

APPLICATION

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

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Banku augstskola</i>
Registration code	<i>3343000077</i>
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Self-evaluation report

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

BA School of Business and Finance

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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:



BA School of Business and Finance is realising the assessment of study field “Management, administration and real estate” within project No 8.2.1.0/18/A/008 “Support for the Development of BA School of Business and Finance Study Programs in EU Languages”, which is implemented within the ESF Operational Program “Growth and Employment” 8.2.1 with the specific support objective “Reduce fragmentation of study programs and strengthen resource sharing”.

BA School of Business and Finance (BASBF) operates in accordance with regulatory enactments regulating higher education and scientific activities as well as the Constitution of BASBF. BA School of Business and Finance is a state-founded higher education institution and has been operating since 1992-the successor to rights, duties, liabilities, archives, movable property and intellectual property of the Department under the Bank of Latvia, Banking college. BASBF is a derived public person under the supervision of the Ministry of Education and Science.

The strategic specialization of BASBF includes adequate provision of modern and on the future labour market requirements based business and financial management education, that in line with interdisciplinary directions and consistent with the growth priorities defined in the Latvian Smart Specialisation Strategy (RIS3) and based on Latvia's defined priority direction in science “Knowledge culture and innovation for economic sustainability”.

At present, BASBF implements accredited professionals and academic study programmes for business management and financial education in two study directions, “Economic” and “Management, administration and real estate” as well as carries out scientific and research activities. At present 1200 students study at BASBF.

The dynamics of the number of students at the BA in the evaluation period from 2013 to 2020 is reflected in the appendix “Dynamics of the number of students in the BASBF”. The decrease in the number of students was mainly caused by decrease in the number of high school graduates. (In 2013, 12 thousand students graduated from secondary schools; in 2019, - 9.3 thousand).

The BASBF provides international business and financial education. In cooperation with the Swiss Business School (*SBS Swiss Business School*), the professional bachelor's study program “International Finance” and the professional master's study program “International Finance and Banking” have been implemented, after which the BASBF student has the opportunity to obtain also a relevant degree from the Swiss Business School. In addition, together with the School of Business, Arts and Technology “RISEBA”, a joint doctoral study program “Business Management” is being implemented, which is also being implemented in strategic cooperation with Riga School of

Economics (*Stockholm School of Economics in Riga - SSE Riga*) and Kaiserslautern University of Applied Sciences (*Kaiserslautern University of Applied Sciences, Germany*). Two professional bachelor's study programs, four professional master's study programs, as well as one doctoral study program can be acquired in English, at the BASBF.

The Strategy of BASBF for 2018-2023 was developed in 2018 and it is a BASBF medium-term planning and management document based on the functions and tasks specified in the BASBF Constitution, the Law on Higher Education Institutions and other regulatory enactments.

The strategy aims at sustainable development of higher education, supporting the necessary changes identified by the challenges in the Latvian and European Higher Education Area. The strategy promotes the involvement of BASBF personnel, students and partners in achieving the objectives.

- The strategy determines:
- mission guidelines,
- strategic directions and objectives,
- key indicators and achievable results (Key Performance Indicators),
- the main tasks and stages of implementation,
- the involved stakeholders.

Mission Statement: BA School of Business and Finance offers high quality studies and research in business and finance for ambitious personalities. High quality studies, research, international cooperation, professional and creative staff, working closely with the business world, and achievements of our students and graduates earn our excellent reputation.

Vision: BA School of Business and Finance –credible and internationally recognized partner for the development of personality.

Values: Personality; Cooperation;Community Spirit

Motto: BA School of Business and Finance -Your path to achieving professional excellence!

Slogan: For Work. Talent. Excellence.

Strategic direction for BASBF for the period between 2018-2023 are:

1. Qualitative studies;
2. Excellence in research
3. Modern infrastructure
4. Comprehensive partnership
5. High reputational institution

Strategic objectives for BASBF for the period between 2018-2023 are:

1. Implement high reputation, internationally recognised study programmes in business management and financial specialisations that provide them with competence of added value.
2. Provide qualitative scientific and applied research in finance and business management, involving academic and scientific staff, and students.
3. Ensure a qualitative study environment and modern infrastructure supporting the implementation of study process and cooperation with external partners.
4. Ensure the direct involvement of higher education in socio-economic development through the interaction of BASBF and society, interuniversity public and private partnerships.
5. Ensure efficient governance, research-based study programmes cooperation-oriented Latvia and the activities of an internationally recognised and competitive high school.

In order to assess the level of achievement of strategic goals, the most important indicators and achievable results (*Key Performance Indicators*) have been defined, which are measured and evaluated every year.

All study programs implemented by the BASBF have been updated in accordance with the BASBF development strategy for 2018-2023 in order to achieve the goals set therein. The BASBF's development strategy for 2018-2023 is publicly available to all involved parties.

<https://www.ba.lv/augstskola/kopsavilkums/misija-vizijas-strategija/> (in Latvian)

<https://www.ba.lv/wp-content/uploads/2019/01/ba-strategy-en-1.pdf> (in English)

1. 1st level profesional programme „Accountancy and Finance”;
2. profesional bachelor's Study Programme „Finance”;
3. profesional bachelor's Study Programme „ International Finance” (in English, in cooperation with *SBS Swiss Business School*);
4. profesional bachelor's Study Programme „ Risk management and insurance”;
5. joint profesional bachelor's Study Programme “Financial Management Information Systems” (jointly with Riga Technical University)
6. profesional master's Study Programme „Finance”;
7. profesional master's Study Programme „ Financial Management”;
8. profesional master's Study Programme „International Finance and Banking” (in English, in cooperation with *SBS Swiss Business School*).

All these study programmes were accredited for the maximum 6 years in 2017.

At this moment in the field of study “Management, administration and real estate management” eight programmes are being implemented:

1. profesional bachelor's Study Programme „Business Administration” (in Latvian and English, the program will not be submitted for accreditation to reduce program fragmentation.)
2. profesional bachelor's Study Programme „ Innovation and product development in Business” (the program will not be submitted for accreditation to reduce program fragmentation);
3. profesional bachelor's Study Programme „ Business Process Management” (in Latvian and English);
4. profesional master's Study Programme „Business Administration” (in Latvian and English) ;
5. profesional master's Study Programme „Innovative Entrepreneurship”;
6. profesional master's Study Programme “Cybersecurity Management” (in Latvian and English)
7. profesional master's Study Programme “Creative Industries Management” (in Latvian and English, the program will not be submitted for accreditation to reduce program fragmentation.)
8. A joint doctoral study programme „Business Management” (jointly with RISEBA (Latvia), in Latvian and English).

In connection with the plan for Modernization of Study Programs and Quality Management of the Study Process, developed within the framework of Project No 8.2.1.0/18/A/008 “Support for the Development of BA School of Business and Finance Study Programs in EU Languages”, which is implemented within the ESF Operational Program “Growth and Employment” 8.2.1 with the specific support objective “Reduce fragmentation of study programs and strengthen resource sharing”, it is planned not to submit 3 study programs for accreditation and to close them.

1. profesional bachelor's Study Programme „Business Administration”;
2. profesional bachelor's Study Programme „ Innovation and product development in Business”;
3. profesional master's Study Programme “Creative Industries Management”.

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.

BASBF operates in accordance with the laws and regulations governing higher education and scientific research, as well as in accordance with the Constitution of BASBF. The Law on the Constitution of BA School of Business and Finance was adopted by the Saeima of the Republic of Latvia on 29 March 2007.

BA School of Business and Finance is an institution of higher education and science that implements academic and professional study programs, as well as engages in science and research. The abbreviated name of the institution is BASBF.

BASBF's main decision-making bodies are the Constitutional Assembly, the Senate, the Rector and the Academic Arbitration Court.

The Constitutional Assembly is the highest representative and governing body of BASBF and the decision-making body in academic and scientific matters, and its decisions are binding for all BASBF staff. The procedure for announcing, convening and taking decisions of the Constitutional Assembly shall be determined by the regulations of the Constitutional Assembly.

The Constitutional Assembly consists of 35 members, of which 21 are representatives of the academic staff, 7 are representatives of the students and 7 are representatives of the administration and general staff.

Constitutional Assembly:

1. adopts and amends the BASBF Constitution;
2. elects and removes the Rector;
3. hears the Rector's report;
4. approves and amends the regulations of the Senate, the Audit Commission and the Academic Arbitration Court, as well as the regulations on the election of the Rector;
5. elects senators;
6. elects the Audit Commission and the Academic Arbitration Court;
7. adopts and amends the Statutes of the Constitutional Assembly of BASBF;
8. approves the BASBF logo and flag;
9. examines issues raised before the Constitutional Assembly by the BASBF Council of Advisers;
10. decides on the change of the name or legal status of BASBF;
11. The Constitutional Assembly may also consider other issues relevant to BASBF.

The Senate is a collegial governing body and a decision-making body of BASBF's staff, which approves the procedures and regulations governing all areas of BASBF's activities. The Senate reviews and approves study programs, establishes and liquidates structural units, determines the amount of tuition fees, as well as decides on other issues relevant to BASBF in accordance with the rights provided for in the Senate regulations.

The Senate consists of 13 senators, 10 of whom are representatives of the academic staff and 3 are representatives of the students.

The Rector is BASBF's highest official, who exercises BASBF's general administrative management

and represents BASBF without a special mandate. The elections of the Rector are administered according to the regulations. The Rector is elected by secret ballot by the Constitutional Assembly for a term of five years, and not more than twice in a row. Only a professor or a person with a doctoral degree can be elected rector. The Rector is elected if more than half of the members of the Constitutional Assembly have voted for him/her. The Rector is approved by the Cabinet of Ministers.

The Rector, within the scope of his/her authority, issues orders, the execution of which is mandatory for all BASBF staff.

Rector:

1. is responsible for the compliance of BASBF's activities with the laws and other regulatory enactments, as well as with BASBF's Constitution;
2. is responsible for the quality of education acquired and research conducted at BASBF;
3. ensures legitimate, economical and purposeful use of the State budget resources allocated to BASBF, as well as of BASBF's assets; is personally responsible for BASBF's financial activities;
4. promotes and bears responsibility for the development of BASBF staff and ensures the academic freedom of the academic staff and students;
5. is responsible for implementing BASBF's strategy and preparing BASBF's budget;
6. performs other duties of the Rector specified in regulatory enactments and this Constitution.

The Academic Arbitration Court deals with:

1. applications of academic staff and students regarding restrictions or violations of academic rights established by the BASBF Constitution;
2. disputes between officials of BASBF, as well as between administrative bodies of structural units being in subordination relations;
3. applications submitted by BASBF staff regarding contestation of administrative acts issued or actions performed by BASBF and makes decisions accordingly, as well as performs other tasks provided for in the Constitution of BASBF.

The Academic Arbitration Court consists of five members. Four members from among the academic staff are elected by the Constitutional Assembly for a three year term by secret ballot. One representative from among the students is elected by the BASBF Student Self-Government. The Academic Arbitration Court may not include representatives of the administrative staff.

BASBF has the **Convent of Advisers**, the activities, rights and obligations of whom are determined by the regulation approved by the Senate. The members of the Convent of Advisers are approved by the Senate on the recommendation of the Rector. The Convent of Advisers advises the Senate and the Rector on BASBF's development strategy.

The list that contains the main internal regulatory enactments and regulations is added to the **Annex "List of the governing regulatory enactments and regulations of the higher education institution"**.

Management structure of the BASBF is added to the Annex.

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.

The BASBF has a defined quality policy, orderly processes and regulated environment, which motivate both the staff and the stakeholders to implement the vision, mission and policy goals of the school.

The quality policy determines the quality level of the principal processes taking place at the BASBF, which are studies and research, as well as of the supporting processes and the need for their continuous improvement. Within the framework of the internal quality system compliance and effectiveness of each process is measured and analyzed, as well as all BA staff are encouraged to become involved in the improvement of the processes.

BASBF regularly plans and provides for the necessary financial and human, tangible and intangible resources, as well as promotes continuous education and training of the staff. The progress in the achievement of the strategic goals is regularly assessed; a purposeful cooperation is ensured with the stakeholders, including students, employers, other universities and colleges, public and non-governmental organizations.

BASBF ensures that Latvian and foreign lecturers involved in the study process are highly qualified, promotes student and lecturer exchanges and cooperation programmes with foreign institutions of higher education, as well as actively participates in national and international educational organizations.

The quality assurance system has been established and is maintained to help achieve the goals and results of the study field and the corresponding study programs. The system ensures continuous improvement, development and operational efficiency of the study field and the corresponding study programs.

BASBF's quality assurance system provides both for the topicality of the existing programmes and for their continuous development. In order to prepare highly qualified specialists, new study programmes are drawn up in compliance with the changing needs of all interested parties by systematically studying needs and satisfaction level of the current students, graduates and potential students; by analysing employers' requirements; by evaluating the development trends in the economic environment both in Latvia and in the world; and by taking over the best practices.

Serious attention is paid to the evaluation of the BASBF students' satisfaction level. All complaints received from the students are reviewed, and measures are taken in order to improve the situation if necessary. Surveys of students are carried out at the Surveys of students are carried out by BASBF to better understand their needs and evaluate the lecturers' performance, course organization, and attitude towards the students. The results of the obtained data are processed electronically and discussed with each member of the teaching staff during professional development discussions, where the level of teaching and weaknesses in teaching process (if any) are identified, as well as preventive measures are established to improve the quality of the study process.

The questionnaire (students and employers) results are compiled and analysed in the management meetings and, when necessary, corrective actions are taken to improve the principal, supportive and management processes.

The quality management system has improved communication between the staff and the stakeholders and understanding about their roles in the implementation of education services provided by BASBF. Quality management helps maintain high performance, as evidenced by student achievements, as well as by the evaluation by the SQA (Scottish Qualifications Authority) and NIBS (Network of International Business Schools).

An internal quality management system has been introduced at BASBF, which operates and is certified according to the British quality standard of **Investors in Excellence**, which is based on the principles of EFQM (European Foundation for Quality Management) and has been internationally recognized as a leading model ensuring excellent management, as it provides a flexible approach to continuous improvement of an organization in all its main areas, including leadership, employees and customer results. The standard stipulates that re-certification of the quality management system should be done on a regular basis, once in every two years, to determine the pace of development of the organization and to ensure the reliability of the certificate. BASBF received the Investors in Excellence quality certificate following an internal quality management system certification in **2010 and after the recertification, on 2015, 2017 and 2019**. The quality certificate was awarded by Ltd "Latvia Excellence", a representative of the British quality assessment organization Ltd. "Investors in Excellence".

Quality policy is published in BASBF home page

<https://www.ba.lv/wp-content/uploads/2020/12/the-quality-policy-of-ba-school-of-business-and-finance.pdf>

BA School of Business and Finance (BASBF) was awarded **CEEMAN International Quality Accreditation** of the quality system of studies and research in July 2020.

Through the CEEMAN IQA process BA School of Business and Finance has the opportunity to demonstrate a strong commitment to continuous quality improvement of its governance, studies and research.

This certificate shows that all higher education programs are focused on continuous development, are able to adapt effectively and flexibly to the challenges of the labor market and future developments.

The key to our success lies in a collaborative performance of all our personnel that has led to a prestigious international accreditation.

CEEMAN IQA Accreditation status facilitates BASBF international recognition and membership of international research teams and academic networks. It will foster quality enhancement, national and international recognition of our study programmes and new partnerships worldwide. It will enhance significantly our contribution to further development of business education and its research".

The international accreditation acknowledges that BASBF is ready for tomorrow's challenges that business schools face today and offers personalized learning experience to its students through numerous international projects that form an indispensable part of our 16 Bachelor, Master and a Doctoral study programmes.

Study process is developed in close partnership with industry meeting the needs of digitally immersed students by preparing professional, confident and ethical team members and leaders.

Accreditation status for BASBF is granted until July 2026.

CEEMAN IQA process co-funded by ESF project No. 8.2.3.0/18/A/001 "Support to a better governance system at BA School of Business and Finance".

CEEMAN IQA report is added to Annex "CEEMAN_IQA_PRTreport_RIGA" and IQA_Certificate_BA School of Business and Finance_Jul2020

1.4. Fill in the table on the compliance of the internal quality assurance system of the

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

1	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <ol style="list-style-type: none"> 1. Quality Assurance System has been created at BA School of Business and Finance, which forms a part of strategic management; the mission, main values, strategic aims have been defined, the system of measurements has been introduced, major processes have been indicated, plans for study process, research, and infrastructure development have been designed. 2. Quality Policy has been developed, it is available for all stakeholders at the following link https://www.ba.lv/wp-content/uploads/2020/12/the-quality-policy-of-ba-school-of-business-and-finance.pdf 3. Performance monitoring of the strategic plan is done every year by evaluating the achieved indicators. 4. Forecast is being done to predict possible market changes, trends, and their impact. 5. Justified strategies and plans are being worked out to ensure the future of the organization. 6. Activities are being monitored, strategies and plans are reviewed and updated. 7. Leaders are personally involved in the development of the culture of excellence and its promotion. 8. Personnel and students are familiarised with the Quality Policy in meetings. 9. Students, graduates, and employers are involved in the improvement of study programs and study direction through work at the Council of Study Programme. 10. External stakeholders- employers are involved in Quality Assurance through their work at the Council of Study Programme by evaluating and updating study programs. 11. The aims of Study programs and study direction are in alignment with the strategic aims of the BA School of Business and Finance. 12. Academic freedom has been ensured- academic staff plans the content of their courses according to the aims of the study program, objectives, tasks, and learning outcomes, they select free themes for the course and teaching methods in order to achieve the intended learning outcomes. 13. The system and regulations have been worked out to avoid plagiarism and fraudulent actions. At the end of the academic year, the cases of fraudulent, unfair actions are being discussed and evaluated at the department meetings, preventive measures are being discussed in order to reduce such cases. 14. Academic Arbitration course has been set up and Committee for Ethics with the aim not to allow intolerance of any kind, and to ensure non- discrimination of academic staff and students.
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2.	<p>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>	<p>Complies</p> <ol style="list-style-type: none"> 1. Programme design and approval takes place in accordance with the Regulations worked out at BA School of Business and Finance. 2. Study programs are designed to correspond to the aim that is put forward, as well as in compliance with intended learning outcomes which are formulated at the beginning of the program design. 3. The qualification that is to be acquired is being aligned with the corresponding level of higher education that is compatible with the National Qualification Framework and with the Qualifications Framework of the European Higher Education Area. 4. The implementation of the Study program ensures the acquisition of academic knowledge, practical skills, competencies, and attitudes needed for the profession. 5. Study programs have been designed to ensure a gradual and steady students' development, the sequence of study courses ensures the development of competencies that are based on previously acquired competences. 6. Study programs have been designed to ensure employment, they are ready for life in a democratic society, they are able to develop their personality(one of the aims of the Study program), to facilitate students' creativity and interest in innovations and science. 7. Programmes have been designed so that students during their work placement could reinforce the knowledge acquired during study courses and is able to develop practical skills. 8. Students carry out a work placement in companies that have a long term experience in training trainees, thus work placement has a high added value to their studies. 9. BA School of Business and Finance knows its current and potential students, understands their requirements, programs are being designed in compliance with the latest trends of the national economy and economic trends, in accordance with labor market requirements and students' needs. 10. Study programs undergo regular auditing and improvement. 11. Study programs undergo a regular assessment and if needed they are improved. <p>Students, graduates, and employers are involved in the improvement of study programs and study direction they are involved in the design of study programs by participating in the work of Councils of Study Programme.</p> <ol style="list-style-type: none"> 13. Study process takes place in compliance with the designed Regulations at BA School of Business and Finance that determine student admission, study progress, recognition of learning outcomes achieved in prior education, beyond formal education or in professional experience.
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3.	<p>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. Various teaching methods are being used in the study process (Lectures, seminars, practical works, projects, research works, meetings with invited experts, professionals in the sector, etc.), it arises students' interest in studies and motivates them to acquire the course material and additional themes. 2. In the course description academic staff reflects compulsory and optional course literature to motivate students to acquire the material also independently. Course descriptions and course materials for students are available in the Moodle system. 3. At department meetings, the academic staff discusses various teaching methods and evaluate their applicability and usefulness in the study process. 4. The views of students, graduates, and employers on teaching methods are discussed at the meetings of Councils of Study Programmes. Academic staff is informed about the views, the views of all stakeholders are recorded in the minutes. 5. Academic staff takes into account the level of their knowledge and skills, their needs and offers adequate study modes. 6. Taking into account the interest and requirements to combine studies with work, the is implemented not only in a full-time mode during the day and evenings, but also in a part-time mode as distance learning. Master degree programs are offered at the evenings and at the weekends. 7. Academic staff evaluates the knowledge that is acquired during individual work, thus motivating students to acquire knowledge independently. 8. Academic staff arranges consultations in which students receive information on issues that are not clear to them. 9. Study Ordinance includes the Code of Behaviour that students shall comply with in order to facilitate mutual respect between academic staff and students. 10. The Appeals and Complaints policy has been regulated, complaints are being resolved in accordance with the Regulations for a Complaints procedure that is set up at BA School of Business and Finance. 11. Academic staff knows different assessment and examination methods and select the most appropriate for the assessment of learning outcomes. At the beginning of the study course, the students are informed about the regulations for the assessment of their achieved learning outcomes. During the course implementation students are informed about assessment criteria and the grading system. 12. Assessment methods and their criteria are included in the course descriptions. Course descriptions are available in the Moodle system. 13. Assessment criteria of students' individual work and methods, grading criteria are included in Methodical instructions that are published in the Moodle system. 14. When assessing students' written works, academic staff marks mistakes and provides feedback on the assessment which is provided to students either orally or in a written form. Feedback for students' works that are submitted in the Moodle system, the feedback to students is provided in the Moodle system. For the tests that are done in the Moodle system, students can see their correct and wrong answers. 15. The assessment for study courses that are jointly implemented by various academic staff members, total assessment is formed by a joint assessment. 16. Assessment is fair and applies in a fair manner equally to all students, it complies with the second level of the professional higher education state standard. 17. Students have the right to apply to the Academic Arbitration Court in case of disputes. Academic Arbitration Court considers the applications submitted by students and academic staff in relation to academic freedom, restrictions of their rights, or breach of conduct stipulated in the Statutes of the institution.
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4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <ol style="list-style-type: none"> 1. Quality assurance system ensures that Human Resources at the institution are well managed, knowledge, skills, and competencies of academic staff are identified and developed, the management support a positive work done, it is acknowledged and rewarded. 2. Quality Management System ensures that joint work is efficient and provides added value. 3. Every year seminars for exchange of experience and courses are organized related to updated teaching methods. 4. Study process is organized to ensure student-centered learning and teaching. The academic staff takes into consideration the individual needs of students, individual consultations are provided, communication with students takes place also through emails and Zoom sessions. Students are consulted on the design of their graduation works (consultations on research issues, suggestions on the selection of literature and secondary analysis, academic staff provides feedback to students. 5. The quality of academic staff that has been elected is ensured in accordance with the "Regulations of Personnel recruitment." The regulations for selection are available on the following link https://www.ba.lv/augstskola/dokumenti/. 6. When selecting the academic staff several criteria are considered: education, scientific degree, scientific activities, work experience, work experience at higher education institutions, competence in teaching, and delivery of course in compliance with high standards. Each selected candidate must provide an open lecture. 7. Lecturers on the agreement are recruited taking into account: education, work experience, competence to teach the course. It must comply with high standards of teaching and must be student-centered teaching. 8. The teaching quality is improved by organizing appraisal talks with academic staff. During appraisal talks the surveys of students' opinions are analyzed, surveys relate to the delivery of the specific course delivered by a definite academic staff. If students' feedback is a negative one, discussions are arranged and the academic staff member improves its course delivery. In case the student feedback is repeatedly a negative one, the workload of the academic staff member is either lowered or the employment relationship is terminated. 9. BA School of Business and Finance facilitates the scientific activity of academic staff in accordance with the "Regulations on scientific research and design of teaching materials and their funding". 10. Academic staff participates actively in scientific conferences and publish their research results in scientific proceedings. 11. Professional competencies are improved by participating at scientific and professional conferences, by taking part in mobility (by delivering lectures in partner institutions), as well as by supervising applied research in cooperation with various companies and organizations. 12. Academic staff uses various internet resources, which makes the study process more interesting, it facilitates higher student involvement in the study process both during contact hours and outside them.
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5.	<p>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> <ol style="list-style-type: none"> 1. Within the internal quality system, the measurement system has been developed to collect and analyze the data about basic processes- the implementation of study programs, research implementation; provision of further education services, supporting processes(financial management, personnel management, and work safety, management of infrastructure and technology, project management). 2. Within the framework of internal quality assurance the student profile has been defined. 3. Within the framework of internal quality assurance, students' progression, achievements, and dropout indicators are analyzed. Students' satisfaction with the study program, the career path of graduates, available study resources, and available support to students is analyzed. 4. Information is mainly obtained by organizing students, graduates, employers surveys. Various statistical data available about the activity of students, academic and administrative staff are also analyzed. 5. Having summarized and analyzed the data, personnel is acquainted with the results obtained and jointly the ways for the improvement are planned. 6. Students are acquainted with the data obtained from internal quality measurements, and its summary during specially organized meetings once a year. Students' suggestions are considered.
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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> <ol style="list-style-type: none"> 1. In accordance with the internal quality assurance management system, study programs are audited and improved on a regular basis in order to ensure that the program aims and the programs itself meet the requirements of students and the society. 2. The study program auditing is done by program directors and the academic staff working in that particular program implementation. 3. During the audit the program content is assessed by taking into account the latest updated research results in a definite field, thus ensuring the relevance of the program. It is assessed whether study themes overlap. 4. During the audit it is assessed whether the study program meets the requirements of students, employers, and society. 5. During the audit it is assessed whether student workload, study progression and graduation, student assessment procedure, its efficiency; student aspirations, requirements and their satisfaction with the study program, study environment, support services correspond to the aims of the program. 6. After the audit, the meetings of Councils of Study Programmes are organized in which students, graduates, employers participate and express their suggestions related to audit results, the views of all stakeholders are considered. 7. Information on the study direction and the study program improvement is included in annual reports that are available publicly on the webpage: http://www.ba.lv/augstskola/dokumenti/
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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.

Study direction "Management, administration and real estate management" includes five study programs:

1. profesional Bachelor's Study Programme „ Business Process Management” (in Latvian and English);
2. profesional Master's Study Programme „Business Administration” (in Latvian and English) ;
3. profesional Master's Study Programme „Innovative Entrepreneurship”;
4. profesional Master's Study Programme “Cybersecurity Management” (in Latvian and English)
5. A joint Doctoral study programme „Business Management” (jointly with RISEBA (Latvia), in Latvian and English).

The detailed justification for the implementation of the study programs is included in Clause 1.2.

BA is a state-founded educational establishment which operates on self-financing basis and the structure of the financial resources is determined by the Senate.

The study programmes of the study direction fully cover their costs, so it can be concluded that the financial resources are sufficient for implementation and development of the programmes.

The tuition fee is paid from the students' personal funds or by legal entities. Studies at BASBF are of high quality; therefore, students are interested in studying at BASBF and paying personal funds for studies. Tuition fees have to be paid four times a year, so that in case of termination of the studies, the students have only paid only for the actual study process.

Students can use the study or/and student loans in accordance with the procedures specified by the Cabinet of Ministers.

Out of 1,200 students of the BASBF only 63 students (5%) have a possibility to use a state-funded study place.

Comparisons of study programs with other similar study programs in Latvia and abroad are included in the appendices.

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.

Goals of the “Management, Administration and Real Estate Management” field of study:

1. within the framework of professional undergraduate and graduate programs, to prepare outstanding next-generation leaders – managers who are able to work in rapidly changing environment in order to ensure competitive operation of organizations and continued growth of their value;
2. prepare executives for professional management of information security and cybersecurity within the organization;
3. to provide a competitive, student-centered professional higher education in business management, corresponding to the needs of the national economy, with a possibility to specialize in the student's field of interest; to prepare students for practical work both in the local and international market;
4. within the framework of research-based doctoral studies, to prepare PhD graduates with the aim to foster research of Management Science and business development in Latvia and Europe.

The goals of the field of study “Management, Administration and Real Estate Management” correspond to the BASBF’s development strategy for 2018-2023.

The sustainability of BASBF is based on four principles:

- The offer of study programs which are recognized in Latvia and abroad and all study programs are accredited
- the content of study programs corresponds to the needs of employers and society;
- study programs are in demand by potential students;
- adequate infrastructure, human resources, and the financial stability of BASBF.

The competitive advantages of BASBF are the following:

- providing high quality studies;
- extensive international cooperation;
- close cooperation with employers/industry;
- individual approach to each student.

The compliance of study direction with the needs and the development trends of the society and the national economy is approved by survey results on the demand for managers, information security managers, and doctoral degree holders.

According to Ministry of Economy report in 2020 “Informative report on medium and long-term labor market forecasts” a 7,8% increase in demand for managers is expected to be experienced in 2027 compared to 2019, and a 18,4% increase in demand for managers in 2040 compared to 2019.

The trends in ICT development clearly point to new opportunities; however, technological developments also create additional burdens, from public procurement to data protection. In order to take advantage of the newly created opportunities and ensure even distribution of potential benefits, in Latvia, both at municipal and national level, it will be necessary to further improve the skills of safe use of ICT.

EU projections suggest that by 2020, the shortage of ICT professionals in the EU could reach 500,000 workers.^[1]

According to the medium- and long-term labour market forecasts by the Ministry of Economics, the situation in the labour market will continue to gradually improve in the coming years - by 2022 the number of employees will have increased by about 50 thousand, but the unemployment rate will have decreased to 7.6 %^[2]. However, the development of the national economy is being increasingly influenced by the discrepancy between the labour demand and supply - there is a surplus of specialists in the humanities and social sciences, but a considerable lack of highly qualified specialists in natural sciences, ICT and engineering as well as shortage of labour force with vocational education; a significant number of young people enter the labour market without a profession, and the proportion of low-skilled labour is high.

In order to reduce labour market disproportions, significant changes in the offer of education are needed, which would comprehensively address both the qualitative aspects of the offer of education and ensure the required impact on the labour market. Taking this into account, the Ministry of Economics emphasizes that by 2020, one of the goals to be achieved in the offer of education would be - an increase of graduates in higher education in exact and engineering sciences from 20% to 30% of the total number^[3].

In 2022, the demand for engineering and information and communication technology specialists will

be significantly exceeding the supply.

According to Certus estimates^[4], in order to ensure the development of the ICT sector and meet the demand for ICT specialists in other sectors, it would be necessary to increase the number of graduates of ICT study programs to 3,000 per year in the coming years^[5]. This means that there will be a demand for interdisciplinary competencies, as the development of digital technologies will further stimulate digital innovation, especially with regard to artificial intelligence^[6].

The resilience of company's technologies to cyber threats is known to affect its competitiveness. In 2016, the European Parliament adopted the Directive "*The Directive on Security of Network and Information Systems* (NIS Directive)". The NIS directive determines the sectors in which companies will need to receive a cyber-security certificate confirming the compliance of the service with a certain level of cyber security: energy, transport, oil and gas, medicine and finance. During security testing, specially accredited specialists will model cyber-attacks and assess the extent to which companies' e-services are protected against them. The introduction of such a certification scheme is expected to increase the demand for cyber security professionals with expertise in security product assessment, as well as rapid growth in the cyber-security market, security services market, and automated mandatory reporting requirements for current cyber threats and personal data leaks. The directive is expected to set the highest standards and draw increased attention to the security of financial resources on the Internet, cloud storage and Internet search engines.

The ISACA Cyber Security Job Index ^[7], which is a summary of key statistics and insights into cyber-security vacancies and the growing gap between supply and demand in the global labour market, confirms that the number of job vacancies in the cyber-security industry increased by 7% in 2016 and 8% in 2019 - more than the average in other industries^[8].

In turn, the Enterprise Strategy Group's year 2017 study shows exactly which cyber -security specialists are currently lacked in the American labour market: a security engineer, a security analyst, a cyber-security consultant, an information security manager.

These trends generally coincide with the overall forecast of the shortage of cyber security professionals in the European labour market - 350 thousand in 2022.^[9]

The analysis of the above results, as well as research data and industry forecasts prove that graduates of the study program are able already now and will be able in the future to find job opportunities in various industries, both public and private institutions, as well as advise companies on information security, cyber-security and privacy protection. Specialists in this field are in high demand in the Baltic labour market due to the stricter regulation of information security and personal data protection in the European Union.

Graduates are qualified to successfully work in the following professions: business process analyst, risk manager, ICT e-services manager, information security manager, information security consultant, digital project manager, personal data protection specialist. The research data show that the number of companies which understand and implement the approach of sharing cyber-security competencies among several specialists is increasing; respectively, teams of cyber security specialists and entire security operations centres are being formed.^[10] Although large companies have more resources available in terms of staff, as we can see in Figure 5, they still need to consider how to distribute competencies in a balanced way.

The target audience of the program is highly motivated students, young people who are genuinely interested in various areas of cyber security and defense and who are eager to improve the security and reliability of information systems and e-services by implementing comprehensive cyber security management.

It should be emphasized in particular that with the development of remote cyber-security services, cyber-security professionals will be able to compete effectively in the global labour market working from anywhere.

Following the demand of the cyber security industry and proposals of the study program council, in the next five years BASBF is planning to develop several specializations in cyber-security, providing studies in both Latvian and English, thus promoting the export of education.

The need for the implementation of the doctoral program is confirmed by the conceptual report of the Ministry of Education and Science "On the introduction of a new doctoral model in Latvia" on 04.06.2020. Higher education institutions lack a critical mass of active researchers: the amount of implemented research projects is insufficient due to the lack of funding. The critical mass of researchers - a set of indicators characterizing the academic and research environment (e.g., number of students, academic staff with a doctoral degree, number of researchers, volume and number of implemented R&D projects), which is sufficient to provide higher education, science, research and artistic creativity which are related to self-sufficiency, international recognition, specific results and further growth.

[1] Empirica. 2017. High-Tech Leadership Skills for Europe: Towards an Agenda for 2020 and beyond

[2]

https://ec.europa.eu/latvia/news/2019-gada-rudens-ekonomikas-prognoze-priek%C5%A1%C4%81-st%C4%81v-gr%C5%ABt%C4%81ks-ce%C4%BCa-posms_lv

[3] Ekonomikas ministrijas sagatavotās darba tirgus vidēja un ilgtermiņa prognozes: https://www.em.gov.lv/lv/nozares_politika/tautsaimniecibas_attistiba/informativais_zinojums_par_darba_tirgus_vidēja_un_ilgtermiņa_prognozēm/

[4]

http://certusdomnica.lv/wp-content/uploads/2017/10/web_CertusZinojums_2017_1dala_Latvija2022-2.pdf

[5] Rozīte, K. 2017. Latvijas Konkurētspējas Ziņojums 2016. Informācijas un komunikācijas tehnoloģiju nozare Latvijā. Rīga: Domnīca Certus

[6] <https://eur-lex.europa.eu/legal-content/LV/TXT/PDF/?uri=CELEX:32019L1024&from=MT>

[7]

<https://www.engineering.com/JobArticles/ArticleID/13871/Cybersecurity-Jobs-Index-Highlights-Growing-Skills-Gap.aspx>

[8] <https://cybersecurity.isaca.org/news-releases/2019/isaca-s-state-of-cybersecurity-2019-survey>

[9]

<https://www.cbronline.com/cybersecurity/protection/cyber-security-skills-shortage-hit-1-8-million-2022/>

[10] <https://www.isc2.org/-/media/ISC2/Research/2019-Cybersecurity-Workforce-Study>

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	Weaknesses
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<ul style="list-style-type: none"> • Successful acquisition of the study programs ensures high quality professional higher education; • Compliance of the study programs to the needs of the labor market and the profession standard; • Study programs highly evaluated by employers; • Continuous development of the study content, implementation of new study forms and methods; • Competitiveness of the graduates on the labor market; • The close link with the company management and the leaders of institutions both as providers of work placement and as experts in the development of study programs and their evaluation; • Feedback between the students and the academic personnel; • Theoretical knowledge is enforced by the completion of work placement and by participating in practical classes; • Opportunities for students to study in an international environment; • Highly-qualified academic staff, opportunities for the lecturers to read lectures at foreign universities and colleges developing their professional qualification; • Academic staff participating in mobility projects and conferences, involvement in scientific research; • Lectures by local experts and foreign guest lecturers; • Appropriate equipment and facilities; • Wide opportunities to use the internet, the library, the electronic database "Alise", Lursoft, EBSCO, Emerald, etc.; • Opportunities for students to participate in scientific conferences; • Student involvement in research projects commissioned by stakeholder companies; • Well-known brand in Latvia with high reputation; presents the above-mentioned development in the market; • Orientation towards further development, quality, and excellence; • Responsive, open personnel; • High service level, appreciated by the students; • Specialization according to the needs of the national economy. • The relatively small size of the school allows for quicker reaction to changes in the market. • Ability to attract project funds, as well as participate in projects as a partner 	<ul style="list-style-type: none"> • Infrastructure only partly suitable for people with special needs; • The potential for cooperation with alumni in the field of study has not been exploited sufficiently; • The potential of lecturers in the role of experts has not been exploited sufficiently; • Recruitment of foreign students not intensive enough.
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Opportunities	Threats
<ul style="list-style-type: none"> • The development of the brand of the BA School of Business and Finance in the market makes it possible to position the programs as competitive market leaders; • Study courses developed in line with the changing environment and offered also in foreign languages; • Development of infrastructure, equipment, and facilities; enriching library sources; • Extension of cooperation with international partners, internationalization of the study program, excellent reputation; • Rich experience allows developing study programs which allow awarding a double diploma or a joint diploma with foreign universities; • Possibility to recruit foreign students including from CIS countries by advertising the study programs abroad; • Involvement of the academic staff in international research projects; • The research center allows to involve both students and teachers in scientific research; • Expanding of research activities in projects important for the national economy; 	<ul style="list-style-type: none"> • Low paying capacity of the Latvian population; • Similar programs at other higher educational institutions in Latvia and unfair competition; • The possibility to acquire education abroad free of charge negatively affects the number of applicants; • The negligent state support for research in social sciences is not conducive to research in this 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.

Given that BA School of Business and Finance is a medium-sized institution of higher education, the head of the study field "Management, administration and real estate " is the Vice-rector for Academic Affairs.

The management of the **study direction " Management, administration and real estate"** is ensured by Board of the Study Direction, which is responsible for all issues related to the development of the study direction. The Board of the Study Direction is led by the vice-rector for academic affairs and its members who are the study programme directors, heads of departments, and the head of the Study Information Department.

The Board of the Study field " Management, administration and real estate " annually organizes meetings that address the development of the study programme.

To update each programme, **Study Programme Board meetings** are organized, in which the opinions of employers, students, graduates and lecturers are heard on the update of the

programme and its necessary improvements. After these study Programme Board meetings, meetings of profiling departments are organized, in which all submitted proposals are considered. Amendments to the programs are submitted and approved by the Senate.

Implementation of the study direction “Management, administration and real estate” is ensured by several structural units; each of them have their tasks and responsibilities clearly defined.

In order to provide achievement of study outcomes, students are supported by the study programme director, the coordinator and employees of Career centre and Study information department.

The other BA administrative and technical personnel support is also connected with other issues of the programme, therefore nearly all personnel are involved when certain issues need to be solved and finally it guarantees study results. In order to realise projects and activities, where personnel of several departments is involved, sometimes work groups or project groups are formed. The manager is nominated and the work plan is drawn up and if necessary the estimate is prepared, e.g. organisation of graduation ceremonies, international business weeks or weeks of visiting lecturers etc. The point of view of all members of the work group and suggestions are considered thus realising the principle of democracy.

Implementation, accreditation and development of study programs, as well as organization of the study process is supervised by the Vice-Rector for Studies, ensuring compliance of the study programs with the mission, development priorities, goals and requirements of regulatory enactments. The study program management is implemented by the **program director**. The main tasks of the Program Director are as follows:

- to manage the development and improvement of the Program, to organize its independent expertise, to introduce the necessary changes identified during its implementation;
- to perform regular analysis of the quality of the study Program, to cooperate with related educational and other institutions in Latvia and abroad;
- to ensure compiling of the annual study program self-evaluation report;
- to ensure preparation of documents for licensing and accreditation of study programs;
- to co-operate with strategic partners involved in the implementation of the study program, companies representing different industries in order to ensure diverse co-operation for successful implementation of the study program and involvement of students in a real work environment providing opportunities for them to develop practical professional competencies;
- to organize participation of the students in various extra-curricular activities, which promote achievement of diverse learning outcomes in diverse environments (international business weeks, hackathons, competitions);
- to submit to BA structural units the study program guidelines ensuring its successful implementation, which include the goal and objectives of the Program, learning outcomes and the plan of study and to ensure the compliance of the study courses of the Program with the above;
- to supervise the compliance of the Program implementation, including work placement organization, with the normative documents regulating the study process;
- to organize and supervise the state examination, to submit proposals on the composition of the state examination commission.

The study program coordinator provides support to the study program director and the students. The coordinator performs the following tasks:

- provides information to the students and teachers on the content of the study programs,

- their implementation and other current questions relating the study process;
- prepares documents for licensing and accreditation of the study programs;
- prepares documents necessary for the implementation of the study programs, provides information to the Study Information Department and, if necessary, to other structural units regarding the records made in the study program documents;
- organizes and technically ensures the process of the development and defence of students' independent academic papers, submits information in due time to the staff clerk for the preparation of contracts;
- coordinates the work and technical provision of the state examination commission;
- participates in the preparation of the annual study program self-evaluation report;
- coordinates the flow of information between the program director and the students on issues related to the defence of independent academic papers and the organization and procedure of state examinations;
- provides information on the development of study program annotations, descriptions, booklets, etc. to ensure publicity of the study program and attract new applicants.

The following **departments** are actively involved in ensuring the study process of the program: the Department of Economics and Finance, the Department of Management and the Department of Foreign Languages.

