Education meets the requirements for all lecturers.

In order to achieve the best quality of the results of studies, quality management at College intends to organise professional development activities for teachers at both College and financially support participation in national and international courses, seminars, conferences (e.g. "Sale as Art" lecturer I. Kungurova, "Angels of Knowledge" lecturer V.Brakovska, "Sale" and "Sale" marketing services', lecturers A.Bruders [A.Brüders] YARDS, V.Lesausks SCORO.LV, M.Timofejevs or in July 2019, participation of two lecturers in an international conference in Latvia - EUR 272,21, participation of the lecturer in the 14th international scientific conference "Social Science Regional Development 2019", published thesis, submitted scientific article - EUR 50, etc.); to monitor these processes; for example, at the beginning of the academic year, lecturers shall complete the "Support" survey form, indicating to themselves the necessary methodological, informative or material technical support provided by the administration; at the end of the academic year, lecturers shall report on the professional development carried out in the annual report. All lecturers have fulfilled the requirements for professional development (College also organizes personal development seminars for staff, e.g. "Emotional intelligence" - 2018, Non-violent communication - a path to understanding, trust and acceptance. *The role of mediation everyday.* " - 2019)

As study courses are also conducted by practitioners from the industry, the College pays special attention to the methods by which the course is presented, for example, in the academic year 2018/2019, the priority task of the work was set to "Ensure the shape of work, the diversity of methods in the content of study courses". In order to perform a priority task, colleagues participated in a purposefully organised "Using teaching methods to promote innovation in the field of education", chaired by Professor of the University of Latvia, dr.paed. I. Ivanova, who participated

in the chairs with educational orientation and shared her experience, provided a report on the methods used in the study process.

Accompanying measures at the beginning of the academic year shall be devoted to young lecturers, particularly those starting academic work, coming from the sector to present the requirements of the college study work, the requirements of the student-centred study process, and the teaching methods of working with students. In September, the new lecturers work individually and in small groups with representatives of the administration (e.g., the Head of the department individually explains internal arrangements, trains Mykoob for work, evaluation methods, criteria; Deputy Director for IT teaches Microsoft Office 365 to work, Deputy Director for Studies: student-centred process, research-based studies, achievable/understood results, etc.). The adaptation of young lecturers as quickly as possible and the quality of support for students in achieving and evaluating the results of studies shall be ensured.

Student questionnaires provide information on the performance of lecturers in the lessons: methods used, communication, advice/critical remarks, etc.

Lecturers employed in college for the achievement of the results of study programmes shall comply with the regulatory requirements, perform the development of professional qualifications.

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 College has developed a “Support Procedures for Research Activities” which motivates lecturers to focus on activities supporting research activities. The Board of College has approved the “Lecturers Load Calculation Standards”, which specifies the types of work to be included in the

lecturer's workload and the extent thereof. The regulation applies to the performance of lecturers in research in the previous academic year, taking into account the allocated funding for remuneration, such as research (result - publication, statement of participation in a conference with a report) - up to 100 hours. Methodological development (a methodological tool for learning a study course, a specific topic more effectively) 10-50 hours. Academic or professional degree of an elected lecturer - Master's degree (if research has been carried out in the academic year, trained students, etc.) 50 hours. Scientific degree of elected lecturer - PhD - up to 200 hours.

Jekabpils Agrobusiness College lecturer I. Veipa obtained a scientific degree in the regional economy sub-sector - 16 March 2018 at the public meeting of the Daugavpils University Economic Industry Promotion Council, defending the promotion work "The role of vocational education in preparing the workforce for Latvian regions". With the lessons of the promotion, the lecturer I.Veipa has spoken at several conferences. For example, 16.10.2019 At the 100-year anniversary conference of Riga State Technical School, the conference outlined possible solutions for attracting new specialists to Latvian regions and the role of the vocational education institution in this process. The aim of the conference was to discuss the substantive and organisational changes in the field of vocational education, their development and further development opportunities.

There are two doctoral candidates in college: one lecturer enrolled in doctoral studies in 2018/2019, the other in 2019/2020, with new knowledge, experience transferred to the college process.

In 2018/2019, the lecturer mg.oec. also obtained a bachelor's degree in judicial knowledge, which extends the range of knowledge provided to students, practical methods provided by colleagues of the University of Latvia in the study process, research experience in defending the qualification paper.

The College supports the participation of lecturers in international conferences, e.g. *2 lecturers participated in 2019. 5, the International Multidisciplinary Academic Conference (IMAC), " role of productivity in the context of globalization", financial support 272, EUR 21; participation of the lecturer in the 14th international scientific conference for regional development of social science 2019" thesis, submitted scientific article - EUR 50, etc. These lecturers regularly advise students to participate in college and non-ongoing conferences by developing research skills for students; classes provide the most up-to-date information, use different pedagogical techniques (see Appendix No. 26)*

In 2015, the College organised the International Science Practical Conference "Exploration and analysis of factors affecting the development of the economy 2015". International scientific practical conference "Research and analysis of the factors which influence development of economics 2015". A collection of thesis was issued, bringing together the most important findings in the form of 34 thesis. Representatives from Latvian universities and other organisations, Ukraine and Italy, had sent their jobs. The comments were assessed by the Scientific and Action Commission of the conference, composed of members from Latvia, Lithuania, Italy, Ukraine, the United States, Spain, Poland, Slovakia. The conference was organised by Jekabpils Agrobusiness College, in cooperation with Europe direct Jekabpils branch and the EU Structural Fund Information Centre for Zemgale Planning Region. The College's 14 lecturers attended the conference with readings.

Lecturers advise students in each academic year to participate in College Applied Study Conferences, as the Students' Agreement includes a requirement to participate in them. Lecturers perform consultative work and participate as listeners, sometimes speaking. Every two years, teaching members participate in scientific and practical conferences organised by the College, and students are invited to speak with readings.

Participation of teaching staff in scientific and practical conferences organised by the College



Research activity among lecturers is increasing, thereby ensuring a closer link between the real professional environment and the study process.

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).

Within the programme, 15 lecturers deliver study courses: 9 lecturers and 6 guest lecturers (of which 4 guest lecturers are representatives of general staff; daily are present at the College). To ensure the qualitative process execution within the order set in the College, the lecturers meet for informative meetings on Monday mornings, twice a month for department meetings, meetings outside the cyclogram (rare), work groups and daily self-initiated meetings (the study process take place in one building, rooms are on 2 floors, communication is possible). Within the framework of the programme there are 14 full-time students, 16 part-time students. Lecturers are also available (by mutual agreement) to the students in the daily study process also outside the hours specified in the consultation schedule.

The College has identified a number of directions for the linking of study courses implemented under the programme, which also ensures the approximation of the study process to the professional environment:

1. Exchange of mutual experience.

Discussion of the link between study courses and teaching groups in order to understand the topics in which study courses are removed (e.g. lecturers of similar courses follow topics and succession in order to make adjustments to the planning of lessons as needed); to ensure that topics of relevance in the sector do not remain outside the study process in science; in agreement with a colleague, the head of the study course shall provide for tasks to be performed in connection with another study course (linking microeconomic and English courses, etc.).

2. Updating the content of study courses.

At the meeting of the section at the beginning of the academic year, the lecturers involved in the implementation of the study programme shall discuss the topics planned for each study course, and shall hear the recommendations of their colleagues. When meeting with students in the first lesson - listens to their proposals for offering the subjects of the study course, reasoned answers shall be provided.