The main tasks of the departments are as follows:

- oversee the provision of necessary methodological support and adequate teaching staff in the study courses under the responsibility of the department;
- to ensure the quality of the study process in the study courses under the responsibility of the department;
- to plan the methodological work of the lecturers, ensuring the interdisciplinary connection and to evaluate the quality of the lecturers' performance;
- to evaluate the performance of the lecturers at the end of each academic year;
- to organize research work and in-service training of the staff.

The following laboratories: Financial Services and Compliance Competency Laboratory, Sustainability and Efficiency Laboratory, Cyber Security Research Laboratory are involved in the further development of the Study Program, as well as in the enhancement of the professional and scientific capacity of the lecturers involved in the implementation of the program.

The main tasks of the laboratories are:

- carry out research in the field of the laboratory's competence both for academic purposes and on behalf of public and private partners;
- to promote the involvement of the students in academic research;
- to contribute to further development of the study program, taking into account the field of competence of the laboratory.

Career Centre implements collaboration of BA with employers and providers of work placements, organizations, associations, chambers, BA graduates, as well as plans, organizes and monitors the process of the work placement.

The Library collects, systematizes, catalogues, bibliographs, and preserves printed matter, electronic publications, manuscripts, and other documents, and provides access to, and use of, information contained therein.

The necessary administrative staffs are in place to implement the program in practice - the staff of the Rectorate, Development and Mobility Project Department, Marketing and Product Development

Department, Study Information Department, Information Technology Department, Finance Department.

The Rectorate is a department of the BA School of Business and Finance, which, in cooperation with other departments inside and outside BA, ensures maintenance of the quality management system within its competence, develops international cooperation, attracts and supports foreign students, ensures the management of BA staff and the development and management of BA documents in accordance with external and internal regulatory enactments.

The Marketing and Product Development Department plans, organizes and conducts BA marketing and public relations activities, ensures BA publicity, promotes student engagement, and develops and implements distance learning in cooperation with the program director - providing high quality preparation of e-study materials and filming videos of lectures.

The Development and Mobility Projects Unit ensures efficient management of development and mobility projects, as well as facilitates attraction of funding for project implementation to promote competitiveness, development and growth in accordance with the BA's mission, its development priorities and objectives and regulatory requirements; develops international cooperation, implements student and university staff mobility activities within the framework of Erasmus + program.

The Study Information Department, in co-operation with other structural units of BA and beyond, within its competence, ensures planning of the study process, recording of student achievements and student documentation.

Information Technology Department, within its competence, offers solutions for the administrative, study and scientific research processes at BA to provide the students and the academic and administrative staff with a modern, reliable, secure and unified information technology infrastructure and high-quality information technology services (centralized information systems, e-emails, homepage).

The Finance Department performs BA's financial planning, accounting and cash operations.

For the implementation of the study program, the necessary support staffs are in place, which ensures successful functioning of the infrastructure.

The Technical Department manages and maintains BA premises, territory and inventory, ensures the supply, storage and distribution of inventory, stationery and household goods, as well as ensures compliance with occupational safety, fire safety and sanitary regulations.

For the implementation of projects or activities involving multi-departmental staff, working groups or project teams are set up, the head of the group or team is nominated, the work plan is devised and, where appropriate, an estimate is prepared, for example, to organize graduations, international business weeks or guest lecturer weeks. At the meetings, the views and suggestions of all members of the working group are taken into account thus implementing the principle of democracy.

The support of the administrative staff and technical personnel is sufficient to provide achievement of study outcomes. If any deficiencies are found while performing internal audit, they are easily eliminated.

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 requirements of enrollment are available <https://www.ba.lv/university/documents/>

Admission requirements for the respective program are at the level which allows students to study in the chosen program. The admission requirements for each program are shown in the parameters of the program.

In summer 2011, together with 12 other higher educational establishments in Latvia, BA joined the Uniform system of enrollment in the basic study programs.

The learning outcomes achieved in previous education or professional experience are recognized in accordance with the regulation "Regulations on recognition of learning outcomes achieved in previous education or professional experience " :

"2.A person who wishes his or her study results achieved in prior education or professional experience to be recognized submits an application on recognition of the achieved study results to the Higher Education Institution:

2.1. an application about the recognition of the study results achieved in prior education or professional experience,

2.2. if study results achieved in professional experience should be recognized – an acknowledgement of the professional qualification according to the placement program of the relevant study program at the Higher Education Institution.

3. The person submits study course descriptions or another proof about the contents and workload of the courses acquired.

4. The person presents the original documents and encloses their copies, which certify the study results achieved in prior education or professional experience."

Transfer of credit points corresponding to the study course from a different study program is decided by the Learning Outcome Recognition Committee at the School.

During the period from 1 September 2013 to 20 October 2020, the learning outcomes achieved in the previous education or professional experience were recognized for 267 students (see Annex)

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.

Examinations and assessments are conducted in accordance with the Cabinet Regulation No 512 of 26 August 2014, "Regulations on the state standard of the second level of professional education", which establishes the principles of evaluation of programs acquisition and the principal forms of

assessment (test/exam), and the Study Ordinance approved by the BA School of Business and Finance Senate.

BA observes the following basic assessment principles:

- 1) Transparency of the knowledge and skill assessment – corresponding to the set targets and tasks of the program and the study course a set of requirements is defined for the positive assessment of the acquired knowledge.
- 2) The mandatory principle of assessment – it is necessary to get a positive assessment of the acquired material of the program.

The amount of the test content meets the content specified in course programs and the requirements to the skills and knowledge established by the professional standard. The assessment methods have been selected to be able to assess the learning outcomes achieved by the students.

Students' achievements are evaluated in a 10 point system. The lowest positive score is 4 points (almost satisfactory):

- the amount and quality of knowledge acquired;
- skills and competences acquired;
- attitude towards learning;
- dynamics of learning achievements.

The final assessment of the study course may include an evaluation of the student's work during the entire course, which is formed according to the system of point accumulation, i.e. the summarized assessment of individual study papers. A student's independent paper may include: analytical work, group work, a task, a report, case studies, analysis of a publication, a summary of factual information, etc

Evaluation criteria are included in the course descriptions available for each student in the Moodle system. At the beginning of the course, the lecturer presents the course description, emphasizing the requirements. The exam requirements for the course are approved by the relevant department meeting.

Requirements for producing independent work are set in the "Methodological guidelines for development and defense of independent study and research work". They are available on BASBF web

<https://www.ba.lv/wp-content/uploads/2019/12/methodological-guidelines-for-writing-and-defending-independent-and-research-papers.pdf>

Exam requirements for the study course are approved at the meeting of the appropriate department.

The quality and structure of internship reports and students' presentation skills are evaluated by defense commissions established together with employers.

On conclusion of the program acquisition the student takes a final state examination: defends the Bachelor's Thesis or Master's Thesis.

During the defense of the Bachelor's Thesis or Master's Thesis, employers and lecturers are involved in the state examination commission as its chairmen or members. Proposals about the members of the commission members are prepared by the program director, but they are considered and approved by the Senate.

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 principles and requirements of academic integrity at BA are defined in a number of binding regulations: "BA School of Business and Finance Code of Ethics", "Study Ordinance", "Lecturer's Manual", "Methodical guidelines for writing and defending independent and research papers". At the beginning of their studies, first-year students are introduced to the principles of academic integrity in the study course "Introduction to Academic Studies". The principles and requirements are also reminded later in the study years at individual study courses related to research, as well as at the joint seminar before students start working on their final thesis.

A detailed procedure for controlling plagiarism is set out in the document "Rules for Identifying and Preventing Plagiarism at BA School of Business and Finance". All theses in Latvian are tested in the unified computerized plagiarism control system of Latvian universities, while the thesis in English - in the system "PlagScan".

In cases where the system detects signs of plagiarism, the case shall be examined by the Ethics Commission, which shall hear the author, deliver the opinion of the Commission and, if necessary, make a recommendation to the Rector on possible sanctions. In cases of proven plagiarism, students are expelled. Since 2016, two students of Management study direction have been expelled from BA for plagiarism.

An analysis of all cases identified by the system is provided at the weekly meeting of Study issues and at departmental meetings. The Student Board is informed as well. All students receive this information in a summarized form at the relevant lectures and at final thesis development seminars.

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.

Comprehensive information about the programs in the field of study is reflected on the website of BASBF <https://www.ba.lv/studijas/> (Latvian) un <https://www.ba.lv/studies/> (English)

Programs' directors are responsible for the compliance of the information available on the website with the information published in the official registers.

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

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

The BASBF actively responds to changes in the external and internal environment. The quality standards for remote learning were developed and implemented to ensure high quality of studies during the COVID19 pandemic in the spring of 2020. They were supplemented in the autumn of 2020.

Quality standards for remote studies for students 2020/2021 academic year <https://www.ba.lv/wp-content/uploads/2020/10/quality-standards-of-remote-studies-for-students-en-g.pdf>

Quality standards of remote studies for academics 2020/2021 academic year
<https://www.ba.lv/wp-content/uploads/2020/10/quality-standards-of-remote-studies-for-academics-eng.pdf>

On 16 November 2020, a survey was carried out by BA School of Business and Finance (BASBF) on hybrid and remote studies. The survey involved **281** students, representing **25%** of the total number of students studying at BASBF.

The average score of remote studies revealed by the survey is **3.9** on a five-scale range, which shows the ability of BASBF to provide remote studies that are compatible with the interests of students, however some improvements are needed to ensure the provision of high quality studies.

Many respondents mentioned positive aspects of the implementation of remote study process, such as safety, time saving, the possibility to study from any location. Several respondents expressed their gratitude to academic staff for their ability to change fast, create exciting and engaging lectures in virtual environment.

Respondents also pointed out some drawbacks in the organization of remote study process, and indicated areas to be improved in relation to lecture timetable and lecture management.

In evaluating the results of the survey results and the obtained feedback during various academic meetings, we have identified the key areas to be improved and the measures to be taken. All these activities will be carried out in the near future.

The Student Council of BASBF has been involved in the improvement of the study process and has submitted proposals to update the Quality Standards of Remote Study Process.

After analyzing the survey results, students were informed about the survey results and invited to actively participate in the study process by sending information to students' emails.

In order to improve the quality of remote study process, it is essential that students reveal responsible and interested attitude to their studies which means that active participation in online discussions, answer sessions and argumentation is ensured with cameras switched on.

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 development and approval of new study programs is determined on 28.08.2007 regulations "Development and Approval of Study Programs" approved by the Senate. The regulations stipulate that the proposal on establishing the study program may be made by the group of lecturers, the management of the department or BASBF, based on the decision of the academic staff of the respective structural unit. New study programs' development begins when labor market research has been conducted and discussions and consultations with employers' representatives have taken place. The Vice-Rector for Academic Affairs establishes a working group. The Senate approves the developed study program and its director. The study program is regulated by a self-assessment report approved by the Senate. The latest study program in study field "Management,

administration and real estate " is a professional bachelor study program "Business Process Management".

The development of the Professional Bachelor's Study Program "Business Process Management" had been planned already since 2018, when BA started to formulate the new BA development strategy for 2018-2023, and within this framework a detailed analysis of BA was realized. The analysis found that the demand for the Professional Bachelor's Program in "Business Management" and "Innovation and Product Development in Entrepreneurship" in Latvian language was decreasing, while the demand was increasing for the Professional Bachelor's Program "International Finance" in English, which is being implemented in cooperation with the Swiss Business School and allows the students to obtain two diplomas at the end of their studies. The change in demand was a contributing factor for the development of a new program in business project management that would be significantly different from the programs implemented so far and would effectively meet the needs of students and employers.

When developing the new Study Program, various sources were analyzed - reports and studies of Latvian and foreign experts on the subject of education and labor market in order to determine what the labor market and higher education tendencies were and what skills and competencies were expected from the new specialists in the labor market.

"Citizens are increasingly aware of the importance of education for integration into the labor market. The proportion of economically active population with higher education is gradually increasing and in 2017 it is 9.6 percentage points higher than in 2008.", it was said by the 2018 Ministry of Economy report "Informative report on medium and long-term labor market forecasts", suggesting that there is still a considerable demand for higher education. The report also highlights that a 3.9% increase in demand for managers is expected to be experienced in 2025 compared to 2017, and a 5% increase in demand for managers in 2035 compared to 2017. Both in the medium and long term, the demand for and supply of labor will continue to grow in the highly-skilled occupations, thus overall demand and supply will remain in balance. At the same time, more acute labor shortages could emerge in some highly skilled occupations. In the medium term, labor shortages are expected in a number of ICT professions, science and engineering professions, and managerial jobs at different levels (ICT, construction, manufacturing, transport, hospitality and catering). Consequently, there is a compelling need to offer a degree program to develop managerial competencies in business process management.

Major changes in Latvia's education sector have been introduced owing to the reforms in higher education, based on a World Bank study conducted between May 2016 and December 30, 2018. Based on the research recommendations, the following EU Structural Funds programs were developed: SO 8.2.1. "Reduce Study Program Fragmentation and Strengthen Resource Sharing", SO 8.2.2. "Strengthen Academic Staff in strategic Areas of Specialization" and SO 8.2.3. "Ensure Better Governance in Higher Education Institutions". BA is currently implementing projects in all these programs.

State Employment Agency (SEA) study "Short-term Labor Market Forecast 2019: Employers' Survey", conducted within the framework of the European Social Fund (ESF) project "Improving the Labor Market Forecasting System", provided the answer about the necessary competencies of employees: "There is a demand in the labor market for flexible and competent employees who are ready to work in multiple positions at the same time and who, in addition to the specific skills required for the profession, possess some basic competencies, such as foreign languages. Communication skills as well as knowledge of the official state language are most often mentioned as the most necessary skills in addition to the specific knowledge / skills specified by the workplace. In almost all (86%; 88%) new and accessible jobs, these skills will be needed or at least desirable. "

In addition, the findings of the World Economic Forum (The Future of Jobs Report 2018) on future workforce transformations, impact of technologies, driving forces of business development and future business models, etc. were analyzed. The report states that as a result of the Fourth Industrial Revolution, companies are seeking to use new technologies to achieve higher levels of efficiency in production and consumption, to enter new markets and compete with new products in the global market. Rapid introduction and application of technologies is causing significant changes in the demand for workforce. There is a need for workforce of a different type of qualification and for skilled managers capable of developing and implementing new strategies. High-speed mobile internet, artificial intelligence, widespread use of big data analyses and cloud computing are the major driving forces of change today. In addition, companies are actively implementing the Internet of Things, machine learning, augmented and virtual reality, and robots. In order to actively use these technologies in company operations, managers need to have a good understanding of how to apply these technologies; therefore, the studies must be interdisciplinary, actively collaborating with students from other disciplines and acquiring extensive knowledge of technologies. It is also important to mention the geographical changes in production, distribution and value chains. The study says that in the future, companies will select such countries for their operations where qualified and talented local employees will be available. As a result of process automation, the number of simple jobs will be reduced and the demand for highly skilled workers will increase.

Source: http://www.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

Two experts - Lilita Sparāne and Andra Brīge - with a very wide range of experience gained while working abroad for international institutions (World Bank, the United Nations) and participating in international projects that provide interdisciplinary business development platforms for students, academic staff, and representatives of public and private sector, as well as with extensive experience of generating and implementing new, innovative ideas - were recruited to develop the Study Program.

The curriculum was developed according to a structured plan and involved all stakeholders: representatives of different industries / companies, representatives of organizations promoting business development, innovative specialists from the public sector, experts from the education sector, lecturers, potential guest lecturers, representatives of BA alumni association, current students, as well as high school teachers and potential end-users of the program - high school students.

The whole process of designing the Study Program was based on design thinking methods, with emphasis on logical development steps: defining the problem and exploring the needs of end users - identifying ideas and program development steps - testing the first version of the program with end users - getting feedback from stakeholders - improving the program and developing the final version of the program.

The following activities were carried out during the design stage of the program and various methods of stakeholder involvement were used:

- hearing stakeholders' opinions and approving the action plan (March 2019);
- organizing and conducting brainstorming and design thinking workshops with players in various fields (April, 2019);
- organizing and conducting discussions with high school teachers of economics (May, 2019);
- organizing and conducting multiple individual consultations with representatives of different industries and management levels (April - November, 2019)
- organizing and conducting individual discussions with BA management and academic staff (heads of departments, program directors, senior lecturers, guest lecturers) (April - November, 2019);

- organizing and implementing a workshop with experts of the education sector and representatives of industries (August, 2019);
- pilot testing of a program version with secondary school students (September - October, 2019);
- gaining experience in advanced higher education institutions abroad that are potentially planned to be partnered (April - November, 2019);
- recruitment of lecturers (from September to November, 2019);
- organizing and conducting a Design Thinking Workshop for potential lecturers and guest lecturers (with the aim of creating models of collaboration and a grid of competencies) (September - November, 2019);
- development of the content of the Study Program and its implementation plan (September - November, 2019);
- defining innovative study methods and incorporating them into the Study Program (October - November, 2019);
- holding the meeting of the Board of the Study Program and presentation of the Study Program and its implementation plan to the Board of the Study Program (November - December, 2019);
- presentation and approval of the Study Program at the BA Senate (December, 2019);
- development of the Study Program documentation for licensing (April - December 2019). External experts, teaching staff, students, and employers were involved in the process of designing the Study Program:
 - business representatives working in both local and international business environments SIA "VISM Enterprise", SIA PricewaterhouseCoopers", AKF Accenture Latvia, SIA "Tieto Latvia", AS "Madara Cosmetics", SIA "EVRY Latvia", AAS "BTA Baltic Insurance Company", AS "Latvijas Valsts meži", AS "RB Rail", AS "Dobeles dzirnavnieks", SIA "TestDevLab", SIA "Eiropersonāls", SIA "Komerzizglītības centrs";
 - associations and business representative organizations - Employers' Confederation of Latvia (LDDK), Personnel Management Association, Latvian Information Technology Cluster, CleanTech Cluster, Start-up Association, Latvian Design Center;
 - independent experts: integral coaches, personal development experts, IT project and sales experts, design thinking experts, communication and art of presentation experts, specialists of information technology areas (gaming, virtual and augmented reality, user experience (UX), artificial intelligence, big data analysis);
 - representatives of the public sector: employees and experts of the State Chancellery, employees of the Ministry of Economics, ALTUM, Latvian Investment and Development Agency.

During the consultations with representatives of different fields, graduates, students and potential students, recommendations were outlined on the necessary knowledge to be acquired, skills and competencies to be developed, as well as the program content and study methods. As a result, three specialization directions were chosen:

- Human Resources Manager
- Marketing Manager
- Business Manager

BA has identified its strategic partners (Employers' Confederation of Latvia, sectoral companies and public sector representatives responsible for business development) to ensure that the program is in line with business development trends and is considering the involvement as a strategic partner one of the major international auditing companies that are experts in analyzing and evaluating trends in modern business processes and provide business process management consulting (e.g.,

KMPG, Ernst & Young, Deloitte).

Given the high staff turnover in the public sector in recent years and the increased work performance requirements for employees, serious consultations took place with state and municipal representatives to determine what skills and knowledge the public sector expects from the professional Bachelor degree holders and what issues of public administration should be included in the Study Program. Taking into account the changes in public administration, students of the Study Program have the opportunity to learn the specifics of public sector work in order to understand the connection between the decision making processes in policy making and in making decisions affecting business.

BA is active in a number of international higher education cooperation organizations - EURASHE, CEEMAN, BMDA, NIBS, PRIMENETWORKING, EDUNIVERSAL. As part of these organizations, BA management, administrative and academic staff regularly attend conferences and seminars organized by these organizations. This provides knowledge of the latest trends in business education. The staff of the BA also actively attend events organized by the Academic Information Center in order to find out the latest developments in Latvian higher education.

In recent years, both international and local higher education development activities have focused on student-centered studies, introduction of interactive study methods in the study process, and implementation of flexible studies, where the student chooses his or her own course of study. For the purpose of comparing the Bachelor Study Program "Business Process Management" with other programs, two business management programs were selected which clearly demonstrate a modern approach in line with the above mentioned trends.

One of the selected Study Programs is the Bachelor's Program in International Business Management at the Estonian Business School and the other is the Bachelor's Program in Business Management - Marketing at the Belgian UC Leuven-Limburg.

Estonian Business School is the oldest private business university in the Baltic states with more than 1,500 students. The school aims to prepare entrepreneurs who possess the academic knowledge, skills and values and are able to apply them successfully (<https://ebs.ee/en/about-ebs>). The quality of the Bachelor's Program in International Business Management is evidenced by EPAS accreditation performed by EFMD.

UC Leuven-Limburg with more than 15,000 students is an acknowledged university in Belgium known for its excellence and innovative approach. The University aims to maximize collaboration between research and education, based on student goals and well-being, and its mission is to shape students' future (<https://www.ucll.be/international/about>).

As can be seen, the goals of both selected higher education institutions are student-centered and their study programs are based on these goals.

When comparing the programs, several common features were identified.

First, the business management programs offer specialization. Estonian Business School's Bachelor's Program "International Business Management" offers specialization in marketing and communication, as well as finance and accounting. Similarly, UC Leuven-Limburg's Bachelor's Program "Business Management - Marketing" offers to specialize in marketing. In turn, BA Study Program "Business Process Management" offers three specializations - entrepreneurship, human resources, and marketing.

Second, there is a strong emphasis on developing analytical and leadership skills across the three

programs compared.

Third, there is a strong emphasis on project management in all three programs – they include courses in project management that develop students' project management skills and prepare them for work in a company as a project manager.

Fourth, all three programs provide practice for the development of practical skills; however, it should be emphasized that the amount of practice in the BA Study Program "Business Process Management" is significantly higher - 30 ECTS.

Fifth, all three programs place a strong emphasis on personal development by offering appropriate study courses and participation in various international student activities.

Summarizing the findings, it can be argued that BA Bachelor's Program "Business Process Management" has taken into account the latest trends in the sector in the European Union and worldwide.

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.

The procedures according to which the students are expected to submit complaints and proposals are described in the regulation "Procedure for reviewing applications and accepting visitors" approved by Senate on 30.01.2018.

Regulation is available:

<https://www.ba.lv/university/documents/>

According to the regulation:

"2. Submissions of a person at BASBF may be submitted to any BASBF 's structural unit in written, electronic or oral form.

3. Written submissions may be sent by persons by post to the address: Riga, Krišjāņa Valdemāra Street 161, LV-1013.

4. Electronic applications may be submitted to BASBF:

4.1. To the e-mail address of BASBF - info@ba.lv;

4.2. In the unified state and local government services portal (www.latvija.lv);

4.3. in accordance with the Law on Official E-Address to the official electronic address of BASBF."

The regulation determines the registration of the application, who will be responsible for preparing an answer, and the term for providing the answer. Answers are provided in written form.

Responses to complaints are usually prepared in the form of an explanation. In more complex cases, commissions are formed to comprehensively review the application and provide the Rector

with proposals for decision-making. If a system error is detected, changes are made to the regulations. If a student proposes to make changes in the study process or program, it is considered by the study program council.

Example. The student submitted an application for a discount on the tuition fee and justified why the application was submitted late. The application was examined and found to be justified. Following this application, changes were made to the regulations on granting discounts on tuition fees.

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.

BASBF monitors the key performance indicators of the strategic goals every year to what extent the goals have been achieved.

Key performance indicators:

1. The ratio of of students studying at BASBF from the total number of students studying in the corresponding directions (%)
2. Proportion of foreign students from total number of BASBF number of students (%)
3. Employment rate for graduates (%)
4. The proportion of academic staff with a doctoral degree from the total number of elected academic staff (%)
5. Proportion of academic staff delivering lectures in English from total number of BASBF academic staff (%)
6. Proportion of academic staff with international experience from BA academic staff (%)
7. Number of internationally quoted publications in Web of Science and Scopus
8. Number of doctoral students involved in research (in terms of full-time employment equivalent (FTE))
9. Number of academic staff involved in research (FTE)
10. Share of external funding linked to research from total annual research funding (%)
11. Share of students in the research process (%)
12. Part of infrastructure maintenance expenditure financed from the revenue of infrastructure use
13. Developed infrastructure standard according to academic and research work objectives
14. Share of revenue generated from lifelong learning services from total revenue (%)
15. Number of scholarships awarded with partner support, number of prizes
16. Share of revenue growth for the budget against the previous year (%)

BASBF has established a quality management survey system. It includes 18 different surveys, the

person responsible for conducting the survey, analyzing and improving the results, location of results, the regularity of surveys.

Data are collected and analyzed to improve BASBF processes.

The survey system includes the following surveys:

1. "Alumni survey (conducted six months after graduation)"
2. "Alumni survey (conducted three years after graduation)"
3. Employers' survey (about students, by internship) "Internship confirmation / Employers' survey about students' internship achievements."
4. Survey of employers (about graduates) "Survey of cooperation partners of the BASBF - employers."
5. BASBF student satisfaction survey at the end of the studies."
6. Survey after each study course "BASBF Student Satisfaction Survey."
7. Student survey after the internship "Survey on student satisfaction with the internship."
8. ERASMUS + International Students' Survey."
9. Full-time International Students' Survey
10. Survey of BASBF students after ERASMUS + exchange
11. Survey of library visitors "Survey on student satisfaction with the operation of the Library of BASBF."
12. "Satisfaction survey on catering services at BASBF."
13. "Business Incubator Participants Satisfaction Survey"
14. Hotel Tenants Survey "BASBF Hotel Tenant Satisfaction Survey."
15. "BASBF Applicants Survey"
16. "Employee Satisfaction Survey"

17. Survey on health insurance "Survey on employee satisfaction with the services provided by the insurance company."

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.

BASBF has integrated in its activities all ten standards set forth in Part 1 of the ESG for quality assurance:

1. BASBF has established a policy and procedures for assuring the quality of higher education.
2. A mechanism for the creation and internal approval of the study programs of BASBF, as well as the supervision of their performance and periodic inspection thereof has been developed.

3. BASBF ensures Student-centered learning, teaching and assessment 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.
4. BASBF has developed pre-defined and published regulations of student admission, progression, recognition and certification.
5. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed by BASBF.
6. BASBF has appropriate funding, for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.
7. BASBF 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 program, efficiency of the work of the academic staff, the study funds available, and the disbursements there of, as well as the key performance indicators of BASBF.
8. BASBF publishes information about its activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.
9. BASBF ensures continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.
10. BASBF undergoes external quality assurance in line with the ESG on a cyclical basis.

Ensuring a high level of response to surveys is the most challenging task in ensuring the standards included in Part 1 of the ESG. Consequently, it is impossible to obtain a completely objective assessment of the situation to improve the processes at BASBF. This aspect requires special attention.

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.

BASBF is a state-founded educational establishment which operates on self-financing basis and the structure of the financial resources is determined by the Senate.

BASBF economic activity is reflected in the revenue and expenditure report of 2020. (Table "BA School of Business and Finance School's revenue and expenditure structure in 2020")

Available resources allow qualitative implementation of the study direction, are appropriate with regard to the contents and ensure successful organization of the study process.

A team has been built in BASBF and strategic issues are regularly discussed in the management meetings. The BASBF development is regularly planned. A financial program, an action plan, that allows planning program and BASBF budget have been worked out. It ensures the sustainability of this program. BASBF guaranteeing the implementation of the program and the achievement of the goals, ensuring the stability of the study course and overcoming the possible risks regularly works out the measures of reducing the risk. Thus a sustainable financial program is ensured.. The use of financial resources is regularly controlled and the proposals for the optimization of costs and efficient use of financial resources are considered every year.

The study programs of the study direction fully cover their costs, so it can be concluded that the financial resources are sufficient for implementation and development of the programs.

An example of the study program cost calculation per 1 student will follow.

1/28/2020 at the Senate meeting, the tuition fee in the professional bachelor's program "Business Process Management" was determined:

- 2400 euros per year for the acquisition of the study program in Latvian in full-time studies;
- 2700 euros per year for full-time studies of the study program in English;
- 1550 euros per year for the acquisition of the study program in Latvian by distance learning in part-time studies.

It was determined that all students in the study program would pay for their studies. To ensure cost-effective implementation of the study program, 15 students in each language stream are required in one academic year.

Table "Cost calculation per one student in the professional bachelor's program "Business Process Management" in one academic year" shows the calculation of the study program costs per 1 student in the academic year to implement the study program in Latvian, English, and distance learning.

The differences in the cost calculations can be explained by the differences in the staff's remuneration that make up the largest cost item. The remuneration of the academic and general staff for implementing the study program in English is higher than the academic and administrative staff's remuneration for implementing the study program in Latvian to provide highly qualified and academic and administrative staff with very good English language skills.

In turn, the remuneration of the academic and administrative staff for the implementation of the study program in distance learning in Latvian is smaller than the remuneration of the academic and general staff for the implementation of the study program in Latvian, as the involvement of the academic and administrative staff in the implementation of the study program is lower.

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).

BA infrastructure and facilities consist of three main blocks:

- premises for studies and scientific research,
- the library,
- IT support.

The resources available at BA allow for a qualitative implementation of the study process. The study process takes place in two buildings in Riga, at 161 Krišjāņa Valdemāra Street and at 43 Skanstes Street (accessible to persons with reduced mobility). The total area of the building in Riga, 161 Krišjāņa Valdemāra Street, owned by BA School of Business and Finance, is 6,475.10 m². The building houses lecture halls, a library, a reading room, a business incubator, rooms for academic, administrative and business staff, as well as a BA student hostel occupying 2,088.80 m². The building has 10 auditoriums with a total area of 862.50 m² and 614 seats, including a conference room with 168 seats. The conference room is equipped with state-of-the-art equipment (three multimedia projectors with three screens, sound equipment, etc.) to ensure efficient study process.

The total area of the building at 43 Skanstes Street in Riga, used by BA, is 10,072 m². The building houses a sports hall (~ 700 m²), a meeting room (~ 288 m²), lecture halls and rooms for academic and administrative staff. The building also houses 11 auditoriums with a total area of 782.09 m² and 588 seats.

Taking into account the specifics of the study programs - the implementation of student-centred training focused on practical work, case studies and problem solving - BA has decided to transform the existing Business Incubator space into an OpenLab space open to students 24 hours 7 days a week to implement practical team work, meet representatives of employers (providers of case studies), organize discussions, design thinking workshops, brainstorming workshops and other activities focused on developing team building skills.

All auditoriums at BA are equipped with modern technical study aids - whiteboards; TVs, VCRs, camcorders, multimedia projectors, overhead projectors, and flipcharts. The auditoriums are equipped with a stationary multimedia projector, a screen, a computer with internet connection and other technical means. Free WiFi is available in both buildings.

BA uses diverse modern IT technologies for study provision: computer use in training and professional development, in-house information system, internet, standard and specialty software, audio / video, office equipment, classroom equipment (stationary and portable multimedia projectors). BA has two computer classes, one at 161 Krišjāņa Valdemāra Street with 34 workstations and another one at 43 Skanstes Street with 45 workstations. Each workstation is equipped with a powerful DELL OPTIPLEX - CPU: i5, RAM: 8GB, SSD computers that can handle complex computing tasks, as well as with a 22" monitor. Windows 10 is currently installed. The following software is installed on these computers: *MS OFFICE 2016, MS PROJECT, POWER BI, JASP, HORIZON, RAPID MINER, R STUDIO*. 16 computers in the reading room have the following technical parameters: *CPU: i5, RAM: 8GB, SSD un Windows 10*.

In the Moodle environment, students are given access to materials of all the study courses. Due to the extensive functionality offered by Moodle, other elements of the study process are planned to be provided in this environment as well, such as course tests and feedback options between students and lecturers. Students will also have access rights to BAIS information system, which contains all the information necessary for the study process, including normative documents, lecture schedules, contact information of academic and support staff, and topicalities of the study process. Students obtain BA e-mail addresses that is used to communicate with the academic and support staff, as well as receive updated information. Access to email and other necessary resources can be provided from any web address. Currently within the framework of BA ESF project No 8.2.3.0/18/A/001, an interactive, mobile-friendly application for students and staff is developed,

which provides both better management of the study process and easier access to the resources.

Also available for students and faculty are: the canteen, copying and printing equipment in the reading room, a student hostel, vending machines featuring various soft drinks and snacks.

To ensure the implementation of the distance learning program, an updated version of the online learning platform, *Moodle*, has been updated to provide safer usage, as well as to offer a more intuitive, efficient and visually appealing design. It can be complemented and provides more features (information display, correspondence, e-studies, etc.).

BA offers high quality video recording equipment (multiple cameras, various microphones, tripods, video processing software, sound cards and consoles) allowing shooting video content (lecturers, lectures, screen, etc.) as well as live streaming capabilities (webinars - online seminars, discussions, online lectures). Several video collections have been filmed, which are used in the implementation of the distance learning bachelor's study program "Business Process Management".

Computers are available in the BA reading room if a student who studies in distance mode has the need and desire to use them in person for taking examinations or learning study materials.

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 informative and methodological base, databases and literature available in the library comply with the requirements for implementation of the study programs included in the study direction. The study process is ensured in accordance with the procedure approved by BA. At the beginning of the course students will be introduced to the progress of the course, the requirements for acquiring the course and the preliminary knowledge required for its acquisition, as well as the schedule of studies for each course and the methods and criteria of assessment. The study materials, including the course description and the requirements for the study course acquisition, are available to the student throughout the course in the appropriate study course section of the Moodle (studies.ba.lv) system, as well as the lecturer acquaints the students with them at the beginning of the study course.

In order to ensure efficient and transparent study process, various documents regulating the study process have been elaborated at BA: "Study Ordinance", "Regulations on E-studies", "Procedure for Organizing Work Placement", "Methodical guidelines for writing and defending independent and research papers", "Regulation on Recognition of Study Results Achieved in Prior Education or Professional Experience".

In turn, the "Internal Procedures for Students studying at BA School of Business and Finance", "The

Rules of Security for BA School of Business and Finance”, the “Internal Regulations of the Hotel” regulate the order and rules of conduct in BA School of Business and Finance to ensure a safe study environment.

All regulations are publicly available both at the BA internal information system BAIS *bais.ba.lv*, as well as at the BA home page <https://www.ba.lv/augstskola/dokumenti/> (in Latvian) and <https://www.ba.lv/university/documents/> (in English).

Students, academic staff and researchers have access to BA library resources. The library is located at 161 K.Valdemara Street, 3rd floor. It consists of two parts - a subscription and a reading room. The total area is 267m².

BA library provides study and research literature, as well as access to databases. The library has around 15,000 books and magazines, statistical collections, yearbooks, digital business manuals and electronic professional magazines, as well as various databases in electronic format. The library provides access to the laws and regulations of the Republic of Latvia, monographs, reference books, statistics, Internet resources, as well as electronic catalogues, such as the Common Catalogue of Higher Education Institutions and Special Libraries, the Latvian Library Catalogue (ALISE), Common Catalogue of Eight National Libraries (ALEPH), Latvian National Bibliographic Analysis Catalogue (of periodicals), American Library of Congress Catalogue, Universal Decimal Classification. It also provides remote access to scientific databases: Web of Science, JSTOR, EBSCO, and applied databases, e.g. Nozare.lv, LETA etc. Within the framework of the study courses of Research Methods, BA promotes the services of the National Library of Latvia and the academic information resources available to its readers remotely.

The electronic catalogue contains approximately 3,600 unique records of information items and allows searching and ordering books remotely. The catalogue of BA can be viewed at <http://alise.ba.lv/Alise/en/home.aspx>

The library subscribes to periodicals published both in Latvia and abroad. In the reading room are available the newspaper “Diena” and magazines – “Dienas Bizness”, “iFinanses”, “iTiesības”, “Kapitāls”, “Jurista Vārds”, “Forbes”, “Balance”, “Ir”, “Ir nauda”, “SestDiena”, “Sporta Avīze”, “Klubs”, “Santa”. Foreign subscriptions include “The Economist”, “Financial Times”, “Harvard Business Review”, “Business Spotlight”, “ISACA Journal”.

Subscriptions include also the manuals produced by Dienas Bizness: The Financial Management Guide, The Company Manager's Guide, The Marketing Guide, The Risk Management Guide, The Document and Office Management Guide.

LETA's periodicals: "Insurance Market Review", "Bank Financial Indicators", and surveys of various sectors are electronically subscribed. The library also subscribes to iFinanses electronic resources according to study program needs, and they are available electronically in the library reading room.

The library offers to the students and faculty:

- books, magazines, databases and other electronic resources for study work and for increasing the range of the students' general knowledge;
- remote access to electronic resources 24 hours 7 days a week;
- 24-hour reading room for students' independent work;
- librarian consultations, etc. assistance in obtaining information;
- copying, printing, scanning, binding (spiral) services.

The library is open Monday to Friday from 11 am to 7 pm, Tuesday 8.20 am to 8 pm, Wednesday

8.20 am to 8 pm, Thursday 8.20 am to 8 pm, Friday 8.20 am to 4 pm, and Saturday 8:30 am to 4:30 pm.

The library has an electronic catalogue in the integrated library system "ALISE". The ALISE library system allows authorized users to control the status of their account, request an extension and make book reservations. The library also participates in the project "Virtual Catalogue of 11 Universities and Special Libraries", which enables readers to search information in 11 libraries simultaneously. In the reading room, 21 computers with Internet access, printing, scanning and copying facilities are provided for students' convenience. It is also possible to work with laptops.

Literature for home use is available in almost all study courses, with an increasing proportion of literature in English. Regularly at the end of the academic year, a survey is conducted of all lecturers on the demand of the latest textbooks for the new academic year. In the period from 2017 to 2019 the library collection was replenished by 396 copies of books out of which 219 are unique titles.

In every quarter students and academic staff are informed of the latest literature purchased, sending email and placing information on the intranet site bais.ba.lv.

The most widely represented topics in the library's collection, according to the universal decimal classification, are business (654 titles), management (555 titles), finance (420 titles), and economics (215 titles).

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.

In accordance with the provisions of Sections 28, 30, 32, 36, 37 of Law on Higher Education Institutions, academic staff (professors, associate professors, docents, lecturers, assistants shall be elected in an open competition for a period of six years, and a rector shall enter into an employment contract with him or her for the whole period of election.

Information of open competition is published in the official newspaper *Latvijas Vēstnesis* and web page of BASBF <https://www.ba.lv/augstskola/kopsavilkums/vakances/>.

The regulation of staff recruitment characterizes the election of academic staff to the position at BASBF. <https://www.ba.lv/wp-content/uploads/2018/07/personala-atlases-kartiba.pdf>

BASBF concludes agreements with industry experts to prepare and provide a particular study course and for a specific term.

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.

Enhancing the professional development of the academic staff, promoting international experience and increasing the lecturer's level of English language knowledge and its application are major instruments in increasing international competitiveness of BA.

The employees' existing skills, knowledge and competencies are identified through job interviews, student surveys conducted after each study course and employee evaluation. During the annual professional development meeting (employee evaluation), analysis of the previous year is carried out, as well as objectives and tasks for the following year and staff development needs are identified. During these meetings the competencies of the employees and the ways to apply them are analyzed not only to ensure the continuity of the processes but also to implement the strategic goals. The skills which the staff lack and skills which need to be upgraded are identified taking into account the future objectives and process delivery needs, legislative requirements and their changes, external evaluations, stakeholder and market needs.

During BA's annual employee professional development meetings, which simultaneously assess and analyze employee performance, their training needs for the following year are identified. BA staff members go on about 170 business trips a year both in Latvia and abroad. Employees are involved in ERASMUS + projects helping to develop and improve their skills and knowledge outside the country.

In order to better identify the need for in-service training and professional development of the staff, several types of needs are analyzed:

1. a) individual needs:

- by assessing the candidate's competency during the job interview,
- by discussing training and development needs during professional development meetings,
- by heads of units organizing and overseeing the area of responsibility, job performance and professional needs of their subordinates,
- by listening to and evaluating individual initiatives.

1. b) group needs:

- by drafting and approving the Collective Bargaining Agreement with the Trade Union representatives and approving it at the General Meeting,
- during the budget planning process, by determining the planned amount of expenditure for professional development activities per departments,
- by including relevant questions in the annual employee satisfaction survey.

1. c) organizational needs:

- by performing strategic planning and control over its implementation.

Depending on the identified need to upgrade staff qualifications and the relevance of the employee's needs to the needs of the institution, the most appropriate professional development measures are determined for each employee, defining their goals and achievable results. If a staff member is required to go on a business trip for the purpose of further training, the staff member shall prepare an application for the business trip according to the established procedure.

After the in-service training, an employee's report on the in-service training and an analysis of the objectives and results achieved must be submitted. Reports on in-service training are prepared and reviewed in the following order:

- the employee prepares the report in accordance with the procedure of in-service training;

- the manager of the unit analyzes the report of the subordinate and discusses the employee's proposals based on the acquired knowledge;
- the report is kept with the HR manager; a record is made in the employee's personal file about attending the in-service training event and the certificates obtained, if any, are attached to it.

Multiplication of knowledge is ensured:

- the employee presents the acquired knowledge and proposals at the structural units or, if needed, at operational or management meetings (management meetings include not only exchange of the topical tasks but also sharing of experience gained through business trips, in-service training, etc.; seminars are held annually for the academic staff to share their expertise on applying the latest methods when conducting the study courses and students' independent work);
- useful materials are copied or forwarded to other colleagues (to facilitate and simplify the sharing of bulky documents, employees can use the common file sharing server where they can create folders and initiate permission access);
- employees are involved in various workgroups and projects, thus providing an opportunity to introduce colleagues with their knowledge and practical solutions.

The effectiveness of professional development training measures is assessed by:

- conducting professional development meetings;
- monitoring the level of achievement of the objectives set, based on data collected through surveys and the performance measurement system.

BA's contribution to the professional development of its employees is protected by:

- stating in the collective agreement the conditions for the use of certain professional development opportunities, such as repayment of the expended funds to BA upon the termination of employment before the due date.