3. Identifying lesson tasks for an outing.

Students shall co-operate by jointly drawing up the tasks to be performed, being in outward training in the professional environment, visiting specific companies, institutions.

4. Field of applied research.

Following the College Applied Studies Conference, the teachers exchange views and recommend that they complement the types of own-initiative works, by bringing together the tasks of different sectoral courses.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	39_pielikums.pdf	39_pielikums.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	6.1_pielikums.docx	6.1_pielikums.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	7.1_pielikums.docx	7.1_pielikums.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	8.1_pielikums_KARTESANA_Marketings un inovācijas.xlsx	8.1_pielikums_KARTESANA_Marketings un inovācijas.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	PL_NL_stud Marketings un inovācijas_programma.pdf	PL_NL_stud Marketings un inovācijas_programma.pdf
Descriptions of the study courses/ modules	10_pielikums_Studiju kursu apraksti_Marketings un inovācijas.docx	10_pielikums_Studiju kursu apraksti_Marketings un inovācijas.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma paraugs_martektings.doc	Diploma paraugs_martektings.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Ligums par studijam piils laiks 2019_marketin.doc	Ligums par studijam piils laiks 2019_marketin.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	Ligums par studijam piils laiks 2019_marketin.doc	Ligums par studijam piils laiks 2019_marketin.doc
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	Ligums par studijam piils laiks 2019_marketin.doc	Ligums par studijam piils laiks 2019_marketin.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.		

Accounting and Finance

Title of the higher education institution	<i>Economics</i>
ProcedureStudyProgram.Name	<i>Accounting and Finance</i>
Education classification code	<i>41344</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Ināra</i>
Surname of the study programme director	<i>Upeniece</i>
E-mail of the study programme director	<i>inara.upeniece@jak.lv</i>
Title of the study programme director	<i>Mg.philol.</i>
Phone of the study programme director	
Goal of the study programme	<i>Sagatavot darba tirgum konkurētspējīgus grāmatvežus atbilstoši 4. kvalifikācijas līmeņa profesijas standartam un pirmā līmeņa profesionālās augstākās izglītības prasībām, kas spēj veikt finanšu operāciju pilnu uzskaiti, sagatavot finanšu pārskatus atbilstoši spēkā esošajiem Latvijas Republikas normatīvajiem aktiem, aprēķināt un analizēt uzņēmuma finansiālās darbības rādītājus, vadīt citus grāmatvedības darbiniekus, kā arī nodrošināt studējošo personīgu izaugsmi.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. Organizēt studentu uzņemšanu studiju programmā.</i> <i>2. Sagatavot un uzturēt kvalitatīvam studiju procesam atbilstošu materiāli tehnisko bāzi.</i> <i>3. Nodrošināt atbilstošu akadēmisko personālu, profesionālo pilnveidi un pētniecisko darbību.</i> <i>4. Uzturēt un aktualizēt studiju programmas un studiju kursu metodisko nodrošinājumu.</i> <i>5. Nodrošināt kvalitatīvu un LR normatīvo aktu prasībām atbilstošu studiju procesu.</i> <i>6. Realizēt studiju programmas kontroli un kvalitātes vadību, paškontroli.</i>

Results of the study programme	<p><i>Zināšanas</i></p> <p>1. Grāmatveža profesijai raksturīgās vispārīgās un specializētās zināšanas priekšstata, izpratnes un lietošanas līmenī.</p> <p><i>Prasmes</i></p> <p>1. Spēj sagatavot un apstrādāt grāmatvedības dokumentus, apkopot informāciju uzskaites reģistros.</p> <p>2. Spēj sagatavot noteiktajos termiņos finanšu pārskatus, nodokļu deklarācijas un statistikas atskaites.</p> <p>3. Izmantojot analītisku pieeju, spēj iniciēt nepieciešamās izmaiņas grāmatvedības organizēšanā.</p> <p>4. Spēj izskaidrot praktiskus jautājumus grāmatvedības jomā, diskutēt par tiem, argumentējot savu viedokli.</p> <p>5. Spēj rast inovatīvus risinājumus ikdienas problēmu risināšanā.</p> <p>6. Spēj strādāt komandā, plānot un organizēt savu un padoto darbu, komunicēt ar vadību, kolēģiem, klientiem un sadarbības partneriem.</p> <p><i>Kompetence</i></p> <p>1. Profesionālās ētikas ievērošana.</p> <p>2. Spēja parādīt iniciatīvu un uzņemties atbildību.</p> <p>3. Nepārtrauktas attīstības un sevis pilnveidošanas vēlme.</p> <p>4. Spēja novērtēt grāmatvedības informācijas nozīmīgumu sabiedrības kontekstā.</p>
Final examination upon the completion of the study programme	<i>Kvalifikācijas darbs</i>

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)	
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
Jēkabpils Agribusiness College	JĒKABPILS	PASTA IELA 1, JĒKABPILS, JĒKABPILS NOVADS, LV-5201

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2

Duration in month	6
Language	latvian
Amount (CP)	80
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
Jēkabpils Agribusiness College	JĒKABPILS	PASTA IELA 1, JĒKABPILS, JĒKABPILS NOVADS, LV-5201

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

Title of study programme	Accounting and finance	
Name of study programme in English	"Accounting and finance"	
Study programme code according to the classification of Latvian education	41 344	
Type and level of study programme	First-level vocational higher education study programme. Full-time studies	
Level of qualification to be obtained (NKI/EKI)	Fourth level of professional qualifications.	
Profession code in the classification of professions	3313 01	
Scope of the study programme (CP, also recommending ECTS)	80 CP/120 ECTS	
Form, type, duration of implementation (if less than one year, indicate in months) and language of implementation		
full-time studies	2 years	Latvian
part-time studies	2 years and 6 months	Latvian
Study Programme Director	Dr.oec. Ingrida Veipa [Ingrīda Veipa]	
Admission requirements	With general secondary or vocational secondary education	

Degree to be awarded, professional qualifications or qualifications and professional qualifications	accountant
Purpose of the study programme	Prepare competitive accountants for the labour market in accordance with the qualification level 4 professional standard and the requirements of the first level vocational higher education which are able to carry out full accounting of financial operations, prepare financial statements in accordance with the applicable legislation of the Republic of Latvia, calculate and analyse the financial performance of the company, manage other accounting officers, and ensure that students are provided personal growth.
Tasks of the study programme	<ol style="list-style-type: none"> 1. Organize student admissions in a study program. 2. Prepare and maintain a technical base appropriate to the quality study process. 3. Provide adequate academic staff, professional development and research activities. 4. Maintain and update the methodological provision of study programmes and study courses. 5. Ensure a high-quality study process that complies with the requirements of the regulatory enactments of the Republic of Latvia. 6. Exercise the control and quality management, self-control of the study programme.

Results of studies to be achieved

Knowledge

1. General and specialised knowledge of the profession of the accounting officer at the level of vision, understanding and use.

Skills

1. Capable of producing and processing accounting documents, collecting information in accounting records.
2. Shall be able to produce financial statements, tax returns and statistical reports within the specified time limits.
3. An analytical approach shall be able to initiate the necessary changes in the organisation of accounting.
4. Can explain practical issues in the accounting field, debate them by arguing their views.
5. Is able to find innovative solutions to day-to-day challenges.
6. Can work on a team, plan and organize your and subordinate work, communicate with management, colleagues, clients, and partners.

Competence

1. Respect for professional ethics.
 2. Ability to show initiative and take responsibility.
 3. The desire for continuous development and self-development.
 4. Ability to assess the relevance of accounting information in the public context.
-

Final examination at the end of the study programme

job of qualification

Conditions of admission: on the basis of the external regulatory framework, reflectors must have obtained secondary education (attestation (diploma) on secondary education, certificates for all statutory centralised examinations passed).

The procedures for Reception determined by the College shall be determined by the regulatory enactment approved by the Board of College of College "Reception Rules for the academic year ... of Jekabpils Agrobusiness College".

The results of studies are derived from descriptions of the closing requirements (descriptors) of the Latvian Qualifications Framework (LKI)/European Qualifications Framework (ENI), the standard of occupation of the Accountant (fourth level qualification).

The corresponding competencies of the college diploma shall include the competencies of the graduate of secondary education and shall be acquired in professional studies which take place in interaction with the relevant professional field.

College graduates have the right to continue their studies in an appropriate study programme for completing the first study cycle (following the three-cycle breakdown of Bologna).

The internal regulatory enactment "The by-law for the recognition of competences acquired outside formal education and the results of studies obtained in previous education" has been approved and updated in the college.

Study Process Organisation: Vocational Higher Education Studies Programme to be implemented in

4 semesters (2 academic years). Interaction of theoretical knowledge with practical skills, skills. Development of research skills, presentation of research results in conferences, forums, exercises, preparation for the completion of the first cycle (after the three-cycle breakdown of Bologna). Exiting, defending qualification practices. Development, defence of study courses and qualification work (State closing test).

Assessment: reflects the assessment of the results of studies achieved by the student (10-party scale or credited/uncredited) - in accordance with the internal regulatory framework of the College: "Procedures for Studies and Tests", Procedures for the Development and Defending of Course Papers, Procedures for Qualification Practice, By-law of the State Final Examination (Qualification Exam).

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 "Accounting and Finance" study program is a symbol of college awareness. Succession is ensured in the preparation of accountants: specialists at secondary and first-level vocational higher education levels are prepared.

The number of students (*see Appendix 38*) held in full-time studies at an average level of 25-26 students, part-time studies: 14 to 15 students. In 2019/2020, it has declined but increased in part-time studies. The indicators align with each other, but tend to decrease. This is due to the decrease in the overall number of students in Latvia.

Comparing the number of matriculated students in full-time studies at State budget sites shows downward dynamics, in part-time studies - with a tendency to increase in numbers. Part-time students shall be paid on the basis of the amount of the payment specified in the decision of the Board of College, but shall be fully involved in the labour market, as the studies take place on Saturdays.

Students in this programme shall be motivated for studies. However, a certain number of students are extricated each year: most of the deductions are "debtors" — students who have not passed the required examinations or have not performed other studies (during the reporting period 29); have not returned from the study break within the prescribed time (12); for personal reasons (during the reporting period - 5). The real reasons for stopping studies could differ from those indicated in the submissions.

College-established practice:

1. Since the study process is only 2 years, from the date of conclusion of the Study Agreement in August, maximum adaptation measures shall be taken to ensure that students understand and accept the study process and internal arrangements at College.
2. A student who wishes to terminate studies shall be consulted initially by the curator, evaluating the situation, looking for alternatives, repeatedly - deputy director, clarifying the reasons, possible improvements in the study process and advising on future actions, career opportunities.

As the number of matriculated students decreases, the number of graduates is also decreasing.

College Level 1 Vocational Higher Education Studies Programme “Accounting and Finances” was developed in accordance with the Education Law of the Republic of Latvia, the Law on Higher Education, the Law on Vocational Education, Cabinet Regulation No. 141, Regulations Regarding the Standard of State of Vocational Higher Education of the First Level”, Standard of the Vocational of the Republic of Latvia (Fourth Level Qualification), the State Standard for the Education Classification of the Republic of Latvia (code 41342) of the State of Vocational Higher Education, as well as the binding documents of the European Union in the fields of higher education and research.

The quality management system of the study process shall ensure that the European higher education standards and guidelines comply with the study process for obtaining the profession at 4th level of professional qualifications.

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.

College Level 1 Vocational Higher Education Studies Programme “Accounting and Finances” was developed in accordance with the Education Law of the Republic of Latvia, the Law on Higher Education, the Law on Vocational Education, Cabinet Regulation No. 141, Regulations Regarding the Standard of State of Vocational Higher Education of the First Level”, Standard of the Vocational of the Republic of Latvia (Fourth Level Qualification), the State Standard for the Education Classification of the Republic of Latvia (code 41342) of the State of Vocational Higher Education, as well as the binding documents of the European Union in the fields of higher education and research.

The quality management system of the study process shall ensure that the European higher education standards and guidelines comply with the study process for obtaining the profession at 4th level of professional qualifications.

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 review and updating of the content of study courses shall take place before the beginning of the academic year. The lecturer of each course shall keep an eye on the latest developments in the sector and shall accordingly update the content of the course and the objectives to be

achieved. The courses updated at the beginning of the study year shall be approved at the first meeting of the department of Economics. Changes in the content of study courses relate both to changes in the regulatory framework and to developments in the sector. For example, in 2018, as regards the recommendations of experts from the “Moneyval” Committee of the European Council, the general public focused on the possible introduction of licensing of outsourcing accountants, indicating that accountants did not comply with reporting requirements for suspicious or unusual transactions. Updating the content of the “Taxes and Levies” study course included the topic “Signs of tax avoidance of transactions”, while the “Audit basics” study course included the topic “Customer identification and research”. The College draws attention to the fact that the curriculum is developed according to the standard of occupation, and there is a need to update the standard of occupation. In the fourth level of professional qualifications accountant's professional standard, the assessment of suspicious transactions, including the identification of potential money laundering transactions, is not defined as the responsibility of accountants. There are a large number of accounting outsourcing providers in Latvia, so in our opinion the knowledge of internal control systems and the assessment of suspicious transactions in terms of the evaluation of money proceeds from crime plays an important role.

The trends in science in the “Accounting and Finance” study programme are less pressing as the college implements a first-level vocational higher education programme, focusing on practical and scientific research.

The college is conducting surveys of employers of skilled practice leaders on the usefulness of the courses included in the study programme. In the course of practice, practice managers assess the importance of the teaching methods and techniques applied to students in the study programme in the development of professional competence. Employers believe that students in the program have good theoretical knowledge and sufficient practical skills.

Managers and accountants of major companies in the region are invited to analyse the labour market. Information is regularly collected and collected on the follow-up of graduates' work and study activities, the information being analysed mainly by enabling parts of professional specialisation.

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 results of studies to be achieved under study programmes shall comply with Level 5 of the European Qualifications Framework and with the requirements of the fourth level of professional qualifications covered by professional standards. The content of both general and vocational study courses shall be consistent with the descriptions of the results of studies in study programmes in the fields of knowledge, skills, competences, including common, specific and general knowledge and professional skills in the sector. Taking into account the requirement for students to provide and develop transversal knowledge and skills, the curriculum includes general education courses. As a result, students broaden their overall horizons, raise their quality of life and gain a deeper and wider insight into their chosen profession. Basically these study courses are implemented in the 1st

semester. Lecturers, when developing and implementing study course programmes, focus on the field of study to which the study programme belongs (for example, *the course "Professional English Language" envisages the improvement of English language skills in the field of "Economics". Will the knowledge gained in the course "Labour Protection" be used by the student to improve his/her quality of life in a particular workplace or in private business*).