In order to promote professional development activities, the BA places great emphasis on student-centered education and promotion of the student-centered approach. BA provides:

- seminars with the exchange of experience on the methods implemented in the course;
- annual professional development meetings, which include discussions about students' positive comments, suggestions, and ways to improve teaching;
- the lecturer attends another lecturer's session and then discusses the course of the lesson.

The academic staff also regularly improve their knowledge of the topics that they present to the students during the classes. Lecturers participate in various courses, conferences and mobility events both in Latvia and abroad.

The professional qualifications of the academic staff are regularly improved by organizing various courses on topical issues in higher education, for example:

- August 28, 2013, a seminar on student motivation (independent studies, meeting deadlines);
- August 27, 2014, a seminar "What is Reflection? Why is it important to students? "
- January 31, 2014 to March 5, 2014, four workshops on the topic "Research Methods in Study Design"
- August 30, 2015, a seminar "Financial Literacy of Latvian Citizens"
- On August 30, 2016, a seminar "Student-centered Higher Education"
- August 29 - 30, 2017, a seminar "Using Moodle in the Study Process"
- August 30, 2018, "Ensuring Efficient Adult Education in Higher Education"

- August 27 and 28, 2019, “Developing Leadership Skills” (ESF project No 8.2.2.0/18/A/007 “Support for the Capacity Building of the Academic Staff of BA School of Business and Finance”)
- August 27 and 28, 2020, “Improving the skills of academic staff for cooperation with industry” (ESF project No 8.2.2.0/18/A/007 “Support for the Capacity Building of the Academic Staff of BA School of Business and Finance”)

The training "Implementation of studies in remote mode" was organized in the period 24.03.2020.-31.08.2020.

To promote the professional development of the employees, depending on the financial situation of BA and the needs of strategy implementation, the Collective Bargaining Agreement stipulates the possibility for employees to study at BA; it also motivates the academic staff to work towards a higher degree by supporting doctoral studies.

In the strategic period from 2018 to 2023, the following priority competencies of the academic staff were identified:

- Knowledge of current affairs, in cooperation with the industry and conducting research in one's professional field;
- Knowledge of English;
- Efficient use of BA information system;
- Knowledge of digital solutions in the industry and their application in the study process;
- Efficient use of modern teaching methods.

Since 2018, several ESF projects have been implemented at BA, in the framework of which the above competencies are being developed.

Within the framework of the European Social Fund Operational Program “Growth and Employment” 8.2.3., Specific Support Objective “Ensure Better Governance in Higher Education Institutions” Project No.8.2.3.0 / 18 / A / 001, management leadership training was organized from 14 to 17 January 2019. In the same project, 10 management staff members upgraded their English skills in the course of 50 academic hours. The training has resulted in an improved ability to communicate in English at the international level in the academic community, to deliver reports and presentations.

In turn, within the framework of ESF project No 8.2.2.0/18/A/007 “Support for the Capacity Building of the Academic Staff of BA School of Business and Finance” on August 27-28, 2019, a training event was conducted for the academic staff to develop their leadership skills. Within the same project, on 29.04.2019 an agreement was signed with IPAS “Indexo” on the traineeship of a member of academic staff, lecturer A.Fomins. In addition, on 13.05.2019 an agreement was signed with SJSC “Latvijas Pasts” on the traineeship of the member of academic staff, K.Lešinskis.

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

The BASBF has the necessary complement of academic staff to ensure that lectures, seminars, practical classes, as well as other educational and scientific activities are implemented in the study direction. In total, **36** elected academics and **62** external lecturers working based on short term contract, for whom this is not their permanent job, are currently employed in academic positions by the BASBF. Since 2013, the number of external lecturers has risen by 6. At present, 19 elected academics have a doctoral degree, which constitutes **53%** of the total number of academic staff. Doctoral studies are being pursued actively by 6 of the elected lecturers. In compliance with Article 3 of the Law on Higher Education, two foreign academics – guest professor Dr. Dimitrios Maditinios (Greece) and associated guest professor Helmut Zsifkovits (Austria). are working at BASBF. They are involved in the implementation of the study programmes of the study direction " "Management, administration and real estate".

In the study direction " "Management, administration and real estate", 30 elected, 2 foreign and 24 external lecturers working based on short term contract are being employed at present. One doctoral student and two foreign academics were selected within ESF project No 8.2.2.0/18/A/007 "Support for the Capacity Building of the Academic Staff of BA School of Business and Finance" and they are also working in the study direction " "Management, administration and real estate".

Table "Basic information about the teaching staff involved in the implementation of study field" reflects the list of personnel involved in the implementation of the study direction indicating their qualification as well as the study programme and which its part is implemented by each member of staff. The work-related biographies of the members of academic staff can be found in Annex "*Biographies*".

The workload of the academic staff consists of academic and research work. Their amount is determined by the remuneration regulations of the academic staff.

BASBF academic staff actively uses mobility opportunities to supplement their competencies and build new collaborations. (see appendix *Summary of Outgoing Staff Mobilities 2014_2015_2019_2020*).

From 2014 to 2020, academics went on 129 exchange visits to give lectures at partner universities.

Since 2009, BASBF has been organizing an international week of guest lecturers every year; in total, 244 foreign lecturers have participated in these weeks (see Appendix *Summary of IGLW STATISTICAL DATA plus 2019*).

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.).

Several BASBF structural units support students:

- employees of the Study Information Department provide all students with information on lesson planning for all students;
- psychological support and support in study-related problems is provided to all students by program directors and program coordinators;
- career support for all students is provided by the Career Center;
- support for international students is provided by program directors and program coordinators, as well as student staff specialists;

- support for exchange students is provided by the Project Manager on mobility issues;
- IT support is provided by IT staff.

Support is sufficient, and staff responsibilities are clearly defined, as evidenced by the small number of students who turn to a senior manager to address their issues.

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

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

Scientific research work is conducted by BA School of Business and Finance as an scientific institution (registered on 10 February 2016) and by BA School of Business and Finance foundation of "BA School of Business and Financial Research Center".

For BA School of Business and Finance as a scientific institutions thematic specialization and cooperation improvement (with other scientific and research institutions as well as public and private institutions and companies), there have been set up 3 laboratories – „Financial Services and Compliance Laboratory” and „Laboratory of Sustainability, Efficiency and Effectiveness”, *Cybersecurity Research Laboratory*. Their profiles and objectives are directly related to the BA School of Business and Finance study fields and so far established academic staff and doctoral research topics. The research is carried out in the directions of strategic specialization of the BASBF.

Scientific work in BA School of Business and Finance has assessed conjunction with the following main dimensions:

- Linking research with the study process (study objectives and results);
- The scientific activity carried out by the lecturers and researchers of the BASBF in accordance with the scientific directions of the departments, lecturers' own scientific interests (including doctoral or master students and lecturers - scientific supervisors) or research projects involving lecturers and researchers of the BASBF or scientific institutions), as well as for research performed by the BASBF or the foundation "Banku augstskolas pētniecības centrs" in commercial interests.

Link between Study process and research work is characterized by the academic staff research work, which is providing prerequisites for study courses improvement and updating as well as development of students' research skills. "Applied research" is a study course which is included in Bachelor's degree programs and it is one of successful examples of increasing role of research and improvement of student research competences. Departments play a vital role in both of these aspects of linking studies and research.

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.

BABSF implements several scientific projects, the implementation of which is related to the study process - bachelor's, master's and doctoral students have the opportunity to participate in the research and to obtain the latest scientific knowledge by participating in public lectures of the research staff.

This link is well illustrated in the recently approved fundamental study "COVID-19 impact on sustainable consumption and circular economy "

Under the leadership of the BA School of Business and Finance (project applicant – the BA School of Business and Finance, cooperation partners – the Latvian Academy of Sports Pedagogy and the University of Liepaja) in December 2020 the project – "COVID-19 impact on sustainable consumption and circular economy " was started.

In the course of the project, based on the latest scientific findings and international experience, it is planned to create a digital platform for the new approaches of lifelong learning in society. It would be a theoretical and at the same time practical basis for maintaining and improving the digital environment in order to promote a science-based approach to solving problems, changing public attitudes in overcoming the consequences of the Covid-19 pandemic crisis. The duration of the project is 13 months: 1 December 2020 – 31 December 2021. Total financing of the project: 100389 EUR

The Covid – 19 pandemic proves that citizens and entrepreneurs need advice on how to acquire frugal management skills, digitize documents and processes. Information and communication technologies contribute to the sustainable development of society, and a new educational module developed by practicing teachers with modern teaching methods will provide a new opportunity for training SMEs and citizens in areas such as:

- financial literacy, prudent management,
- scientific organization of work, labor law and protection,
- healthy lifestyle, exercise at work, rehabilitation,
- zero – waste, waste sorting and reduction,
- green choice, smart shopping, green shopping,
- digitization, remote communication and means of communication,
- cyber security, document security in the digital environment.

The core of the project researchers consists of the teaching staff of the BA School of Business and Finance: project manager Professor I. Mavļutova, Professor Dz. Atstāja, doctoral students I. Uvarova, S. Deruma, doctors of science, researchers and lecturers D. Rūtītis, A. Spilbergs and A. Fomins, who are convinced of the successful result of team work and the ability to find innovative solutions for the promotion of sustainable development of society. In December 2020, the project team started working in an online environment with a series of guest lectures for students of the BA School of Business and Finance.

A new digital educational environment can stimulate Latvia's economic growth and competitiveness by mitigating the consequences of the Covid-19 pandemic, as well as help prepare for similar crises in the future.

Fundamental and Applied Research Projects (hereinafter – FLPP) is a science funding program focused on scientific excellence funded by the Ministry of Education and Science, the aim of which is to create new knowledge and technological knowledge in all groups of science branches.

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 academic staff of the BASBF carries out both scientific activities and implements international research and cooperation projects.

One of the largest projects of this type is the Erasmus + strategic partnership project “Knowledge Alliance of Business idea Assessment: Digital Approach”, led by the lecturer of BASBF Jānis Hermanis and several academics involved in the study field participate in it. The project makes a significant contribution to the development of the study direction - the development of new competencies of academics and cooperation with other universities and companies.

Project number: 612542-EPP-1-2019-1-LV-EPPKA2-KA

Project implementation time: from 01/11/2019 till 30/10/2022

EU Grant: 997 918 EUR

KABADA aims are:

- Develop new, innovative and multidisciplinary approach to teaching business/entrepreneurship, as the developed system will become a part of study courses
- Facilitate the exchange, flow and co-creation of knowledge, as the system will be appropriate to be used in multiple educational sectors and will give an opportunity to use specific knowledge (e.g. engineering, physics, medicine) in new business ideas

The project will combine the efforts of business and university educators across Europe with a potential beyond consortium members. The created new artificial intelligence (AI) tool for assessment of business ideas will offer new opportunities for developing the practical application of entrepreneurial skills, especially it will enhance decision making in the relation of adoption of new ideas leading to innovations. The project intellectual output will be framed as an innovative module to be embedded in the existing curricula of higher education institutions including different corporate training programs.

Project KABADA team:

BA School of Business and Finance (BA SBF), Riga, Latvia, Coordinator

ALTUM, Latvia (from 01/07/2020)

ArtSmart, Latvia

Centro Studi Cultura Sviluppo Associazione, Italy

Craftworkz N.V., Belgium (until 02/04/2020)

KBC Bank NV, Belgium (until 02/04/2020)

Mendel University in Brno, Czech republic

Polytechnic Institute of Setúbal, Portugal

SWH SETS, Latvia (from 01/07/2020)

UC Leuven_Limburg, Belgium (until 02/04/2020)

University of Applied Sciences – VIKO, Lithuania

Youth Entrepreneurship Promotion Association, Lithuania

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

The set up of research laboratories facilitate the involvement of academic staff and students in research activities. Internal financial grants were introduced and thus research takes place within the framework of these laboratories. For example, "Sustainability and Efficiency Laboratory" of BASBF within the research Grant 2018/1 "Perspectives of Circular Economy in the Baltic States" organized on June 8, 2019 at the Bureau of the Nordic Council of Ministers a discussion on the implemented activities and plans for further research activities that related to economic business models, benefits, bioeconomy and other issues. Laboratories also facilitate the graduation from Doctoral study programme within the set 3 year period. Between 2014-2020, 13 doctoral students have graduated and been awarded a doctoral degree.

Within the developed Strategy for the period 2018-2023 BASBF has highlighted the main objectives and areas of research, as well as identified the following key challenges for the period up to 2023:

- Attracting doctoral candidates and individual master degree students to research projects, achieving at least 1 FTE (full time equivalent) involvement in the total amount of working time spent as a researcher;
- Developing post-doctoral research in the priority research areas of higher education, promoting it in the fields identified in national policies and planning documents, with at least 3 additional researchers in the FTE;
- Improving the quality of the research results of academic staff and international recognition by achieving at least 15 publications per year in Scopus, WoS indexed editions;
- Ensuring an increase in investment by public and private partners and contracting entities for research, ensuring that by 2023 the ratio between investment in research, gradually is increasing its investment, constituting around 20% of BASBF investment and 80% of external sources of funding;
- Increase the proportion of students (bachelor's, master's degree programmes) in the research process to at least 20% from the total number of students per year;

The Activities for the implementation of Strategic challenges have been formulated:

- the introduction of internal research grant programmes with a view to control their use by the BASBF Scientific Council (implemented in 2018);
- preparation of projects to qualify in LZP (Latvian Science Council) grant, EU Structural Funds supported research projects;
- motivating academic staff to spend more time on research, significantly changing the remuneration arrangements for scientific activities, including scientific publications;
- building research infrastructure, using the opportunities provided by EU funds and partnership opportunities with Latvia's leading universities;
- participation in post-doctoral support programmes;
- ensuring links between student applied research (practical course) and selected topics by BASBF partners and the research interests of BASBF research departments and academics.

The implementation of these activities has already yielded visible results. These are set out in the Annex DEVELOPMENT_OF RESEARCH BA SBF 2018_2020

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

Research is an important part of studies, students' applied research skills are developed in various study courses. The development of students' research skills is reflected in a self-assessment report of each study program.

One of the successful examples of the increase of research role, the improvement of students' research competencies, is the practical course "Applied Research" included in the bachelor's study programs. As part of this, groups of students choose the research topics approved by the departments and prepare extensive research during the semester. The part of researches is initiated by the partners of the BASBF, including AS „Swedbank”, VAS „Latvijas Pasts”, Labklājības ministrija, Mašīnbūves un metālapstrādes rūpniecības asociācija, Neatliekamās medicīniskās palīdzības dienests, AAS „Balta”, If P&C Insurance AS Latvia Branch, and this part is increasing.

Students from different study fields share their research findings either in Bachelor or Master degree papers by participating in student conferences held at BA School of Business and Finance. Student conferences, which have annually been organized by the BA School of Business and Finance since 2013, include sessions which provide an opportunity to present also the most successful research conducted by the students of both study directions: Economics and Management. Research topics focus also on complex societal problems, green finance.

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.

BASBF implements several innovative projects -product innovations every year to develop students' skills to work in international teams and in rapidly changing conditions.

Students have the opportunity to develop skills by participating in Business 24 hour interdisciplinary projects "Business 24 hours" simulation game which enhances their understanding and offers a challenge to explore new strategies for their future business solutions. The game has been organised for more than 10 years and has enrolled more than 500 participants every year not only from BASBF but also other universities. The tasks become more complicated every year, e.g., In 2020, the participants solved the situation offered by the company "AirBaltic" and could participate both in-person and remotely. The participation in this project has benefited young people who in future would like to set up their own companies. It should also be noted that the BASBF Student Council organizes the event with the support of BASBF, thus developing students' organizational skills.

In 2019 for the first time an innovative activity was undertaken by BA School of Business and Finance to involve students in international and cross-sectoral virtual teams to participate at the international project: 24-hour hackaton "Hack The Waste". Ten students of BASBF participated in the event.

In 2020 BASBF with four international partners organized a 24-hour hackathon "Hack The Office" for the first time. Eight students of BASBF participated in the event.

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.

In order to facilitate integration and mobility of BA students on international level, which is an essential prerequisite for developing their professional competences and skills, as well as to ensure their competitiveness in the job market, students are offered studies and work placement at partner institutions of higher education and companies abroad. BA is continuing its cooperation with foreign partners not only in Europe, but also in other regions of the world. The number of BA partners is growing every year, reflecting the school's professionalism and ability to function in a competitive environment.

The international recognition of BA is an essential prerequisite for its future development. BA has signed 101 Erasmus cooperation agreements with higher educational establishments in 33 countries.

BA is continuing its cooperation and has entered into new contracts with the best international business schools not only in Europe, but also in other regions of the world.

To implement joint projects and study programs, the BASBF has concluded strategic cooperation agreements with two major Latvian universities - the University of Latvia and Riga Technical University.

BA School of Business and Finance (hereinafter - BA) ensures that study programmes meet labour market and business environment requirements by closely cooperating not only with the government institutions and enterprises, but also with local and international organizations.

BA is a member of nine local organizations (Latvian Employers' Association, Latvian Chamber of Commerce and Industry, Latvian Business Consultation Association, Latvian Association of Personnel Management, Latvian National Project Association, American and Swiss Chamber of Commerce, Business Effectiveness Association, Junior Achievement Latvia).

To ensure qualitative education and career opportunities, which can be used in international context, much attention is being paid to the promotion of BA's participation in international organizations. BA participates in seven international organizations (European Foundation for Management Development, Professional Inter-University Management for Educational Networking, Network of International Business Schools, European Association of Institutions of Higher Education, Baltic Management Development Association, Central and East European Management Development Association, Principles for Responsible Management Education), thus enriching the professional experience of its students, lecturers and administrative staff with the most recent knowledge gained through implementation of exchange projects. Participation in international organizations fosters cooperation among higher educational institutions and promotes their involvement into various projects according to the sector. Membership in the organizations is regularly reviewed, assessing possibilities to participate in other organizations, as needed.

In a business survey about top universities in Latvia, organized by the Latvian Employers' Confederation (LEC) and the career portal "Prakse.lv", according to the opinion of Latvian employers, for the eight year in row, BA has been ranked as number five among the most recommended institutions of higher education.

BA co-operates with more than 500 employers and since 2004 has signed 86 long-term contracts.

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.

BASBF is taking a strategic approach to the internationalisation of higher education. In 2018 BASBF has signed an agreement with the Ministry of Education and Science of the Republic of Latvia on good practices in recruiting foreign students, including Erasmus+ exchange students. With the agreement concluded, BASBF undertakes to continue to promote a positive image of the country within the scope of its competence and to certify in its activities that Latvia's higher education is internationally recognised, ensures high quality and is competitive. "Development Strategy of BASBF 2018-2023" describes a broad plan of internationalization and modernization goals and activities.

BASBF has developed internationalisation policy. It defines guidelines and principles for the

internationalisation of higher education institution, including an international study programme offer for the attraction of foreign students, the implementation of international mobility, the development of international cooperation and the provision of an international study environment. Strategy includes full-time foreign student attraction which correspondingly covers additional internationalisation actions in BASBF.

BASBF has obtained Erasmus Charter for Higher Education for 2021- 2027 on December 22, 2020. Acquisition of Erasmus Charter for Higher Education for period 2021- 2027 and implementing the European Student Card Initiative was a strategic goal of BASBF. The European Student Card Initiative transforms Erasmus+ Programme toward digitalization and implementation of the idea of Erasmus without Paper, which includes automation and digitalisation of operations: management of inter-institutional agreements and online learning agreements by 2021, sending and receiving student nominations and acceptances 2022, exchanging exchange.

One of the strategic goals of BASBF in 2023 is - the share of the number of international students in the total number of BA students should be 6%. Unfortunately, in December 2020, the share of international students in the total number of BA students is 4%

Various methods are used to attract students - use of agent services, digital marketing, and exhibitions. Unfortunately, significant difficulties in attracting international students have arisen due to the restrictions on entering Latvia set by COVID 19.

In compliance with Article 3 of the Law on Higher Education, two foreign academics – guest professor Dr. Dimitrios Maditinos (Greece) and associated guest professor Helmut Zsifkovits (Austria). are working at BASBF. They are involved in the implementation of the study programmes of the study direction " "Management, administration and real estate".

Two foreign academics were selected within ESF project No 8.2.2.0/18/A/007 "Support for the Capacity Building of the Academic Staff of BA School of Business and Finance" and they are also working in the study direction "Management, administration and real estate".

Thus, the strategic goals of BASBF in 2023 have been achieved - the share of academic staff with international experience in the number of BA academic staff is 10%.

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.

Organisation and management of internship corresponding to its aims has been formed in the bachelor's and masters 'study programme. The programme of internship has been elaborated by programme director in cooperation with the Career Centre and the academic staff of Management Department and the Programme director, based on goals and tasks determined by the study programme. The procedure of organising internship process, Internship programme, Guidelines for internship process the model of a typical internship contract have been approved. Tasks of internship are clearly formulated, instructions and guidelines are available for public in home page and BAIS and are controlled.

The Career Centre organizes a seminar and also makes available on BAIS the information about the organizational features and the programme of the work placement, the contents of the work

placement report and its defence procedure.

In the period of internship a student carries out research in the organisation which is later submitted to BA in the form of internship report at the end of internship. Internship report is held in CC for a year (but not more than for three years) after graduation from the programme. Trainee's performance during internship is evaluated by the employer, internship report reviewer and the defence commission which has been formed in accordance with the rector's order. Work placement reports containing sensitive/confidential information, based on the student's application, are stored separately at CC, at a restricted access location.

For the student to find an internship place that suits his / her interests, the Career Center organizes Career Days in February every year and regularly places employers' job advertisements on the BA intranet site BAIS and provides consultations on applying for internships and jobs.

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

The joint doctoral study program "Business Management" was developed to combine the academic and research potential of BABSF and RISEBA for the implementation of the program. One of the goals of the program is to prepare high-level academic staff with a doctoral degree to ensure the renewal of academic staff.

Four elected lecturers and one researcher of the BABSF have started working at BABSF as elected academic staff after obtaining the doctoral degree.

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.

Several recommendations were received in the accreditation of the study direction "Management, administration and real estate" in 2013. Their implementation is reflected in the annex "Rekomendācijas 2013 LV_ENG".

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

During the reporting period in 2020, the professional bachelor study program "Business Process Management" was licensed (see the Appendix *BPV rekomendācijas LV un ENG*)

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Galvenie iekšējie normatīvie akti un regulējumi LV un ENG.pdf	Galvenie iekšējie normatīvie akti un regulējumi LV un ENG.pdf
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	ORGANISATIONAL STRUCTURE_01102020.pdf	Banku augstskolas struktūra.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	ENG_MODERNIZACIJAS_PLANS_APSTIPINATAIS.pdf	MODERNIZACIJAS_PLANS_APSTIPINATAIS.pdf
Management structure of the study direction	Management structure of the study direction @1.25x.png	Studiju virziena pārvaldība@1.25x.png
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	Virziena_īstenošanā_īesaistītie_docētāji_LV_ENG_15.12.2020.xlsx	Virziena_īstenošanā_īesaistītie_docētāji_LV_ENG_15.12.2020.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Aktualizēts CV_ENG.7z	Aktualizēts CV_LV.7z
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Summary of Outgoing Staff Mobilities 2014_2015_2019_2020 (1).xlsx	Summary of Outgoing Staff Mobilities 2014_2015_2019_2020 (1).xlsx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	List of the publications of the teaching staff over the reporting period.docx	Mācībspēku publikāciju saraksts par pārskata periodu.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	List of cooperation agreements.docx	Sadarbības līgumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	Statistikas dati par ārvalstu studējošajiem un mācībspēkiem.docx	Statistikas dati par ārvalstu studējošajiem un mācībspēkiem.docx
Statistical data on the mobility of students (by specifying the study programmes)	Student mobilities 2013_2020.xlsx	Student mobilities 2013_2020.xlsx
Description of the organisation of the traineeship of the students	NOTEIKUMI_PRAKSES_PROCESA_ORGANIZESANA.doc	NOTEIKUMI_PRAKSES_PROCESA_ORGANIZESANA.doc
Information on the agreements and other documents confirming the traineeship of the students in companies	List of cooperation agreements.docx	Sadarbības līgumu saraksts.docx
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	BPV rekomendācijas LV un ENG_28122020.docx	BPV rekomendācijas LV un ENG_28122020.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Apliecinājums LV virzienam ENG.PDF	Apliecinājums LV virzienam.PDF
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	1.pielikums_Kopijas_studiju_programmas_atbilstiba_Augstskolu_likumam.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	Annex_6.pdf	6.pielikums_LV.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
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.		6.pielikums_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		

If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Iesniegums akreditācijai 2020 labots.edoc	Iesniegums akreditācijai 2020 labots.edoc

Other annexes

Name of document	Document
Maģistra studiju programma "Uzņēmējdarbības vadīšana" - Citi pielikumi Nr. 1	Citi_pielikumi_Nr.1_LV.pdf
Maģistra studiju programma "Inovativā uzņēmējdarbība" - Citi pielikumi Nr. 1	Citi_pielikumi_Nr.1_LV.pdf
Master Study Programm "Business Administration" -Other Annexes No.1	Other_Annexes_No1.pdf
Master Study Programm "Inovative Entrepreneurship" - Other Annexes No.1	Other_Annexes_No1.pdf
Maģistra studiju programma "Uzņēmējdarbības vadīšana" - Citi pielikumi Nr. 2	Citi_pielikumi_Nr.2_LV.pdf
Master Study Programm "Business Administration" - Other Annexes No.2	Other_Annexes_No2.pdf
Maģistra studiju programma "Inovativā uzņēmējdarbība" - Citi pielikumi Nr. 2	Citi_pielikumi_Nr.2_LV.pdf
Master Study Programm "Inovative Entrepreneurship" - Other Annexes No.2	Other_Annexes_No2.pdf
1.1.PIELIKUMS_BA studejoso_skaita_dinamika_LV.pdf	1.1.PIELIKUMS_BA studejoso_skaita_dinamika_LV.pdf
1.1.Dynamics_of_the_number_of_students_in_the_BASBF_2013-2020.pdf	1.1.Dynamics_of_the_number_of_students_in_the_BASBF_2013-2020.pdf
Statistika par iepriekšējā izglītībā vai profesionālajā pieredzē sasniegto studiju rezultātu atzīšanu Banku augstskolā	Studējošo statistika par atzītajiem studiju kursiem un praksi LV.pdf
CEEMAN_IQA_PRTreport_RIGA	CEEMAN_IQA_PRTreport_RIGA_Final.edited.pdf
IQA_Certificate_BA School of Business and Finance_Jul2020.pdf	IQA_Certificate_BA School of Business and Finance_Jul2020.pdf
Banku augstskolas ieņēmumu un izdevumu struktūra 2020. gadā.docx	Banku augstskolas ieņēmumu un izdevumu struktūra 2020. gadā.docx
BA School of Business and Finance School's revenue and expenditure structure in 2020.docx	BA School of Business and Finance School's revenue and expenditure structure in 2020.docx
Profesionālās bakalaura studiju programmas BPV izmaksu aprēķins .docx	Profesionālās bakalaura studiju programmas BPV izmaksu aprēķins .docx
Cost calculation per one student in BPM.docx	Cost calculation per one student in BPM.docx
Erasmus Partner Universities 2020.xlsx	Erasmus Partner Universities 2020.xlsx
Summary of IGLW STATISTICAL DATA plus 2019.pdf	Summary of IGLW STATISTICAL DATA plus 2019.pdf
Erasmus+ outgoing and incoming exchange 2014_2015 - 2019_2020.docx	Erasmus+ outgoing and incoming exchange 2014_2015 - 2019_2020.docx
Bakalaura studiju programmas Biznesa procesu vadība salīdzinājums ar līdzīgām studiju programmām .docx	Bakalaura studiju programmas Biznesa procesu vadība salīdzinājums ar līdzīgām studiju programmām .docx
Comparison of bachelor study program Business Process Management with similar study programs.docx	Comparison of bachelor study program Business Process Management with similar study programs.docx
Comparison of Cyber Security Management with similar Study Programs.xlsx	Comparison of Cyber Security Management with similar Study Programs.xlsx
Maģistra studiju programmas Uzņēmējdarbības vadīšana salīdzinājums ar līdzīgām studiju programmām.docx	Maģistra studiju programmas Uzņēmējdarbības vadīšana salīdzinājums ar līdzīgām studiju programmām.docx
Comparison of the Professional Master Study Program Business Administration with similar Study Programs.docx	Comparison of the Professional Master Study Program Business Administration with similar Study Programs.docx
Maģistra studiju programmas Inovativā uzņēmējdarbība salīdzinājums ar līdzīgām studiju programmām.docx	Maģistra studiju programmas Inovativā uzņēmējdarbība salīdzinājums ar līdzīgām studiju programmām.docx
Comparison of Innovative Entrepreneurship with similar Study Programs.docx	Comparison of Innovative Entrepreneurship with similar Study Programs.docx
DEVELOPMENT_OF RESEARCH BA SBF 2018_2020.pptx	DEVELOPMENT_OF RESEARCH BA SBF 2018_2020.pptx
Rekomendācijas 2013 LV_ENG.docx	Rekomendācijas 2013 LV_ENG.docx
Mācībspēku saraksts	Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācībspēkiem.pdf
List of Academic staff	Basic information about the teaching staff involved in the implementation of study fields.pdf

Information on CV of Academic staff (LV and Eng)	CV list.docx
Noteikumi par e-studijām Banku augstskolā (in Latvian)	noteikumi-par-e-studijam-banku-augstskola.pdf
Informācijas drošības VADĪTĀJA profesijas standarts (In Latvian)	Informācijas drošības vadītāja profesijas standarts.docx
Compliance of the content of the Professional Master's degree Study Program "Cybersecurity Management"	MKP satura atbilstība MK noteikumiem Nr. 512 Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu, ENG.docx
Maģistra studiju programmas "Kiberdrošības pārvaldība" satura atbilstība 2014. gada 26. augusta MK noteikumiem Nr. 512	MKP satura atbilstība MK noteikumiem Nr. 512 Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu, LV.docx
Accreditation LPeiseniece 2021.pptx	Accreditation LPeiseniece 2021.pptx
Accreditation ANatrins.pptx	Accreditation ANatrins.pptx
Answers to experts' questions_ENG.pdf	Answers to experts' questions_ENG.pdf
Answers to financial questions.docx	Answers to financial questions.docx
BA Aktualitātes 03.02.2021. (3).pdf	BA Aktualitātes 03.02.2021. (3).pdf
BA aktualitātes 11022021.pdf	BA aktualitātes 11022021.pdf
Banku augstskolas aktualitātes 28.01.2021. (1).pdf	Banku augstskolas aktualitātes 28.01.2021. (1).pdf
BPV_MKP_MIU_MV_D_izmaksas_1_studentam_b.xlsx	BPV_MKP_MIU_MV_D_izmaksas_1_studentam_b.xlsx
SKATS BASP'A #4.pdf	SKATS BASP'A #4.pdf
Skats BASP'ā #1.pdf	Skats BASP'ā #1.pdf
Skats BASP'ā #2.pdf	Skats BASP'ā #2.pdf
Skats BASP'ā #3.pdf	Skats BASP'ā #3.pdf
Cybersecurity thesis AnnaVladimirovaKryukova_10.pdf	AnnaVladimirovaKryukova_10.pdf
Cybersecurity thesis Linda Bondare_8.pdf	Linda Bondare_8.pdf
Cybersecurity thesis Vita_Ozera_8.pdf	Vita_Ozera_8.pdf
Innovative management thesis MD_Daiga_Pauzere_7.pdf	MD_Daiga_Pauzere_7.pdf
Innovative management thesis MD_Evija_Vimba_9.pdf	MD_Evija_Vimba_9.pdf
Innovative management thesis MD_Ilze_Beltena_10.pdf	MD_Ilze_Beltena_10.pdf
Innovative management thesis MD_Laura_Mazberzina_7.pdf	MD_Laura_Mazberzina_7.pdf
Innovative management thesis MD_Linda Krēsliņa_8.pdf	MD_Linda Krēsliņa_8.pdf
Innovative management thesis MD_Martins_Jansons_10.pdf	MD_Martins_Jansons_10.pdf
Innovative management thesis MD_Marta_Zepa_9.pdf	MD_Marta_Zepa_9.pdf
Business management thesis MD_Beate_Silina_9.pdf	MD_Beate_Silina_9.pdf
Business management thesis MD_Karpovs_Jānis_6.pdf	MD_Karpovs_Jānis_6.pdf
Business management thesis MD_Lauris_Stasjuns_8.pdf	MD_Lauris_Stasjuns_8.pdf
Business management thesis MD_Linards_Drukmanis_9.pdf	MD_Linards_Drukmanis_9.pdf
Business management thesis MD_Saknītis_Jānis_8.pdf	MD_Saknītis_Jānis_8.pdf
Business management thesis MD_Stražds_Kārlis_7.pdf	MD_Stražds_Kārlis_7.pdf
4_3_KONS_NOTEIKUMI_SJK_22032019.DOC	4_3_KONS_NOTEIKUMI_SJK_22032019.DOC
Banku augstskolas Senāta nolikums.pdf	Banku augstskolas Senāta nolikums.pdf
Plaģiātisma identificēšanas un novēršanas noteikumi Banku augstskolā.pdf	Plaģiātisma identificēšanas un novēršanas noteikumi Banku augstskolā.pdf
12_5_KĀRTĪBA_SENĀTS_14_12_2017.DOCX	12_5_KĀRTĪBA_SENĀTS_14_12_2017.DOCX

Business Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Elita</i>
Surname of the study programme director	<i>Lielā</i>
E-mail of the study programme director	<i>elita.liela@ba.lv</i>
Title of the study programme director	<i>dr.oec.</i>
Phone of the study programme director	<i>29269014</i>
Goal of the study programme	<i>The goal of the program is to train highly qualified managers of organizations – a new type of leaders with the necessary professional knowledge, expertise, attitudes, in-depth skills and competencies in business administration, with a particular focus on the international business environment, in line with the professional standard “manager of organizations”, who would ensure successful management of organizations and their sustainable expansion, as well as encourage establishment of new competitive organizations.</i>

Tasks of the study programme	<p>1.To provide students with appropriate high quality higher education and broad, in-depth professional knowledge; to promote the ability to think creatively and critically; to evaluate and analyze both the organizational strategy in rapidly changing circumstances and the regional and international environment of the sector concerned, in the context of globalization.</p> <p>2.To develop the students' personality, enhancing the development of his/her creative and intellectual abilities and developing the leadership skills, so that after graduation the student is able to establish a company, manage and direct the development of an organization or a structural unit according to the requirements of local and international markets.</p> <p>3.To ensure that students obtain appropriate skills and attitudes allowing them to compare and contrast different theoretical and practical approaches in the local and international organizational environment.</p> <p>4.To provide students with study courses promoting development of critical thinking and analytical skills and are oriented towards application of research methods and promotion of creativity so that the acquired knowledge enables them to conduct in-depth research on management issues.</p> <p>5.To provide students with the ability to apply the acquired knowledge and skills in practice, in real business and intercultural environment; to be able to solve various complex situations, problems and practical tasks in order to promote their professional competence and obtain appropriate competitive qualifications for further career development.</p> <p>6.Ensure the development of students' skills to work in a team and in an intercultural environment, as well as their ability to interact with a variety of stakeholders.</p> <p>7.To orientate the development of the final thesis into practical direction, so that students can apply the acquired knowledge in their professional activity after graduation; to improve students' skills to constantly upgrade their academic and professional knowledge.</p> <p>8.To ensure the compliance of the Study Program with the requirements of the labor market by regularly involving employers, experts, students and graduates of various branches and industries in the improvement of the Study Program.</p> <p>9.To ensure high quality of the Study Program by selecting appropriate academic and support staff and developing their teaching skills, as well as by providing adequate informative, methodological and technical resources.</p>
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Results of the study programme	<p><i>Knowledge:</i></p> <p>1. In-depth knowledge and understanding of interrelationships and trends of the diverse economic processes and the internal and external organizational environment, as well as an in-depth understanding of international business processes.</p> <p>2. Ability to demonstrate in-depth knowledge of scientific theories, methods, basic principles and recent discoveries related to the courses of the Master's program.</p> <p>3. Ability to analyze complex, interdisciplinary problems and apply the new knowledge in different sectors and industries in the rapidly changing environment.</p> <p><i>Skills:</i></p> <p>4. Ability to use theoretical knowledge independently in the practical management of an organization, promoting innovative solutions, introducing new business models, and operating in new industries.</p> <p>5. Ability to perform critical analyses, react quickly and provide solutions using a variety of information sources and digital tools and independently applying the latest theories, discoveries, methods, and problem-solving skills in order to carry out scientific, creative and practical activities.</p> <p>6. Ability to work in a team, understand the interests of different groups, and explain reasonably one's views on complex or systemic business administration issues, excellent communication and conflict management skills, ability to apply collaborative and interdisciplinary approach.</p> <p>7. Ability to develop the strategy of an organization, plan and coordinate functioning of the organization as a whole, and monitor its strategy to ensure sustainability, achievement of goals and implementing of the action plans while ensuring efficient use of resources for the benefit of the organization and society.</p> <p>8. Ability to guide independently the development and specialization of one's own leadership competencies.</p> <p><i>Competencies:</i></p> <p>9. Ability to evaluate and monitor an organization's performance, make decisions and introduce changes to its operational and strategic activities to optimize its performance, making effective use of the resources and maximizing benefits for the organization and the community.</p> <p>10. Ability to analyze complex scientific and professional problems and critically assess the situation, to solve current issues of organizational management and to make professional and qualified decisions.</p> <p>11. Ability to integrate knowledge from different fields, to contribute to the creation of new knowledge and development of new research or professional methods.</p> <p>12. Ability to demonstrate confidence, emotional intelligence, and leadership skills while leading a multicultural and interdisciplinary team, making decisions, and motivating participants to accomplish high-level tasks using leadership and strategic thinking techniques.</p> <p>13. Ability to demonstrate organizational and project management skills, ensuring that the organization is competitive and increases its added value in a changing and sustainable global economy.</p> <p>14. Ability to demonstrate a transparent ethical decision-making process, ensuring ethical responsibility for the environmental and social impact of professional activities.</p>
Final examination upon the completion of the study programme	Master's Thesis

Study programme forms

Full time studies - 1 years, 6 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional Bachelor's degree in economics, finance, or management and / or Level 2 higher professional qualification in economics, finance or management, which is the result of at least 4 years of professional education.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 1 years, 6 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional Bachelor's degree in economics, finance, or management and / or Level 2 higher professional qualification in economics, finance or management, which is the result of at least 4 years of professional education. A a foreigner is eligible to apply for admission to the higher education in professional master's study program "Business Administration" if he or she during last five years has obtained international testing institutions (for example, TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill) issued document certifying that the foreigner's language proficiency is at least at B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
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BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013
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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)	<i>Previously acquired Bachelor's degree in economics, finance and management without a professional qualification or in other sciences, provided the applicant has at least 3 years' professional experience in a managerial position.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previously acquired Bachelor's degree in economics, finance and management without a professional qualification or in other sciences, provided the applicant has at least 3 years' professional experience in a managerial position. A foreigner is eligible to apply for admission to the higher education in professional master's study program "Business Administration" if he or she during last five years has obtained international testing institutions (for example, TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill) issued document certifying that the foreigner's language proficiency is at least at B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
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BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013
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Part time extramural studies distance education - 2 years - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	<i>Previously acquired Bachelor's degree in economics, finance and management without a professional qualification or in other sciences, provided the applicant has at least 3 years' professional experience in a managerial position.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 2 years - english

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	<i>Previously acquired Bachelor's degree in economics, finance and management without a professional qualification or in other sciences, provided the applicant has at least 3 years' professional experience in a managerial position. A foreigner is eligible to apply for admission to the higher education in professional master's study program "Business Administration" if he or she during last five years has obtained international testing institutions (for example, TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill) issued document certifying that the foreigner's language proficiency is at least at B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
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BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013
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Part time extramural studies distance education - 2 years, 6 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previously acquired Bachelor's degree in economics, finance and management without a professional qualification or in other sciences, provided the applicant has at least 3 years' professional experience in a managerial position.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 2 years, 6 months - english

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>Previously acquired Bachelor's degree in economics, finance and management without a professional qualification or in other sciences, provided the applicant has at least 3 years' professional experience in a managerial position. A foreigner is eligible to apply for admission to the higher education in professional master's study program "Business Administration" if he or she during last five years has obtained international testing institutions (for example, TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill) issued document certifying that the foreigner's language proficiency is at least at B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
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BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013
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III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

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

During the evaluation period, the following changes have been made to the parameters of the master's study program "Business Administration":

1. the language of implementation - Latvian - has been supplemented with English since the academic year 2017/2018;
2. the form of implementation - full-time studies has been supplemented with
3. changes have been made in the amount of credit points and in the duration of studies (from 2.5 years to 2 years) since academic year 2017/2018;
4. the type of master's degree to be awarded has been changed: from a professional master's degree in business and organization management to a professional master's degree in business administration;
5. the qualification to be awarded has been changed: from "the manager of a company or an institution" to "the manager of an organization".

Substantiation:

Changes in the duration and scope of the study program have been made because Sub-paragraph 23.4 of Cabinet Regulation No 512 of 26 August 2014 "Regulations on the State Standard of Second-Level Professional Higher Education" provides that the compulsory content of professional master's study programs consists of a state examination, the component of which is the completion and defense of a master's thesis or diploma thesis (diploma project). Thus, the above-mentioned norm envisages the possibility for higher education institutions to choose between the development and defense of a diploma thesis (diploma project) and a master's thesis.

Changes in the degree, qualification, and content of the program are related to the entry into force of the new professional standard "Manager of an Organization". The aim of the study program, its objectives, and learning outcomes were approved at the Senate meeting of 14 January 2020 (Minutes No 1).

Taking into consideration the demand from local and foreign students to study remotely, as well as the need to combine work with studies, a new offer has been developed- a part-time distance learning study program in Latvian and English.

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.