When developing the content of first-level vocational higher education programmes and study courses, the College relies on an understanding of the level of knowledge, skills, and competences acquired at the previous level of secondary education. Following a proposal from the lecturers in mathematics-related courses, the College Council decided to allow applicants to take summer courses at the College, if necessary, to provide both diagnostic and pre-study knowledge prior to studies (none of the applicants applied).

The lecturers cooperate with each other in the development of study course programmes; the lecturers share their experience about the news in the sector, the methods used to achieve the study results more successfully. In order to achieve the goals of the study programme, the College has established a specific procedure to be implemented within the study course. When commencing a study course, teaching students shall be informed of the purpose of the study course, the results to be achieved, the study course plan, the requirements for obtaining credits, the methods applied and the evaluation criteria, the methods. Special attention on the part of the lecturers is devoted to bringing students into the process of dialogue and understanding. The lecturer shall accept or give a reasoned refusal of the proposals made by the students. At the end of the study course (sometimes also during the course of the study), an assessment of the results achieved (understood study results, both from students and lecturers) is carried out. In college, it is followed that the assessments of the testing work be explained to students so that students can become acquainted with the corrections made by the lecturer. Lecturers, according to the results to be achieved, create job tasks, quizzes and closing jobs (credits or exams), thereby gaining confidence in student achievements, while students give self-assessment. Lecturers share analyses the performed work at the department meetings. In this academic year, the methods for evaluating the results of understanding studies are also analysed in cases where the gap between the student's self-assessment and the teacher's assessment is 3 units.

At the end of the semester, a survey on the evaluation of study courses is organised. Students shall assess the readability of each course of study, the understandability of the target and evaluation system for the acquisition of the course, whether the acquisition of the course provided new knowledge, the usefulness of the practice and the relevance of the practical work in the accounting, and shall also assess the study methods used by the particular lecturer, their diversity and their modernity, the readability of the methodology for carrying out the work; or self-fulfilment helped to achieve the objectives of the study course, or clear answers are always provided to student questions. Students make suggestions for improving the learning of study courses. For each course, the score is slightly different, but overall, students are satisfied with the way they teach courses, students admit that lessons are useful, lectures are interesting and intensive, questions are always answered, lecturers provide the latest information, explain the substance to be learned, interesting and useful work on their own. Recommendations for improving the learning process: more practical and group work that can actually be used in practice and when writing a course paper. The results of the surveys are analysed at the meetings of the department.

The study process at the College is managed in a way that each lecturer and student has an understanding of the interconnection between the study direction and the programmes and study courses implemented therein.

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 course of study shall be set out in organizational forms at College: academic hours/lessons (outing lessons), lectures, seminars, practice sessions, practical, solo work, individual and group work. The quality of the study process is regulated by internal regulatory enactments "Procedures for Studies and Tests", "Procedures for the Design of Writers", "Procedures for the Development of Qualification Jobs", "Rules for Control and Prevention of Plagiarism", "Procedures for the Development and Defences of Course Works", "National Final Examination (Qualification Exam)", "Procedures" procedures of Practice "Internal Order Rules for Students".

When organising the study process, lecturers perform not only the role of the educator, but also the role of coordinator in the selection of learning paths. The aim of the college is to develop a student's self-taught skills and practical skills, as determined by the didactic concept of programme implementation.

While respecting the principles for the implementation of a student-centred study process, lecturers shall, in the first lesson, carry out mutual familiarity with students ("Ice breaking") in order to establish a relationship of mutual trust and encourage students to express views and assessments. In the first lesson of the study, students are informed about the objectives, tasks, results to be achieved, the criteria for knowledge, skills assessment and assessment, and the possibilities to use the knowledge and skills acquired in the course in the professional environment (the motivation for our cooperation), students are invited to make their suggestions; lecturers accept them or give reasonable refusals. The system of learning and evaluating a study course focuses students on regular work throughout the semester, testing takes place at the end of a study course and not in the form of sessions. A great deal of attention is being paid to practical work, their joint assessment, which provides learners with feedback on learned/unlearned content. In their own-initiative works, study leaders interlink different study courses (e.g. linking the "Microeconomic" study course to the "Professional English" study course). During studies, students have the right to attend lecturer counselling (list on the College Home page) and fee counselling.

In 2018/2019, one of the priorities for action was:

Diversity of forms of work, methods in the presentation of the content of study courses.

Tasks:

1. Summarise the methods used by lecturers to describe the content of study courses.
2. Organise exchanges of lecturers' experience on effective forms of work, methods for describing the content of study courses.
3. Assess the need for outward training to describe the content of the study course.
4. Organise a vocational training lesson for lecturers on effective working methods for improving the results of studies.

At the meetings of the section, the teachers shared experience, the chairs provided information, materials, examples and practical methods during the meeting, organised meetings with practitioners from Rezekne Technology Academy and the University of Latvia on methods, their

application in the presentation and research of study courses, inspired the lecturers for future cooperation with students. At the end of the academic year, lecturers also accounted for the implementation of the priority task in the Annual Report: methods applied, sources of information, participation in activities organised by the College. When compiling the information provided by the lecturers, methods are used to implement the study courses: analysis of situations, simulations, destructive conversations, dialogue, summary, exciting group, discussion, workshop, tour, challenges, "Storm of the mind", lecture, "Ice breaking", "Tree", thought card, unfinished sentences, etc.

In the survey of students, the College shall also clarify the opinion of students regarding the methods used in the presentation of the study course. The results of the surveys and the opinions of the lecturers are analysed, the findings show that the methods are not an end in itself but an instrument for achieving the results of studies; the diversity of methods is known by the lecturers but used as necessary.

The evaluation system is designed to motivate students to regularly correct shortcomings, inaccuracies, so that the achievement of the objectives of the study course and the fulfilment of the tasks demonstrated by the quality and assessment of the final works of the course are achieved.

The form of assessment - oral, written, electronic, combined - at the beginning of the study course - shall be discussed with students and shall choose the most appropriate and effective. The views of students and lecturers on evaluation methods are sometimes different. In the course of studies, we also use the understanding method of assessing the results of studies (during the course of study or at the end of a study course - at the discretion of the lecturer), the results of studies shall be evaluated by both the student and the lecturer; if there is a gap in the evaluations, the lecturer shall carry out an analysis (conversation with the student, personal aspect assessment, etc.). Methods for evaluating the results of understanding studies 2019/2020 were also included in the supervision planned by the Head of the department (analysis of the results at the meeting).

At the beginning of the academic year, the head of the department, meeting with students, shall present the internal regulatory framework for the evaluation and the availability of information on the College's home page.

Basic principles for evaluating the knowledge of students:

1. The principle of pooling positive achievements - acquired knowledge and competences, education is assessed by summing up positive achievements.
2. The principle of minimum rating - it is necessary to obtain a positive assessment on the acquisition of the minimum content contained in the main parts of the programmes.
3. The principle of openness and clarity of requirements, in line with the objectives and objectives of the programmes, as well as the objectives and objectives of study courses, sets out a set of essential requirements for the evaluation of the acquired education.
4. Principle of the variety of test types used in the evaluation: different types of testing shall be used in the evaluation of the programme (*see Appendix No.20*).
5. The principle of conformity of assessment: test work provides an opportunity to demonstrate analytical and creative capabilities, knowledge, skills and skills in tasks and situations relevant to all levels of learning. The content to be included in the tests shall correspond to the content specified in the course programmes and the skill and knowledge requirements set out in the professional standard.

Assessment:

1. The basic forms for evaluating the acquisition of a programme shall be the examination and countdown. The minimum amount of a training course to organize an exam is 2 credits.

2. In an exam, the program acquisition is evaluated on a 10-point scale:
 - very high level: 10 - "with distinction", 9 - "excellent";
 - high level of learning: 8 - "very good", 7 - "good";
 - average level of learning: 6 - "almost good", 5 - "average", 4 - "almost average";
 - low level of learning: 3 - "weak", 2 - "very weak", 1 - "very, very weak".
3. Learning a study course — 10-point scale,
4. In the course of studies, offsets, own-initiative works, practical works may be assessed: see/do not apply. or on a 10-point scale,
5. The performance of the Qualification Practice Programme is assessed as "passed/failed".

The results of the studies are regularly analysed at the College department meetings. Processes are improved.

At the College, activities are focused on implementing a student-centred study process.

Students are encouraged to participate actively in learning, teaching and evaluation processes.

On the first day of study and September of the academic year, when meeting with representatives of the administration, students shall be informed of:

1. Options for expressing their views and recommendations (in writing, oral) in planned/voluntary information activities.
2. The establishment of a representation of students, i.e. self-government.
3. The need to agree with the lecturer on the results and methods to be achieved, the content, the tests, the criteria for assessing them, the methods for achieving the results.
4. Mutual need to engage in student surveys/interviews.
5. For the regulatory enactments governing the study process at College, the possibility to familiarise themselves with them.
6. On academic integrity in the study process.

The study process takes into account the diversity of students' audiences and the fact that people play different social roles everyday, so there is a need to learn very different skills and competences, necessary to ensure quality of life. The College informs students about activities offered by partners (e.g. events organized by Jekabpils Youth Council or NGO "Jekabpils NGO Resource Centre"), as well as organizes general education seminars, guest lectures (e.g. on leadership issues, public participation, etc.).

Students are allowed and encouraged to suggest the most effective teaching methods to teaching staff in order to achieve study results, and are encouraged to supplement the course content with the topics and information provided (it is mostly used by part-time students, as there is always a student in the classroom that works in the sector). The lecturers discuss and approve or reject the recommendations by justifying the decision.

To ensure the involvement of students in the evaluation process, internal requirements have been developed, which are reflected in internal laws and regulations: "Procedures for Studies and Tests", "By-law of National Final Examination (Qualification Exam)", "Procedures for the Development and Defences of Course Works", documents are published on www.jak.lv The system is explained to the students also within each study course. The student is entitled to familiarize himself/herself with the assessment criteria of the test and the corrected practical, independent, test work and receive explanation of the assessment (e.g. the issue of corrected tests provision and explaining the results to students was emphasized at the department meeting in 2019).

Students shall make their suggestions/critical remarks to the self-government/curator lecturer or the study division (head of the department or deputy director in the field of study and further

education). In 2018 the By-laws of the Applied Research Conference have been updated by the self-government of students and a representative of the self-government of students applied for participation in the evaluation meeting; the student attended the meeting (there is a photo in the College archive) and after the meeting expressed gratitude that the lecturers not only talk about the achievements, but also analyse the problematic issues.

As the number of students and lecturers of the College is small and everyone gets to know each other already in the 1st semester, the College maintains a procedure regarding the availability of administration for solving problematic issues (e.g. students are heard each time they express their claims about a process/events/employees in the study division without having to wait for the admission time); issues are resolved immediately.

In the meetings of the departments, the teaching staff shall share their experience in the implementation of a student-centred study process in order to develop professionally and to enable the College to provide a student-centred study process.

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 2018, the College updated the internal law “Procedures for Qualification Practice” to ensure quality management, including the development of social skills, cross-party cooperation: trainee - manager at college - manager at the company, which is reflected in the records of the “Qualification Officer” at the College. In the course of the report; arrangements were laid down for the mandatory communication of the trainee with the head of practice at College, by sending the weekly scheduled tasks to be performed (Journal Weekly Report), etc.

Supervision follows that the trainee and internship manager at College already understand this process, the regulatory framework, the reporting system before practice. At the section meeting at the end of 2018/2019, in the analysis of case reports, questionnaires, it was concluded that the specialisation of the practice programmes, i.e. a programme for the pursuit of qualifications, should be developed:

1. In associations.
2. In the budget institutions.
3. Manufacturing, construction or services companies.
4. In trading companies.

At the beginning of 2019/2020, in order to ensure that the practice programmes are consistent with the needs of the labour market, the practice programmes were developed according to the place of practice and agreed with the experts of the consultants. The practice of qualifications suitable for carrying out practices in associations was harmonised by Mg. oec. R. Komarova, manager of the association “Jekabpils NGO Resources Centre”, SR Day Centre “Together”; the qualification practice programme was co-ordinated by Jekabpils city municipality chief accountant B.Vaivode in the budget institutions; in turn, the qualification practice programmes were harmonised by Mg. oec in the companies. Inna Sokolova, board member of Active GIS Ltd.

In order to support students in the achievement of the tasks assigned to them, each student shall be appointed a college supervisor and a head of practice at the company. In college practice, the student is regularly contacted, is interested in the student's ability to complete a practice program, in the student's cooperation with the head of practice at the company, and in advising the student on the tasks to be performed. The head of practice in college also communicates with the head of practice at the company to see if the student has sufficient knowledge, skills and expertise to perform practice tasks. In cases where a student has chosen a place of practice unsuccessfully (it is not possible to implement a practice programme), the head of practice in college helps the student find another place of practice. In the academic year 2018/2019, there were two cases where students changed their places of practice during the qualification practice (see *Appendix 31*).

At the end of the qualification practice, both students and professional professionals in companies are surveyed. The assessment of the results of the qualification practice reached the conclusion on the specialisation of qualifications practices.

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

At the end of studies, a qualification work must be developed and defended, regulated by the internal regulatory enactments "Procedures for the Development of Qualification Papers", "By-law of the State Final Examination (Qualification Exam)". Students shall choose the subject of qualification on the basis of their knowledge and professional skills and/or the interests of a specific organisation/company. A student may consult with the head of the department or the teaching staff of the relevant field regarding the subject matter of qualification or compliance with the requirements of the study programme, select the head of the qualification paper. Students may choose the subject of the qualification work from the list of samples approved at the meeting of the department. The condition for selecting the subject of qualification is that the subject should reflect the competences and skills defined in the professional standard (see *Appendix No. 6, 7, 8, 9, 17*)

Students may complete the final examinations if they have successfully acquired the study programme and obtained the required number of credits.

If the study programme has been successfully acquired and a positive assessment has been received during the final tests (the lowest successful score of 4 points), students shall be given the qualifications of an accountant who corresponds to the fourth level of professional qualifications.

An analysis of the themes of the qualifications defended in the academic year 2018/2019 (see *Appendix No.23*,) concluded that the qualification works reflected financial accounting and financial management directions for the company.

15% of students chose to study issues related to the company's financial management, 39% - financial accounting, 46% - both.

From the academic year 2012/2013 to 2018/2019 206 theses have been defended in the study programme "Accounting and Finance"; 170 or 83% are related to current events in the private sector, 36 or 17% are related to the public sector.