Implementation of the program started in 2005. The program has already 394 graduates. Since

2018/2019, the program has been implemented in both Latvian and English. Mainly graduates of other Latvian higher education institutions' bachelor programs are studying in the Latvian stream (see Annex 5 Table 1). Some students choose to pursue this Master's program to obtain a second Master's degree and a qualification.

An important resource in attracting students is the employers who recommend BA to their employees as a place to improve their knowledge and skills. It also serves as an excellent testimony to successful collaboration with the industry and the high recognition of BA graduates in the job market.

The drop in the number of students since 2011 can be explained by several reasons: implementation of equivalent Master's Study Programs in other higher education institutions of Latvia; implementation of Master's Study Program "Innovative Entrepreneurship", where currently 27% of Master's students are studying because the duration of the Study Program for students with previously acquired professional Bachelor's degree in entrepreneurship is comparatively shorter. Student drop-out rates are low (see Annex 5, Table 2). At the master's level, in most cases, the reason for discontinuation of the studies is either family circumstances or a large workload. At the same time, there is a tendency for these students to resume and complete their studies later.

In the academic year 2019/2020, seven students from India, one from Ukraine, one from Uzbekistan and one from Kazakhstan are studying in the English stream of the Master's program in Business administration (see Annex 5, Table 3). One of the strategic goals of BA is to increase the number of foreign students and the given program is the most appropriate for foreign students to acquire wide knowledge, skills and competences applicable in international business environment.

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.

According to BA study direction development strategies for 2018-2023, which envisage to implement a highly reputed and internationally recognized Study Program in "Business administration" that would provide its graduates with expertise of high added value, the Professional Master's Study Program "Business Administration" is being implemented, which is a sequential continuation of BA Bachelor's programs in "Business Administration" and "Innovation and Product Development in Entrepreneurship".

BA offers two professional master's degree programs in management in the Latvian language. Unlike the professional Master's degree program "Innovative Entrepreneurship", which prepares organizational leaders laying focus on creative thinking, ability to generate innovative ideas and creating new values, the Master's degree program "Business Administration" (in Latvian and English) prepares managers of organizations – a new type of leaders, capable of ensuring competitive operation of organizations in an international environment.

The **strategic goal** of the Study Program is to provide high-quality, internationally competitive education and to promote research and creative work in the field of management. The program is designed for applicants with a bachelor's degree in management, economics and finance, as well in other sciences if the candidate has work experience as a company manager. The aim of the Study Program, objectives and learning outcomes to be achieved were approved on 14 January 2020 at

the Senate meeting (Minutes No 1).

Demand of the organization's products on the market can be ensured by the manager's knowledge of the sources of competitive advantages and factors affecting promotion of the product, based on the latest theoretical knowledge and its effective application in practice. Discovering and understanding these regularities, learning methods and techniques how to add value to an organization based on its outstanding performance, is the mission of this program. The title of the Study Program, the degree to be obtained, the professional qualification, the goal and the objectives of the program are consistent with each other and ensure the achievement of the goal of the program. In the Study Program, learning outcomes are defined in accordance with the Latvian Qualifications Framework Level 7 and the required competencies are defined in the occupational standard "Manager of Organizations".

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 program has been refined throughout its implementation by auditing the goal and objectives, structure and content, methods of teaching and learning outcomes. Every year the Study Program is audited at the level of the program director, department heads, and all involved lecturers, and recommendations are made by the members of the Board of the Study Program - employers, providers of work placement, graduates and students.

On 25 February 2019 the Board of the Study Program held a meeting dedicated to exchange of views - a discussion on the BA professional Master's program in Business Administration and the skills and competences needed for today's student and tomorrow's manager. Employers indicate that global market trends are pointing to a time of change, with many professions being transformed and the demand for competencies changing. Employers' demands are growing - they want leaders with a strong sense of initiative, ready to change, develop, and acquire new skills, having analytical, critical thinking and capable of solving complex problems.

The goals, quality standards and development opportunities of the master's Study Program "Business Administration" were also discussed at the meeting of the Board of the Study Program. As a result, the goal, objectives and learning outcomes of the Study Program were updated.

Other methodological events are organized at BA as well, as needed. When updating the Study Program, the lecturers actively participate in the discussion of the Study Program results, analyze them and provide their suggestions on the Program improvement. Based on the didactic concept, the forecasts of the labor market and students' interests are taken into consideration to improve the Study Program. Changes in the Program are approved at BA Senate meetings. Part of the

changes during the reporting period did not exceed 20% of the content of the accredited Study Program. With the decision of 30 May 2017 due to the proposals made at the meeting of the Board of the Study Program and at the meeting of the Department of Management, significant changes were made to the BA Master's full-time Master's program "Business Administration" (with and without professional Bachelor's degree) which were approved by AIC Decision No 72-A of 25 October 2017, and the following changes were made to the Master's program: the Study Program was supplemented by English language of instruction, as well as for the part of the program which is carried out after obtaining the Bachelor's degree, the duration and volume were changed from "2.5 years / 96 credit points" to "2 years / 80 credit points".

In accordance with the new occupational standard "Manager of Organizations" and the competencies defined therein, the curriculum was improved and new courses were introduced, such as "Organizational Management"; themes covered in the Study Program were revised and some were moved to other courses, such as "Crisis and Change Management", etc. At the same time, new study courses related to topical issues and requirements of the employer were included in the Study Program, for example, "Use of Technologies", "Design Management". The plan of the Study Programs is presented in Annex 9.

The duration of studies is 1.5 years (3 semesters) with a previous professional bachelor's degree or 2 years (4 semesters) with a previously acquired academic bachelor's degree. The total amount of the program is 60 credit points or 80 credit points.

As the Program was being updated, new or updated descriptions of the study courses, work placement and final thesis were developed. The main criteria for the descriptions were defined: the descriptions should be qualitatively drafted and comply with the requirements of regulatory enactments, the content should be up-to-date and mutually complementary; the content should correspond to the aims of the Program and ensure achievement of the learning outcomes, as well as correspond to the needs of the branch and the trends in science.

During the Program update, the long-term economic development trends in Latvia, as well as the global economic development tendencies were taken into account. At the World Economic Forum in Davos in 2019 and 2018, its motto being "Globalization 4.0" and "Creating a Common Future in a Fractured World" (www.weforum.org/agenda), the challenges and prospects of global economic development were discussed, highlighting the changes the labor market would face in the future - age of transformation, which is characterized by rapid advance of automation, robotization and artificial intelligence. There will be a need for high-level professionals possessing the right skills, especially the social skills - creativity, independent thinking, research skills, ability to find, synthesize and apply information through teamwork.

Meanwhile, a study by the Ministry of Economics (MoE) of the Republic of Latvia (https://www.em.gov.lv/lv/nozares_politika/tautsaimniecibas_attistiba/informativais_zinojums_par_darba_tirgus_videja_un_ilgtermina_prognozem/) on medium and long-term labor market forecasts shows that business models have changed significantly in recent years. Many industries need to outsource their services (such as IT services, logistics and transportation, and other business services; even accounting does not necessarily have to be handled directly by the company, etc.). Thus, the projected growth in the manufacturing industry correspondingly generates growth in other sectors, especially the growth of business services. The EM study predicts a relatively large increase in the number of employees in the sectors of commercial services in the future. In 2022, demand for labor will exceed the level of 2015 by 9.6% and will constitute one fifth of the total number of people employed in the economy. Demand will increase for business and management specialists, managers.

Recommendations of the Organization for Economic Co-operation and Development, a guide to the

implementation of the Latvian government's education policy and reform, with regard to higher education, point to the need to balance further the capacity of the system, taking into account demographic trends, the current fiscal situation and labor market requirements, as well as the need for internationally educated professionals.

In its statement (http://visc.gov.lv/visc/projekti/esf_852.shtml) of 30 May 2017 on a renewed agenda for higher education (Renewed EU Agenda for Higher Education (http://europa.eu/rapid/press-release_IP-17-1401_en.htm), the European Commission states that to ensure that higher education contributes to growth of economy and creation of jobs, universities should adapt their curricula to current and foreseeable economic and societal needs and provide college and university applicants with up-to-date and reliable information to help them choose the courses.

The industry's confidence in the BA diploma, as evidenced by the high employment of BA students and graduates, the high level of satisfaction shown in surveys, and the responsiveness of employers to BA Career Days, as well as ranking BA Study Programs among the top 10 Latvian higher education study programs in the Top Ten, jointly formed by Prakse.lv and the Latvian Employers' Confederation, requires to continue close cooperation in finding out the needs of the industry and modernizing the content of studies.

It also should be emphasized that in "Eduniversal Best Masters Ranking 2019", which is a Master's study program rating of the world's best business schools, the Master's degree program "Business Administration" takes the 14th place in Eastern European region in the general management field of study.

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

The Study Program consists of the following thematic blocks: sustainable management of organizations, financial management, development of sustainable competitiveness, project and risk management and a block of elective courses. The changes made to the program are mainly related to the improvement of its content. The thematic blocks combine both theoretical and academic knowledge and their professional application, ensuring its wide and varied application. The Study Program is constantly being improved, performing internal audit of its structure, content, teaching methods, learning outcomes at the level of the program director, department heads and all lecturers.

The objectives, themes, methods and assessment criteria set for the implementation of each study course are aimed at the achievement of learning outcomes that are interrelated with the results of other study courses and are derived from the overall goals and learning outcomes of the Study Program. Annex 6 reflects the compliance of the professional master's Study Program "Business Administration" with the Cabinet of Ministers Regulation No 512 of 26 August 2014 "Regulations on the state standard of second level professional higher education".

Annex 7, reflects the compliance of the professional master's Study Program "Business

Administration” to the occupational standard of the “Manager of Organizations”, which corresponds to the 7th level of the Latvian Qualifications Framework. The curriculum of the program incorporates knowledge defined by the occupational standard of the “Manager of Organizations”. The mapping of the study courses of the professional Master's Study Program “Business administration” is presented in Annex 8. Descriptions of the study courses of the professional Master's Study Program “Business Administration” reflecting in detail the learning outcomes, the way of achieving them, and the teaching and assessment methods are attached in Annex 10.

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.

Along with the trends of digitalization and robotization in the world, BA is facing the need to constantly study the demands of the industry and accordingly to modernize and specialize its study programs, their methods and technologies, as well as the forms of implementation.

The quality standards are set in order to ensure high-quality remote studies at BA and to ensure a uniform approach in their organization and conduct. In order to ensure uniform access to remote studies, only the following technologies are used in studies: Moodle, Zoom.us, Microsoft Office 365.

The following methods are used in the study process:

- 1)lectures, seminars, practical work;
- 2)methods that encourage analytical, critical, systemic and creative thinking, develop communication skills - group work, discussions, presentations, case study;
- 3)individual or group research work done by students - reports, projects, participation in international projects allowing the students to gain international experience and recognition within European countries;
- 4)meeting invited experts, industry professionals, in the framework of the study course (e.g. Edgars Ražinskis, manager of SIA "25 Wolves"; theme: *"Socially Responsible Company Decisions and Activities"*; Linda Kalniņa, corporate client consultant of Lursoft IT Ltd.; theme: *"Lursoft Databases and their Use in Student Research"*).

In order to develop theory application and discussion skills, the study process mainly relies on problem-based learning, i.e. case studies and analysis of other research materials:

- practical assignments are used to evaluate and analyze causes of specific management problems, identifying and evaluating alternative solutions in such courses as “Innovation Management”, “Organizational Strategies”;
- case study approach is used in such study courses as “Organizational Management” and “Project Management”;
- independent research studies analyzing and making proposals for increasing efficiency of the company are practised in the study course “Efficiency Management in a Company”.

The most appropriate teaching methods are chosen for each study course, with increased emphasis

on practical classes. Computer labs with specialized computer programs (*Microsoft Project, Power Business Intelligence, etc.*) and Internet connection are used in the training process. Much of the Program's study courses and materials are prepared electronically and are available to the students on the Moodle system (e-platform), which can be accessed both within BA premises and off the campus. In some study courses examinations are organized electronically.

Examinations and assessment are carried out in accordance with the Cabinet Regulation No 512 of 26 August 2014 "Regulations on the State Standard of the Second Level Professional Higher Education", which defines the basic principles of assessment of the program acquisition and the basic forms of assessment (test / exam) and the Study Regulations approved by the BA Senate on 29 March 2016 [https://www.ba.lv/wp-content/uploads/2018/07/studiju-nolikums .pdf](https://www.ba.lv/wp-content/uploads/2018/07/studiju-nolikums.pdf).

BA adheres to the following core principles of evaluation:

- **the principle of openness in evaluation** - in accordance with the goals and objectives of the programs, as well as the goals and objectives of the study courses, a set of requirements regulates the evaluation of the achievement of learning outcomes;
- **principle of mandatory evaluation** - it is necessary to obtain positive assessment of the acquisition of all content of the program;

The scope of a particular test corresponds to the content of the course program and the skills and knowledge requirements of the occupational standard. The assessment methods are chosen so that the achieved learning outcomes can be evaluated. Students' achievements are evaluated on a 10 point scale. The lowest positive rating is 4 points (almost satisfactory). The evaluation criteria of learning outcomes are the following:

- the volume and quality of the knowledge gained;
- skills and competencies acquired;
- attitude towards learning;
- dynamics of the academic achievements.

The form of the assessment (examination, test, test, group work, or presentation) and the type (oral, written or mixed) are determined by the lecturer. A student's independent written work can be: an analytical paper, student group work, an assignment, a report, problem research, publication analysis, a factual summary and evaluation.

Objectivity of assessment methods evaluating the knowledge, skills and attitudes is ensured by their relation to the learning outcomes and the changing demands of the labor market:

- academic staff defines requirements for assessment of knowledge, skills and attitudes in the course description as well as explains how the results of the course, which are available to the students upon commencement of the course, will be evaluated;
- During the program audit and department meetings the lecturers report on the learning outcomes and discuss the main principles of assessment, as well as the student performance (strengths and weaknesses); in this context, possible solutions for course improvement and / or necessary changes in the assessment mechanism are discussed;
- methods for assessing the students' knowledge, skills and attitudes are discussed with employers during the annual meeting.

The program supports development of research skills, which provides opportunities for graduates to pursue doctoral studies. The aim of the study course "Perspectives of Latvian National Economy" is to develop aptitude to identify current economic problems and train research skills, as at the end of the course the student has to submit a report containing analysis and the most important conclusions of research studies and scientific publications, relating to the theme of their Master's

thesis. During the study course in a/y 2017/2018 students were offered **seven guest lectures by experts in finance and economics**:

1. Guest lecture by the chief economist of SEB bank: "Global economic trends and their impact on the Latvian economy".
2. Guest lecture by the Bank of Latvia's Chief Economist: "The Latvian Economy - Risks of Overheating".
3. Guest lecture by the Bank of Latvia Monetary Department Economist: "Non-traditional Monetary Policy Instruments".
4. Guest lecture by the Member of the Board of SEB Bank Credit and Risk Manager: "Economic Cycles and Lending".
5. Guest lecture by the Deputy Director of the Department of National Economy Structural Policy, Ministry of Economics of the Republic of Latvia: "Current Issues of Latvian Structural Policy".
6. Guest lecture by the chief economist of the International Relations and Communications Department of the Bank of Latvia: "The EU economic and monetary union and reforms to improve it".

The study course was conducted in an interdisciplinary environment - the students of the Program acquired it together with the students of the master's study program "Finance".

Five Master's students successfully participated in the Deep Science Hackathon during the course of "Innovation Management" (guest lecturer D. Plotnieks, as a mentor and a member of the jury). Deep Science Hackathon was a workshop for creating and developing new ideas, held from 15 to 17 February 2019 in Riga. It was organized by the Institute of Solid State Physics (CFI) in partnership with KTH Innovation and RI.SE. from Sweden. This was the second hackathon of its kind in Latvia to identify the best material-based high-tech ideas and teams with innovation potential. During the three days, participants formed interdisciplinary teams, developed the previously submitted ideas and, at the end of the event, together with mentors, presented a commercialization plan to the jury, scientists, investors and stakeholders. The participants were provided with mentor support, a co-working environment, and information to carry out commercialization steps. BA students joined the groups that were offering different ideas, such as indoor climate control (especially useful for young families with young children); therapeutic - physiotherapy pillow, which arouses periodic movement of certain muscles of the body; as well as the production of road pavement material from used tires, which won the main prize of the competition; Imants Martinsons, a student of BA, participated in this team. The benefits of student participation in the hackathon are many: gaining valuable experience and new contacts, doing teamwork together with scientists and inventors, developing a business model, testing idea concept, presenting their ideas.

The commission for the recognition of the learning outcomes acquired at another Latvian higher education institution shall decide on allocating of the corresponding credit points (Article 10.3 of the Regulations of Studies, 29 March 2016). For example, the previously achieved learning outcomes in commercial law at the University of Latvia professional master's degree programs "Law" and "European and International Law" were equated to the BA courses "International Commercial Law" and "Legal Law of Commercial Law" for three students.

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

fulfilment of the tasks set for students during the traineeship.

The work placement program is developed by the Program Director in cooperation with the Career Center (hereinafter - CC) and the lecturers of the Departments of Management and Economics and Finance, based on the goals and objectives set by the Study Program. The three **individual** assignments in the placement program are offered to the student from the assignments listed in the placement program, according to the chosen Master's topic, to explore the chosen theme in greater depth.

"Work Placement Arrangements", "Work Placement Program", "Work Placement Directions", and a model practice agreement are available on BAIS.

Student groups are scheduled to meet with the Career Center manager before leaving for work placement. Taking into account the fact that the majority of Master's students are already in an employment relationship, the work placement agreement is often concluded with their existing employers; however, if necessary, students are offered work placement. BA has entered into long-term cooperation agreements with more than 37 employers, creating a database from which work placement is offered to the students.

During the work placement, the student conducts research at the company providing the work placement. The account of the research is submitted to BA in a form of a report at the end of the work placement. By preparing the work placement report, the student confirms that he / she is able to carry out research on the issues raised in the particular organization and to make proposals for increasing the efficiency of the organization. Work placement reports are kept at the CC for one year after the completion of the Study Program, but not longer than for three years. Reports containing confidential information, based on the student's request, are stored at the CC separately, in a restricted access area. The trainee's performance is assessed by the employer, reviewer of the work placement report and the commission for the review of work placement reports established by the Rector's order.

During the work placement the theoretical knowledge is enforced by acquiring professional experience corresponding to the Study Program and the qualification and by learning the practical skills necessary for a manager of organizations. In 2018/2019 students of the program had work placement in such companies as: Latvian Investment and Development Agency, State Agency for Social Integration, Latvian branch of Accenture, SIA "Tirdzniecības nams" Kurši ", LLC" JML ", LLC" DSV ", LLC" Scan-Thors Baltikum ", SIA "Mēriņš", Ltd. "Wesemann", Ltd. "Orkla Confectionery & Snacks Latvija".

Learning outcomes achieved in previous education or professional experience are recognized in accordance with "Regulations on recognition of learning outcomes achieved in previous education or professional experience" (approved by the Senate on 17 December 2013, Minutes No 12). The Regulation was drafted in accordance with the Cabinet of Ministers Regulation No 36 of 10 January 2012 "Regulations on the recognition of qualifications achieved in prior education or professional experience" (in force until August 14, 2018,) and Cabinet of Ministers Regulation No 505 of 14 August 2018. "Regulations for the recognition of competencies acquired outside formal education or in professional experience and of learning outcomes achieved in prior education" Four students submitted documents for recognition of their professional experience during the reference period and it was recognized.

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 program the student takes the final state examination - defends his / her master's thesis. Employers and BA lecturers are invited as chair persons and members of the State Examination Commissions for the defense of Master's thesis. Proposals for the composition of the commission are prepared by the Program director. They are considered and approved by the Senate.

In order to improve the process of developing the Master's thesis, on 9 April 2015, by BA Rector's Order No 27-2 / 022 "Procedure for the selection of the theme for the Master's Thesis / Diploma Paper, selection of supervisors and establishing the procedure of the thesis development seminar and the thesis pre-defense process" was adopted. An educational seminar is held prior to commencing the development of the Master's thesis, but one month before the submission of the Master's thesis there is a pre-defense. The popularity of seminars has increased significantly, as students not only attend the seminars where they themselves have to present the content and findings of their research, but they also take the opportunity to have a discussion with the lecturers and become acquainted with presentations of other students, explore new ideas and listen to experts' advice on different research methods.

The professional master's degree and the qualification can be obtained if all the courses have been successfully completed and the work placement report and the master's thesis have been defended. In 2016/2017, one student received a diploma with distinction.

The choice of the theme of the master's thesis and its argumentation is closely related to the current events in the Latvian economy, the particular sector and the labor market. Every student has the opportunity to choose the research theme and the supervisor. During the development of the master's thesis, its subject is clarified in order to align the title of the thesis with the aim of the research. When developing a master's thesis, the student must demonstrate an ability to navigate in the latest specialized literature and other sources analyzing them by modern research and data processing techniques as well as apply creative approach to a specific research problem.

In the last five years, students have been choosing up-to-date themes related to circular economy issues, business models and innovations of private brands, investment project management, new product launches, brand expansion opportunities, business opportunity assessment, LEAN tool impact assessment, economical management techniques, process efficiency, risk management, financing strategy, topicality of the data protection process, organizational culture, role of leadership and its interaction with the organizational culture, increasing employee motivation, etc. topical issues. More than half of the students have developed and defended their Master's theses, graduating with distinction or with excellent or very good results. (see Other Annexes No 1, Table 1).

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.

BA students are regularly interviewed about their impressions and satisfaction with BA, its study process, infrastructure and administrative issues. Students express their opinion on the performance of the academic staff in each study course and about the study process and the program in general - this is confirmed by the questionnaires. The summary of the Management Department students' survey data for the academic year 2018/2019 can be found at Other Annexes N 1, Table 2.

For example, students' point of view is considered when analysing study course results both at academic staff yearly performance reviews and department meetings - student suggestions and recommendations are discussed in order to improve the study process, the quality of the study course. It is suggested that students from the very beginning of their studies should express their opinion at any time to the programme director; the most valuable suggestions are implemented in the study process. If students are not satisfied with anything or they have claims, the programme director reacts on such situations immediately trying to solve them.

The results of the survey are analyzed individually with each lecturer during the annual professional development meetings, as well as during the program audit and are used to improve the organization and implementation of the Study Program in the following year.

The summary of the 2017/2018 survey conducted before the defense of the Master's thesis shows the following graduates' views:

1. 100% of the respondents admit that the quality of higher education obtained at BA has justified their expectations;
2. 57% of the respondents would recommend BA and the Master's Study Program "Business Administration" to other potential students;

Students point out that BA has a very positive attitude on the part of teachers and the administrative staff. The lecturers are not only academically strong but also have a great deal of experience in the field, themselves being entrepreneurs or high level professionals in the field.

Employers also participate in the improvement of the study process. For example, at the end of the work placement, its providers annually perform evaluation of the students' competencies, which is then summarized and analyzed. 100% of all students are evaluated. The results of the 2018/2019 survey are as follows:

- work attitude, analytical and communication skills, as well as computer skills - highly rated - with distinction and excellent - 100%;
- 79% of students are highly valued for their ability to make independent decisions - with distinction and excellent;
- 64% of students had no opportunity to assess their sales skills;
- students financial awareness was rated 7 (good) - 29%;
- overall, the preparedness of the students is in line with market requirements (21% rated as with distinction, 79% rated as excellent).

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.

In order to promote the integration and mobility of BA students at international level, which is an

essential prerequisite for the development of professional competencies and skills, BA is an active participant in the EU ERASMUS + student exchange program, offering 3 to 10 months scholarships at BA partner universities and work placements. This opportunity was used by two students studying for one semester at *European University Cyprus* in Cyprus, while three students took work placements abroad: in Portugal, at *Descomplic*; In Spain, *Manager Asesores*; and in Luxembourg, at *Amazon Europe Core Sarl*. Most students, however, could not match this offer with their main job schedule and family status.

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 sources of financing for the Study Program are mainly tuition fees. The tuition fee is approved annually by the decision of the BA Senate. In the academic year 2019/2020 the tuition fee for one year and a half is 3,600.00 EUR and for a 2 year program – 4,200.00 EUR.

See the costs of the Study Program in the Description of the Study Direction.

BA Library uses electronic catalogs, which are created in the integrated library system “ALISE”, which allows searching for editions by various parameters. Library catalogs are also available on the Internet. The entire librarian processes - compilation, servicing the readers, filing reports and creating directories are also done in the system "ALISE". ALISE library system allows authorized users to monitor the status of their account, request an extension and make book reservations. Authorization data can be obtained from the librarian. Without authorization, it is possible to search the catalog, find out information about the copies (number and position), and view the source description. The BA Library is included in the National Unified Library Information System. At the BA Library, any student of the master's program has access also to relevant literature in English from the best Western publishing houses. The number of copies purchased gives for master's students an opportunity to study the literature at home and for lecturers - to base their study courses on the same study materials. The SCOPUS database is accessible with the reader card of the National Library of Latvia and the remote access to the resources of the NLL. The electronic databases, subscribed by BA, are available to the students of the joint master's Study Program in the library

The BA's material, technical and information resources are used to ensure the study process. (See the Description of the Field of Study).

According to the students' evaluation, the academic staff and the involved groups (employers, professional organizations, etc.), the resources of the Study Program correspond to the aims and tasks set by the Program. Students express their opinion about the work of the lecturers and the study process in general - this is confirmed by the surveys. Employers express their opinion on the

compliance of students' skills, knowledge and competences with the requirements of the labor market - this is confirmed by the results of the surveys and the opinion expressed during the meetings of the Board of the Study Program and the evaluation given in the accreditation process. Academic personnel express their views at department meetings, annual development discussions, and meetings with the Program director. The opinion of the lecturers is heard on the necessary resources for the implementation of the Study Program, which is constantly being improved according to the requirements of the modern working environment.

The existing resources allow for a qualitative implementation of the Study Program and are relevant to the study content and allow for a successful organization of the study process. The academic staff are fully qualified to deliver the content of the Study Program: all lecturers have both practical experience in the field and the relevant academic work experience.

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.

Changes in the complement of the teaching staff have occurred due to objective factors: termination of the lecturers' employment due to retirement (L.Dubkēvičs, B.Baltača, V.Raņķevica, G.Vērdiņa), addition of new elective study courses to the study plan; replacement of lecturers due to changes in the study course, e.g., "Tax Policy in the European Environment" (K.Ketner) was replaced by the study course "Perspectives of Latvian Economy" (A.Spilbergs); involvement of practitioners and new creative personalities (guest lecturers and guest assistants, doctoral students, e.g., E.Miķelsone, D.Plotnieks, V.Turlais) , I.Uvarova). The total number of involved lecturers has increased (+3 lecturers); the proportion of BA elected lecturers with a doctoral degree has even slightly increased, attracting young visiting lecturers. Changes in the teaching staff have improved the quality of studies.

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

The qualification of the academic staff is fully adequate for the implementation of the Study Program, as involved in the Program are professors, doctors of science from different fields of science, as well as professionals, who form a multifaceted view of the field. The compliance of the qualification of the teaching staff to the requirements of the regulatory enactments and selection criteria is shown in Other Annexes N 2.

There are 11 lecturers involved in the implementation of Part A study courses and eight lecturers in the implementation of Part B elective courses, a total of 19. Fourteen BA lecturers, or 74%, have been elected as members of BA teaching staff: four professors, two associate professors, six assistant professors and two lecturers.

BA is the main workplace for ten lecturers. Of the lecturers involved, ten have a PhD and four are currently PhD students. BA promotes the new generation of academic staff by attracting BA graduates and doctoral students.

All lecturers have considerable practical experience related to the themes and study courses included in the Study Program, have appropriate education and pedagogical work experience, and some of the lecturers are specialists and managers practicing in their field, which allows ensuring appropriate quality of the study process.

In order to achieve the learning outcomes, BA implements professional development measures, including in-service training and staff renewal by providing continuous professional development courses and academic staff promotion activities, engaging lecturers in scientific work, offering to participate in seminars, conferences, courses and mobility activities. BA promotes international cooperation with higher education institutions abroad and encourages participation in international and inter-university academic staff exchange programs and international research cooperation programs in order to gain international experience and improve English language skills.

The lecturers of the program are actively involved in research activities by producing scientific publications and co-publications published in journals indexed in the databases EBSCO, Scopus and Web of Sciences. For instance,

- **scientific articles related to the lecturer's research topic:**

- Mavlutova, I. (2017) "Challenges for Latvian Pension System", Journal of International Economic Research, No 1, pp. 42-51, ISSN 2500-9556, EBSCO;

1. Grasis, J. (2017) "Compliance of the Latvian personal income tax system to preamble of the Satversme (Constitution) of the Republic of Latvia and international obligations of the Republic of Latvia" Collection of Research papers in Conjunction with the 6th International Scientific Conference of the Faculty of Law of the University of Latvia, Constitutional Values in Contemporary Legal Space, November 16-17, 2016, pp. 261-268, ISBN 978-9934-18-230-3, EBSCO, Web of Science;

- **co-publications in cooperation with BA lecturers:**

1. Mavlutova, I., Lesinskis, K. (2016) "The Role Of Innovations For Starting Business In Latvia", Proceedings 16th International Scientific Conference Globalization and Its Socio-Economic Consequences, University of Zilina, Slovakia, editor. prof. Tomas Klietk, pp. 1187-1194, ISBN 978-80-8154-191-9, Web of Science;
2. Baltaca, B., Strautmanis, J., Atstaja, D. (2016) "Social responsibility education in the BA School of Business and Finance (Riga, Latvia), Social Responsibility Education Across Europe, A Comparative Approach", Editors: Turker, Duygu, Altuntas, Ceren, Idowu, Samuel O. (Eds.)

• **co-publications with lecturers from other universities and experts in the field:**

1. Mavlutova, I., Brīvers., Olevskis, G. (2019) "The role of service sector in compensation of job losses and the effects of wages on economy", International Journal of Application or Innovation in Engineering & Management (IJAiEM), Volume 8, Issue 2, February 2019, ISSN 2319 – 4847, 042-050, <https://www.ijaem.org/current.php>, Scopus;
2. Tocelovska, N., Sloka, B., **Arefjevs, I.** (2018) "Determinants of the development of the Corporate Bond Market in Latvia", European Integration Studies, No12, Kaunas University of Technology, Lithuania, Print ISSN 1822-8402, EBSCO, Web of Science;

• **co-publications in cooperation with doctoral students:**

1. Cudecka-Purina, N., **Atstaja, Dz.** (2018) "Implementation of circular economy based business model for landfill management companies", Journal of Business administration, Vol 15, EBSCO;
2. Cudecka Purina, N., Atstaja D. (2017) "Assessment of Business performance in waste landfills and shifting towards circular economy", Proceedings of International Scientific Conference on Economic Science for Rural development (ESRD), Issue 45, Integrated and sustainable regional development marketing and sustainable consumption, Book series: "Economic Science for Rural development", LLU, Jelgava, Web of Science;

• **co-publications submitted within the framework of the BA grant program:**

1. Mavlutova, I., Lesinskis, K., Hermanis, J., Krastins, M. (2019) "Development of Entrepreneurial Mindset and Improvement of Student's Business Idea Viability Through Innovative Teaching Methods in Higher Education", **Proceedings of International Academic Conference Strategica 2019 "Upscaling Digital Transformation in Business and Economics"** edited by C. Bratianu, A. Zbucea, F. Pinzaru, R.) Bucharest, 2019, ISBN: 978-606-749-428-0, Web of Science;
2. Nātriņš, A., Supe, L., Miķelsons, E., Sarnovičs, A. (2019) "Information Technology Competency Management in the Financial Sector in Latvia", in proceedings of the 12th International Scientific and Practical Conference "Environment. Technology. Resources", 20th - 21th June 2019, Rēzekne, submitted for publication;

• **co-publications with partners from foreign universities:**

1. Atstāja, D., Susniene, R., Jarvis, M. (2017) "The Role of Economics in Education for sustainable development; the Baltic States' Experience", International Journal of Economic Sciences IJoES, Vol.VI, No 2, ed, Cadil, J., Prague, ISSN 1804-9796, <http://ijoes.iises.net>, Web of Sciences.

BA academic staff are engaged in scientific research and are implementing research-based study process - an integral part of the academic work. BA's research goal is acquisition of scientific knowledge, substantiation and further development of the scientific activities incorporated in the study process, solving current challenges with modern research methods. To ensure a research-based study process, BA has been running internal research grant competitions for the second year. Lecturers involved in the program participated in the following BA research project grant programs in 2018/2019:

1. Possibilities for establishing a model for measuring, evaluating and managing the financial efficiency of higher education institutions (A.Sarnovičs).
2. Circular economy prospects in the Baltic States and managing circular economy business

models and projects in the Latvian economy (Dz.Atstāja, I.Uvarova).

3. Impact of ICT on competency management in the financial sector in the Baltic States (A.Sarnovičs, E.Miķelsone).
4. Assessment of competency management in Latvia's financial sector (I.Arefjevs, T.Volkova, A.Spilbergs, I.Mavļutova).
5. Application of modern teaching methods in business studies in higher education (I.Mavļutova, K.Lešinskis).

The outcomes of the grant program include scientific research articles included in the Scopus or WoS database, participation in international conferences, preparation of teaching aids, development of guidelines in specific areas, development of a pilot project / prototype, etc.

The lecturers also take part in larger international projects; for example, J.Hermanis, I.Mavļutova, K.Lešinskis, I.Uvarova are involved in EU Erasmus + "Knowledge Alliance for Business Idea Assessment: Digital Approach" project (project number 612542-EPP-1-2019-1-EN-EPPKA2-KA), where BA participates as a project coordinator. The goal of the project is to develop a new, innovative, automated tool to help startups evaluate their business idea and the business plan as well as provide recommendations for further steps. The expected outcomes of the project will be used in, but not limited to, relevant business education. They will be freely available to anyone interested in receiving evaluation of their business idea and further recommendations.

The project involves ten partners from six EU Member States, including higher education institutions: BA from Latvia, UC Leuven_Limburg from Belgium, Vilnius College from Lithuania, Mendel University in Brno from the Czech Republic and Polytechnic Institute of Setubal from Portugal; three companies: ArtSmart from Latvia, Craftworkz and KBC Bank from Belgium; two non-governmental organizations - Centro Studi "Cultura Sviluppo" from Italy and the Youth Entrepreneurs Promotion Association from Lithuania.

Professor Dz.Atstāja (Project Manager) participated in the implementation of a project by NORDPLUS Horizontal program "Business Startups in the Baltic region", involving students from Latvia, Denmark, the Netherlands, France, Italy, Estonia, the Czech Republic, Slovakia, Turkey, and South Korea, who conducted a study on developing tools to support the green economy and green startups.

1. Hermanis, a BA lecturer, took part in the EU Erasmus + program project "Partnerships to Ensure Risk Management in Practice" (project number 2015-1-LV01-KA203-013436), where BA School of Business and Finance was the project coordinator. The project developed a risk management simulation game and an introduction to risk management - basic principles and the simulation game guide. Three higher education institutions (BA, Latvia; Stichting Hogeschool Rotterdam, Netherlands; Vilnius College, Lithuania) and the Latvian Insurance Association and IJSC Balta participated in the project. The project has received positive appreciation from the European Commission twice. It was marked as a Good Practice Example and a Success Story.

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).

Šis punkts nav attiecināms, jo šī ir profesionālā programma.

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).

Šis punkts nav attiecināms, jo šī ir profesionālā programma.

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.

Within the framework of the study courses, the students are acquainted with the latest scientific achievements in the field, analyzing and discussing them. It is a mandatory requirement for a master's thesis to refer to at least eight research studies published in scientific research databases. Students of the master's program start cooperation with the BA lecturer in developing their master's thesis and continue developing the doctoral thesis in the doctoral program; the supervisor, associate professor L. Dubkēvičs is an example (see Other Annexes N 1, Table 3).

The lecturers involved in the program together with the master's and doctoral students of the Program participate in conferences presenting the results of their research work, for example:

- Dubkēvičs together with Viktors Turlais, a graduate of master's studies, participated in the conference organized by Turība University, on 18 May 2017 (Riga, Latvia) with a presentation "Comparative analysis of Organizational Culture Models in Management Science";
- Dubkēvičs together with Viktors Turlais and Artūrs Barbara Master's, graduates of master's studies – doctoral students, participated at the BA conference organized on 27-28 May 2015 (Riga, Latvia) with a presentation "Evaluation of Intercultural Competency in Organizational Culture: Analysis of the Example of Latvia".

Collaborative publications with alumni are practiced as well (for example, L.Dubkēvičs in collaboration with A.Barbara has four publications; in cooperation with V.Turlais - four publications).

Collaboration of master's students (M. Erdmanis) and master's thesis supervisor (I.Uvarova) has been initiated while developing Master's thesis, which has continued with a joint publication of BA lecturers and graduate students involved in the research, such as Uvarova I., Atstāja Dz., Ābele L., Erdmanis M., (2019): "Solutions and perspectives of circular business models in the tyre recycling – the case of Latvia", Thesis book, XVI-th International Youth Scientific and Environmental Forum of Baltic Region Countries «ECOBALTICA», Gdansk, Poland, October, 2019, submitted for publication.

In the framework of Erasmus + mobility programs, lecturers (K.Lešinskis, T.Volkova, S.Kraže, J.

Grasis etc.) have continued their long-term partnerships with several foreign universities (FH Joanneum University of Applied Sciences, Austria; Baden-Wuerttemberg Cooperative State University, Germany; Eastern Macedonia & Thrace Institute, Greece; Politechnico de Coimbra, Portugal, etc.). Lecturers (S.Kraže, G.Innuse, I.Mavļutova, Dz.Atstāja, etc.) participate in the international weeks together with the students and in annual networking meetings of higher education institutions (University College of Business in Prague, Czech Republic; IBA International Business Academy Kolding, Denmark; Rotterdam Business School, the Netherlands; Universite Paris 13 - Paris Nord, France, etc.). Lecturers (I.Mavļutova, A.Sarnovich, etc.) take advantage of opportunities to improve their qualifications and gain new experience (within the KA-107 program - Israel, College of Business & Law and BAR ILAN University, TelAviv).

The lecturers involved in the program are experts of the Latvian Council of Science: J.Grasis in Social Sciences - Law; I. Arefjevs in Social Sciences - Economics and Entrepreneurship, Dz. Atstāja in Social Sciences - Economics and Entrepreneurship and Socio-Economic Geography, I. Mavļutova in Social Sciences - Economics and Entrepreneurship or as guest lecturers participate (J.Grasis, G.Innuse, T.Volkova, Dz.Atstāja) in the implementation of other Study Programs in Latvian higher education institutions and colleges (Liepāja University; Ventspils UAS; Vidzeme UAS; RSU; RISEBA; Green Economics Institute, UK; BAUK); have supervised doctoral theses or participate in BA Scientific Council (eg T. Volkova, Dz. Atstāja, J.Strautmanis, I.Mavļutova); work on Promotion Boards of other higher education institutions, for example, A.Sarnovičs – at RTU (RTU P-09) Promotion Board of Management and Economics Department and at RISEBA Promotion Board of Management Department, Dz.Atstāja – at the LU Promotion Board of Economics, Management and Demography Department and at Turība University Promotion Board of Management Department; work at Professors Council, for example, T.Volkova – the head of RISEBA, Ventspils UAS and BA Joint Professors' Council of Economics and Business, including Management; participate in state examination commissions of other higher education institutions (RSU; LLU; Turība University; Green Economics Institute, UK) as chairpersons or members of the commissions (eg J. Grasis, J.Strautmanis, Dz.Atstāja, etc.).

The lecturers involved in the Study Program act as experts in the evaluation of foreign Study Programs (e.g. T.Volkova - Georgian national quality assessment expert, Lithuanian quality assessment expert, member of Swiss Accreditation Council). T.Volkova has experience in evaluation in 33 countries being an IQA expert at the Central Eastern European Management Association (CEEMAN), and the Chair person of the European Universities' IUE IEP Steering Committee. In addition, lecturer S. Kraže participates as an expert in modernization of higher education Study Programs (Cambodia, Vietnam, Thailand, Germany, Azerbaijan, Ukraine, Belarus).

The lecturers of the Program are active in various professional associations, such as Association of Professors of Latvian Higher Education Institutions, Business Efficiency Association, Corporate Social Responsibility Platform, "Institute of Innovation of Ideas", International Institute of Social and Economic Sciences, etc.

Involvement of the academic staff in scientific research both at the national and international level enriches the study content with the latest insights and achievements in the fields of science.

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).

On a day-to-day basis, the faculty work together to ensure continuity of the study courses, discuss latest trends and issues, and exchange their views. BA promotes this by organizing faculty meetings, department meetings, encouraging faculty members to consult with each other, inviting them to attend other courses, and so on. Such activities are significantly enhancing the quality of the study process.

In 2018/2019 and in 2017/2018 (on average) the ratio of students / lecturers in the implementation stage of Part A study courses was 35 to 13 or 2.69 (implemented in Latvian language). In Part B, six elective courses are conducted each year with students in the master's program in Finance, promoting an interdisciplinary approach with a student / teacher ratio of 96 to 6 or 16.