Most often students choose to write about current issues regarding fixed assets (16%) and accounts receivable (13%), as well as topics related to accounting and analysis of income and expenses

(11%) are being selected. 15% of the papers are devoted directly to financial management research. Selected topics for qualification papers are relevant in the industry, as there are constant changes in regulatory enactments related to changes in accounting and taxation. The accountant's profession is under constant development, and the accountant today not only provides a quality accounting process, but also provides structured recommendations to development management. The College prepares such specialists, it is supported by the topics of the students' qualification papers, since practically all the papers dealing with accounting also include aspects of financial analysis.

Student Qualification papers have been evaluated well. (See *Appendix No.33*). In academic year 2018/2019, 7% of students were rated 7 (good), 21% were rated 8 (very good), 36% were rated 9 (excellent) and 36% were rated 10 (with distinction). For improving the quality of the qualification work, the recommendations of the National Inspection Commission, as well as the recommendations of students for improving the study process, shall be taken into account. The National Examinations Commission includes both other university teachers (e.g. the commission president – associate professor of Rezekne Technology Academy) and representatives of both the economic sector and the College Administration.

In year 2019./2020 1 graduate continues his studies at Rezekne Institute of Technology in the programme “Finance and Accounting Management”, which shows the quality of the study programme and an encouraging environment for continuing studies.

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

The college is subject to regular monitoring of the quality of the study programme, one of its types is student surveys on topical issues such as the quality of the study process, the content of the study programme, study organisation, teaching, household conditions, public activities, practices, future expectations. The surveys show students' assessment of the study process and non-study activities, point to the weaknesses and strengths of the study process, reflect the quality of our overall work, indicate gaps and gaps that need to be addressed.

Overall, on the study process, students in surveys note that:

1. The objectives of the course jobs are explained, there is a clear assessment.
2. There is a good communication that promotes asking questions, discussions.
3. Lecturers use a variety of teaching methods.
4. Sufficient use of practical examples, taking into account the specific theme.

Students participate in the survey process, follow the results of the surveys, and organise self-initiated surveys. The results of the surveys are analysed at the meetings of the departments; the head of department shall discuss the results of individual polls with the lecturer on an individual basis. The results of the surveys are reflected in annual self-assessments.

An adaptation survey of freshman students is traditionally conducted in October. It aims to better familiarise students, to find out how and whether students have felt in the new environment that meets them, which prevents them; the survey helps to see problems and respond to them in a timely manner.

Invariably, most of the students surveyed note that the studies at Jekabpils Agrobusiness College have chosen because:

1. There is a personal desire for higher education.
2. There is an opportunity to study for free.
3. The institution is close to home.

The college works on improving student surveys, as they are an important monitoring tool for feedback on the quality of studies, ongoing studies, opportunities and the need for change, improvements. The administration has been briefed on survey results and student proposals. The involvement of self-government updates, optimizes processes.

The college is conducting an annual graduate survey, as well as creating a graduate database to track graduates' further working and study careers, and involving graduates in improving the study process. The graduate questionnaire clarifies the views of graduates on the content of the study programme and the study process, their development capabilities, acquired knowledge, skills, the period of practice, future/professional intentions.

Graduates appreciate positively:

1. The study programme as a whole.
2. Knowledge and practical skills acquired during studies.
3. Places of practice.
4. The opportunity to familiarise themselves with the real business environment.
5. Notes the favourable treatment of students on the employers' side (at the same time, employers sometimes do not entrust students to perform important tasks).

Graduates highly appreciate the contributions of lecturers to the study process and the favourable treatment of students, individual approaches, lecturer qualifications, the ability to link the theory to the reality. Graduate feedback contributes to the positive changes at College.

Student feedback has contributed to the positive changes at College. Regular meetings with employers are organised in college: College Councils and Convent meetings, defence of qualifications and qualifications, college conferences, study courses in the form of lectures, outgoing activities, etc. for college, the opinion of skills managers in companies (professional in the working environment), who are heard in conversations with practice managers at College (academic staff) or received through questionnaires on student practices, is essential. The feedback is motivating to continue the study process at Jekabpils Agrobusiness College, to take on more students and to prepare more and more specialists for the industry (the demand for places of practice from the industry exceeds the supply from College).

The results of the surveys reveal areas of College that would be perfected and welcoming the assessment of the work invested.

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.

The College offers students the opportunity to acquire new knowledge, develop life skills and develop attitudes within the framework of ERASMUS + projects.

Mobility of students of the programme “Accounting and Finance”

Programme, project	Student	Practice period	State	Company	Practice place
Erasmus + 1 key activity higher education mobility project “Student and Staff Mobility between programme countries”	Karina Petersone [Karīna Pētersone]	15.06.2018-15.09.2018	Spain	Hotel Ona Brava Hotel Aquamarina	Reception and Restaurant Animator
	Armands Vecelis	04.06.2019-15.09.2019			

Students are informed if the project does not allow them to complete the practice programme tasks at the workplace, then the qualification practice has to be completed after returning. Debts, if any, must be settled before the start of the project. Previous experience shows that students who dare to go abroad are satisfied with the experience gained; at the meetings with the students, they encourage to use this opportunity offered by the College.

The procedure for the recognition of study courses acquired during mobility has not been developed.

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.

Library support.

The College Library shall support and promote the study process as a whole, carry out the accumulation, systematisation, cataloguing, librarisation and preservation of printed publications, electronic publications and other documents, and shall ensure the public availability and use of information contained in it for students and lecturers.

The library's reading room has free Wi-Fi Internet, a computer for students, 10 jobs for reading. The library provides copying and scanning services, is a locking and laminating device.

The library uses the electronic co-catalog “Alice” of the Integrated Library Information System

“Jekabpils Region and the Library of Public and Schools of Nereta county.”

The use of a library is registered electronically using stripe codes. The list of books available at the college is publicly available in the Latvian Library Foundation's common database. Books are available to students and lecturers of the “Accounting and Finance” study programme in all Latvian libraries that have registered in the joint database “Alise”.

Information about ordering resources from other libraries through domestic SBA services is also available to students authorized by Alise.

Books are issued for a semester or academic year. On-the-spot libraries offer an opportunity to familiarise itself with the stocks of student research conference articles and thesis, qualification reports and qualifications.

The study programmes to be carried out in college shall contain the necessary teaching and research literature for the presentation of study courses, such as general education courses and vocational study courses.

All visitors to the library have a wide range of recurring publications of the Republic – the journals Kapitāls, Forbes, Latvijas Tirgotājs, Balance with attachments (Practical Legislative Messenger and Legal Council), the newspaper of the Republic's importance, Diena, as well as the newspaper of local importance Brīva Daugava.

Reference expenses — Expenses of the encyclopedia, dictionaries, manuals, guides, etc., and calendar year press, can be read on-site in the library.

In the light of suggestions from the doctors, the successful preparation of study courses and the provision of the study process, a cooperation agreement was concluded on the provision of connection and the use of Lursoft databases on the Internet. The College subscribes to the www.lursoft.lv database's Instructor Set and www.ifinances.lv, www.letonika.lv, which has access to both students and lecturers. The resources of study materials are available on the Internet at the address of the College <http://jekabpils.jak.lv/lv/macibu-materialu-resursi-inerneta/>.

Each year, the material base of the study programme “Accounting and Finance” is regularly supplemented with the latest study literature in the following study courses: Accounting basics, Commercial Business Principles, Management Accounting, Finance and Credit, Law Basics, Financial Accounting, Taxes and Levies, Applied communication, Company Financial Management, Audit Basics.

For the successful acquisition of the study programme “Accounting and Finance”, the library shall provide students with the required number of books and printed publications.

Equipment and facilities.

The college training corps is located in the city center of Jekabpils, Pasta street 1, 1.2 ha in a enclosed area. The educational institution shall provide the necessary premises for the requirements for the implementation of the “Accounting and Finance” education programme. The setting and area of the premises shall be appropriate to the specific nature of the programme and the number of learners (*see Appendix 49*).

At the beginning of each study year, a director's order shall be issued, which shall determine the premises responsible, the persons responsible for occupational safety, fire safety, electrical safety. Those responsible for audiences shall ensure that study rooms comply with the hygienic and visual requirements of safety, fire safety, electrical safety and sanitation.

An annual updating plan for the development of the educational material base of study rooms and the fitting of rooms shall be updated. At the end of each academic year, doctors shall complete a questionnaire on the necessary materials — technical security. This is done as far as possible; the feedback in summary form is received by the lecturer in August.

The educational establishment has well-equipped and modernised 8 computer classes and one IT laboratory. The number of jobs in computer classrooms varies from 24 desktops to 32. Computer classrooms are equipped with modern material engineering tools - latest technologies - IT equipment, computer programs, audio and video equipment, interactive blackboards and free access to wireless Internet. Computers are provided with the latest versions of the programs required that have all licenses. College is a member of Microsoft Academy Advanced with the ability to use Microsoft software for teaching purposes.

The study process uses office software (MS Office, LibreOffice), computer graphics, photo and video processing software Adobe Cloud full package, programming language HTML, CSS, JavaScript, MSVisual, editors (Notepad + +, ConText). In college, students also have access to LINUX operating system, Windows installation, database building, server installation. Licence agreements have been concluded in the “Economics”, “Management, Administration and Real Estate Maintenance” study directions, including the “Tilde Jumis”, “Zalktis”, “Krivulis”, “SolCraft”, “FinaWin” professional accounting and warehouse accounting software.

The service hotel building has undergone energy efficiency improvement and warming activities in 2011 (as part of the KPFI project).

The financial instruments of the European Union are also attached during the reporting period:

1. Project financed by the Climate Change Finance Instrument “Reinforcing Energy Efficiency in Higher Education Institution Buildings”, “Reinforcing Energy Efficiency in Jekabpils Agrobusiness College Hostel Building”. Reduction of CO2 emissions achieved under the project:6900000t.
2. Project “Improving the teaching environment of Jekabpils Agrobusiness College STEM Studies” — Specific aid target of the “Growth and Jobs” operational programme 8.1.4 “Improving the teaching environment of colleges in higher-level vocational education STEM, including the medical and creative industries, in college education” (College's total eligible funding under the project is EUR 308 842, ERDF aid amount EUR 262515,70) - Repair, adaptation of premises for hardware, equipment installation and operations in 4 computer classrooms, ITK laboratories and in the lecturer's methodical office.The purchase of modern ITK hardware and software for high-quality learning and modernisation of the study and training process.
3. In 2019, the “Implementation of Energy Efficiency Improvement Measures for Training Corps Building, Pasta Street 1, Jekabpils” project was launched. Simplified renovation of the Jekabpils Agrobusiness College Training area building. Contract amount: EUR 472 147.91. Works are scheduled to end in summer 2020.

Materials and equipment are on the agenda and in safe use, the development of the direction of study is ensured.

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.

College courses are conducted by elected lecturers and guest lecturers. In college terms are used: teaching staff or teaching staff who are equally recognised in Latvia; academic staff are elected lecturers. Mainly, we use the term "lecturers", which includes lecturers and guest lecturers in general. During the reporting period, the total number of lecturers is increasing, and the number of lecturers with academic degrees and scientific lecturers has also increased (*see Appendix No.45, 46*). The college is experiencing high-quality changes in teaching staff members. We are proud, because our lecturer received the Department of Education and Science Award article in 2018. In March 2018, another lecturer defended the promotion work "The role of vocational training in preparing the workforce for Latvian regions", gaining a lecturer in the economy, and continuing work at College, contributing to explaining research work to students and colleagues, motivating, by personal example, the most recent knowledge in the study process. In autumn 2019, two lecturers at College are also doctoral students.

The college ranks at national level, as a master of high-quality accountants. In the course of the "Accounting and Finance" study programme, lecturers are long-term, have practising accountants, regularly develop professionally, share academic and professional experience, manage methodological working groups, advise students in research, the development of study courses and qualifications, manage qualification practices.

Tenders for positions of elected lecturers shall be public, they shall be determined by the internal regulatory enactment "The by-laws of academic and administrative posts". Generally, interest from other high-school teachers has not been observed. There is no sharp change in the numbers of the lecturers. The college is interested in attracting practitioners to the study process. For example, following the last competition for the posts of late lecturers, the lecturer with a master's degree in economics and the "Law Science" programme, practical experience in accounting, the State Revenue Service, interest in ensuring the quality of the college study process, completed at Rīga Stradiņš University.

At the end of the 1st semester of each academic year, the Administration plans human resources for the next academic year. The lecturers provide information about the planned workload for the next year or informs the study division on the termination of employment. Thus allowing administration to schedule workloads for lecturers in a timely manner. When attracting new guest lecturers of the industry, there are cases when after the first month of work, the employee refuses to continue working with the College, considering the amount of invested work and pay. So far, the study process has been provided with high-quality teaching staff.

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 order to ensure that the results of studies are achieved in the highest quality, the College focuses on both teaching and vocational training and practical professional activities. This is taken into account in the competition for elected lecturers and in the process of day-to-day studies. The college shall comply with the requirements of the external regulatory enactments and the internal procedures approved, for example, in the organisation and conduct of the competition for elected lecturer positions - the "Statute for Academic and Administrative Offices". The competition takes place in two rounds, the Board of College shall decide. Until now, no claims have been received regarding the results of the tender. Education meets the requirements for all doctorates.

In order to achieve the best quality of study results, quality management at College intends to organise professional development activities for teachers at College (e.g. *"Important practical issues and spotlights in the application of tax legislation" 2019 - chaired by J. R. - Economic Master Mg.sc. oec., tax advisor, tax accountant with several years' experience, accountant and auditorium; "Personnel and wages", headed by I. P. - Financial Management Register, Bookleader - external service provider, accounting and tax advisor*), both financially supporting participation in national and international courses, seminars, conferences (e.g. *In July 2019, 2 lecturers' participation in an international conference in Latvia - EUR 272.21, lecturer's participation in the 14th international scientific conference "Regional Development of Social Science 2019", published thesis, submitted scientific article - EUR 50, etc.*); to monitor these processes and to carry out the necessary support for lecturers, e.g. at the beginning of the academic year, the "Support" form, indicating the methodological, informative or material support needed by the administration; at the end of the academic year, the lecturer shall report on the professional development carried out in the Lecturer's annual report. All lecturers have fulfilled the requirements for professional development (College also organizes personal development seminars for staff, e.g. *"Emotional intelligence" - 2018, Non-violent communication - a path to understanding, trust and acceptance. The role of mediation in everyday life. " - 2019*).