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	Annex_5_ENG_07102020.pdf	5.pielikums_LV_07102020.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	Annex_6_ENG.pdf	6.pielikums_LV.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Annex_7.pdf	7.pielikums_LV.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	Annex_8.pdf	8.pielikums_LV.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex_9_All_Forms_ENG.pdf	9.pielikums_visas_formas_LV.pdf
Descriptions of the study courses/ modules	Annex_10_Full_Time_Distance_Learning_ENG.pdf	10.pielikums_pilna_laika_tāmācība_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	MVa_diploms_ar_pielikumiem_LV.pdf	MV_diploms_ar_pielikumiem_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	EN_Agreement_BA un_RTU.pdf	BA_RTU_vienosanas.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_par_zaudejumu_segsanu_ENG.pdf	Apliecinājums_par_zaudejumu_segsanu.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Valodas apliecinājums MV ENG.PDF	Valodas apliecinājums MV.PDF
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	MVa_ENG.pdf	Studiju_ligumi.zip
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Innovative Entrepreneurship

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Innovative Entrepreneurship</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Elita</i>
Surname of the study programme director	<i>Lielā</i>
E-mail of the study programme director	<i>elita.liela@ba.lv</i>
Title of the study programme director	<i>dr.oec.</i>
Phone of the study programme director	<i>29269014</i>
Goal of the study programme	<i>The goal of the Study Program is to provide professional master's level studies, which would enable the student to acquire the level of knowledge, skills, competence and skills ensuring competitive operation of organizations and their independent growth based on the excellence of their performance. To prepare competitive entrepreneurs and leaders by developing their ability to think creatively, generate innovative ideas and create new values.</i>

Tasks of the study programme	<p>1.To provide students with high-quality professional education in organizational management and development, appropriate to the trends and needs of economic development, fostering creative thinking and the ability to generate ideas, thus ensuring preparation of competitive students for practical work in rapidly changing conditions.</p> <p>2.To provide study courses that deepen the students' knowledge of management, especially innovation management; provide theoretical and methodological insights with a potential of practical application in order to enable students to see new business opportunities, to manage the development and implementation of new products and business models.</p> <p>3.To develop the students' personality and emotional intelligence, by ensuring the development of their creative and intellectual abilities as well as their leadership and innovation skills.</p> <p>4.To develop critical thinking and analytical skills focused on research and creative work and on the development and improvement of project management processes.</p> <p>5.To provide students with the ability to apply the acquired knowledge and skills in practice, in real business and intercultural environment; to be able to solve various complex situations, problems and practical tasks in order to promote their professional competence and obtain appropriate competitive qualifications for further career development.</p> <p>6.To develop students' skills to apply the knowledge acquired during their studies in practical work and, in order to achieve this, to plan practical classes and students' independent work outside the classrooms, working on individually developed work placement programs.</p> <p>7.To orientate the development of the final thesis into practical direction, so that students can apply the acquired knowledge in their professional activity after graduation; to improve students' skills to constantly upgrade their academic and professional knowledge.</p> <p>8.To ensure the compliance of the Study Program with the requirements of the labor market by regularly involving employers, experts, students and graduates of various branches and industries in the improvement of the Study Program.</p> <p>9.To ensure the high quality of the Study Program by selecting appropriate academic and support staff and developing their teaching skills, as well as by providing adequate informative, methodological and technical resources.</p>
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Results of the study programme	<p><i>Knowledge:</i></p> <p>1.Ability to demonstrate in-depth knowledge and understanding of competitiveness of organizations in a long-term in the global environment based on innovative solutions that provide a foundation for sustainable leadership, creative thinking and research.</p> <p>2.Knowledge of the latest theories, discoveries, methods, and problem solving skills to conduct research and operate highly professionally in order to generate new knowledge and promote innovative business.</p> <p>3.Ability to independently assess and critically analyze complex research and professional issues of increasing competitiveness of organizations in a changing environment and to use the acquired knowledge to provide solutions.</p> <p><i>Skills:</i></p> <p>4.Ability to evaluate the viability of new technologies and business opportunities in the development of organizations and in increasing their competitiveness in the age of digitalization.</p> <p>5.Ability to develop innovative business strategies, plan and coordinate functioning of an organization as a whole and oversee how strategies and action plans are implemented and objectives are met by ensuring efficient use of resources for the benefit of the organization and society.</p> <p>6.Ability to analyze organizational processes through the integration of management functions and demonstration of leadership skills, strategic thinking and emotional intelligence while working in multicultural and interdisciplinary teams and projects.</p> <p>7.Ability to make and justify rational decisions, assess risks, and integrate knowledge of various fields into the development of innovative business; perform professional activities applying new approaches and digital technologies.</p> <p><i>Competencies</i></p> <p>8.Ability to explain and substantiate one's opinion on complex and systemic business management issues, as well as innovation aspects in the local and international environment with the aim to promote the competitiveness of an organization.</p> <p>9.Ability to continually improve one's management competencies and grow professionally in order to promote innovative entrepreneurship.</p> <p>10.Ability to integrate knowledge from different fields, to contribute to the creation of new knowledge and development of new research or professional methods.</p> <p>11.Ability to manage teamwork, delegate and coordinate responsibilities and be accountable for the team's performance.</p> <p>12.Ability to demonstrate a transparent ethical decision-making process, ensuring ethical responsibility for the environmental and social impact of professional activities.</p>
Final examination upon the completion of the study programme	Master's Thesis

Study programme forms

Full time studies - 1 years, 2 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>2</i>
Language	<i>latvian</i>
Amount (CP)	<i>48</i>
Admission requirements (in English)	<i>For persons with a previous professional bachelor's degree or professional qualification: 1. professional bachelor's degree in economics, finance, or management; 2. at least four years long, completed full-time second level professional study program and obtained professional qualification in economics, finance or management.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>For persons without prior professional qualification or professional bachelor's degree - academic degree in economics, finance and management, provided they have at least 3 years' professional experience in a managerial position.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organizations</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

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

During the evaluation period, the following changes have been made to the parameters of the master's study program "Innovative Entrepreneurship":

1. the type of master's degree to be awarded has been changed: from a professional master's degree in business and organization management to a professional master's degree in business administration;
2. the qualification to be awarded has been changed: from "the manager of a company or an institution" to "the manager of an organization".

Substantiation:

Changes in the duration and scope of the study program have been made because Sub-paragraph 23.4 of Cabinet Regulation No 512 of 26 August 2014 "Regulations on the State Standard of Second-Level Professional Higher Education" provides that the compulsory content of professional master's study programs consists of a state examination, the component of which is the completion and defense of a master's thesis or diploma thesis (diploma project). Thus, the above mentioned norm envisages the possibility for higher education institutions to choose between the development and defense of a diploma thesis (diploma project) and a master's thesis.

Changes in the degree, qualification, and content of the program are related to the entry into force of the new professional standard "Manager of an Organization". The aim of the study program, its objectives and learning outcomes were approved at the Senate meeting of 14 January 2020 (Minutes No 1).

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.

Implementation of the program started in 2010. Since then, 270 graduate students have already completed the program (see Annex 5, Table 1). The number of students dropping out has been fluctuating for the past three years, with a tendency to decline. At the master's level in most cases, the reason for discontinuation of the studies is either family circumstances or a large workload. At the same time, there is a tendency for these students to resume and complete their studies later.

A large number of BA Bachelor graduates study in the program; however, every year there are many applicants who are Bachelor graduates representing other higher education institutions. It is a positive trend that BA graduates from the Financial field of study continue their studies in the

program, thus gaining the necessary managerial competencies and another professional qualification. (see Annex 5, Table 2). The number of students enrolled forms one group, which is optimal. It should also be noted that the ratio of graduates versus students enrolled in this program during the ten-year period has been one of the highest compared to other master's programs.

The composition of the first-year students in 2019/2020 by education, years of employment, position held at work and the industry represented indicates that there is a wide variety in the audience, which allows for an interesting, interdisciplinary study environment and usage of practical examples related to the students' background. (See Pictures 1-5 in Annex 5).

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

The professional Master's Study Program "Innovative Entrepreneurship" is being implemented in accordance with the aim of the BA Development Strategy for 2018-2023 to develop a highly reputable program in Business Management field of study, which is recognized and accredited in Latvia; provides its graduates with competencies of added value and prepares managers of organizations by developing their creative thinking skills, ability to generate innovative ideas and create new values.

BA offers two professional master's degree programs in management in the Latvian language. Unlike the professional Master's degree program "Business Administration (in Latvian and English), which prepares managers of organizations, a new type of leaders capable of ensuring competitive operation of organizations in the international environment, the Master's Study Program "Innovative Entrepreneurship" prepares managers of organizations who are capable of generating new, innovative ideas by using unconventional approaches, creating new products, business models and innovative solutions in the era of technology.

Upon completion of the Study Program "Innovative Entrepreneurship" (hereinafter - the Study Program), the student receives the second level professional higher education diploma of a **professional master's degree in Business Administration and obtains the qualification "Manager of Organizations"** which corresponds to the fifth level of professional qualification. The awarded qualification certifies that graduates have acquired the skills to define and formulate the basic principles of the organization, to plan and manage work following the goals of the company, to work with people and to be ready for various challenges in the rapidly changing business environment.

The **goal** of the Study Program is to provide professional master's level studies, which would enable the student to acquire the level of knowledge, skills, competence and skills that would *ensure competitive operation of organizations and their independent growth based on the excellence of their performance*, as well as to train competitive entrepreneurs and leaders *by developing creative thinking, ability to generate innovative ideas and create new values*. The Study Program is designed for applicants with a bachelor's degree in management, economics and finance.

The goal, objectives and learning outcomes of the Study Program were approved by the Senate meeting on 14 January 2020 (Minutes No 1). The manager's knowledge of the sources of competitive advantages and factors enhancing them, based on the latest theoretical knowledge

and its effective application in practise, can ensure market demand for the organization. Discovering and understanding these regularities, learning methods and techniques which can help to add value, based on examples of organizational excellence, is the mission of this Study Program. The title of the Study Program, the degree to be obtained and the professional qualification, the goal and objectives of the Study Program are consistent, relevant and ensure achievement of the goal of the program.

The learning outcomes are defined in accordance with the Latvian Qualifications Framework Level 7 and the competencies defined in the Occupational Standard "Manager of Organizations".

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 Program has been refined throughout its implementation by auditing the goal, objectives, structure, contents, methods of teaching and learning outcomes. Every year the Study Program is audited at the level of the program director, department heads, and all involved lecturers, and recommendations are made by the members of the Board of the Study Program - employers, providers of work placement, graduates and students.

On 4 February 2019, the aims, quality and development potential of the Master's program "Innovative Entrepreneurship", the skills and competencies needed by today's and tomorrow's leaders were discussed at the Board of the Study Program. Employers point out that, at this time of change, the global market trends have put the transformation of different professions and the demand for new competencies at the forefront. Employers' demands are growing - they want leaders - employees with a strong desire to show initiative, ready for change and self-development, willing to acquire new skills, endowed with analytical, critical thinking and ability to solve complex problems.

The goals, quality and opportunities for improvement of the Master's Study Program "Innovative Entrepreneurship" were also discussed at the meeting of the Board of the Study Program. As a result, the goals, objectives and the learning outcomes were updated.

Other methodological events are organized at BA as well, as required. While updating a study program, the lecturers actively discuss and analyze its learning outcomes and make suggestions on the program improvement.

The development of a study program, based on the didactic concept, takes into account forecasts of labor market needs and students' interests. Changes in a program are approved at BA Senate meetings. During the reporting period, changes did not exceed 20% of the content of the

accredited Study Program.

In accordance with the BA Senate decision of 30 May 2017 (Minutes No 5.5), and the proposals made at the meeting of the Board of the Study Program of 16 May 2017 and at the meeting of the Department of Management of 18 May 2017, a suggestion was made to substitute writing of a diploma paper in the Master's Study Program with the implementation period of 2 years by a study module "Sustainable Entrepreneurship and Law" (8CP) and an additional elective course (2CP). Students acquire the supplemental module "Sustainable Entrepreneurship and Law" and the elective course according to an individual plan. The scheduling of the classes was ensured by integrating students into the classes together with the groups of Master's degree programs in Business Administration and Finance. The feedback from the students shows that it is possible to realize efficiently additional study courses for a small number of applicants as well.

Due to introduction of a new occupational standard "Manager of Organizations" and the required competencies defined therein, the volume of study courses was increased by 4CP; the content of the Study Program was improved; new study courses were introduced, for example, "Organization, Human Resources and Risk Management"; the themes covered in the course were reviewed, including such topics as human resources, crisis and change management, etc. At the same time, the Study Program includes new courses related to current issues and requirements of the employer, such as "Use of Technology", "Protection of Intellectual Property", as well as an expanded range of elective courses. The plan of the Study Program is reflected in Annex 9, Tables 1 and 2.

In order to ensure successful studies, individual interviews with the applicants of the Study Program are carried out before starting the studies at BA.

Duration of studies is 1 year and 2 months with a previously acquired professional bachelor's degree or 2 years (4 semesters) with a previously acquired bachelor's degree. In total, 48 or 80 credit points are allocated to the Study Program.

New or updated descriptions of study courses, work placement and final thesis were elaborated upon updating the Study Program. The main criteria for the development of descriptions were defined: the descriptions are thoroughly developed and meet the requirements of the regulatory enactments; the content is topical and mutually complementary, corresponds to the goals of the Study Program and ensures achievement of the learning outcomes, as well as meets the needs of the branch and is consistent with the latest trends in science.

During the program update, the long-term economic development trends in Latvia as well as the global economic development trends were considered. Claims were made at the World Economic Forum in Davos in 2018 and 2019 that the labor market would be completely different in the future, as automation and artificial intelligence would replace many of the manual jobs. New opportunities would open up and would be linked to the 'skills revolution', with social skills in particular - creativity, independent thinking, research skills, ability to find and synthesize information, and many more (www.weforum.org/agenda).

"Latvia's Sustainable Development Strategy 2030" ("Latvia 2030") (approved by the Saeima on 10 June 2010) is the hierarchically highest national long-term development planning document, which recognizes the need for a paradigm shift in education. It must be efficient, lifelong and creativity-oriented education that responds to the challenges of global competition and demography and is one of the preconditions for changing the economic model (<http://polsis.mk.gov.lv/documents/3323>). Currently, the situation in the Latvian and common European Union labor market demands lifelong learning and professional development, which is increasingly supported by the state and employers.

The 2018 Ministry of Economy report, "Informative Report on Medium and Long-Term Forecasts in

the Labor Market," reflects the trend: "Citizens are increasingly aware of the importance of education to successfully integrate into the labor market. The share of economically active population with tertiary education is gradually increasing, and in 2017 it was 9.6 percentage points higher than in 2008." This suggests that there is still a high demand for higher education. The report also forecasts a 3.9% increase in demand of vacancies for leading positions in 2025 compared to 2017 and a 5% increase in 2035 compared to 2017. In the medium and long term, both labor demand and supply in highly skilled professions will continue to grow; thus overall demand and supply will remain in balance. (https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf).

In order to compete in global markets and to preserve and improve the European standard of life, as recently called for by the European Council in June 2018 and March 2019, Europe must enforce its innovative capacity (https://ec.europa.eu/commission/presscorner/detail/lv/IP_19_2991). In order to implement European Union directives and improve the implementation of Latvian government policy documents, it is necessary to promote the development of innovations in the Latvian business environment.

In order to produce results in the field of innovation development, to improve indicators of the innovation potential, such as the number of graduates in the field, initially, it is necessary to enhance the education process by implementing a study program in innovation management aimed at developing innovations in the Latvian business environment by creating suitable support solutions for innovative companies.

One of the indicators in comparing the international competitiveness of higher education systems is its attractiveness. The Latvian higher education study and research environment can be characterized as more closed in comparison with the best foreign higher education institutions. This is partly due to the quality of the studies and regulatory constraints. It should be noted that the Master's Degree Program in Innovative Entrepreneurship is ranked 82nd in the Eastern European region in "Eduniversal Best Masters Ranking", which is a ranking system of master's programs of the world's best business schools.

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

The Study Program consists of thematic blocks – the study courses are integrated into modules: organization, human resources and risk management; financial management in an innovative organization; innovation management and digitalization; strategic management in a sustainable organization and a block of elective psychology and pedagogy courses and a block of elective professional specialization courses. The thematic blocks combine theoretical, academic and professional knowledge, ensuring their wide and varied application. The Study Program is constantly being improved, by conducting internal audit of the structure of the Study Program, its content, teaching methods, and learning outcomes at the level of the program director, heads of departments and all lecturers.

Considering that the graduates of the Study Program will be working as heads of organizations,

heads of individual departments or project managers, the students are oriented already during the study process towards acquiring knowledge and skills necessary for the labor market. The Study Program will prepare future graduates for the management of companies and their departments, raise awareness of the importance of identifying and solving professional and societal issues, and encourage participation in lifelong learning.

The objectives, themes, methods and assessment criteria set for the implementation of each study course are aimed at the achievement of learning outcomes that are interrelated with the results of other study courses and are derived from the overall goals and learning outcomes of the Study Program. Annex 6 reflects the compliance of the professional master's Study Program "Innovative Entrepreneurship" with the Cabinet of Ministers Regulation No 512 of 26 August 2014 "Regulations on the state standard of second level professional higher education".

Annex 7, reflects the compliance of the professional master's Study Program "Innovative Entrepreneurship" to the occupational standard of the "Manager of Organizations", which corresponds to the 7th level of the Latvian Qualifications Framework. The curriculum of the program incorporates knowledge defined by the occupational standard of the "Manager of Organizations". The mapping of the study courses of the professional Master's Study Program "Innovative Entrepreneurship" is presented in Annex 8. Descriptions of the study courses of the professional Master's Study Program "Innovative Entrepreneurship" providing a detailed overview of the learning outcomes, teaching methods and assessment procedures are attached in Annex 10.

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 quality standards are set in order to ensure high-quality remote studies at BA and to ensure a uniform approach in their organization and conduct. In order to ensure uniform access to remote studies, only the following technologies are used in studies: Moodle, Zoom.us, Microsoft Office 365.

The following study methods are applied in the study process:

- 1) **lectures, seminars, practical work;**
- 2) **methods that promote analytical, critical, systemic and creative thinking, develop communication skills** – group work, discussions, presentations, case studies;
- 3) **promotion of individual and research work done by students individually or in groups** –reports and projects, participation in international projects where students gain international experience and recognition within European countries;
- 4) **meeting invited experts - industry professionals and foreign guest lecturers** – within the framework of the study courses (e.g. Linda Kalnina, Corporate Customer Consultant at Lursoft IT Ltd; subject: Lursoft Databases and Analytical Materials).

The study process mainly relies on problem-based learning, that is, analysis of case studies and other research material in order to develop students' abilities to apply theory in practice, discuss, argue, and present their theoretical findings when analyzing research literature and practical

problems in the field. Students develop such abilities by

- practical assignments, evaluating and analyzing the causes of particular enterprise management problems, identifying and evaluating alternatives to solutions (e.g., in the courses *"Innovation Management and Digitalization"*, *"Strategic Management in a Sustainable Organization"*);
- case study method (e.g. in the courses *"Organization, Human Resources and Risk Management"*);
- independent studies, analyzing and making proposals for increasing the efficiency of the company.

The most appropriate teaching methods are chosen for each study course, with stronger emphasis on practical classes. Computer classes with specialized computer programs (Microsoft Project, Power Business Intelligent etc.) and internet connection are used in the training process. Much of the program's study courses and materials are prepared electronically and are available to students on the Moodle system (e-platform), which can be accessed both within BA premises and off the campus. In some study courses examinations are organized electronically.

Examinations and assessment in the study courses are carried out in accordance with the Cabinet Regulation No 512 of 26 August 2014 "Regulations on the State Standard of the Second Level Professional Higher Education", which defines the basic principles of assessment of the program acquisition and the basic forms of assessment (test / exam) and the Study Regulations approved by the BA Senate on March 29, 2016.

BA adheres to the following core principles of evaluation:

- **the principle of openness in evaluation** - in accordance with the goals and objectives of the programs, as well as the goals and objectives of the study courses, a set of requirements regulates the evaluation of the achievement of learning outcomes;
- **principle of mandatory evaluation** - it is necessary to obtain positive assessment of the acquisition of all content of the program;

The scope of a particular test corresponds to the content of the course program and the skills and knowledge requirements of the occupational standard. The assessment methods are chosen so that the achieved learning outcomes can be evaluated. Students' achievements are evaluated on a 10-point scale. The lowest positive rating is 4 points (almost satisfactory). The evaluation criteria of study results are the following:

- the volume and quality of the knowledge gained;
- skills and competencies acquired;
- attitude towards learning;
- dynamics of the development of academic achievements.

The form of the assessment (examination, test, test, group work, presentation) and the type (oral, written or mixed) are determined by the lecturer. A student's independent written work can be: an analytical paper, student group work, an assignment, a report, problem research, publication analysis, a factual summary and evaluation.

Objectivity of assessment methods evaluating the knowledge, skills and attitudes is ensured by their relation to the learning outcomes and the changing demands of the labor market:

- academic staff defines requirements for assessment of knowledge, skills and attitudes in the course description as well as explains how the results of the course, which are available to the students upon commencement of the course, will be evaluated;
- During the program audit and department meetings the lecturers report on the study results

and discuss the main principles of assessment, as well as the student performance (strengths and weaknesses); in this context, possible solutions for course improvement and / or necessary changes in the assessment mechanism are discussed;

- methods for assessing the students' knowledge, skills and attitudes are discussed with employers during the annual meeting.

The program supports development of research skills, which provides opportunities for graduates to pursue doctoral studies.

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

The work placement program is developed by the Program Director in cooperation with the Career Center (hereinafter - CC) and the lecturers of the departments of Management and Economics and Finance, based on the goals and objectives set by the Study Program. The three **individual** assignments of the placement program are offered to the student from the assignments listed in the placement program according to the chosen Master's topic, so that the student had a possibility to explore the chosen theme in greater depth.

"Work Placement Arrangements", "Work Placement Program", "Work Placement Directions", and a model practice agreement are available on BAIS. Student groups are scheduled to meet with the Career Center manager before leaving for work placement. Taking into account the fact that the majority of Master's students are already in an employment relationship, the work placement agreement is concluded with their existing employers, but if necessary, students are offered work placement. BA has entered into long-term cooperation agreements with more than 37 employers, creating a database from which work placement is offered to the students.

The student conducts research at the company providing work placement. The account of the research is submitted to BA in a form of a report at the end of the work placement. The student, when preparing the work placement report, confirms that he / she is able to carry out research on the issues raised in the particular organization and to make proposals for increasing the efficiency of the organization.

Work placement reports are kept at the CC for one year after the completion of the Study Program, but not longer than for three years. Reports containing confidential information, based on the student's request, are stored at the CC separately, in a restricted access area. The trainee's performance is assessed by the employer, reviewer of the work placement report and the commission for the review of work placement reports established by the Rector's order.

During the work placement the theoretical knowledge is enforced by acquiring professional experience corresponding to the Study Program and the qualification and by learning the practical skills necessary for a manager of organizations. In 2018/2019 students of the Program had work placement in such companies as: JSC SEB AB Riga Branch, JSC Swedbank, JSC Citadeles Banka, Insurance JSC Balta, Latvian branch of Compensa Vienna Insurance Group ADB, Insurance JSC BTA Baltic Insurance Company, Latvian Investment and Development Agency, State JSC Latvijas Pasts, JSC Latvijas Gāze, JSC Riga Central Market, JSC Lido, JSC Dentsu Aegis Network Latvia, LLC

Viessmann, LLC Inese Tortes, LLC Circle K Business Center, LLC AMPLEXOR Latvia”, State Border Guard, State LLC “ Latvijas Koncerti”, Rural Support Service in Central Latvia region, Riga Technical University.

Study results achieved in previous education or professional experience are recognized in accordance with “Regulations on recognition of study results achieved in previous education or professional experience” (approved by the Senate on 17 December 2013, Minutes No 12). The Regulation was drafted in accordance with the Cabinet of Ministers Regulation No 36 of 10 January 2012 “Regulations on the recognition of qualifications achieved in prior education or professional experience” (in force until August 14, 2018,) and Cabinet of Ministers Regulation No 505 of 14 August 2018. “Regulations for the recognition of competences acquired outside formal education or in professional experience and of learning outcomes achieved in prior education”. Six students submitted documents for recognition of their professional experience during the period of 2012-2019 and it was recognized.

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 program the student takes the final state examination - defends his / her master's thesis. Employers and BA lecturers are invited as chair persons and members of the State Examination Commissions for the defense of Master's thesis. Proposals for the composition of the commission are prepared by the program director. They are considered and approved by the Senate. In order to improve the process of writing the Master's thesis, on 9 April 2015, by BA Rector's Order No 27-2 / 022 “Procedure for the selection of the theme for the Master's Thesis/Diploma Paper, selection of supervisors and establishing the procedure of the Thesis Development Seminar and the Thesis pre-defense process” was adopted. An educational seminar is held prior to commencing the development of the Master's thesis, but one month before the submission of the Master's thesis there is a pre-defense of the Master's thesis. The popularity of seminars has increased significantly, as students not only attend seminars where they themselves have to present the content and findings of their research, but they also take the opportunity to have a discussion with the lecturers and become acquainted with presentations of other students, explore new ideas and listen to experts' advice on different research methods. Other methodological events are organized at BA as well, as required. By updating the Study Program, the lecturers are actively involved in the discussion of the learning outcomes, analyzing opportunities for improvement of the Study Program and making their suggestions.

The professional master's degree and the qualification can be obtained if all the courses have been successfully completed and the work placement report and the master's thesis have been defended. During the period of 2012-2019, twenty students, or 7.4% of the total number of graduates, graduated with excellence, which is a very high achievement. Student loyalty is assessed by analyzing the dynamics of the number of graduates who continue their studies at BA doctoral level. In the period from a/y 2012/2013 through a/y 2018/2019, eleven graduate students started their doctoral studies, and it is expected that in a/y 2019/2020 two of them will be awarded a doctoral degree.

The choice of the theme of the master's thesis and its argumentation is closely related to the current events in the Latvian economy, the particular industry and the labor market. Every student

has an opportunity to choose the research theme and the supervisor themselves. During the development of the master's thesis, its subject is clarified in order to align the title of the thesis with the aim of the research. When developing a master's thesis, the student must demonstrate an ability to navigate in the latest specialized literature and other sources analyzing them by using modern research and data processing techniques as well as to apply creative approach to a specific research problem.

For example, in the last three years, students have been choosing themes related to the impact of State aid programs on entrepreneurship, innovation, digitalization and automation of business processes, etc. (see Other Annexes No 1, Table 1). More than half of the students have developed and defended their Master's theses, graduating with distinction or with excellent, or very good results. (see Other Annexes No 1, Tables 1-2).

At the end of the academic year, a Student Scientific Conference is traditionally held, where students are given the opportunity to present their research and present their findings to a wider audience. Graduates of the Study Program deliver their papers at the Student Conferences. (see Other Annexes No 1, Tables 1-3).

BA Master's graduates start their own companies and co-own start-ups; it is clearly possible to observe a career growth. (see Other Annexes No 1, Tables 1-4). For example, graduate student Alexei Korabovsky has co-authored a technology that is internationally competitive - automatically operated compact 4D projection sensors able to determine the physical condition of the upper layer of the snow at ski resorts. In 2018, *Snowision* was one of the 15 strongest startups.

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.

BA students are regularly interviewed about their impressions and satisfaction with BA, study process, infrastructure and administrative issues. Students express their opinion on the performance of the academic staff in each study course and about the study process and the program in general - this is confirmed by the questionnaires. The summary of the Management Department students' survey data for the academic year 2018/2019 can be found at Other Annexes No 1, Tables 1-5.

For example, students' point of view is considered when analysing study course results both at academic staff yearly performance reviews and department meetings - student suggestions and recommendations are discussed in order to improve the study process, the quality of the study course. It is suggested that students from the very beginning of their studies should express their opinion at any time to the programme director; the most valuable suggestions are implemented in the study process. If students are not satisfied with anything or they have claims, the programme director reacts on such situations immediately trying to solve them.

The results of the survey are analyzed during the program audit and used for the organization of the next year's Study Program and improvement of the implementation process.

Employers also participate in the improvement of the study process. For example, at the end of the work placement, its providers annually perform evaluation of the students' competencies, which is summarized and analyzed. 100% of all students are evaluated. The results of the 2018/2019 survey are as follows:

- the most highly evaluated skills are computer skills, rated as outstanding and excellent - 100%; the next best skills are the attitude towards the job and the initiative shown, which is rated as outstanding and excellent at 96% and 92%;
- 46% of students had no opportunity to assess their sales skills;
- some students were not given evaluation on their understanding of financial and business issues in a foreign language;
- overall, the preparedness of the students is in line with market requirements (92% rated as outstanding or excellent).

The summary of the 2018/2019 survey conducted before the defense of the master's thesis shows the following views of sixteen graduates:

1. 88% of the respondents admit that the quality of higher education obtained at BA has justified their expectations.
2. 94% of the respondents would recommend BA and the Master's Study Program "Innovative Entrepreneurship" to other potential students.

Students point out that BA has a very positive attitude on the part of teachers and the administrative staff. The lecturers are not only academically strong but also have a great deal of experience in the field, themselves being entrepreneurs or high level professionals in the field.

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

In order to promote the integration and mobility of BA students at international level, which is an essential prerequisite for the development of professional competencies and skills, BA is an active participant in the EU ERASMUS + student exchange program, offering 3 to 10 months scholarships at BA partner universities and work placements.

Due to the fact that the duration of the Master's studies is 1.2 years, Erasmus studies are not offered to the students of the Program, except for the case when a student has extended studies to 2 years. Erasmus program was used by one student, who was studying at TalTech University, Estonia for one semester. In the time period from a/y 2012/2013 through a/y 2018/2019, Erasmus work placement was conducted by **six** students - at "Sullivan & Sullivan Ltd.", Malta; "Descomplin", Portugal; a service provider company in Finland; Onebiz company, Portugal; "FourOneFour Ltd", UK; Permanent Delegation of the Republic of Latvia OECD and UNESCO.

Two graduate students took advantage of Erasmus graduate placements as well. Most students found it hard to match this offer with their main job schedule and family status.

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 sources of financing for the Study Program are mainly tuition fees. The tuition fee is approved annually by the decision of the BA Senate. In the academic year 2019/2020, the tuition fee for one year and one month is 2,500.00 EUR and for a 2 year program – 3,600.00 EUR.

See the costs of the Study Program in the Description of the Field of Study.

BA Library uses electronic catalogs, which are created in the integrated library system "ALISE", which allows searching for editions by various parameters. Library catalogs are also available on the Internet. All the librarian processes - compilation, servicing the readers, filing reports and creating directories are also done in the system "ALISE". ALISE library system allows authorized users to monitor the status of their account, request an extension and make book reservations. Authorization data can be obtained from the librarian. Without authorization, it is possible to search the catalog, find out information about the copies (number and position), and view the source description. The BA Library is included in the National Unified Library Information System. At the BA Library, any student of the master's program has access also to relevant literature in English from the best Western publishing houses. The number of copies purchased gives master's students an opportunity to study the literature at home and for lecturers - to base their study courses on the same study materials. The SCOPUS database is accessible with the reader card of the National Library of Latvia and the remote access to the resources of the NLL. The electronic databases, subscribed by BA, are available to the students of the joint master's Study Program in the library.

BA's material, technical and information resources are used to ensure the study process. (See the Description of the Field of Study).

According to the evaluation of the students, the academic staff and the involved groups (employers, professional organizations, etc.), the program resources correspond to the aims and tasks set by the program. Students express their opinion about the work of the lecturers and the study process in general - this is confirmed by the performed surveys. Employers express their opinion on the compliance of students' skills, knowledge and competences with the requirements of the labor market - this is confirmed by the results of the survey and the opinion expressed during the meetings of the Board of the Study Program and the evaluation given in the accreditation process. Academic personnel express their views at department meetings, annual development discussions, and meetings with the program director. The opinion of the lecturers is heard on the necessary resources for the implementation of the Study Program, which is constantly being improved according to the requirements of the modern working environment.

The existing resources allow for a qualitative implementation of the Study Program and are relevant to the content of the study and allow for a successful organization of the study process. The academic staff are fully qualified to deliver the content of the Study Program: all lecturers have both practical experience in the field and relevant academic work experience.

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.

Changes in the complement of the teaching staff have occurred due to objective factors: termination of the lecturers' employment due to retirement (B.Baltača, V.Raņķeviča), addition of new elective study courses to the study plan; replacement of lecturers in case of changes in the study course, e.g., "Management and Development of Innovative Projects" (G.Vērđiņa) replaced by study course "Efficiency Management in Enterprises" (S.Babris); involvement of practitioners and new creative personalities (newly elected BA lecturers, BA doctoral students, visiting lecturers and guest assistants, e.g., S.Babris, E.Miķelsone, V.Turlais, L.Sparāne, M.Ēberšteins, V.Zeps). The total number of involved lecturers has increased (+3 lecturers) as optional study courses have been included; the proportion of BA elected lecturers with a doctoral degree has even slightly increased, attracting young visiting lecturers. Changes in the teaching staff have improved the quality of studies.

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

The qualifications of the academic staff are fully adequate for the implementation of the Study Program, as involved in the program are professors, doctors of science from different fields of science, as well as field professionals, who form a multifaceted view of the field. The compliance of the qualification of the teaching staff to the requirements of the regulatory enactments and selection criteria is shown in Other Annexes N 2. There are nine lecturers involved in the implementation of Part A study courses and six lecturers in the implementation of Part B elective courses, a total of 15. Eight BA lecturers, or 57%, have been elected as members of BA teaching staff: two professors, two associate professors, four assistant professors. BA is the main workplace for seven lecturers. Of the lecturers involved, seven have a PhD and four are currently PhD students. BA promotes the new generation of academic staff by attracting BA graduates and doctoral students (E.Miķelsone, V.Turlais, D.Plotnieks).

All lecturers have considerable practical experience related to the themes and study courses

included in the Study Program, have appropriate education and pedagogical work experience, and some of the lecturers are specialists and managers practicing in their field, which allows ensuring an appropriate quality of the study process.

In order to achieve the learning outcomes, BA implements professional development measures, including in-service training and staff renewal by providing continuous professional development courses and academic staff promotion activities, engaging lecturers in scientific work, offering to participate in seminars, conferences, courses and mobility activities. BA promotes international cooperation with higher education institutions abroad and encourages participation in international and inter-university academic staff exchange programs and international research cooperation programs in order to gain international experience and improve English language skills.

The lecturers of the program are actively involved in research activities by producing scientific publications and co-publications published in journals indexed in the databases EBSCO, Scopus and Web of Sciences. For instance,

- **scientific articles related to the lecturer's research topic and co-publications in cooperation with BA lecturers:**

1. **Mikelsone, E., Volkova, T., Liela, E.** (2019). "Potential Benefits of Web-based Idea Management System Based on Practical Evidence", in proceedings of the 12th International Scientific and Practical Conference Environment. Technology. Resources", 20th - 21th June 2019, Rēzekne, pp.89-93, SCOPUS
2. Rutitis, D., **Volkova, T.** (2019) "Product development methods within the ICT industry of Latvia", Vadyba. Journal of Management, Volume 34, No 1, pp.15-23, EBSCO
3. Mavlutova, I., **Volkova, T.** (2019) "Digital Transformation of Financial Sector and Challenges for Competencies Development", Proceedings of the 7th International Conference on Modeling, Development and Strategic Management of Economic System (MDSMES 2019), Atlantis Press, Series: [Advances in Economics, Business and Management Research](#), France, ISBN 978-94-6252-800-0, Web of Science

- **co-publications with lecturers from other universities and experts in the field:**

1. Kuzmina, J., Lindemane, M. (2017) "ESG Investing: new challenges and new opportunities", Journal of Business Management, No.14, Riga, ISSN 1691 - 5348, EBSCO
2. Bikse, V.; Lusena - Ezera, I.; Rivza, B.; **Volkova, T.** (2016) "The Transformation of Traditional Universities into Entrepreneurial Universities to Ensure Sustainable Higher Education", Journal of Teacher Education for Sustainability, Vol.18, Issue 2, 75-88pp, EBSCO

- **co-publications in cooperation with doctoral students:**

1. Mikelsone, E., **Liela, E.** (2016). Web-based Idea Management Systems as a Tool to Solve Globalization Challenges Locally. In Proceedings of International Scientific Conference Globalization and Its Socio-Economic Consequences, 5th - 6th October 2016 in Rajcecke Teplice in the Slovak Republic, 1370 -1377, Web of Sciences.
2. Mikelsone, E., **Liela, E.** (2016). G-AUDI Framework: Evaluation of ICT Industry in Latvia to Develop Strategies, Journal of Business Management, 11 (1), 79-99, EBSCO
3. Kleber, D., **Volkova, T.** (2018) "Key success factors to increase value proposition in hospitality industry", International Journal of Management and Applied Science, ISSN: 2394-7926 Vol4, Issue10; EBSCO
4. **Volkova, T.**, Sattarov, M. (2018) "Practical Considerations on the Implementation of Public-Private Partnership in Water Utilities in Emerging Markets of Central Asia", In: The Emerald Handbook of Public-Private Partnerships in Developing and Emerging Economies, João Leitão, Elsa de Moraes Sarmiento, João Aleluia ed., ISBN: 978-1-78714-494-1; eISBN:

5. Dominece-Diasa, B., Portnova, I., **Volkova, T.** (2018) "Strategic Foresight: Towards Enhancing Leadership Capabilities And Business Sustainability", In: Proceedings of 10th International Scientific Conference „Business and Management 2018“, EBSCO

• **co-publications submitted within the framework of the BA grant program:**

1. **Kuzmina, J.**, Sarnovics, A., Natrins, A., Ziemele, A., Kivrina, E. (2019) "Determining financial efficiency of higher education institutions", Book of abstracts of RTU Scientific Conference on Economics and Entrepreneurship (SCEE'2019), October 11 - 12, 2019, Riga, RTU Publishing House, ISBN 978-9934-22-368-6; ISSN: 2256-08662019
2. Mavlutova, I., **Lesinskis, K.**, Hermanis, J., Krastins, M. (2019) "Development of Entrepreneurial Mindset and Improvement of Student's Business Idea Viability Through Innovative Teaching Methods in Higher Education", **Proceedings of International Academic Conference Strategica 2019 "Upscaling Digital Transformation in Business and Economics"** edited by C. Bratianu, A. Zbucnea, F. Pinzaru, R.) Bucharest, 2019, ISBN: 978-606-749-428-0, Web of Science;
3. Natrins, A., Supe, L., **Mikelsone, E.**, Sarnovics, A. (2019) "Information Technology Competency Management in the Financial Sector in Latvia", in proceedings of the 12th International Scientific and Practical Conference Environment. Technology. Resources", 20th - 21th June 2019, Rēzekne, iesniegts publicēšanai;

• **co-publications with partners from foreign universities:**

1. **Volkova, T.**, Harkavy, I., Hartley, M., Hodges, R. A., Sorrentino, A., Weeks, J., Anh Dang, Q., Bacevic, J. (2016) "Defining Profile, Institutional Mission and Goals", part I in: Leadership and Governance in Higher Education - Volume 15, Duz Verlags- Und Medienhaus GmbH, ebook, 2-36 pp.;
2. **Atstaja, D.**, Susniene, R., Jarvis, M. (2017) "The Role of Economics in Education for sustainable development; the Baltic States' Experience", International Journal of Economic Sciences IJoES, Vol.VI, No 2, ed, Cadil, J., Prague, ISSN 1804-9796, <http://ijoes.iises.net>, Web of Sciences.

BA academic staff are engaged in scientific research and are implementing research-based study process - an integral part of the academic work. BA's research goal is acquisition of scientific knowledge, substantiation and further development of the scientific activities incorporated in the study process, solving current challenges with modern research methods. To ensure a research-based study process, BA has been running internal research grant competitions for the second year. Lecturers involved in the program participated in the following BA research project grant programs in 2018/2019:

1. Possibilities for Establishing a Model for Measuring, Evaluating and Managing the Financial Efficiency of Higher Education Institutions (A.Sarnovičs).
2. Circular Economy Prospects in the Baltic States and Managing Circular Economy Business Models and Projects in the Latvian Economy (Dz.Atstāja).
3. Impact of ICT on Competency Management in the Financial Sector in the Baltic States (E.Mikelsone).
4. Assessment of Competency Management in Latvia's Financial Sector (T.Volkova).
5. Application of Modern Teaching Methods in Business Studies in Higher Education (K.Lešinskis).

The outcomes of the grant program include scientific research articles included in the Scopus or

WoS database, participation in international conferences, preparation of teaching aids, development of guidelines in specific areas, development of a pilot project / prototype, etc.

The lecturers also take part in larger international projects; for example, K.Lešinskis is involved in EU Erasmus + “Knowledge Alliance for Business Idea Assessment: Digital Approach” project (project number 612542-EPP-1-2019-1-EN-EPPKA2-KA), where BA participates as a project coordinator. The goal of the project is to develop a new, innovative, automated tool to help startups evaluate their business idea and business plan as well as provide recommendations for further steps. The expected outcomes of the project will be used in, but not limited to, relevant business education. They will be freely available to anyone interested in getting an evaluation of their business idea and further recommendations.

The project involves ten partners from six EU Member States, including higher education institutions: BA from Latvia, UC Leuven_Limburg from Belgium, Vilnius College from Lithuania, Mendel University in Brno from the Czech Republic and Polytechnic Institute of Setubal from Portugal; three companies: ArtSmart from Latvia, Craftworkz and KBC Bank from Belgium; two non-governmental organizations - Centro Studi “Cultura Sviluppo” from Italy and the Youth Entrepreneurship Promotion Association from Lithuania.

Professor Dz.Atstāja (Project Manager) participated in the implementation of a project by NORDPLUS Horizontal program "Business Startups in the Baltic region", involving students from Latvia, Denmark, the Netherlands, France, Italy, Estonia, the Czech Republic, Slovakia, Turkey, and South Korea, who conducted a study on developing tools to support the green economy and green startups.

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).

Šis punkts nav attiecināms, jo šī ir profesionālā programma.

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).

Šis punkts nav attiecināms, jo šī ir profesionālā programma.

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.

Within the framework of study courses, the students are acquainted with the latest scientific achievements in the field, analyzing and discussing them. It is a mandatory requirement for a master's thesis to refer to at least eight research studies published in scientific research databases. Students of the master's program start cooperation with the BA lecturer in developing their master's thesis and continue developing the doctoral thesis in the doctoral program; supervisors, assistant professor E.Lielā and assistant professor S.Babris are an example (see Other Annexes No 1, Table 6).