Since study courses are also conducted by practitioners from a sector without pre-knowledge in pedagogy/university didactics, the College pays special attention to the methods by which the course is presented (e.g., *in the academic year 2018/2019, the priority task was defined as "Ensure the form of work, the diversity of methods in the presentation of the content of study courses"*). In order to perform a priority task, colleagues participated in a purposefully organised "Using teaching methods to promote innovation in the field of education", chaired by Professor of the University of Latvia, dr.paed. Ilze Ivanova, who participated in the chairs with educational orientation and shared her experience, provided a report on the methods used in the study process.

Accompanying measures at the beginning of the academic year shall be devoted to young lecturers, particularly those starting academic work, coming from the sector to present the working requirements of college studies as well as the teaching methods of working with students. In September, with young lecturers individually and in small groups, representatives of the administration (e.g., the Head of the department individually explains internal order, trains Mykoob for work, evaluation methods, criteria; Deputy Director for IT teaches to operate Microsoft Office 365, Deputy Director for Studies: student-centred process, research-based studies,

achievable/understood results, etc.). The adaptation of young lecturers as quickly as possible and quality work to support students in achieving and evaluating the results of studies shall be ensured.

Student questionnaires provide information on the performance of lecturers in the lessons: methods used, communication, advice/critical remarks, etc.

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.

In college, the study process is based on research, which obliges teaching staff to promote research activities, to engage in the same process and to advise, educate, support students. The college's material support for teaching performance in research is insufficient, the "Research Activities Support Procedures" and the "Lecturers Load Calculation Standards" approved by the College Board have been developed, specifying the types of work to be included in the lecturer's workload and their size. The regulation applies to the performance of lecturers in research in the previous academic year, taking into account the funding allocated for remuneration, e.g. research (result - publication, statement of participation in a conference with a paper) - up to 100 hours.

Methodological development (a methodological tool for learning a study course, a specific topic more effectively) 10-50 hours. Academic or professional degree of an elected lecturer - Master's degree (if research has been carried out in the academic year, trained students, etc.) for up to 50 hours. Scientific degree of elected lecturer - PhD - up to 200 hours.

Jekabpils Agrobusiness College lecturer I. Veipa obtained a scientific degree in the regional economy sub-sector - on 16 March 2018 at the public meeting of the Daugavpils University Economic Industry Promotion Council, defending the promotion work "The role of vocational education in preparing the workforce for Latvian regions". With the lessons of the promotion, the

lecturer I.Veipa has spoken at several conferences. For example: 16. 10.2019. At the 100-year anniversary conference of Riga State Technical School, the conference outlined possible solutions for attracting new specialists to Latvian regions and the role of the vocational education institution in this process. The aim of the conference was to discuss the substantive and organisational changes in the field of vocational education, their development and further development opportunities.

There are two doctoral candidates in college: one lecturer enrolled in doctoral studies in 2018/2019, the other in 2019/2020, with new knowledge, experience transferred to the college process.

In 2018/2019, the lecturer (mg.oec.) also obtained a bachelor's degree in judicial knowledge, which extends the range of knowledge provided to students, practical methods provided by colleagues of the University of Latvia in the study process, research experience in defending the qualification paper.

The College supports the participation of lecturers in international conferences, e.g. *2 lecturers participated in 2019. 5. in the International Multidisciplinary Academic Conference (IMAC), "The role of productivity in the context of globalization", financial support 272, EUR 21; participation of the lecturer in the 14th international scientific conference for regional development of social science 2019" published thesis, submitted scientific article - EUR 50, etc.*

These lecturers regularly advise students to participate in college and non-ongoing conferences by developing research skills for students; classes provide the most up-to-date information, use different pedagogical techniques (*see Appendix No.26*).

In 2015 the College organised the International Science Practical Conference "Exploration and analysis of factors affecting the development of the economy 2015". International scientific practical conference "Research and analysis of the factors which influence development of economics 2015". A collection of thesis was issued, bringing together the most important findings in the form of 34 thesis. Representatives from Latvian universities and other organisations, Ukraine and Italy, had sent their jobs. The comments were assessed by the Scientific and Action Commission of the conference, composed of members from Latvia, Lithuania, Italy, Ukraine, the United States, Spain, Poland, Slovakia. The conference was organised by Jekabpils Agrobusiness College, in cooperation with Europe direct Jekabpils branch and the EU Structural Fund Information Centre for Zemgale Planning Region. The College's 14 lecturers attended the conference with readings.

Lecturers advise students in each academic year to participate in College Applied Study Conferences, as the Students' Agreement includes a requirement to participate in them. Lecturers perform consultative work and participate as listeners, sometimes speaking. Every two years, teaching members participate in scientific and practical conferences organised by the College, and students are invited to speak with readings.

Participation of teaching staff in scientific and internal conferences organised by the College (*see Appendix No.30*).

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).

Within the programme, 16 lecturers deliver study courses: 10 lecturers and 6 guest lecturers (of which 5 guest lecturers are representatives of general staff; daily are present at the College). To ensure the qualitative process execution within the order set in the College, the lecturers meet for informative meetings on Monday mornings, twice a month for department meetings, meetings outside the cyclogram (rare), work groups and daily self-initiated meetings (the study process take place in one building, rooms are on 2 floors, communication is possible). Within the framework of the programme there are 39 full-time students, 39 part-time students. Lecturers are also available (by mutual agreement) to the students in the daily study process also outside the hours specified in the consultation schedule.

The College has identified a number of directions for the linking of study courses implemented under the programme, which also ensures the approximation of the study process to the professional environment:

1. Exchange of mutual experience:

Discussion of the link between study courses and teaching groups is discussed in order to understand the topics in which study courses are removed (e.g. lecturers of similar study courses follow topics and succession in order to make adjustments to the planning of lessons as needed); in order to ensure that topics of relevance in the sector do not remain outside the study process in science; works, the course manager shall, in agreement with his colleague, identify tasks to be performed in connection with another course of study (e.g. linking microeconomics and English studies).

2. Updating the content of study courses:

At the meeting of the section at the beginning of the academic year, the lecturers involved in the implementation of the study programme shall discuss the topics planned for each study course, and shall hear the recommendations of their colleagues. When meeting with students in the first lesson - listens to their proposals for offering the subjects of the study course, reasoned answers shall be provided.

3. Identifying outing lesson tasks:

Students shall co-operate by jointly drawing up the tasks to be performed, being in outward training in the professional environment, visiting specific companies, institutions.

4. Field of applied research:

Following the College Applied Studies Conference, the teachers exchange views and recommend that they complement the types of own-initiative works, by bringing together the tasks of different sectoral courses.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	38_pielikums.pdf	38_pielikums.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_pielikums_ENG.docx	6_pielikums.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	7_pielikums_ENG.docx	7_pielikums.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	8.pielikums_kartesana_Gramatvediba un finanses_ENG.xlsx	8.pielikums_kartesana_Gramatvediba un finanses.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	PL_NL_stud Gramatv programma_80 KP.pdf	PL_NL_stud Gramatv programma_80 KP.pdf
Descriptions of the study courses/ modules	10_pielikums_Gramatvediba un finanses_Studiju kursu apraksti.docx	10_pielikums_Gramatvediba un finanses_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.	Diploma paraugs_gramatv.doc	Diploma paraugs_gramatv.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Ligums par studijam pilns laiks 2019_gramatv.doc	Ligums par studijam pilns laiks 2019_gramatv.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	Ligums par studijam pilns laiks 2019_gramatv.doc	Ligums par studijam pilns laiks 2019_gramatv.doc
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	Ligums par studijam pilns laiks 2019_gramatv.doc	Ligums par studijam pilns laiks 2019_gramatv.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.		