The lecturers involved in the program together with the master's and doctoral students of the program participate in conferences presenting the results of their research work, for example:

- Docent E.Lielā in collaboration with Professor T.Volkova and a PhD student Elīna Miķelsone participated in the conference organized by Rezekne Academy of Technology (Rēzekne, Latvia) on 20-21 June 2019 with a presentation "Potential Benefits of Web-based Idea Management System Based on Practical Evidence";
- Docent E.Lielā in collaboration with Professor T.Volkova and a PhD student Elīna Miķelsone participated in the conference organized by the Latvian University of Agriculture (Jelgava, Latvia) on 15-17 May, 2019 with a presentation "Practical Evidence of Web-Based Idea Management Systems: Classification and Application";
- Docent E.Lielā in collaboration with Professor T.Volkova and a PhD student Elīna Miķelsone participated in the conference organized by RISEBA on 22 February 2019 (Riga, Latvia) with a presentation "Web-based Idea Management Systems and Organizational Effectiveness: Case Studies".

Collaborative publications with alumni are practiced as well (for example, E. Lielā in collaboration with PhD student E.Miķelsone has eight publications; in cooperation with professor T.Volkova and PhD student E.Miķelsone - two publications).

Master's students participate in scientific conferences of other universities; for example, a 1st year student who has graduated from RTU and continues her BA studies, participated with her research at a conference organized by RTU. (see Other Annexes No 1, Table 7).

Lecturers and students (graduates) are involved in joint research projects, producing joint publications and participating in conferences. For example, BA professor Dzintra Atstāja, in collaboration with student Andris Valdemārs, participated in the scientific conference "Economics and Entrepreneurship" on 16 September 2016, dedicated to the 50th anniversary of RTU Faculty of Engineering Economics and Management with a presentation **"Energy efficiency improvement measures in transport fleet management"**.

In the framework of the Erasmus + mobility programs, lecturers (K.Lešinskis, T.Volkova, J.Kuzmina, L.Peiseniece) are continuing the long-term partnerships with several foreign universities (FH Joanneum University of Applied Sciences, Austria; Baden-Wuerttemberg Cooperative State University, Germany; Polytechnic University of Bari, Italy; Politecnico de Coimbra, Portugal; Brno University of Technology, etc.). Lecturers (E.Lielā, L.Peiseniece, Dz.Atstāja etc.) participate in the international weeks together with students or attend the annual university networking meetings (University of Applied Sciences bfi, Vienna, Austria; Lahti University of Applied Sciences, Finland; UC Leuven Limburg, Belgium; Universite Paris 13 - Paris Nord, France, etc.). Both lecturers and experts (L.Peiseniece, L.Sparāne) have been on experience exchange (University College Leuven-Limburg,

Turkish University of Applied Sciences, Wroclow School Banking). Lecturers (A.Sarnovičs etc.) also take advantage of opportunities to upgrade their skills and gain new experience (within the KA-107 program, Israel, College of Business & Law and BAR ILAN University, TelAviv).

The lecturers involved in the program are experts of the Latvian Council of Science: (Dz. Atstāja – Economics and Entrepreneurship and Socio-Economic Geography), act as experts in licensing of Study Programs of Latvian higher education institutions (Turība University, Ventspils UAS, RTU) (E.Lielā, L.Peiseniece) or as guest lecturers participate in implementation of other study programs in higher education institutions (E.Miķelsone, D.Plotnieks, T.Volkova, V.Turlais), supervise doctoral theses or participate in the BA Scientific Council (e.g., T. Volkova, Dz. Atstāja, J.Strautmanis, L.Peiseniece, E.Lielā), work in the Promotion Council (T.Volkova – University of Latvia, Management Science and Demography) and at the National Examination Commissions of other higher education institutions (e.g., E.Miķelsone, J.Strautmanis, Dz. Atstāja etc.).

The lecturers involved in the Study Program act as experts in the evaluation of foreign Study Programs (e.g, T.Volkova - Georgian national quality assessment expert, Lithuanian quality assessment expert, Swiss Accreditation Council member). T.Volkova has experience in evaluation in 33 countries being an IQA expert at the Central Eastern European Management Association (CEEMAN), and the Chair person of the European University IUE IEP Steering Committee.

The lecturers of the Program are active in various professional associations, such as Association of Professors of Latvian Higher Education Institutions, Business Efficiency Association, Corporate Social Responsibility Platform, “Institute of Innovation of Ideas” , International Institute of Social and Economic Sciences, etc.

Involvement of the academic staff in scientific research both at the national and international level enriches the study content with the latest insights and achievements in the fields of science.

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).

On a day-to-day basis, the faculty work together to ensure continuity of the study courses, discuss latest trends and issues, and exchange their views. BA promotes this by organizing faculty meetings, department meetings, encouraging faculty members to consult with each other, inviting them to attend other courses, and so on. Such activities are significantly enhancing the quality of the study process.

In 2018/2019 and in 2017/2018 (on average) the ratio of students / lecturers in the implementation stage of Part A study courses was 63 to 10 or 6.3. In Part B, two elective courses are conducted each year with the students of the master's program “Finance Management”, promoting an interdisciplinary approach with a student / teacher ratio of 139 to 2 or 69.

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	Annex_5_07102020.pdf	5.pielikums_LV_07102020.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	Annex_6.pdf	6.pielikums_LV.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Annex_7.pdf	7.pielikums_LV.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	Annex_8_ENG.pdf	8.pielikums_LV.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex_9.pdf	9.pielikums_LV.pdf
Descriptions of the study courses/ modules	Annex_10_ENG.pdf	10.pielikums_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	MIU_diploms_ar_pielikumiem_ENG.pdf	MIU_diploms_ar_pielikumiem_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	EN_Agreement_BA_un_RTU.pdf	BA_RTU_vienosanas.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_par_zaudejumu_segsanu_ENG.pdf	Apliecinājums_par_zaudejumu_segsanu.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	MIU_ENG.pdf	Studiju_ligumi.zip
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Administration

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Līga</i>
Surname of the study programme director	<i>Peiseniece</i>
E-mail of the study programme director	<i>liga.peiseniece@ba.lv</i>
Title of the study programme director	<i>Dr.sc.administr.</i>
Phone of the study programme director	<i>29121814</i>
Goal of the study programme	<i>To prepare doctors of science and highly qualified researchers and specialists in the business management sub-branch of management science, thus strengthening management science as an academic field in Latvia and making a significant contribution to the development of business and enterprises in Latvia and Europe.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide students with high-quality doctoral education, ensuring them the opportunity to develop research competencies in their chosen field</i> <i>2. To carry out and approbate research significant to management science theory and practice: prepare Promotion Theses, monographs, textbooks, and teaching materials, and scientific publications, incl.:</i> <ul style="list-style-type: none"> <i>• developing and carrying out a doctoral research program</i> <i>• discussing the results of doctoral research (including approbation of results: publications and presentations at conferences and seminars)</i> <i>• ensuring preparation and defense of Promotion Theses</i> <i>3. To present and discuss the results of scientific research at international conferences and seminars as well as in popular science publications</i>

Results of the study programme	<p><i>The intended study outcomes of the joint doctoral program are oriented towards the preparation of doctoral students and meet the current requirements for the development of society and the economy in Latvia:</i></p> <p><i>Knowledge:</i></p> <p><i>1. Demonstrates knowledge and understanding of current scientific theories and insights as well as a mastery of research methodology and contemporary research methods in management science or in a professional field and the interface of different fields</i></p> <p><i>Skills:</i></p> <p><i>2. Is able to independently evaluate and select methods suitable for scientific research; has contributed to widening the frontiers of knowledge or has brought new insight to existing knowledge and its application in practice by carrying out a substantial amount of original research, some of which is internationally cited</i></p> <p><i>3. Is able to communicate verbally and in writing about management science with the wider scientific community and the general public</i></p> <p><i>4. Is able to independently advance his/her scientific qualifications; to implement scientific projects, achieving results according to set criteria; and to manage research or development tasks at enterprises, institutions and organisations where extensive research knowledge and skills are needed</i></p> <p><i>Competencies:</i></p> <p><i>5. Is able to meet significant research or innovation objectives by independently carrying out critical analysis, synthesis, and evaluation; to independently propose a research idea; to plan, structure, and lead large-scale scientific projects, including in an international context</i></p>
Final examination upon the completion of the study programme	<i>Defense of Doctoral Thesis</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Master's degree in social sciences or persons with Master's degree in humanitarian and technical sciences if they have at least a 2-year experience in Business Administration, Public Management or Management of Educational and have sufficient knowledge in the field of Management Sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral degree Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time studies - 4 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Master's degree in social sciences or persons with Master's degree in humanitarian and technical sciences if they have at least a 2-year experience in Business Administration, Public Management or Management of Educational and have sufficient knowledge in the field of Management Sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral degree Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time studies - 4 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Master's degree in social sciences or persons with a Master's degree in humanitarian and technical sciences if they have at least a 2-year experience in Business Administration, Public Management, or Management of Educational and have sufficient knowledge in the field of Management Sciences. Applicants who have acquired their previous education abroad must submit a copy of the respective document, presenting the original, and append a certificate from the Academic Information Centre (www.aic.lv) explaining which Latvian degree or diploma the education document acquired abroad corresponds to. For studies in the English track, applicants must submit a certificate of English proficiency (IELTS 6.5+ or equiva-lent)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral degree Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Master's degree in social sciences or persons with Master's degree in humanitarian and technical sciences if they have at least a 2-year experience in Business Administration, Public Management or Management of Educational and have sufficient knowledge in the field of Management Sciences. Applicants who have acquired their previous education abroad must submit a copy of the respective document, presenting the original, and append a certificate from the Academic Information Centre (www.aic.lv) explaining which Latvian degree or diploma the education document acquired abroad corresponds to. For studies in the English track, applicants must submit a certificate of English proficiency (IELTS 6.5+ or equivalent).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral degree Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

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

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

The following changes have been made to the parameters of the doctoral program Business Management:

- The name of the study program has been changed from the Interuniversity Doctoral Programme *Business Management* to the **Joint Doctoral Programme Business Management**.

Justification:

The study program Business Management was the first jointly implemented doctoral program in Latvia, and at the time of founding the program (2008) there was no unified terminology for a program implemented jointly by several partner institutions.

The Interuniversity Doctoral Programme was implemented by three partner universities: RISEBA, BA School of Business and Finance, and Ventspils University College. In 2015, Ventspils University College withdrew from the program, and an agreement was concluded between RISEBA and BA School of Business and Finance on the continuation of the program, renaming it the Joint Doctoral Programme *Business Management* in accordance with applicable law and Cabinet regulations (2011 amendments to the Law on Higher Education Institutions in Section 55¹; 2013 amendments to Cabinet Regulations No. 230 "Regulations on Licensing Study Programmes" and No. 202 "Procedures for Issuing State-Recognised Higher Education Certificates"). See the appendix for the

- The study program's scientific branch has been changed from the branch Management Science, sub-branch Business Management, to the branch **Economics and Business**, sub-branch Business Management. Justification:
- Cabinet Regulations No. 49 of 23.01.2018 "Regulations on Latvian Scientific Branches and Sub-branches"
- Resolution of the Latvian Council of Science No. 1/3.N-45 of 24.03.2020 on granting promotion rights in the scientific branch Economics and Business
- The formats and types of study program have been specified:
 - Full-time on-site in Latvian, 3 years
 - Full-time on-site in English, 3 years
 - Part-time remote in Latvian, 4 years
 - Part-time remote in English, 4 years
- In 2013, the study program was accredited in three languages: Latvian, English, and Russian. In accordance with the 2018 changes in the Law on Higher Education Institutions regarding the implementation of studies in the state language and in certain cases in a foreign language, implementation of the program in Russian is not planned.
- The title of the degree to be awarded has been changed from Doctor of Science in Management Science (*Dr. sc. administr.*), Sub-branch Business Management, to **Doctor of Science (Ph.D.)**. Justification:

- Cabinet Regulations No. 522 of 14.08.2019 “Amendments to Cabinet Regulations No. 1001 of 27 December 2005 ‘Procedure and Criteria for Awarding a Doctoral Degree (Promotion)’”, Paragraph 6, “...The first sentence of Paragraph 31 shall be worded as follows: ‘31. The decision to award the degree Doctor of Science (*Ph.D.*) or to decline to award the degree shall be taken by the council through a majority vote by secret ballot.’”
- The decision of the Study Quality Commission, the foundation Academic Information Centre No. 2020/10-I of 13.03.2020 “On amending the accreditation page of the study field”, changing the title of the degree to “Doctor of Science (*Ph.D.*)”

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

In Latvia, the joint doctoral programme competes with LU and RTU in the field of business management and economics. The programme, implemented by RISEBA and BA, has a smaller number of students and teaching staff (LU and RTU are the largest universities in Latvia).

The joint doctoral programme is implemented as an open-type doctoral programme, attracting course lecturers and leading researchers from other Latvian universities as well as universities abroad.

From the perspective of quality, the programme has shown good results: no Promotion Theses have been rejected by the State Scientific Qualification Committee.

The programme’s weak point is its insufficient number of state-funded study places, which hinders the attraction of talented students from Latvia who wish to contribute to management science research. To compensate for this, Latvian state scholarships for foreigners (State Education Development Agency) have been successfully used to cover tuition fees for students from abroad.

During the reporting period, the study year 2013/2014 had the highest number of students (79). This is explained by the RISEBA state budget grant until 31 December 2016. In the following years, the number of students in the programme was relatively stable (60-70), which is noteworthy given the conditions in Latvia.

The decrease in the number of students in the Latvian track from 79 (in 2013/2014) to 35 (in 2018/2019) is related to the termination of the state grant payment as well as changes in the programme’s implementation. During the reporting period until 2015, the programme was implemented by RISEBA together with BA and Ventspils University College. As of 2015, Ventspils University College no longer participates in the programme’s implementation, though it continues its cooperation as a programme cooperation partner: doctoral students of Ventspils University College take courses offered in the programme as visitors.

Implementation of the doctoral programme in English began in 2016/2017 with the enrolment of 7 students (until 2016/2017, doctoral students studied in English individually). 2017/2018 saw the highest number of doctoral students enrolled in the English track (12). In terms of market potential, the English track in particular has good prospects.

In 2018/2019, 16 doctoral students from 10 countries (Latvia, Lithuania, Belarus, Germany, France, Ireland, India, Azerbaijan, Colombia, Pakistan) studied in the English track. By improving international marketing, the number of foreign doctoral students could be doubled.

A special study of market potential has been carried out in the Nordic countries, the results of which confirm the possibility of increasing the number of doctoral students (Appendix 1).

One of the reasons for the decrease in the number of students is attrition (Figures 6 and 7). The highest student attrition rate is observed in the 2nd and 3rd study year, when active research work is started. Research work continues in the 4th and 5th study year, i.e. completion and approbation of the Promotion Thesis. One reason for attrition is the career development opportunities used by doctoral students when moving to live and work abroad (for instance, P. Dimants, Y. Felker, R. Debdatta).

Other important factors affecting the attrition rate:

- Problems conducting independent research or collaborating with one's supervisor
- Tuition fees
- Level of psychological resilience
- Students do not resume studies after an academic leave
- Family circumstances

The following measures are being taken to reduce attrition:

1. In discussions with applicants, the crucial role of motivation in developing a Promotion Thesis is emphasised
2. A system of two supervisors is being used successfully
3. Students on academic leave also receive information on seminars, guest lectures, etc.
4. A system of tuition fee discounts is widely used

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

The program name "Business Management" corresponds to the degree obtained, Doctor of Science (*Ph.D.*) in accordance with Cabinet Regulations No. 49 "On Latvian Scientific Branches and Sub-branches".

The aim of the doctoral program is to prepare doctors of science and highly qualified researchers and specialists in the business management sub-branch of management science, thus strengthening management science as an academic field in Latvia and making a significant contribution to the development of business and enterprises in Latvia and Europe.

In the course of studies, a Promotion Thesis (comprising 88 CP out of 120 CP) must be developed and approbated. Most students successfully complete the theoretical part, but the number of Promotion Theses developed during doctoral studies needs to be increased. Thus, the admission process includes an evaluation of applicants' research abilities, based on their publications (if any) and an essay on their prospective research topic. An important element of the admission process is the result of the individual interview, during which the crucial importance of research is emphasized, and potential challenges are explained.

A sample diploma for the joint doctoral program is included in the **appendix**. The joint diploma is prepared according to 16.04.2013 Minister Cabinet Regulations Nr. 202 "Procedures for Issuing State-Recognised Higher Education Diploma".

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

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

The content of the study courses^[1] is designed to provide doctoral students with a critical understanding of the most relevant scientific theories and findings, to address research methodology and understanding of modern research methods and their applications in practice, and to solve important research tasks. For example, there is a great demand for the latest solutions in the labor market; therefore, the study content is updated according to labor market development trends.

Harvard Business Review has shown that organizations experience 5% productivity gains and become 6% more profitable than competitors if data-based decisions are made. Data analysis is the process of researching, transforming, and modeling data with the aim of discovering useful information for understanding an issue, making more informed decisions, and obtaining valuable new insights. The ability to work with data gives doctoral students a competitive advantage by using data to make decisions, gain business insights, and forecast future trends in any industry and company.

The study courses' topicality lies in the course content itself, namely, studying the latest development trends in specific fields and discussing the latest scientific research dedicated to these fields.

The course content is continually updated through discussion of recently published scientific articles dedicated to the study of problems in a specific field and their possible solutions from a scientific point of view.

In the framework of the study courses, topical issues in the field are analyzed, including the latest developments in the field, based on scientific publications and information obtained at scientific conferences.

Information on the updating of study courses is obtained from surveys of teaching staff on the topic. Study courses are updated according to the latest research in different disciplines; this includes using trends in the field and following the latest business practice. Current information is obtained by attending conferences and seminars (for instance, *professional development workshops at the Academy of Management Annual Meetings*).

In accordance with the Cabinet Regulations of 27 December 2005 “Procedure and Criteria for Awarding a Doctoral Degree”, the degree is awarded for an independently developed and publicly defended Promotion Thesis under the guidance of an experienced scientist (hereinafter supervisor) which contains **the results of original scientific research and brings new insights to the branch or sub-branch concerned** [...]

The scientific novelty is one of the fundamental criteria in evaluating Promotion Theses. The quality of the Promotion Theses developed in the joint doctoral program is confirmed by the fact that none have been rejected by the State Scientific Qualification Committee throughout the program’s existence.

[1] Information on study course topicality relevance to the industry needs and is obtained from lecturer surveys on this issue.

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

According to the programme mapping (Appendix 7), the study courses offered in the programme provide the following knowledge (K), skills (S), and competencies (C):

DOC-K1: Demonstrates knowledge and understanding of current scientific theories and insights as well as a mastery of research methodology and contemporary research methods in management science or in a professional field and the interface of different fields.

DOC-S2: Is able to independently evaluate and select methods suitable for scientific research; has contributed to widening the frontiers of knowledge or has brought new insight to existing knowledge and its application in practice by carrying out a substantial amount of original research, some of which is internationally cited.

DOC-S3: Is able to communicate verbally and in writing about management science with the wider scientific community and the general public.

DOC-S4: Is able to independently advance his/her scientific qualifications; to implement scientific projects, achieving results according to set criteria; and to manage research or development tasks at enterprises, institutions and organisations where extensive research knowledge and skills are needed.

DOC-C5: Is able to meet significant research or innovation objectives by independently carrying out critical analysis, synthesis and evaluation; to independently propose a research idea; and to plan, structure and lead large-scale scientific projects, including in an international context.

The aim of the study courses is to provide doctoral students with knowledge of topicalities in the field, trends in its development, and contemporary research methods, and to develop doctoral students’ knowledge and skills for preparing Promotion Theses and publications in international peer-reviewed academic journals. To achieve this aim, programme lecturers share their experience

in writing scientific articles.

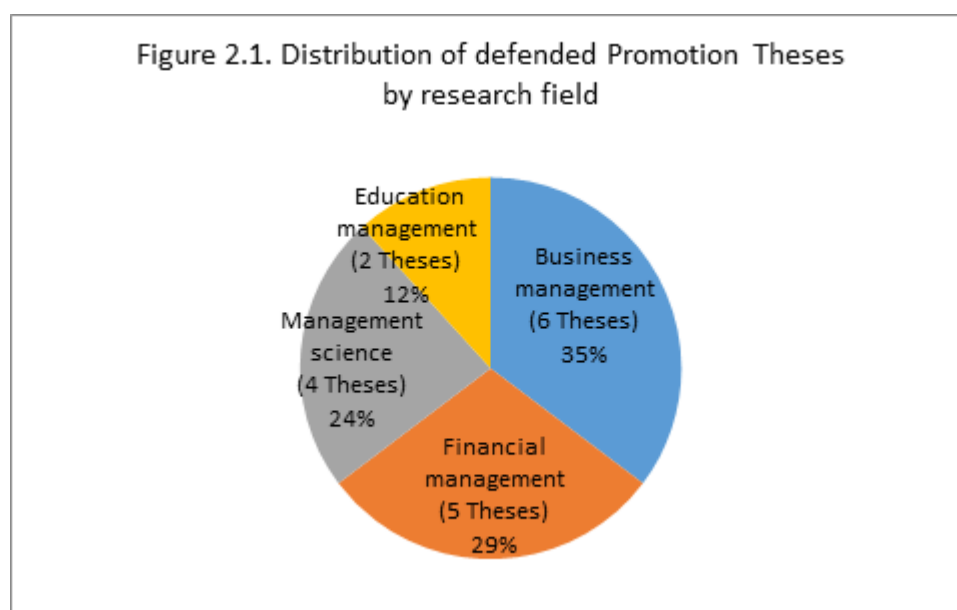
In the framework of both lectures and examination, scientific research published in recent years and topicalities in the field are analysed, including the latest trends in the field; the research methodology used in recent articles is also analysed. In the framework of the courses, discussions are held on students' work, and this includes peer review, development of the Promotion Thesis, etc.

Doctoral students participate as visitors in the presentation of Promotion Theses at meetings of the BA School of Business and Finance and the RISEBA Scientific Committee, at Joint Doctoral Programme Council meetings, and at Promotion Council meetings. In this way, students gain experience from other students on how to conduct research and how to present it. Sharing knowledge helps in developing students' research skills and gaining the latest insights into different research areas.

Main research fields:

- Business management
- Financial management
- Management science
- Education management

During the reporting period, 17 Promotion Theses were defended in the following research fields:



The distribution of Promotion Theses according to research field is presented in Table 2.2:

Table 2.2. List of Promotion Theses defended, 2013-2018

No.	Year of defence	Name, last name	Title of Promotion Thesis	Supervisor	Research field:
1	2013	Ilmārs Puriņš	Lēmumu pieņemšanas process mājsaimniecību kreditēšanā un tā efektivitātes paaugstināšanas metodoloģija/ <i>Decision -Making Process in Household Credit Granting its Efficiency</i>	Dr.oec., prof. Māris Purgailis (LU)	Financial management

2	2013	Inga Jākobsone	Dizaina kā stratēģiskā līdzekļa nozīme uzņēmuma vadīšanā un tā loma uzņēmumu attīstībā Baltijas valstīs/ <i>Design as a strategic tool in business management and its role in Business development in the Baltic states</i>	Dr., prof. Tatjana Volkova (BA)	Management science
3	2013	Arnis Lagzdīns	Atbilstības riska pārvaldīšana Latvijas komercbankās/ <i>Compliance risk management in Latvian commercial banks</i>	Dr.oec., prof. Biruta Sloka (LU)	Financial management
4	2014	Lotārs Dubkēvičs	Organizācijas kultūras un klimata mijiedarbības vadīšana radošuma veicināšanai valsts teātros Latvijā/ <i>Interrelation Management of Organizational Culture and Climate for Creativity for State Theatres in Latvia</i>	Dr.habil.psych., Dr.habil.paed., prof. Aleksejs Vorobjovs (DU)	Management science
5	2014	Signe Enkuzena	Vadītāju mācību izvērtējums pakalpojuma sektora uzņēmumos Latvijā un tā pilnveides iespējas/ <i>Management Training evaluation in Service Sector Enterprises in Latvia and Possibilities of Its Improvement</i>	Dr. Daiga Kamerāde-Hanta (Salford University)	Education management
6	2014	Anatolijs Prohorovs	Riska kapitāla fondu un neformālā riska kapitāla piesaistīšanas problēmas un risinājumi/ <i>Problems and solutions to the attraction of venture capital funds and informal venture capital</i>	Dr.oec., prof. Ingrīda Jakušonoka (LLU)	Financial management
7	2014	Darius Sargautis	Pētniecības un attīstības darbību kritiskie veiksmes faktori bioetanolā industrijas uzņēmuma tehnoloģisko inovāciju kapacitātes palielināšanai/ <i>Critical success factors of research and development activities in Bioethanol industry for increasing company's capacity for Technological innovation</i>	Dr.oec., prof. Tatjana Volkova (BA)	Business management
8	2014	Svetlana Savina	Daudzprofilu uzņēmumu procesu orientēta finanšu vadības sistēma stratēģisko mērķu audzēšanai/ <i>Pētniecības un attīstības darbību kritiskie veiksmes faktori bioetanolā industrijas uzņēmuma tehnoloģisko inovāciju kapacitātes palielināšanai</i>	Dr.oec., prof. Irina Kuzmina-Merlino (TSI)	Financial management

9	2016	Liene Resele	Nacionālās inovācijas sistēmas pilnveidošana inovatīvo uzņēmumu attīstībai Latvijā/ <i>Improving national innovation system for development of innovative enterprises in Latvia</i>	Dr.math., prof. Jānis Vucāns (VeA)	Business management
10	2016	Didzis Rūtītis	Korporatīvās identitātes dimensiju pārvaldība un tās pilnveidošanas iespējas veselības aprūpes nozares uzņēmumos Latvijā/ <i>Corporate identity management and opportunities for its improvement within the health care industry companies in Latvia</i>	Dr.oec., asoc.prof. Anda Batraga (LU)	Business management
11	2016	Inna Kozlinska	Evaluation of the outcomes of entrepreneurship education revisited: evidence from Estonia and Latvia	Dr., prof. Tonis Mets (Tartu University), Dr. Prof. Ulla Hytti (Turku University)	Education management
12	2017	Ilja Arefjevs	Aliansē ar bankām ietilpstošo pensiju līdzekļu pārvaldītāju darbības efektivitātes novērtējums/ <i>Bancassurance efficiency assessment of pension fund management companies</i>	Dr.oec., prof. Biruta Sloka (LU)	Financial management
13	2017	Artūrs Barbars	Organizācijas kultūras ietekme uz darbinieku iesaistīšanos: Informācijas un komunikācijas tehnoloģiju nozares uzņēmumu piemērs/ <i>The impact of organizational culture on work engagement in the information and communication technology sector in Latvia</i>	Dr.sc.administr., doc. Lotārs Dubkēvičs (BA)	Management science
14	2018	Valters Bolēvics	Pārvaldības ietekme uz ostu sniegumu/ <i>The Impact of Governance on Port Performance</i>	Dr.oec., Prof. Tatjana Volkova (BA)	Management science
15	2018	Iveta Cīrule	Augstskolu biznesa inkubatoru ietekme uz jauno komersantu sniegumu/ <i>University Business Incubators' Impact on Tenants' Performance</i>	Dr.chem., Prof. Ilmārs Kreituss (RISEBA)	Business management
16	2018	Daniel Marco-Stefan Kleber	Vērtības kopradīšana kā vadības līdzeklis vērtības piedāvājuma paaugstināšanai/ <i>Value co-creation as a management tool to increase value proposition</i>	Dr.oec., Prof. Tatjana Volkova (BA)	Business management

17	2018	Natālija Cudečka-Puriņa	Sadzīves atkritumu apsaimniekošanas vadīšana atkritumu poligonu ilgtspējas nodrošināšanai/ <i>Ensuring municipal waste management sustainability by administration of landfill management companies</i>	Dr.oec., Prof. Dzintra Atstāja (BA)	Business management
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Impact of the programme on research

1. Research completed in the framework of Promotion Theses – its publication and presentation at conferences – makes a contribution to scholarship overall.
2. Graduates of the doctoral programme participate in the endorsement of research work, supervise and review Promotion Theses of new doctoral candidates, and act as experts of the Latvian Council of Science.
3. Post-doctoral projects enable graduates to continue research on a selected topic and achieve significant research results.
4. Publication of monographs disseminates research results and, consequently, develops the relevant scientific field.

Promotion Thesis research: publications and reports at conferences

Significant research is carried out in the doctoral programme in the framework of Promotion Theses. Practical and scientifically novel recommendations are also made to public administration institutions, including ministries, municipalities, and government agencies; higher education institutions; the management of large private companies, including banks; and societies and associations. Such contributions have been made by Dr. Valters Bolevics, Dr. Iveta Cirule, Dr. Natalja Cudečka-Purina, and others.

The results of Promotion Thesis research are reflected in articles (often indexed in the WOS and Scopus databases), conference reports and monographs (Dr. Inna Kozlinska, Dr. Jevgenijs Kurovs, Dr. Anatolijs Prohorovs); post-doctoral research is developed based on these studies.

Table 2.3. Promotion Thesis approbation, 2013-2018

No.	Year of Defence	Name, last name	Approbation	
			Conference reports	Publications
1	2013	Ilmārs Puriņš	23	18
2	2013	Inga Jākobsone	10	4
3	2013	Arnis Lagzdīņš	19	11
4	2014	Lotārs Dubkēvičs	8	10
5	2014	Signe Enkuzena	6	10
6	2014	Anatolijs Prohorovs	10	10

7	2014	Darius Sargautis	4	7
8	2014	Svetlana Savina	12	12
9	2016	Liene Resele	5	5
10	2016	Didzis Rūtītis	9	12
11	2016	Inna Kozlinska	9	13
12	2017	Ilja Arefjevs	12	18
13	2017	Artūrs Barbars	6	5
14	2018	Valters Bolēvics	11	11
15	2018	Iveta Cīrule	15	13
16	2018	Daniel Marco-Stefan Kleber	5	6
17	2018	Natālija Cudečka-Puriņa	18	5

Promotion Thesis supervision and review, Latvian Council of Science experts

Several graduates of the doctoral programme have become Promotion Thesis supervisors:

- Iveta Ludviga (supervises several Promotion Theses: I. Slūka, J. Žakemo, T. Titareva; is a member of the Promotion Council, a Promotion Thesis reviewer, a member of the RISEBA Scientific Committee, a lead researcher)
- Lotārs Dubkevičs (supervisor of a defended Promotion Thesis, A. Barbars, 2018)
- Inna Kozlinska (is a lead researcher, supervises the Promotion Thesis of doctoral candidate P. Keller, participates in research projects)
- Anatolijs Prohorovs (is a lead researcher, supervises two Promotion Theses: Ļ. Fainglozs, V. Stikute; is a member of the Scientific Committee)
- Daniel Marco Stefan Kleber (supervises the Promotion Thesis of J. Mironova, is employed at Modul Dubai University, UAE)

Dr. Iveta Ludviga and Dr. Anatolijs Prohorovs are Latvian Council of Science experts; they supervise research fields at RISEBA.

Doctoral programme graduates are employed in senior positions in academia, public administration and business. Four of them work abroad.

7 graduates are employed in the academic sphere (as lead researchers, professors, lecturers, leaders of research fields, etc.); 4 combine academic work with business; 4 are employed at public administration institutions; 3 are private entrepreneurs.

Post-doctoral project implementation

From 28 August 2017 till 27 May 2020, the BA School of Business and Finance is implementing post-doctoral project No. 1.1.1.2./VIAA/16/089 "Product Development Methods and Process Management at ICT Companies with High Growth Potential and

the Possibilities to Use Their Experience at Startups in Latvia with a Similar Profile”, in which joint doctoral programme graduate Dr. Didzis Rūtītis is conducting research (<https://www.ba.lv/informacija/24903/>).

In 2018, one post-doctoral research project was submitted at RISEBA (it was approved; but the contract for project implementation wasn't conducted): Dr. Inna Kozlinska, “Promoting innovative entrepreneurship through the modernisation of higher education”.

In 2019, three post-doctoral research projects were submitted at RISEBA:

1. Dr. Ilmārs Puriņš, “An information technology competence model as a support tool for strengthening financial sector competitiveness”
2. Dr. Jevgenijs Kurovs, “Promoting innovative entrepreneurship through the modernisation of higher education”
3. Dr. Valters Bolēvics, “Innovative real-time assessment of the infrastructure, operation and management of the European Union's TEN-T ports”

Publication of monographs

An impact on research is also made by doctoral programme graduates' monographs, which reflect the insights and conclusions of their Promotion Theses:

- Kozlinska, I. (2016). Evaluation of the outcomes of entrepreneurship education revisited: Evidence from Estonia and Latvia. ISBN 978-951-29-6654-7 (PRINT); ISBN 978-951-29-6655-4 (PDF).
- Prohorovs, A. (2017). Uzņēmumu ienākuma nodoklis Latvijā un Igaunijā: tā ietekme uz uzņēmējdarbību, investīcijām, bezdarba līmeni, nodokļu ieņēmumiem un valsts ekonomisko izaugsmi (Corporate Income Tax in Latvia and Estonia: Effects on Entrepreneurial Activity, Investment, the Unemployment Rate, Tax Revenues and the Economic Growth of the State). Rīga: Zinātne. ISBN 978-9934-549-29-8.
- Kurovs, J. & Wascinski, T. (2017). Social Responsibility of Business: Theory and Practice. Motor Transport Institute, Warsaw. ISBN 978-83-60965-95-5.

The findings of the monograph by A. Prohorovs were used to introduce changes in the tax system in Latvia.

Impact of the programme on other levels of education:

Graduates give lectures at various levels of study (bachelor's, master's and doctoral) and supervise master's theses. I. Ludviga and J. Kurovs are directors of master's programmes. Graduates use the results of their Promotion Thesis research in delivering study courses. Also, graduates participate in various commissions and councils where students' final theses are reviewed and evaluated.

Graduates lead research fields, involving students from different educational levels.

As of 1 September 2019, doctoral programme students Z. Raščevska and E. Miķelsone are carrying out academic work in bachelor's and master's programmes at BA School of Business and Finance in the framework of project No. 8.2.2.0/18/A/007 “Support for strengthening the capacity of BA School of Business and Finance academic staff”.

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

the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

To achieve the intended outcomes of the study courses, the doctoral programme uses lectures, seminars, discussions, guest lectures, group analysis of doctoral students' independent work, and practical lessons, including work using software.

Study methods^[1] are chosen to achieve the results of the study courses and study programme; for instance, lectures, organised in the form of seminars and discussions, and analysis of scientific articles and their presentation to an audience promote critical understanding of current scientific theories and insights, familiarity with research methodology and modern research methods and their applications in practice, and the ability to solve important research and innovation tasks.

The study courses include presentations by experts, leading specialists and representatives of various sectors of the economy on modern development trends and various practical solutions and decisions.

During the study process, doctoral students perform case studies which are dedicated to companies operating in specific sectors and provide students with an understanding of the specifics of business management in various sectors of the economy. The cases for analysis are regularly updated to reflect new industry developments and new issues for research.

For example, in the study course Contemporary Business Research in Different Fields, doctoral students have to prepare two reports, the first on the latest industry trends, the second on a literature review of recently published scientific articles in high-quality journals dedicated to industry analysis; this also helps achieve the goal of the course.

The evaluation system is based on the performance of doctoral students in preparing and presenting independent work (in some courses, this makes up 50-70% of the total evaluation). Students' active participation also plays an important role in the evaluation system (in some courses, it accounts for 30-40% of the total evaluation). Some courses also use such independent work formats as reports and their discussion in student groups, as well as the practical work mentioned above.

The implementation of the study courses also adheres to the principles of the student-centred approach, continuously ensuring a scientific environment in both seminars and councils, inviting doctoral students and lecturers from other courses as well as leading researchers, including from other higher education institutions in Latvia and abroad, to participate in discussions.

Students also have the opportunity to influence study course content by choosing topics of interest to them, or to select issues for discussion that are most relevant to their research interests. The student-centred approach is implemented in the following ways:

1. Course lecturers take into consideration and respect student diversity and the variety of students' needs, using different types of programme implementation according to students' capacities. Students have the opportunity to study in different formats – full-time, part-time, distance learning – and to switch from one study format to another, or from one study programme to another.
2. Courses entail a process of collaboration between students and lecturers in which different teaching methods are applied according to the situation: monologue – lectures and demonstrations; dialogue – constructive conversations, discussions, role plays. Different work formats are used: group work, individual work, independent work.

3. Student surveys are conducted regularly, the results of which are taken into consideration for the improvement of the study course programme (for example, following doctoral students' feedback on the course Financial Management, the lecturer was replaced, and later, on the basis of the students' comments, this course was replaced by Contemporary Research in Financial Management).
4. Student participation in the programme's improvement process through a student representative in the Promotion Council.
5. The study process meets the variety of students' needs by developing different types and trajectories of learning suitable for each. Topics pertaining to student diversity are discussed in the Programme Council, and lecturers are given opportunities to improve their knowledge of intercultural communication and diversity management.
6. Studies are based on student autonomy, at the same time ensuring lecturers' guidance and support. Lecturers are encouraged to regularly evaluate and improve teaching formats and methods, and they receive university support to develop their skills in this area.
7. Communication between students and teaching staff is characterised by mutual respect, creating a positive emotional background for creative collaboration. RISEBA has an Ethics Committee, which considers any ethical complaints.
8. Appropriate procedures are in place at the university for attending to any student complaints. The Head of the Quality Department leads the process of looking into complaints, involving the programme director, the department head and, if necessary, the Head of the Study Department or the Vice Rector of Teaching and Learning.

The Doctoral Programme *Business Management* is implemented by RISEBA and BA School of Business and Finance in accordance with Agreement on the Implementation of the Joint Doctoral Programme *Business Management* No. 15/1.1-18/8 of 17.04.2015 (see the appendix).

The leading collegial institution of the Doctoral Programme *Business Management* is the Joint Doctoral Programme Council, which consists of 7 (seven) members – three from each university and 1 (one) doctoral student representative.

It is within the competence of the Joint Doctoral Programme Council to:

1. approve the study programme and changes in the study programme
2. supervise the implementation of the doctoral programme
3. request and receive information on the implementation of the doctoral programme from the higher education institutions
4. review Promotion Theses, directing them to the Promotion Council for defence
5. discuss joint financial settlements and their procedures
6. review academic certificates (if necessary, certificates issued by the Academic Information Centre) and decide on matriculation opportunities for those who want to transfer from another doctoral programme to the Joint Doctoral Programme
7. coordinate the joint marketing activities of the study programme
8. approve the topics of Promotion Theses and the scientific supervisors
9. approve the lecturers of the study courses

RISEBA and BA have common requirements regarding the results to be achieved by study courses and the development of Promotion Theses. Common requirements for the implementation of the programme are stipulated in the regulation on the Joint Doctoral Programme Council. The quality of the programme is monitored by the Joint Doctoral Programme Council.

Lecturers from both RISEBA and BA School of Business and Finance participate in teaching the study courses, and guest lecturers are invited, including from abroad.

Students are awarded a joint doctoral degree Doctor of Science (*Ph.D.*).

The resources of programme partners are used in implementing the Joint Doctoral Programme and achieving the study results.

The following partners are involved in implementing the programme:

- Stockholm School of Economics in Riga (SSE Riga)
- Kaiserslautern University of Applied Sciences (Germany)
- Ventspils University College
- Turku School of Economics, The University of Turku (Finland)

The premises and information resources (libraries, academic databases) of partner university SSE Riga are used in implementing the study programme, and SSE Riga teaching staff have been involved in implementing the programme (A. Sauka, A. Paalzow, B. Breggin, guest lecturers).

The following resources of partner universities are used in implementing the programme:

- Kaiserslautern University of Applied Sciences – guest lecturers
- Ventspils University College – teaching staff
- Turku School of Economics – guest lecturers

Promotion Thesis defence takes place in accordance with Cabinet Regulations No. 1001 of 27.12.2005 “Procedure and Criteria for Awarding a Doctoral Degree (Promotion)”.

In order to increase the quality of Promotion Theses and prevent possible mistakes in various phases of Promotion Thesis development, the Joint Doctoral Programme includes multi-stage discussion of Promotion Theses:

1. Each application for a Promotion Thesis topic is discussed in the scientific committee of the partner university (RISEBA or BA). Upon approval, the improved application for the Promotion Thesis topic is discussed at the meeting of the Joint Doctoral Programme Council (at the end of the 1st study year).
2. The theoretical part of the Promotion Thesis is evaluated with a grade in the study course Theoretical Aspects of Research (at the end of the 2nd study year).
3. Once the empirical results of the research have been collected, the work is discussed in doctoral seminars in which doctoral students of other courses and Promotion Thesis supervisors participate (in the 3rd study year / 4th study year depending on the study format).
4. The completed Promotion Thesis is first discussed in the scientific committee of the partner university (RISEBA or BA), which directs it to the meetings of the Joint Doctoral Programme Council for consideration. Upon approval, the Promotion Thesis is directed to the Promotion Council for acceptance for defence.
5. Once the thesis has been accepted for defence, it is sent to the State Scientific Qualification Commission (VZKK) for anonymous review. Upon receipt of a positive decision from the VZKK, the Promotion Thesis is directed to the Promotion Council for defence.

The diploma for the doctoral degree is awarded by the RISEBA Promotion Council, the operation of which is determined by the Promotion Council Regulation.

[1] Information on study implementation methods used is obtained from lecturer surveys on this issue.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and

the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

The programme does not include an internship.

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

During the reporting period, 34 Promotion Thesis topics were approved (27 in the Latvian track, 7 in the English track); 17 Promotion Theses were developed and defended.

Research results are presented to entrepreneurs, professional associations, municipalities, state institutions, representatives of ministries, etc. Experts from these institutions are invited to provide an evaluation and opinion on the results of Promotion Theses (Appendix 9).

Research results are reflected in reports to institutions and professional associations, for example:

- “Comparative analysis of municipal waste management in selected European capitals”, International Solid Waste Association (ISWA) World Congress (Austria; October 2013)
- “Integrated approach to waste management problems – Vidzeme region (North Latvia) case study”, International Solid Waste Association (ISWA) Specialized Conference MSW: Management Systems and Technical Solutions (Russia; May 2013)
- Miķelsone discussed the results of her Promotion Thesis with entrepreneurs; they are involved in the research and are interested in publicising the results and using them in their work.
- Promotion Thesis results are evaluated by industry experts (in interviews, focus groups, etc.).

The largest proportion of defended Promotion Theses constitutes work on business management in various branches. A number of these works have not only scientific but also substantial practical novelty (V. Bolēvics, L. Dubkevičs, D. Kleber, A. Prohorovs, N. Cudečka-Puriņa, and others).

An important area of research is financial management – the topic of Promotion Theses by I. Puriņš, A. Lagzdīņš, A. Prohorovs, and I. Arefjevs.

Topics of Promotion Theses in the process of development mainly focus on the abovementioned research fields. In addition, interdisciplinary research is being carried out, for example in economics and management.

The proposals formulated and approbated in Promotion Theses confirm their relevance to industry and the labour market. Major proposals made in Promotion Theses are also presented to industry representatives.

Since the programme has been in operation, no Promotion Theses have been rejected by the State Scientific Qualification Committee, which attests to the quality required.

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

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

Student surveys

In evaluating the implementation of the doctoral programme, it is important to obtain student feedback on the quality of the studies. Students' evaluations are obtained in various ways, for example, by using both informal communication with lecturers and formal course assessments (questionnaires). Students of the programme have the opportunity to participate in its improvement by making recommendations to a specific lecturer, the programme director, or the Joint Doctoral Programme Council. Student representatives in the Joint Doctoral Programme Council also participate in the improvement of the content and quality of studies, thus ensuring the prompt discussion of students' proposals.

Doctoral student surveys are an effective way of obtaining student feedback. Surveys are part of a quality system that enables students to provide their opinion on academic staff. The questionnaire contains seven questions that help clarify the significance of the respective study course and the satisfaction of the doctoral students.

The strengths and weaknesses of each course are identified by summarising and analysing the doctoral students' comments on what they liked and disliked. It should be emphasised that students' opinions tend to be contradictory, due to differences in experience and individual characteristics.

In addition, first and second-year doctoral students meet with senior students and programme graduates to discuss proposals to improve the programme's implementation.

In this regard, valuable experience was gained in senior programme students' meeting with doctoral candidate E. Miķelsone. She shared her experience on how to better organise work with academic literature. Her recommendations have been integrated into the course Research Design. Pierre Keller (Germany) and Marius Schonberger (Germany), 4th-year doctoral students in the English track, shared their experience in developing a theoretical basis for their research with more junior doctoral students. The theoretical foundations of the Promotion Thesis by P. Keller and M. Schonberger are now being used as examples in the course Theoretical Aspects of Research.

In 2018, a separate survey was conducted for English-track doctoral students in which 15 participated (attracting students from abroad was identified as a priority). Some interesting suggestions were made.

Students indicated that the programme's strong points include: (1) a comfortable, flexible, focused approach (three sessions a year) that can be combined with an active career; (2) step-by-step support; (3) rigorous requirements for the development and defence of the Promotion Thesis (*strong defence process*); (4) the approach and the studies are conducive to personality development; (5) a positive academic environment; (6) a European academic environment; (7) the studies are affordable; (8) the high quality of the knowledge acquired; (9) good lecturers.

The following recommendations were made: greater focus on developing research skills (not just theoretical background); developing the use of digital platforms; for some students, having the study process seven days a week is not convenient; more timely communication about seminars, conferences, student opportunities and other activities.

A number of student proposals have been implemented. For instance, the course Financial

Management has been replaced by the course Contemporary Research in Financial Management; the lecturer of the course International Marketing was replaced, and later the course was excluded from the programme. Important organisational processes have been improved at some stages of control. Foreign students can defend their Promotion Theses online before both the Scientific Committee and the Promotion Council (Skype or Zoom).

In 2019, a student survey was conducted on the quality of the programme. All students' evaluations were positive. Academic staff's qualifications received the highest rating (8.6 out of 10). Material and technical provisions received the lowest rating (6.8 out of 10). To find out what students were not satisfied with, the survey included additional open-ended questions. In their responses, doctoral students pointed out the need to improve remote access to statistical and analytical programs.

Since an unanticipated evaluation (7.7 out of 10) was obtained regarding the correspondence of the study programme to expectations, it was decided to provide additional information to applicants during the admission interviews.

Graduate surveys

Graduates gave their evaluation of the programme's quality and other aspects (data from 2018 survey). Overall, quality was rated highly (8.6 out of 10). The lowest rating concerned the programme's correspondence to the latest trends (7.6 out of 10). Since one of the programme's concepts is to develop the ability to find solutions in conditions of rapid and sometimes unpredictable changes, it was decided to find out to what extent this has been achieved. Graduates evaluated their readiness to find a solution in case of unexpected changes within the range of 7-10 points, with an average rating of 8.8 out of 10, which is a high score.

Employer surveys

It should be taken into account that doctoral studies are the highest possible level of education, and graduates of the programme are employed in top positions in the academic environment, public administration, and business: eight graduates are employed in academic work, seven run a private company, three are employed in public administration, and two work abroad. Some graduates of the programme are employers themselves.

A large part of the graduates are employers themselves.

The survey uncovered the necessity to improve graduates' ability to communicate their area of research (their field) with the wider scientific community and the general public. In this regard, it is recommended that lead researchers, together with doctoral candidates, also publish popular science articles on their research.

To implement employers' recommendations, the programme also plans to involve doctoral candidates in seminars on the latest scientific concepts, insights and events that could have significant effects on the economy and business.

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

Student mobility takes places in the program framework, and the following opportunities for mobility are used:

- ERASMUS+ exchange programme with partner universities:

Outgoing (BA) – 2nd year student, AIMS Institute of Higher Education, Bangalore, India

Incoming (BA) – 2nd year student from AIMS Institute of Higher Education, Bangalore, India; 2nd year student from AIMS Institute of Higher Education, Bangalore, India

Examples from RISEBA:

- State Education Development Agency scholarships for foreigners studying in Latvia (5 international students)
- Inovāciju Atbalsta Fonds (a fund founded by doctoral degree holder to support junior researchers at RISEBA) – support for doctoral conferences, publications and other activities (3 students)
- Research budget (support for conferences when the doctoral student is a RISEBA employee)
- Acquisition of courses at higher education institutions abroad; for instance, 2nd year student – courses in the framework of the Erasmus+ programme, 2nd year student – courses at Eindhoven University of Technology, 2nd year student, – doctoral seminar (ESU 2018 Conference and Doctoral Programme)

Study courses completed during mobility are recognised as follows:

- Section D of the programme (research work) comprises publications and reports at conferences, which are evaluated with 1-2 CP depending on the ranking of the publication and conference. The doctoral student submits a publication or a certificate on presenting at a conference, and its recognition is decided on by the Promotion Thesis supervisor together with the director of the doctoral programme.
- Students use the opportunity to complete Section C courses at other universities, incl. abroad (for instance, 2nd year student obtained 9 CP (12 ECTS) in the framework of the Erasmus+ programme, 2nd year student obtained 4 CP (6 ECTS) at Eindhoven University of Technology, and 3rd year student, obtained 4 CP (6 ECTS) participating in the ESU 2018 Conference and Doctoral Programme).

Upon completion of the respective study course, the doctoral student submits an application to the Joint Doctoral Programme Council, including supporting documents (a certificate for completing the study course, a seminar program and acceptance letter or other document proving completion of the respective study course, indicating the number of credits obtained and/or course duration). The Council considers recognition of the study course within the agenda of its meeting and decides on the recognition of the respective study course. The decision is reflected in the protocol, and an entry on recognition of the study course is made in the study transcript.

It should be noted that outgoing mobility opportunities are underutilized due to difficulties students have combining them with full-time work. However, there is still untapped potential, and work to increase outgoing mobility needs to be intensified.

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

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and

technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

In order to achieve the programme's intended outcomes, the two universities (RISEBA and BA) use a broad information and technical base in its implementation.

Study, scientific, and information base

Both RISEBA and BA have their own library with resources (including electronic databases) available to all doctoral students.

The collections of RISEBA's library are also available in the electronic catalogue of library books *RISEBA Library*. The main tasks of RISEBA's library are to ensure excellent quality information resources and services for the study process and research activities and to provide students and academic staff with the necessary support for the implementation of their scientific work. The library offers students, teaching staff, and researchers an extensive collection of traditional and electronic resources on economics, business, visual arts and architecture, and other fields. Qualified library staff provide users with a variety of services that can be accessed remotely through modern information technology and its capabilities.

Since 2010, RISEBA has been included in the National Unified Library Information System. RISEBA students also have the opportunity to use databases offered by the libraries of other universities (LU, RTU, RSU, EKA, etc.). The library maintains an electronic catalogue of the ALEPH system. Students and lecturers have access to interlibrary loan and international interlibrary loan.

RISEBA library has concluded a cooperation agreement with Harvard Business Publishing. Lecturers have the opportunity to order resources necessary for the acquisition of the study program (cases, online courses, simulations, videos, etc.). Special attention is paid to provide the study programs with study and informative materials; therefore, the library also performs the functions of an archive for lecture materials and students' final theses.

As of 17 June 2016, RISEBA's library has been granted the status of a locally important library as a result of the library accreditation organised by the Ministry of Culture of the Republic of Latvia.

Students, academic staff and researchers have access to the library resources of the BA School of Business and Finance. The library is located at 161 K. Valdemāra Street, 3rd floor. It consists of two sections: a lending room and a reading room. The total area is 267 m².

BA's library provides study and research literature as well as access to databases. The library has ~15,000 books and journals, statistical collections, yearbooks, digital business manuals and electronic professional magazines as well as various databases in electronic format. The library provides access to the laws and regulations of the Republic of Latvia, monographs, reference books, statistics, internet resources, and electronic catalogues, e.g. the Common Catalogue of University and Specialty Libraries, the Catalogues of Latvian Libraries (ALISE), the Common Catalogue of Eight Libraries of National Importance (ALEPH), the Catalogue of Latvian National Bibliographic Analysis (periodicals), the US Library of Congress catalogue, the Universal Decimal Classification. There is also remote access to academic databases – *Web of Science*, *JSTOR*, *EBSCO* – and business databases such as *Nozare.lv*, *LETA*, etc. In the framework of research methods courses, BA students commonly use the services of the National Library of Latvia and the academic information

resources available remotely to its readers.

The electronic catalogue contains approximately 3600 unique records of information items and enables users to do searches and order books remotely. BA's catalogue is available at <http://alise.ba.lv/Alise/en/home.aspx>

The library subscribes to periodicals published both in Latvia and abroad. The newspaper *Diena* is available in the reading room as are the magazines *Dienas Bizness*, *iFinances*, *iTiesības*, *Kapitāls*, *Jurista Vārds*, *Forbes*, *Bilance*, *Ir, Ir nauda*, *SestDiena*, *Sporta Avīze*, *Klubs*, and *Santa*. Regarding foreign publications, the library subscribes to *The Economist*, the *Financial Times*, the *Harvard Business Review*, *Business Spotlight*, and the *ISACA Journal*.

There are also subscriptions to manuals created by *Dienas Bizness*: *Finanšu vadības rokasgrāmata* (Financial Management Manual), *Uzņēmuma vadītāja rokasgrāmata* (Company Manager's Manual), *Mārketinga rokasgrāmata* (Marketing Manual), *Riska vadības rokasgrāmata* (Risk Management Manual), and *Dokumentu un biroju pārvaldības rokasgrāmata* (Document and Office Management Manual).

LETA periodicals are subscribed to electronically: *Apdrošināšanas tirgus apskats* (Insurance Market Review), *Banku finansiālie rādītāji* (Bank Financials), and various industry reviews. The library also subscribes to the electronic resources of the "iFinances" publishing house according to the needs of study programmes; they are available electronically in the library's reading room.

The library offers the following to students and teaching staff:

- books, journals, databases and other electronic resources for academic work and broadening one's horizons
- remote access to electronic resources 24 hours a day, 7 days a week
- a 24-hour reading room for students' independent work
- consultations with a librarian and other assistance in obtaining information
- copying, printing, scanning, and spiral binding services

The library is open to visitors on Mondays from 11:00 to 19:00, Tuesdays from 8:20 to 20:00, Wednesdays from 8:20 to 20:00, Thursdays from 8:20 to 20:00, Fridays from 8:20 to 16:00, and Saturdays from 8:30 to 16:30.

The library has an electronic catalogue which is being constructed within the integrated library system ALISE. The ALISE library system enables authorised users to monitor the status of their account, request extensions, and make book reservations. The library is also a participant in the project "Virtual Common Catalogue of 11 University and Specialty Libraries", which enables readers to do searches in 11 libraries simultaneously. For students' convenience, the reading room offers 21 computers with internet access as well as printing, scanning and copying facilities. It is also possible to work with laptops.

In 2015, a university contract was signed with Clarivate Analytics on the **Web of Science Core Collection** for database access rights for the two universities implementing the programme and partner university SSE Riga.

SCOPUS and other databases are available to all doctoral students with a reader card of the National Library of Latvia and remote access to its resources.

Table 3.1. Electronic databases available to doctoral students

Resource	RISEBA	BA	SSE Riga
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EBSCO	X	X	X
Web of Science	X	X	X
LETA	X	X	X
Nozare.lv	X	X	X
Emerald	X	X	
Other databases	Common Catalogue	<ul style="list-style-type: none"> · BNS · BBS · <i>Latvijas Vēstnesis</i> · <i>Dienas Bizness</i> 	<ul style="list-style-type: none"> · ScienceDirect · Scopus · JSTOR · Letonika.lv · Lursoft · OECD iLibrary · Orbis

Both universities provide students with the opportunity to work with **specialised programs designed for research work: quantitative data processing** – IBM SPSS (BA provides 45 licenced workstations, RISEBA provides 38 licenced workstations) – and the qualitative research software 6Q SR NVivo 11.0 (BA has 41 licenced workstations, RISEBA has 11 licenced workstations). For research surveys and data processing and analysis, RISEBA provides access to web-based WebRopol 3.0.

Each university has its own internal information system that stores and processes student data (personal data, assessments, reports and plans, etc.).

Up-to-date information on the programme is maintained on both universities' websites – www.ba.lv and www.riseba.lv – as well as on the joint website www.jointphd.eu (general information about the programme, contact information, study courses, lecture schedules, academic staff, the latest news, information about the promotion process, defended Promotion Theses, etc.).

Technical base

The premises of the two universities (RISEBA, BA) are used for the implementation of the programme. At both universities, lecture rooms have the necessary equipment for computer projection. Computer labs with an internet connection and other technical resources necessary for provision of studies are available at both universities.

All lecture rooms are equipped with visual display equipment. Powerful stationary video projectors are installed in the lecture rooms, and larger lecture halls have additional monitors for better visibility from the back rows.

All RISEBA computers are connected to the local university network and the internet. Wireless internet connection (Wi-Fi) is provided on the university premises. The internet connection speed is 200 Mbps (3 Meža Street and 1/6 Meža Street), 200 Mbps (4 Durbes Street) and 50 Mbps (47 Mihoelsa Street).

RISEBA has eight multifunction network printers with scanners; three of them are colour printers. RISEBA's 7 computer labs are open to all students and employees: three labs are located in the new building H2O6 (4 Durbes Street), and four are located in the main building (3 Meža Street), which

also has a computerised library. In total, RISEBA provides 344 computers with Windows operating systems in lecture rooms, computer labs and workshops, including 75 laptops and 92 Apple computers. 309 computerised workstations are equipped for the study process, of which 268 are directly accessible to students. Computers are based on Intel Core processors with MS Windows and MS Office or Apple MacOS X software installed. Laptops and powerful Wi-Fi devices enable the transformation of lecture rooms into computer labs in a short enough period to plan study processes dynamically. Computer hardware is regularly inspected and updated.

All computers are connected to the local network and the Internet.

RISEBA provides stationary lecture-recording facilities in 4 lecture rooms: 3 lecture rooms at 3 Meža Street and 1/6 Meža Street – where the lecture-recording facilities are based on the Panopto video recording, management and broadcasting system RISEBA subscribes to – and 1 lecture room in Architecture and Media Centre H2O6 (4 Durbes Street), where the lecture recording facilities are based on Blackmagic Design and the Thomson Video Networks VS7000 video broadcasting system. In addition, the university has the possibility to record lectures with a portable multi-camera equipment system (GV Director Nonlinear Live Production System), which provides recording and broadcasting with 8 cameras (Sony FS700 series cameras with special slow-motion function and 4K video format).

The following software packages are available at RISEBA: ABBY FineReader, Adobe Creative Cloud, Adobe Creative Suite, ALP Pluss Alga, Apple FinalCut Studio, Apple Logic Studio, AVS Bilance, Autodesk Education Master Suite, Corel DRAW, Graphisoft ArchiCAD, Hansaworld Enterprise, IBM SPSS, NVivo, Intopia B2B, MAK S Osn, Maxon Cinema4D, McNeel Rhino, Microsoft Office, Microsoft Project, Microsoft Visio Pro, OpenOffice, Tildes Birojs, Tildes Jumis.

Students may also use other Microsoft software such as operating systems, servers, and software development tools provided under the terms of the MSDN Academic Alliance.

RISEBA uses Kaspersky Endpoint Security antivirus software and Fortinet Fortigate FireWall for the security of all workstations and the computer network.

The BA infrastructure and technical provisions comprise three main blocks:

- premises for studying and research
- the library
- IT facilities

The resources available at BA enable quality implementation of the study process. The study process takes place on the premises of two buildings in Riga, at 161 Krišjāņa Valdemāra Street and 43 Skanstes Street (both accessible for people with reduced mobility). The building at 161 Kr. Valdemāra Street, which is owned by BA, has premises totalling 6475.10 m². This building houses lecture halls, a library, a reading room, a business incubator, premises for academic, administrative and maintenance staff, and the BA Hotel, which covers 2088.80 m². The building has 10 lecture rooms with a total area of 862.50 m² and 614 seats, including a conference hall with 168 seats. The conference hall is equipped with state-of-the-art technology (three multimedia projectors with three screens, sound equipment, etc.) to ensure a quality study process.

The building at 43 Skanstes Street, which is used by BA, has premises totalling 10072 m². This building houses a sports hall (~700 m²), an assembly hall (~288 m²), lecture rooms, and premises for academic and administrative staff. The building has 11 lecture rooms with a total area of 782.09 m² and 588 seats.

All lecture rooms at BA have modern study aids – whiteboards and the possibility to use TVs, VCRs,

video cameras, multimedia projectors, overhead projectors, and flipcharts. The rooms are equipped with a stationary multimedia projector, a screen, a computer with an internet connection and other technical facilities. Free wireless internet (Wi-Fi) is available in both buildings.

To ensure quality studies, BA uses a variety of modern IT technologies: computers for the study process and professional development, internal information systems, the internet, standard and specialty software, audio/video equipment, office equipment, and technical equipment for lecture rooms (stationary and portable multimedia projectors). BA has two computer labs, one at 161 Krišjāņa Valdemāra Street with 34 workstations, the other at 43 Skanstes Street with 45 workstations. Each workstation is equipped with a powerful *DELL OPTIPLEX – CPU: i5, RAM: 8GB, SSD* computer, which can handle complex computing tasks, as well as a 22" monitor. Windows 10 is currently installed. The following software is installed on these computers to support the study process: *MS OFFICE 2016, MS PROJECT, POWER BI, JASP, HORIZON, RAPID MINER, R STUDIO*. The reading room has 16 computers with the following specifications: *CPU: i5, RAM: 8GB, SSD* and *Windows 10*.

Financial base

Since the programme's foundation, tuition fee revenues have been the main source of funding for the study process. Tuition fees at both universities are covered by natural and/or legal persons' funds. These may include students' personal funds, their parents' and other relatives' personal funds, and their employers' funds. Students have the opportunity to apply for student loans with state guarantees, commercial loans or sponsorship. The two universities provide the necessary consultations for obtaining loans and accept applications for student loans.

Part of the financial base consists of state grants for budget study places. During the reporting period, RISEBA received a state grant for 5 budget places per year until 2016 (as of 2017, RISEBA does not receive a state grant for the doctoral programme); BA receives a state grant for 3-8 budget places per year; Ventspils University College received a grant for 3-5 budget places per year (as of 2015, Ventspils University College is no longer part of the inter-university programme).

There is also the opportunity to pay for studies through Latvian state scholarships (awarded by the State Education Development Agency in accordance with international agreements).

The RISEBA Senate determines and approves the amount of the tuition fee and the payment procedure for each study year. RISEBA has the following tuition fee payment options: for the programme as a whole, for one academic year, for one semester, or according to the tuition fee payment schedule (monthly fee) stipulated in the study agreement, i.e. 9 payments per study year.

The amount of the tuition fee at BA is determined and approved by the BA Senate. The university's Promotion Council confirms the amount.

The programme's financial resources are coordinated by the Joint Doctoral Programme Council, which consists of the Rectors, Vice Rectors and programme directors of both universities.

There is a risk related to possible changes in the management system if a foreign partner is involved.

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

Resources of programme partners are used to implement the joint doctoral programme and achieve the study outcomes.

Programme partners:

- Stockholm School of Economics in Riga (SSE Riga)
- Kaiserslautern University of Applied Sciences (Germany)
- Ventspils University College
- Turku School of Economics, the University of Turku (Finland)

In implementing the programme, the premises and information resources (libraries, academic databases) of partner university SSE Riga are used, and SSE Riga staff have been engaged (A. Sauka, A. Paalzow, B. Breggin, guest lecturers).

Table 3.2. Electronic databases available to doctoral students

<i>Resource</i>	<i>RISEBA</i>	<i>BA</i>	<i>SSE Riga</i>
EBSCO	X	X	X
Web of Science	X	X	X
LETA	X	X	X
Nozare.lv	X	X	X
Emerald	X	X	
Other databases	Common Catalogue	<ul style="list-style-type: none"> • BNS • BBS • <i>Latvijas Vēstnesis</i> • <i>Dienas Bizness</i> 	<ul style="list-style-type: none"> • ScienceDirect • Scopus • JSTOR • Letonika.lv • Lursoft • OECD iLibrary • Orbis

The following resources of partner institutions are used in implementing the programme:

- Kaiserslautern University of Applied Sciences – guest lecturers
- Ventspils University – teaching staff
- Turku School of Economics – guest lecturers

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

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

Core lecturers, guest lecturers, and supervisors from Latvian and foreign universities participate in the doctoral study process.

One or two lecturers are engaged for each study course (three in some study courses). The involvement of several lecturers in a study course allows for better use of the lecturers' specializations, and by inviting several lecturers/experts to teach a study course, the quality of studies is increased.

All lecturers participating in the doctoral program have a doctoral degree. 13 of the lecturers involved in the program have Latvian Council of Science expert rights in the social sciences of economics and business.

More than 50% of the course lecturers are elected teaching staff at RISEBA and BA.

In engaging a new lecturer or Promotion Thesis supervisor, the following is evaluated: education (doctoral degree), experience (work with students, study courses implemented), and expertise (reports at conferences, publications, achievements).

The programme implements the following personnel policy:

- All courses are delivered by qualified, scientifically and methodologically trained instructors who use modern working methods and are familiar with business practice.
- Lecturers from abroad and other universities are engaged to foster the international orientation of the courses.

Academic staff involved in the programme regularly take training courses to improve their qualifications, participate in scientific conferences, and publish articles.

Lecturers who taught study courses throughout the reporting period:

1. Irina Jackiva, TSI (Data Analysis)
2. Vulfs Kozlinskis, RISEBA, LLU (Research Design[1]; Theoretical Aspects of Research[2]; doctoral seminars)
3. Sandra Kraže, BA (foreign language)
4. Andris Sarnovičs, BA (Human Resource Management)
5. Tatjana Volkova, BA (Strategic Management; Innovation Management)
6. Jānis Vucāns (Research Design¹)

The following lecturers stopped teaching programme study courses:

1. As of 2014, Juris Roberts Kalniņš, Latvia, VeA (Management and Organisation Theory)
2. As of 2014, Iluta Skrūzkalne, Latvia, RISEBA (Marketing Management)
3. As of 2015, Sergejs Hiļkevičs, Latvia, VeA (Risk and Crisis Management; Resource Management)
4. As of 2015, Māris Buiķis, Latvia, RTU (Research Methodology I)
5. As of 2016, Georgijs Burakovs, Latvia, RISEBA (Project Management)
6. As of 2016, Christina Arend-Fuchs, Germany, Kaiserslautern University of Applied Sciences (Marketing Management)
7. As of 2017, Irina Kuzmina-Merlino, Latvia, TSI (Financial Management)
8. As of 2017, Mark Piazzollo, Germany, Kaiserslautern University of Applied Sciences (Financial Management)

The following lecturers began teaching programme study courses:

1. Arnis Sauka, Latvia, SSE Riga, as of 2014 (New Researchers' Lab; Topicalities in Business Research; Developing International Scientific Publications)

2. Andrejs Čirjeviskis, RISEBA, as of 2015 (Contemporary Business Research in Different Fields)
3. Jekaterina Kuzmina, BA, as of 2018 (Contemporary Research in Financial Management)
4. Iveta Ludviga, RISEBA, as of 2018 (Research Design)
5. Tatjana Vasiljeva, as of 2018 (Theoretical Aspects of Research; doctoral seminars)
6. Artūrs Barbars, as of 2019 (Organisational and Work Psychology)

Information on the scientific supervisors and visiting professors involved in the programme is summarised in Tables 4.2 and 4.3.

Changes in the composition of the teaching staff have had a positive effect on the quality of studies:

- The newly engaged lecturers develop and implement new study courses that meet the requirements of the modern labour market and are focused on research.
- Graduates of the doctoral programme Business Management Prof. I. Ludviga (as of 2018), Dr. J. Kuzmina (as of 2018), and Dr. A. Barbars (as of 2019) participate in the study programme's implementation. These lecturers are active in scientific work and use the results of their research in study courses.
- A. Čirjeviskis, Prof. I. Ludviga, Prof. A. Sauka and Prof. T. Vasiljeva are LZP experts in economics and business and Promotion Council members; thus, the number of LZP experts in the study programme increased, and the level of Promotion Thesis examination has improved.
- A. Sauka is an internationally recognised expert in business management with a high citation index (Google Scholar – cited 647 times; WOS – 77; Scopus – 111). Prof. A. Sauka has published in high-quality journals. This ensures the transfer of international-level scientific knowledge in the study courses he teaches.

Prof. A. Čirjeviskis, Prof. I. Ludviga and Prof. T. Vasiljeva are actively publishing (in the reporting period, Prof. A. Čirjeviskis published more than 38 articles, nine of them in scientific journals indexed in WOS and Scopus; Prof. T. Vasiljeva published a total of 26 articles; Prof. I. Ludviga published a total of 16 articles; information on publications is summarised in Section 4.3 below). The use of research results in study courses increases the quality of studies.

Table 4.1. Lecturers in the program during the reporting period

	Lecturer	Country	University	Was involved in the program until:
1.	Georgijs Burakovs	Latvia	RISEBA	2016
2.	Andrejs Čirjeviskis	Latvia	RISEBA	
3.	Vulfs Kozlinskis	Latvia	LLU, RISEBA	
4.	Iveta Ludviga	Latvia	RISEBA	
5.	Iluta Skrūzkalne	Latvia	RISEBA	2014
6.	Lotārs Dubkevičs	Latvia	BA	2016
7.	Sandra Kraže	Latvia	BA	

8.	Jekaterina Kuzmina	Latvia	BA	
9.	Andris Sarnovičs	Latvia	BA	
10.	Tatjana Volkova	Latvia	BA	
11.	Sergejs Hiļkevičs	Latvia	VeA	2015
12.	Juris Roberts Kalniņš	Latvia	VeA	2014
13.	Jānis Vucāns	Latvia	VeA	
14.	Irina Jackiva	Latvia	TSI	
15.	Irina Kuzmina-Merlino	Latvia	TSI	2017
16.	Arnis Sauka	Latvia	SSE Riga	
17.	Māris Buiķis	Latvia	RTU	2015
18.	Christina Arend-Fuchs	Germany	Kaiserslautern University of Applied Sciences	2015/2016 academic year
19.	Mark Piazzollo	Germany	Kaiserslautern University of Applied Sciences	2016/2017 academic year

Guest lecturers in the joint doctoral programme Business Management during the reporting period (2013-2018)

Table 4.2. Guest lecturers in the programme during the reporting period

No.	Name, last name	Country	University
1.	Dr. Ganesh Nathan	Switzerland	Business School Lausanne
2.	Dr. Ewa Lechman	Poland	Gdansk University of Technology
3.	Dr. Tonis Mets	Estonia	Tartu University
4.	Dr. Kim Klyver	Denmark	University of Southern Denmark
5.	Dr. Abel Polese	Ireland	Dublin City University, Ireland / Tallinn University of Technology
6.	Dr. Besnik A. Krasniqi	Great Britain	Staffordshire University Business School
7.	Dr. Alexander Chepureenko	Russia	Higher School of Economics, Moscow
8.	Dr. Timurs Umans	Sweden	Kristianstad University

9.	Dr. Ulla Hytti	Finland	University of Turku
10.	Dr. Xavier Landes	Latvia	Stockholm School of Economics in Riga
11.	Dr. David Smallbone	Great Britain	Kingston University
12.	Dr. Robert Davison	China	City University of Hong Kong
13.	Dr. Helle Neergaard	Great Britain	University of Aarhus, Denmark / Leeds University
14.	Dr. Brent KcKenzie	Canada	University of Guelph
15.	Dr. John Branch	USA	University of Michigan
16.	Dr. Jochen Ropke	Germany	Philipps University of Marburg
17.	Dr. Daiga Kamerade-Hanta	Great Britain	Salford University
18.	Dr. Sean Patrick Sassmannhausen	Germany	Regensburg University of Applied Sciences
19.	Dr. Tadeusz Wascinski	Poland	Warsaw University of Technology
20.	Dr. Hans-Olof Lisper	Sweden	Uppsala University
21.	Dr. Inna Kozlinska	The Netherlands	Groningen University

Promotion Thesis supervisors involved in the programme during the reporting period (2013-2018)

During the reporting period, the doctoral programme Business Management engaged more than 50 supervisors, including 42 supervisors from eight Latvian universities and 8 foreigners, which indicates the ability of the programme to attract the most highly qualified researchers to supervise Promotion Theses in their fields.

Table 4.3. Promotion Thesis supervisors during the reporting period

No.	Name, last name	University	Country
1	Anatolijs Prohorovs	RISEBA	Latvia
2	Andrejs Čirjevskis	RISEBA	Latvia
3	Danuta Jasjko	RISEBA	Latvia
4	Gundega Lapiņa	RISEBA	Latvia
5	Ilmārs Kreituss	RISEBA	Latvia

6	Irina Senņikova	RISEBA	Latvia
7	Iveta Ludviga	RISEBA	Latvia
8	Natālija Konovalova	RISEBA	Latvia
9	Tatjana Vasiļjeva	RISEBA	Latvia
10	Vulfs Kozlinskis	RISEBA, LLU	Latvia
11	Andris Sarnovičs	BA	Latvia
12	Dzintra Atstāja	BA	Latvia
13	Elita Lielā	BA	Latvia
14	Inese Mavļutova	BA	Latvia
15	Ivars Brīvers	BA	Latvia
16	Jekaterina Kuzmina	BA	Latvia
17	Līga Peiseniece	BA	Latvia
18	Lotārs Dubkēvičs	BA	Latvia
19	Sandis Babris	BA	Latvia
20	Tatjana Volkova	BA	Latvia
21	Andrejs Jaunzems	VeA	Latvia
22	Gunārs Grizāns	VeA	Latvia
23	Gunārs Vaskis	VeA	Latvia
24	Jānis Vucāns	VeA	Latvia
25	Sergejs Hiļkevičs	VeA	Latvia
26	Valdis Avotiņš	VeA	Latvia
27	Aleksandrs Gutkins	LU	Latvia
28	Anda Batraga	LU	Latvia
29	Biruta Sloka	LU	Latvia
30	Daina Šķiltere	LU	Latvia

31	Erika Šumilo	LU	Latvia
32	Ivars Austers	LU	Latvia
33	Kārlis Krūzs	LU	Latvia
34	Uldis Pāvuls	LU	Latvia
35	Juris Dzelme	LU	Latvia
36	Māris Purgailis	LU	Latvia
37	Aleksejs Vorobjovs	DU	Latvia
38	Vera Boroņenko	DU	Latvia
39	Arnis Sauka	SSE Riga	Latvia
40	Ingrīda Jakušonoka	LLU	Latvia
41	Aleksejs Ņipers	LLU	Latvia
42	Irina Kuzmina-Merlino	TSI	Latvia
43	Daiga Kamerāde-Hanta	Salford University	Great Britain
44	Hans-Olof Lisper	Uppsala University	Finland
45	Inna Kozlinska	Groningen University	The Netherlands
46	Jochen Röpke	Philipps University of Marburg	Germany
47	Sean Patrick Sassmannshausen	Regensburg University of Applied Sciences, Schumpeter School of Business and Economics	Germany
48	Tadeusz Wascinski	Warsaw University of Technology	Poland
49	Tonis Mets	Tartu University	Estonia
50	Ulla Hytti	Turku University	Finland

[1] Till 2015 “Research Methodology I”

[2] Till 2015 “Research Methodology II”

4.2. Assessment of the compliance of the qualification of the teaching staff members

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

The qualifications of the teaching staff involved in the implementation of the programme comply with the programme implementation provisions and the requirements of regulatory enactments:

- All lecturers have a doctoral degree in the relevant field.
- All Promotion Council members are Latvian Council of Science experts.
- All Promotion Thesis supervisors are experts in their fields, and most have already achieved good results in supervising theses (i.e. leading to publications in the respective field).

The qualifications of the teaching staff help in achieving the following study outcomes:

- Successful supervision of Promotion Theses (validating the methodological and pedagogical standards, helping develop and successfully defend Promotion Theses) – for instance, Prof. Tatjana Volkova, Prof. Biruta Sloka, Prof. Ingrīda Jakušonoka
- High level of expertise in the sub-branch of science related to the topic of the Promotion Thesis (helps in choosing the topic, developing and defending the thesis)
- Latest knowledge regarding the preparation of publications for academic journals (helps in developing publications)

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

Publications by RISEBA teaching staff involved in the implementation of the joint doctoral programme Business Management during the reporting period (data from the National Research Information System):

4.4. Statistics on RISEBA teaching staff's publications during the reporting period

RISEBA	2013	2014	2015	2016	2017	2018	2019	Total
Anatolijs Prohorovs	3	2	2	1	5	2	3	18
Andrejs Čirjevskis	3	2	7	4	8	6	8	38
Ilmārs Kreituss			1	2	2		2	7

Irina Senņikova	2			6		1		9
Iveta Ludviga	2	1	1	3	5	3	1	16
Natālija Konovalova		1	1	4			1	7
Tatjana Vasiļjeva	2	3	2	6	6	2	5	26
	12	9	14	26	26	14	20	121

The best publications by teaching staff (lecturers and supervisors) involved in the implementation of the programme (published in journals indexed in the WOS and SCOPUS databases):

Dzintra Atstāja

- Tambovceva, T., Dimante, D. & Atstāja, D. (2018). Consumer behaviour change through education for sustainable development: Case of Latvia (Article). *International Journal of Environmental Technology and Management*. Volume 21, Issue 5-6, pp. 238-252 (SCOPUS)
- Dimante, D., Tambovceva, T. & Atstāja, D. (2016). Raising environmental awareness through education (Article). *International Journal of Continuing Engineering Education and Life-Long Learning*. Volume 26, Issue 3, pp. 259-272 (SCOPUS)
- Atstāja, D., Brivers, I. & Livina, A. (2015). National approaches to planning and tourism in Latvia (Book Chapter). *Planning for Tourism: Towards a Sustainable Future*, pp. 222-239 (SCOPUS)

Sandis Babris

- Kalkis, H., Roja, Z. & Babris, S. (2018). Faults and the physical workload in sawing and packing-related woodworking processes when considering potential ergonomic solutions (Article). *Agronomy Research*. Open Access. Volume 16, Issue 4, pp. 1708-1719. (SCOPUS)

Andrejs Čirjevskis

- Bhattacharyya, S.S., Čirjevskis, A. & Põlajeva, T. (2018). International business in transitional and emerging economies: A perspective of Latvia, Lithuania and Estonia with India. *South Asian Journal of Business and Management Cases*. Volume 7, Issue 2, pp.144-155. DOI: 10.1177/227797791877464 (SCOPUS)
- Čirjevskis, A. (2017). Acquisition based dynamic capabilities and reinvention of business models: Bridging two perspectives together. (Open Access) *Entrepreneurship and Sustainability Issues*. Open Access. Volume 4, Issue 4, pp. 516-525.

DOI: 10.9770/jesi.2017.4.4(9) (SCOPUS)

- Čirjevskis, A. (2017). Exploration of qualitative success factors of innovative e-business startups: Blue ocean strategy versus dynamic capabilities. *International Journal of Business Excellence*. Volume 13, Issue 4, pp. 459-478.

DOI: 10.1504/IJBEX.2017.087755 (SCOPUS)

- Čirjevskis, A. (2017). Unbundling dynamic capabilities in successful Asian-Pacific shipping companies. *Journal of Asia Business Studies*. Volume 11, Issue 2, pp. 113-134. DOI: 10.1108/JABS-11-2015-0192 (SCOPUS)
- Čirjevskis, A. (2016). Designing dynamically "signature business model" that support durable competitive advantage. *Journal of Open Innovation: Technology, Market, and Complexity*. Open Access. Volume 2, Issue 3, Article number 15.

- Čirjevskis, A. (2016). Sustainability in information and communication technologies' industry: Innovative ambidexterity and dynamic capabilities perspectives. *Journal of Security and Sustainability Issues*. Open Access. Volume 6, Issue 2, pp. 211-226. DOI: 10.9770/jssi.2016.6.2(2) (SCOPUS)
- Čirjevskis, A. (2014). Sustainability in Higher Education: Discourse on Dynamic Capabilities of Privately Run Higher Educational Institutions (HEI) in Latvia. *Journal of Security and Sustainability Issues*. Open Access. Volume 5, Issue 1, pp. 111-122. DOI: 10.9770/jssi.2014.5.1(9) (SCOPUS)

Ulla Hytti

- Hytti, U., Alsos, G. A., Heinonen, J. *et al.* (2017). Navigating the family business: A gendered analysis of identity construction of daughters. *INTERNATIONAL SMALL BUSINESS JOURNAL-RESEARCHING ENTREPRENEURSHIP*. Volume: 35, Issue: 6, pp. 665-686 (WOS)
- Karhunen, P., Olimpieva, I. & Hytti, U. (2017). Identity work of science-based entrepreneurs in Finland and in Russia. *ENTREPRENEURSHIP AND REGIONAL DEVELOPMENT*. Volume: 29, Issue: 5-6, pp. 544-566 (WOS)
- Alsos, G. A., Clausen, T. H., Hytti, U. *et al.* (2016). Entrepreneurs' social identity and the preference of causal and effectual behaviours in start-up processes. *ENTREPRENEURSHIP AND REGIONAL DEVELOPMENT*. Volume:28, Issue:3-4, pp. 234-258 (WOS)
- Stenholm, P. & Hytti, U. (2014). In search of legitimacy under institutional pressures: A case study of producer and entrepreneur farmer identities. *JOURNAL OF RURAL STUDIES*. Volume: 35, pp. 133-142 (WOS)
- Hytti, U., Kautonen, T. & Akola, E. (2013). Determinants of job satisfaction for salaried and self-employed professionals in Finland. *INTERNATIONAL JOURNAL OF HUMAN RESOURCE MANAGEMENT*. Volume: 24, Issue: 10, pp. 2034-2053 (WOS)
- Hytti, U., Blackburn, R. & Laveren, E. (2018). Entrepreneurship, innovation and education: Frontiers in European entrepreneurship research (Book). *Entrepreneurship, Innovation and Education: Frontiers in European Entrepreneurship Research*, pp. 1-202 (SCOPUS)
- Hytti, U., Blackburn, R., Fletcher, D. & Welter, F. (2016). Entrepreneurship, universities & resources: Frontiers in European entrepreneurship research (Book). *Entrepreneurship, Universities & Resources: Frontiers in European Entrepreneurship Research*, pp. 1-204 (SCOPUS)
- Alsos, G.A., Hytti, U. & Ljunggren, E. (2016). *Research Handbook on Gender and Innovation* (Book). *Research Handbook on Gender and Innovation*, pp. 1-284 (SCOPUS)
- Blackburn, R., Hytti, U. & Welter, F. (2015). Context, process and gender in entrepreneurship: Frontiers in European entrepreneurship research (Book). *Context, Process and Gender in Entrepreneurship: Frontiers in European Entrepreneurship Research*, pp. 1-176 (SCOPUS)

Irina Kuzmina-Merlino

- Kuzmina-Merlino, I., Skorobogatova, O., Schmidtke, N. & Behrendt, F. (2018) The financial and economic aspects of transport infrastructure development in Latvia, Open Access, *Transport and Telecommunication*, 19(3), pp. 203-212 (SCOPUS)
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Anatolijs Prohorovs

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Tatjana Vasiljeva

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Tatjana Volkova

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

Major research projects of RISEBA teaching staff involved in the implementation of the joint doctoral programme Business Management during the reporting period:

Table 4.5. The most significant projects of RISEBA teaching staff in the reporting period

No.	Project title, ID, implementation period	Lecturer involved, position in the project	Source of funding	Amount of funding
1.	Lifelong Learning Programme “CAL4INO” 2010-LLP-LV-KA1-KA1SCR, 2010-2014	V. Kozlinskis, T. Vasiļjeva, I. Senņikova	European Commission	172,558 EUR
3.	INTERREG IV “SmartComp” (ID: CB64 2010) 2012-2014	V. Bolēvics, T. Vasiļjeva, V. Kozlinskis	Central Baltic INTERREG IV A Programme 2007-2013	
4.	Erasmus Intensive Programme “SuReMaSuPi” Sustainable refurbishment of residential buildings and the management after completion. Sustainable public information. (ID: 2013-1-LV1-ERA10-05528), 2013-2014	T. Vasiļjeva, I. Ludviga	ERASMUS+	30,784 EUR
8.	Hidden Champions in Dynamically Changing Societies and their Management and Leadership Development Needs, 2015-2018	I. Senņikova	EQUAL	
9.	Skilled Business Leaders for Skilled Europe (Lead4Skills)	I. Senņikova, T. Vasiļjeva, I. Ludviga	ERASMUS+	31,868 EUR
10.	Data Analysis (ID: VAS 2017/06-04/9 ESF)	T. Vasiļjeva	Latvian School of Public Administration	71,390 EUR
11.	Higher Education Institutions for Youth Entrepreneurship (ID: 589942-EPP-1-2017-1-UA-EPPKA2-CBY-EP-PE)	I. Kreituss	ERASMUS+	59,769 EUR
12.	Sci-Bi: Digitalization in Transport and Logistics	T. Vasiļjeva	Baltic-German University Liaison Office	

The project participation of teaching staff (lecturers and scientific supervisors) involved in the study programme’s implementation is summarised below, including information available on the amount of funding:

Georgijs Burakovs

- 2004-2014, Socrates THENEXOM project Latvijas coordinators.

Gundega Lapīna

- 2014-2016, EK Mūžglītības programmas projekta „The European Academic Network for Open Innovation” koordinatore augstskolā RISEBA;
- EK CIP Programmas EEN-Latvija projekta vadītāja, Ekonomikas Ministrijas līdzfinansējums;
- EK 6.IP LATIRC projekta vadītāja, Ekonomikas Ministrijas un Izglītības un zinātnes ministrijas līdzfinansējums;
- „Inovatīvi risinājumi RTU Elektronikas studiju programmā zināšanu ekonomikas veicināšanai Latvijā” – ESF finansējums.

Irina Jackiva

- 2016-2018, Enhancing excellence and innovation capacity in sustainable transport interchanges (ALLIANCE), Horizon 2020, Project Coordinator; EUR 318,872.19
- 2012-2015, Policy Learning in Information Technologies for Public Transport Enhancement, EU BSR INTERREG IV C programme (POLITE); EUR 2,858 (LVL 2,009.57)
- 2013-2015, EU-wide Establishment of Enduring National and European Support Networks for Sustainable Urban Mobility (ENDURANCE). EUR 25,475.94
- 2014-2015, Transport and passenger flow organization model development for Riga international coach terminal; EUR 6,050
- 2014, Freight traffic flow research and rerouting from Riga city center, Riga municipality; EUR 7,018
- 2010-2013, LZP Project No. 10.0003 “Development of scientific basis for advanced information processing in Latvia”, Project No. 10.0003.4 Development of Model of Intellectual Transport System; EUR 52,500 (LVL 36,900)
- 2010-2013, Latvian National Research Programme “Local Resources Long-Term Utilization. New Products and Technologies (NatRes)”. Project No. 4. “Development of the Long-Term Programme of the Latvian Transport System Harmonization (LATRANS)”; EUR 122,360 (LVL 86,000)
- 2012-2014, Enhancing the transfer of Intelligent Transportation System innovations to the market (T-TRANS), EU FP7. EUR 121,955.09

Ingrīda Jakušonoka

- Researcher at ESF project EKOSOC 5.2.3. and ESF project 1.1.2.1.2. “Support for Implementation of Doctoral Studies at LLU”;
- LLU grant project 09.1478 “Latvia’s Tax System and its Problems in the Development of National Economy” (Researcher);
- Manager of Project No. XP88 “ Development and Financing of Small Enterprises in Rural Areas of Latvia”;
- Manager of Project No. 07-51 “ Development and Financing of Small Enterprises in Rural Areas of Latvia”;
- Researcher in the LCS project 05.1900 “Latvia’s Tax System in the Development of Economics and Social Justice”;
- Researcher in Security project No.06.0040 “Management Systems of Risks and Crises in Agriculture of Latvia”, subproject No. 06.0040.1 “Study of Risks and Economic Threats of Crises in Primary and Secondary Spheres and Elimination of their Consequences”;
- Participation in the cooperation project No. 02-0016 “Risk Management in Agriculture in Latvia” subproject “Research of Economic Possibilities and Threats of Risk and Elimination of its Consequences”.

Inna Kozlinska

- Postdoctoral fellow, University of Turku, Turku School of Economics (Finland). Responsible for quantitative data collection and analysis in the project ‘Academic Entrepreneurship as a

Social Process' funded by the Academy of Finland.

- Turku University Foundation Young Researcher's Grant, 08 – 10/2014, EUR 4500;
- CIMO Fellowship for Doctoral Studies and Research, Finnish Ministry of Education and Culture, 01 – 06/2014, EUR 7200;
- Estonian Government Scholarship for Doctoral Studies and Research under the bilateral agreement between the Ministry of Education and Science of Latvia and the Estonian Ministry of Education and Research, 09/2012 – 06/2013, EUR 4200.

Arnīs Sauka

- Since 2018. Member of the project team. SHADOW: An exploration of the nature of informal economies and shadow practices in the former USSR region. (Horizon 2020 project: Marie Skłodowska-Curie Research and Innovation Staff Exchange). Total budget 810,000.00 EUR
- Since 2014. WEF Global Competitiveness Index project, partner for Latvia – WEF, €20,000.00 annually
- Since 2010. SSE Riga "Shadow Economy Index for the Baltic Countries" – SSE Riga. Link: <http://www.sseriga.edu/en/centres/csb/shadow-economy-index-for-baltic-countires-2009-1015/> – €35,000.00 annually
- 2013-2014. Best Agers Lighthouses (2013-2014). The Baltic Sea Region Programme project "Best Agers", Link: <http://www.best-agers-lighthouses.eu> – €40,000.00
- 2010-2012. Best Agers. The project aimed to help the cities and regions of the BSR find creative ways of disclosing and utilising unused opportunities. Link: www.best-agers-project.eu – €250,000.00
- 2011-2013. Central Balticum Entrepreneurship Interaction (CB ENTREINT). Central Baltic Interreg IVA Programme 2007-2013, financed by the European Regional Development Fund. Link: www.sseriga.edu/en/research/projects/cb-entreint/ – €50,000.00

Daina Šķiltere

- 2016, LU Projekts Statistikas terminu latviski saskaņošana un sagatavošana publiskošanai. Projekta numurs ZD2016/ZP-402;
- 2013-2017, Izglītības un zinātnes ministrijas Valsts izglītības satura centra projekts Recenzentu pakalpojumi mācību literatūras atbilstības pamatizglītības un vispārējās vidējās izglītības valsts standartam izvērtēšanai" Nr. VISC 2012/85;
- Biznesa, vadības un ekonomikas fakultātes Ekonomikas un vadības zinātniskā institūta zinātniski pētnieciskais projekts "Inovātikas uzņēmējdarbības pārvaldības pilnveide Latvijā" (vadošais pētnieks), Nr.BVEF-A43.1/417, Apakšaktivitāte: Integrētā mārketinga komunikācija ilgtspējīgai uzņēmumu attīstībai.

Tatjana Volkova

- 2015, State research program: "Tautsaimniecības transformācija, gudra izaugsme, pārvaldība un tiesiskais ietvars valsts un sabiedrības ilgtspējīgai attīstībai – jaunas pieejas ilgtspējīgas zināšanu sabiedrības veidošanai" projekts Nr. 5.2.2. "Inovācijas un uzņēmējdarbības attīstība Latvijā atbilstoši viedās specializācijas stratēģijai";
- 2012, ESF project "Atbalsts EQAR aģentūrai izvirzīto prasību izpildei" (Nr.8.2.4.0/15/I/001) darba grupas "Darba grupa aģentūras attīstības stratēģijas izstrādei" locekle;
- 2012, Research project: More2 – Support for continued data collection and analysis concerning mobility patterns and career paths of researchers. Case study on Working conditions and remuneration of researchers. Granted by the European Commission, DG Research and Innovation. RTD/B2/2011-S236-359211;
- 2012, Research project: A study of global faculty salary/remuneration. Conducted by BC Centre for International HE and the Higher School of Economics in Moscow. The purpose:

looking at salary/ remuneration trends, patterns of faculty employment; The first globally useful analysis of trends in faculty salaries and remuneration. Publication related to the project: Volkova T. (2012) The Academic Salary System: Conditions and Trends in Latvia. (chapter in the book) Paying the professoriate. A Global comparison of compensation and contracts. Edited by Philip Altbach, Liz Reisberg, Maria Yudkevich, Iván Pacheco, Gregory Androushchak. To Be Published April 30th 2012 by Routledge, UK – 352 pages.

Ingrīda Jakušonoka

- Participation in a project of the ERDF and Latvia Lithuania Cross border Cooperation Programme No LLIV 344 “Common Measures for Training of Young Entrepreneurs at Vocational Schools in Kaunas and Zemgale Regions ””, Agreement No 12/1 14.2/81.

Irina Senņikova

- 2011-tagad, CEEMAN(Central and East European Management Development Association), amats: PRME (Principles of Responsible Management Education) darba grupas “vadības izglītība nabadzības mazināšanai” (management education for poverty reduction) locekle
- 2000 -2005, Eiropas Komisija, DG Pētījums (5-tā letvarprogramma for RTD), amats: Partneris ES finansētā projektā par starpkulturālām zināšanām, pētījumu un menedžmentu, atbildība: dalība vairākās projekta aktivitātēs, zinātnisko rakstu recenzēšana

Iveta Ludviga

- 2019 – now, Polish National Agency for Academic Exchange (NAWA) project “IAP 4 GenZ – The International Academic Partnership for Generation Z”; 16,295 EUR
- 2018-2019, Project “ENJOY GENERATION Z! – stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z”; Grant Agreement No.: 2018-1-PL01-KA204-050761; 14,146 EUR
- 2017 – 2018, CEEMAN study “Management and Leadership Development Needs in Dynamically Changing Societies”
- 2013, CALL4INO – member of the expert group

Tatjana Vasiljeva

- Project CAL4INO (Creative Activities in Learning for Innovation), 172,558 EUR
- Project DEPICT (Developing Employability Programmes Using Interactive Curriculum Technologies)
- Project SmartComp (Smart Competitiveness for the Central Baltic Region)
- Latvian-Belarusian Cooperation Programme in Science and Technology. Project “Improving the standard of living of citizens and integrating them into society through information resources and innovative technologies”, PROJECT APPLICATION No. 12/7-63 of 14.06.2013
- 2015-2016, Project eNordBalt
- 2014-2016, Project “Eco-City Trends Observatory”, Spain, Rey Juan Carlos University
- 2016-2017, CEEMAN Lead4Skills research project; 31,868 EUR
- Latvian School of Public Administration project “Data Analysis” 2017-2018, 71,390 EUR
- ERASMUS+ project “Improvement of master-level education in the field of physical sciences in Belorussian universities”, Acronym: “Physics”, Leading partner: Riga Technical University, 2017-2018 – Project No. 561525-EPP-1-LV-EPPKA2-CBHE-JP, external expert
- Baltic-German University Liaison Office scientific project “Sci-Bi: Digitalization in Logistics and Transport”
- ERASMUS+ project “Quality assurance system in Ukraine: development based on ENQA standards and procedures (CEENQA)” – external expert from LR AIC

Vulfs Kozlinskis

- 2015, Project financed by JSC "Latvijas valsts meži" No. 5.5.-5.1-001y-101-14-42 (L215) "Social-economic Assessment of Different Land Management Models", Senior Researcher; 73,992 EUR.
- 2015, ZM Project 2013/86 "Conducting research on competitive and efficient milk and meat production", subproject "Development of efficient management models" (2014-2015); 16,569 EUR.
- 2015, Effective management model design. Project No. KL9-2; 27,387 EUR.
- 2016, Agricultural development prognosis and policy scenario till 2050. Project No. S284; 80,000 EUR.

2017, Agricultural development prognosis and policy scenario till 2050. Project No. S301; 80,000 EUR.

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

Teaching staff involved in the implementation of the programme actively participate in scientific research, including the research results in the study process.

As heads of RISEBA research fields, lecturers and supervisors involve students of different educational levels in their work, thus ensuring the development of students' research skills, which is also used for final theses.

RISEBA conducts research in the following fields:

1. Finance, including investment attraction, bank management and operations, tax system improvement, European business and economics for start-up acceleration and financing

Heads: Prof. Anatolijs Prohorovs, Prof., Dr.Chem. Ilmārs Kreituss;

Participants: Ļevs Fainglozs (RISEBA doctoral student), Iveta Cīrule (RISEBA doctoral programme graduate), Ilona Beizītere (RISEBA doctoral student), Velta Stikute (BA doctoral student)

2. Business innovation, including business digitalisation, business education, socially entrepreneurship

Heads: Prof., Dr.oec. Tatjana Vasiljeva; Dr. I. Kozlinska

Participants: Ina Gudele (LLU doctoral student), Marius Schonberger (BA doctoral student), Julija Novinkina (RISEBA doctoral student), Gibson Kagushia Muruga (RISEBA doctoral student), Frederic Maffei (RISEBA doctoral student), master's programme students

3. Strategic management, including business modelling, dynamic capabilities, value innovation and real options theory, strategic human resource management, psychology and supervision in business

Heads: Prof. Andrejs Čirjevskis; Prof. Iveta Ludviga; Prof. Maija Zakriževska-Belogrudova

Participants: Reģina Ločmele-Luņova (RISEBA doctoral student), Pierre Keller (BA doctoral student),

Inese Slūka (RISEBA doctoral student), Jūlija Bulatova (RISEBA doctoral student), master's and bachelor's programme students

Business education research focuses on measuring the impact of different approaches to teaching and learning. The practical purpose of this line of research is twofold: deepening awareness of what circumstances are effective in experiential business education; developing an innovative curriculum that effectively combines interdisciplinary, experiential and distance learning aspects. The results of RISEBA's business idea incubation research are reflected in international publications and used in various projects, the development of new study courses, and expert interviews and public discussions in mass media. In 2018, Iveta Cīrule defended her thesis "The Impact of University Business Incubators on New Business", and she currently works as a manager, consultant, and the head of RISEBA Creative Business Incubator, promoting student engagement in the professional world and business education.

A particularly important scientific achievement is the monograph written by A. Prohorovs: *Corporate Income Tax in Latvia and Estonia: Effects on Entrepreneurial Activity, Investment, the Unemployment Rate, Tax Revenues and the Economic Growth of the State*, 2017. The monograph was presented at RISEBA and at state and non-governmental organisations supported by the Latvian Ministry of Economics, the Latvian Ministry of Finance and the government of the Republic of Latvia; as a result, a new law on corporate income tax and RISEBA researchers' proposal for changes to the tax system were adopted instead of the World Bank's proposal. The monograph is used as teaching material in programmes of different levels at RISEBA and other universities in Latvia (LU, LLU, RTU).

Prof., Dr.Chem. I. Kreituss, together with Ernst & Young, carried out one of the most significant research projects related to comparing consumer bank and non-bank lending in Latvia and other countries. He also participated in a major research project on youth entrepreneurship problems and business environment development in six post-Soviet countries with a comparison to Latvia as an EU member state. The results of these studies are used in lectures and seminars.

Every year, Prof. I. Ludviga, together with the Latvian Association for People Management, participates in a research project involving students of the master's programme "Human Resource Management"; the research topic is proposed by industry partners. Members of the association are also involved in the research project, and the results are presented at the professional conference "HR Week Latvia".

Teaching staff involved in the implementation of the programme regularly increase their competencies by participating in scientific and research activities, thus improving the study process and increasing the quality of studies, for example:

- Writing research papers – teaching staff participated in various seminars, e.g. "How to get research published", organised by BMDA in Lithuania in 2013.
- Writing case studies – for example, as part of the CEEMAN research project Lead4Skills, two staff members of the Faculty of Business and Economics completed the seminar Writing and Teaching Case Studies in January 2018. As a result, a case study was published in the CEEMAN case study collection.
- Learning to use new research tools – teaching staff are invited to participate in training on the latest software tools for research, for example, the training course "PLS-SEM using SmartPLS 3" (Germany, 2017) and "Market research colloquium" (Croatia, 2015).
- Developing the doctoral programme – for example, in 2014 we participated in the EFMD doctoral programme conference; every year at the ASBBMC academic conference we organise a pre-doctoral seminar for doctoral students.

Understanding the role and importance of academic integrity in research and education, we participated in the conference “Building a Culture of Academic Integrity in Education”, organized by RTU and European Network For Academic Integrity in 2018.

To share best practices, annual seminars are organised for doctoral supervisors.

As of 1 September 2019, doctoral programme students Z. Raščevska and E. Miķelsone are carrying out academic work in bachelor’s and master’s programmes at BA School of Business and Finance in the framework of project No. 8.2.2.0/18/A/007 “Support for strengthening the capacity of BA School of Business and Finance academic staff” SAM 8.2.2. “Strengthening academic staff of higher education institutions in areas of strategic specialisation”.

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

Continuous collaboration takes place among teaching staff in the doctoral programme. The most important mechanisms for collaboration are as follows:

- Discussion of courses in the Joint Doctoral Programme Council, attended by course lecturers, other professors, and representatives of doctoral students
- Seminars for teaching staff and doctoral supervisors: discussion of changes in the programme, necessary improvements, including in study courses
- Mutual attendance of lectures and seminars (for instance, the course Theoretical Aspects of Research)

Table 4.6. Student-lecturer ratio in the programme during the reporting period

	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
Number of students	60	40	39	44	43	30
Number of lecturers	11	8	12	11	10	10
Number of supervisors	23	34	26	24	20	21

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)	3_pielikums_Atbalstiba_valsts_izglitiba_standartam_DBV_EN.pdf	Pielikums-1_Kopigas_programmas_atbalstiba_DBV_PRECIZETS.pdf
Statistics on the students over the reporting period	Appendix_2_Statistics_on_Students.pdf	2.pielikums-Statistika_par_studejosiem.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	Appendix_3_Compliance_with_State_Education_Standard.pdf	Pielikums-3_Atbalstiba_valsts_izglitiba_standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Appendix_4_Study_Course_Mapping.pdf	4.pielikums_Studiju_kursu_kartejums.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	ENG_5_piel_Study_plan.7z	Pielikums-5_Studiju_plans.pdf
Descriptions of the study courses/ modules	6.pielikums_Studiju_kursi_eng.7z	6.pielikums_Studiju_kursi_lv.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	ENG_kopigais_diploms.pdf	Kopigais_diploms_PhD.oec.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	EN_Agreement_BA_un_RTU.pdf	BA_RTU_vienosanas.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinajums_par_zaudejumu_segsanu_ENG.pdf	Apliecinajums_par_zaudejumu_segsanu.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Valodas_apliecinajums_D_ENG.PDF	Valodas_apliecinajums_D.PDF
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	Apliecinajums_LZP_ENG.PDF	Apliecinajums_LZP_LV.PDF
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Apliecinajums_55p_ENG.PDF	Apliecinajums_55p_LV.PDF
Sample (or samples) of the study agreement	Ligums_ENG.pdf	Ligums_LV.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	14_pielikums_AIP_atzinums_par_250_stud_Doktornatura_EN.pdf	AIP_atzinums_par_250_stud_Doktornatura.docx

Cybersecurity Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Cybersecurity Management</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Sintija</i>
Surname of the study programme director	<i>Deruma</i>
E-mail of the study programme director	<i>sintija.deruma@ba.lv</i>
Title of the study programme director	<i>Maģistra grāds datorzinātnēs</i>
Phone of the study programme director	<i>26598230</i>
Goal of the study programme	<p><i>The aim of the Master degree program is:</i></p> <ul style="list-style-type: none"> <i>- to ensure the acquisition of the qualification of "Information security manager" and to prepare for the professional job in the field of information security and the governance of cybersecurity in the organization.</i>
Tasks of the study programme	<p><i>In order to achieve the goal of the program, the following tasks have been set:</i></p> <ol style="list-style-type: none"> <i>1. to provide high-quality science-based professional master's level studies, enabling the student to ensure competitive and stable operation of a company and its independent value growth based on operational excellence, as well as sustainable, stable and safe operation of an organization.</i> <i>2. to ensure the unity of theoretical, scientific and professional aspects of studies in the field of cybersecurity;</i> <i>3. to provide compulsory study courses that provide in-depth knowledge in the field of information security and cyber security management, raise theoretical and methodological awareness and allow to gain experience while applying the acquired knowledge in practice;</i> <i>4. to provide students with the opportunity to acquire study courses focused on research and innovation, as well as the development and improvement of design processes;</i> <i>5. to ensure opportunities for practical classes and students' independent work outside the classroom, completing it according to a specially developed work placement program.</i>

Results of the study programme	<p><i>The skills and competences needed for information security and a cybersecurity manager have been integrated into the program content.</i></p> <p><i>Learning outcomes:</i></p> <p><i>Knowledge</i></p> <p><i>1.Knows and understands the issues of information security management and their impact on company/organisation, competitiveness, development, stable and sustainable performance.</i></p> <p><i>2.By implementing information security management knows and is able to apply independently information security tools, methods, latest findings and innovations to protect critical resources of the company/organisation.</i></p> <p><i>Skills</i></p> <p><i>3.Is able to identify independently and critically analyse cyber-security risks, determine, plan and monitor the results to be achieved to mitigate the risks.</i></p> <p><i>4.Is able to develop and implement innovation, improvements at operational, tactical and strategic levels of cybersecurity management.</i></p> <p><i>5.Is able to cooperate, communicate, advise, explain and justify the objectives and results of information security management to stakeholders (specialists and non-specialists).</i></p> <p><i>Competences</i></p> <p><i>6.Is able to identify and forecast learning needs, to integrate knowledge of different areas, to contribute to the creation of new knowledge.</i></p> <p><i>7.Is able to advance the development of their own and other cyber-security competence development, to take responsibility for the results of staff groups, to carry out research and further learning in difficult and unpredictable conditions in the business environment.</i></p> <p><i>8.Is able to develop, plan and monitor information protection measures, both at process and technology level, as well as at human behaviour level ensuring the effectiveness of the measures to be taken.</i></p> <p><i>9.Is able to formulate independently and critically assess existing performance indicators and plan business continuity processes that have to be achieved.</i></p>
Final examination upon the completion of the study programme	<i>Defense of Master Thesis</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)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program. Applicant must submit a document issued by an international testing institution (e.g. TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill), which has been obtained during the last five years and which certifies that the applicant's proficiency in the language of the relevant study program is at least level B2</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 2 years, 6 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>

Admission requirements (in English)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 2 years, 6 months - english

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program. Applicant must submit a document issued by an international testing institution (e.g. TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill), which has been obtained during the last five years and which certifies that the applicant's proficiency in the language of the relevant study program is at least level B2</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 3 years - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>100</i>

Admission requirements (in English)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 3 years - english

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>100</i>
Admission requirements (in English)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program. a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program. Applicant must submit a document issued by an international testing institution (e.g. TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill), which has been obtained during the last five years and which certifies that the applicant's proficiency in the language of the relevant study program is at least level B2</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 2 years, 6 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>100</i>

Admission requirements (in English)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 2 years, 6 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	100
Admission requirements (in English)	<i>a professional bachelor's degree or an academic bachelor's degree, or a professional qualification obtained upon completion of at least a four-year study program. Applicant must submit a document issued by an international testing institution (e.g. TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill), which has been obtained during the last five years and which certifies that the applicant's proficiency in the language of the relevant study program is at least level B2</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in administration of enterprises and organizations</i>
Qualification to be obtained (in english)	<i>Information security manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

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

To ensure the quality of education and compliance with the labor market requirements of the professional master's study program "Cyber Security Management" (hereinafter - the Program), the Program is regularly developed and improved.

In accordance with BASBF strategy, action plan, and the Program development plan, changes were implemented in the reporting period: Improving the content and quality of education and structural changes of the Program by optimizing study courses.

A total of 13 lecturers are involved in the implementation of the Program. Since the licensing of the Program (2014), lecturers' composition has been dynamic, it has changed.

To strengthen the international significance of the study program and promote the attraction of international students, industry professionals and guest lecturers are invited to implement certain courses.

The list of internship places is regularly updated, both by strengthening cooperation with existing interns and attracting new ones.

Taking into consideration the demand from local and foreign students to study remotely, as well as the need to combine work with studies, a new offer has been developed- a part-time distance education in Latvian and English.

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 implementation of the study program started in January 2015.

Student enrolment is organized both in winter and autumn, thus insuring a gradual increase in the number of students from 11 students in 2015/2016 to 38 students in the 2020/2021 academic year. Thanks to the allocated budget places, since 2017 the number of students in the study program has significantly increased. Currently, 5 foreign students from India (4), Norway (2) and France (1) are studying in the program.

A total of 25 students have graduated from the program, of which 2 were foreign students, 1 from India and 1 from Nigeria.

Eleven students have dropped out due to personal reasons (family circumstances, inability to

combine studies with work, etc.). In recent years, the drop-out rate has decreased from 19% (2017/2018 academic year) to 3% (2019/2020 academic year).

Please see statistical data on the students in the reporting period in the appendix **MKP statistics**.

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

Upon completion of the Study Program “Cybersecurity Management” (hereinafter - the Study Program), the student receives the second level professional higher education diploma of a professional Master’s degree in administration of enterprises and organizations and obtains the qualification “Information security manager” which corresponds to the fifth level of professional qualification.

The awarded degree certifies that graduates have acquired the skills to define and formulate the basic principles of the organization, to plan and manage work following the goals of the company, to work with people and to be ready for various challenges in the rapidly changing business environment. The awarded qualification certifies confirms the student's competencies to ensure information security in the organization.

The goal of the Study Program is to provide professional master's level studies, which would enable the student to acquire the level of knowledge, skills, competence and skills that to ensure cyber security management in the *organizations*.

The skills and competences needed for information security and a cybersecurity manager have been integrated into the program content.

The goal, objectives and learning outcomes of the Study Program were approved by the Senate.

The learning outcomes are defined in accordance with the Latvian Qualifications Framework Level 7 and the competencies defined in the Occupational Standard “Information security manager”.

The interdisciplinary professional standard “Information Security Manager” has been developed and submitted for approval to the National Centre for Education.

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

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

The learning outcomes of the program are defined in accordance with the 7th level of the Latvian Qualifications Framework and the competencies specified in the professional standard “Information Security Manager”.

After mastering the program, the student receives a second-level professional higher education diploma - a professional master's degree in business and organization management and obtains the qualification "information security manager", which corresponds to the fifth level of professional qualification. The awarded qualification confirms that the graduates have acquired skills to develop the architecture of the information security management system; develop short-term and long-term information security management plans and ensure monitoring of their implementation and enforcement; manage and advise employees involved in security management; ensure the compliance of the security management system with the requirements specified in the regulatory enactments of the information and communication technology sector, as well as in the international regulatory enactments of the sector.

The content of the study program integrates the competencies required for an information security manager, which are defined in the internationally recognized professional certification framework (ISACA, ISC2); the study courses included in the study program ensure acquisition of:

- **the latest achievements in the theory and practice of the industry** (Strategy and Management of Information and Communication Technology (ICT) 4CP, Organizational Theory 4CP, Information Security Incident and Crisis Management 4CP, Information Security Risk and Compliance Management 4CP, Security Policy, Ethical and Legal Aspects 4CP, Information Security Tools and Methods 4CP);
- **research, innovation, design and management competencies** (Strategy and Management of Information and Communication Technology (ICT) 4CP, Organizational Theory 4CP, Project Management 4CP, Information Security Culture 2CP, Economics for Entrepreneurs 2CP)
- **the latest findings in pedagogy and psychology** integrated into the study courses: (Leadership 2CP, Information Security Culture 2CP, Information Security for Users 2CP);
- **knowledge, skills and competencies necessary for the profession** (Cyber Security and Critical Infrastructure Protection 4CP, Cybercrime Investigation 4CP, Information Security Management 6CP, Information Security Tools and Methods 4CP, Security Policy, Ethical and Legal Aspects 4CP, Information Security Risk and Compliance Management 4CP)
- **content of the work placement, which promotes persistent development of professional skills** of master students, as well as provides an opportunity to test the acquired knowledge in practice. For master students without a previously acquired 5th professional qualification the work placement study load equates to 26 CP, for the rest of the students - 6 CP.

In order to ensure the quality of education and compliance with the requirements of the labour market, the professional master's study program “Cyber Security Management” is being regularly developed and updated. In accordance with the BASBF strategy, action plan, and study program development plan, the following priorities were set during the reporting period:

- Improving the content and quality of education
- Structural changes in the program;
- Promotion of the program.

At the Board of the Study Program meeting of the spring semester of 2019, the proposals of employers and recommendations for the improvement of the educational content were discussed.

During the reporting period, the descriptions of study courses were improved. Such changes were necessary to supplement and update the content of education in accordance with the recommendations of the employers.

Employers emphasized the importance of the General Data Protection Regulation and changes in the industry as a whole. While improving the program, the changes made in the study content were integrated into the study courses - Information Security Risk and Compliance Management; in addition, changes were made in the course titles and credit point volumes. During such updating process, the lecturers actively participate in the discussion, analyse the results of the study program and provide their proposals for its improvement.

The existing qualification, goals, objectives, and learning outcomes of the study program are interrelated and relevant and continue to meet the requirements of the future labour market.

The interconnection of the study courses can be assessed as corresponding to the requirements of the industry and the learning outcomes. The goals, objectives, and learning outcomes of the study program fundamentally reflects the set of knowledge, skills and competencies to be acquired within the study courses and work placements of programs. The information included in the study courses is reflected in the description of each specific study course as goals, results, and themes.

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 interconnection of study courses can be assessed as corresponding to the requirements of the field and the results to be achieved. The study programs' aims and tasks, learning outcomes fundamentally reflect the set of knowledge, skills, and competencies to be acquired within the study courses and internships of the program. The information included in the study courses as goals, learning outcomes, topics is reflected in the description of each specific study course.

The information included in the study courses follows from the goal of the study course and the learning outcomes to be achieved, which in turn follow from the goal of the program and the learning outcomes to be achieved. The link is clearly visible in the study program map (link to the appendix Mapping of the study courses/ modules to achieve the learning outcomes of the study programme).

In 2022, the demand for engineering and information and communication technology specialists will significantly exceed the supply. During security testing, especially accredited specialists will model cyber-attacks and assess the extent to which companies' e-services are protected against them. The introduction of the cybersecurity certification scheme envisages an increase in the demand for cybersecurity professionals with expertise in evaluating security products, as well as rapid growth in the cybersecurity, security services market and solutions for automated mandatory reporting of current cyber threats and personal data leaks. or other security incidents (under the General Data Protection Regulation). The highest requirements and increased focus of the directive are planned on the security of financial resources on the Internet, cloud storage and Internet search engines.

Thus, BASBF and the ISACA Latvia Association have prepared and submitted to the Ministry of

Education and Science an updated draft standard of information security manager professions, which has obtained an opinion within the framework of both LIKTA and the industry expert council. The industry has generally praised the quality of the study program (ICT Platinum Mouse Award 2020), and some companies have provided feedback on the need for such a profession.

The correlation of competencies required for the profession can be seen in detail - the results to be achieved by the study program and their connection with the competencies specified in the professional standard (link to the appendix "Compliance of the qualification to be acquired upon completion of the study programme with the professional standard").

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

In order to achieve the interdisciplinary dimension, goals and objectives of the study program, in each course the best practices and latest achievements in the industry, as well as research competencies are integrated and enforced by:

- analysing practical industry examples, situations; doing case studies;
- involving professionals, experts from the industry into the study process;
- implementing one study course by several lecturers in order to form balance between industry professionals, practitioners, and theorists, thus recognizing the involvement of professionals as a complex and responsible process.

When selecting the experts to be engaged, the evaluation is based on the following criteria:

- professional experience (in cyber-security, ICT, or similar field);
- a professional certificate (cyber-security industry certificates);
- experience in pedagogy or in conducting courses, seminars;
- scientific, professional - practical publications, presentations at conferences;
- active participation in the development of the cyber-security community, participation in working groups;
- international experience in the industry;
- English language skills.

The final examination is recommended as an “open book principle” exam or as a project assignment with presentation of the results (problem solving, open-book exam, social experiment, project).

The information security manager must be able to obtain information from various sources using the widest possible range of information processing techniques and tools and to assess the integrity of information, as these skills significantly improve the professional skills of incident investigation and risk analysis.

The study process for full-time studies is implemented in accordance with the approved study schedules. The classes are planned so that students have the opportunity to devote time to

independent work and studies in the library, reading room and e-environment. The students have the opportunity to regularly consult with the lecturers during the approved consultation schedule.

Acquisition of the study program is implemented in the form of lectures, seminars, and practical work, applying methods that promote analytical, critical, systemic and creative thinking and develop communication, presentation, and situation analysis skills; in turn, simulations and experiments are used to enhance independent and research work.

In the course of the program implementation, great attention is paid to intercultural communication. Working in international project groups together with students from different countries, students have the opportunity to gain experience in both professional and intercultural communication.

The course materials in large part are prepared in electronic form and are available to students on the BASBF information system with access both at the school premises and off campus. The amount of students' independent work in most courses is more than 30% of the total amount of the study course.

Employers and lecturers are involved in the defence of master's theses as chair persons and members of state examination commissions. Proposals on the composition of the commission are prepared by the program director and reviewed and approved by the Senate.

BASBF adhere to the following assessment principles:

- the principle of summing up the positive achievements - the acquired education is evaluated by summing up the positive achievements;
- the principle of obligatory assessment - it is mandatory to obtain a positive assessment of the acquisition of the core parts of the program;
- the principle of openness and clarity of requirements - in accordance with the goals and objectives of the program, a set of basic requirements for the evaluation of the acquired knowledge has been determined;
- the principle of the compliance of the assessment - the test provides an opportunity for the student to prove his / her analytical and creative abilities, knowledge, and skills through tasks and situations corresponding to different levels of acquisition.

The scope of the test content corresponds to the content specified in the course programs and the skills and knowledge requirements specified in the professional standard.

Students' achievements are evaluated in a 10-point system according to evaluation criteria that meet the requirements set by BASBF. The lowest positive rating is 4 points (almost average). After completing each study course, students must pass a test or exam. The type of examination (oral, written or mixed) is determined by the lecturer. The final assessment of the study course may include an assessment of the student's work throughout the study course, for example: participation and quality of work during the lectures, seminars and practical classes; test results; results of independent homework; test or exam assessment. The student's independent written work can be: assignment, report, problem research, publication analysis, compilation and evaluation of factual materials, etc.

Information about the conditions and requirements of the final examination of the study course is reflected in the description of the study course and the lecturer's "Instructions for students for the acquisition of the study course".

All information and requirements set by BASBF on the development and defence of master's theses are summarized in the Methodological Instructions.

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

The aim of Internship is to promote the strengthening and development of theoretical knowledge, professional skills and competences, to strengthen knowledge acquired during Internship, to study and analyse the position and role of the company in the economy, its development directions and to develop proposals to improve the effectiveness of its activities.

As part of the study programme, students do Internship. The duration and time of Internship is determined in accordance with the study programme and the schedule of the study process.

The Internship is implemented in accordance with a tripartite Internship Agreement concluded between BASBF, the Internship provider and the trainee, which includes the objectives of the Internship, the tasks, the procedures for evaluating the achievements of the Internship, and the obligations and responsibilities of the parties. The Internship for the study direction is organised by a Career Centre in cooperation with employers, however cyber security has its own specific nature, employers for Internship are carefully selected, and the programme director carries out a feasibility study.

The Internship is carried out on the basis of the “Agreement for Ensuring the Internship” between BASBF and the Internship provider in accordance with the Internship programme. The Internship programme is drawn up in accordance with the study programme, including tasks from nearly all mandatory study courses and the standard for the profession of the information security manager.

The programme is coordinated with the employer offering an Internship prior to the conclusion of the Agreement. During an Internship, the student must complete an Internship programme and prepare a Report on the Internship. The student draws up an Internship Report in accordance with the Guidelines set for the Internship. The Internship supervisor evaluates the trainee’s achievements during the Internship on the 10 points scale: the practical skills and knowledge acquired by the student during the Internship; the student’s attitude towards responsibilities during the Internship.

The Internship report is examined and evaluated by a Commission composed of the programme director and the employer representative. The overall assessment of Internship is influenced by all evaluations: the assessment done by the Internship supervisor; the assessment of the Internship Report; the Defence of the Internship Report.

In accordance with the Regulations of Internship, not less than 50% of employers participate in the Commission for the Defence of Internship. The Commission is composed of company directors, chairmen of the Board, department managers, staff specialists.

The main requirement for students - trainees - is that a student can complete assigned Internship programme during the placement in the company and prepare an Internship Report.

The student should have access to the company's annual report and documents related to the information security management, as well as all other necessary information, in consultation with the Internship supervisor in the placement.

The list of available Internship places is regularly updated, both by strengthening the cooperation

with existing employers and by encouraging and attracting new ones.

Internship places:

National Informatics Centre (NIC) (New Delhi)

LR Valsts kontrole

AS "Exigen Services Latvia"

AS "Bank M2M Europe"

SIA "4finance IT"

AS "SEB banka"

Liepājas pilsētas pašvaldības administrācija

AS "Citadele banka"

ATEA GLOBAL SERVICES

Sabiedrisko pakalpojumu regulēšanas komisija

VAS "Latvijas valsts radio un televīzijas centrs"

SIA "Circle K Business Center"

SIA "Tilde"

SIA "Corporate Solutions"

SIA "PricewaterhouseCooper Information Technology Services"

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

The studies of the programme end with a final State examination: the work of the Master's thesis is being developed and defended. Master's thesis is a student's research that confirms the acquisition of theoretical and practical knowledge, management skills, the research carried out includes their own opinions and conclusions. A number of seminars are arranged before the start of the development of the Masters's thesis, which constitutes additional support for students in order to successfully start the development of the Master's thesis, to select the field of interest, to define the problem and issues to be explored.

In the course of the seminars, students present the idea of their research, discuss its development, understand the basic principles of scientific discussion, listen to the advice of experts carry out in depth use of research methods in the business and cybersecurity industry.

The theme of Master's thesis is closely linked to the current trends in the Baltic region, industry and technology, as well as digital services, ICT infrastructure and development trends. The student has the option of choosing the subject of the research, the supervisor, or using the list of research topics compiled by the director of the programme. In the course of the development of the Master's thesis, the subject is clarified, narrowed down, and different solutions are found to obtain data for the research, which is a rather pressing problem in the context of information security. The Annex

contains a list of the defence Master's theses. **MKP Master's theses.**

The analysis of the statistics on the defence of Masters' thesis shows that 90% of students have developed and defended their Master's thesis, achieving outstanding, excellent and very good results.

Regular student scientific conferences, applied research conferences, discussions are being organized. Events of this kind present a great opportunity to present your research work and present research results to a wider audience.

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.

BASBF regularly interviews prospective and existing students on impressions and satisfaction with BASBF, study process, infrastructure and administration issues.

Students express their views on the performance of academic staff in each study course and study process, as well as the study programme as a whole, as demonstrated by the surveys conducted, which are organised centrally, jointly for the entire study direction. The results of the survey are analysed during the study programme audit. They are used in the organisation of the next year's study programme implementation, and in the improvement of the study process.

For example, there have been only a couple of cases during Internship that the academic staff member has not been able to cooperate with students, has obtained a negative student feedback and assessment, so the collaboration with this academic was terminated.

Employers also participate in the improvement of the study process. For example, each year at the end of Internship, Internship providers evaluate students' competence. The feedback gained from employers has been collected and analyzed.

Students point out that the involvement of professionals, experts in the study process, the sharing of experience and the analysis of practical cases is highly valued. Other shortcomings in the study process haven't been identified.

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.

Study mobility often becomes an essential experience in a student's life. It helps to grow both professionally and academically, expands the range of social contacts, and improves intercultural communication.

BASBF centrally provides information and consultations on learners' mobility opportunities, for example, in Erasmus, Erasmus + programs.

Due to the specifics of the study program, students and lecturers have additional opportunities to get involved in events and research projects organized by the cybersecurity industry.

BABSF provides students and lecturers with the opportunity to use study, teaching, or experience exchange opportunities abroad. Such an option for 2019-2020. have used during the year many students (see Annex "Maģistra studiju programmas "Kiberdrošības pārvalde" dalība starptautiskos pasākumos")

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 sources of financing for the Study Program are tuition fees and state finances for state finances study places. The tuition fee is approved annually by the decision of the BA Senate. In the academic year 2020/2021, the tuition fee for two years is 6300.00 EUR and for a 2,5-year program – 6900.00 EUR.

See the costs of the Study Program in the Description of the Field of Study.

BA Library uses electronic catalogs, which are created in the integrated library system "ALISE", which allows searching for editions by various parameters. Library catalogs are also available on the Internet. All the librarian processes - compilation, servicing the readers, filing reports, and creating directories are also done in the system "ALISE". ALISE library system allows authorized users to monitor the status of their account, request an extension, and make book reservations. Authorization data can be obtained from the librarian. Without authorization, it is possible to search the catalog, find out information about the copies (number and position), and view the source description. The BA Library is included in the National Unified Library Information System. At the BA Library, any student of the master's program has access also to relevant literature in English from the best Western publishing houses. The number of copies purchased gives master's students an opportunity to study the literature at home and for lecturers - to base their study courses on the same study materials. The SCOPUS database is accessible with the reader card of the National Library of Latvia and remote access to the resources of the NLL. The electronic databases, subscribed by BA, are available to the students of the joint master's Study Program in the library.

BA's material, technical and information resources are used to ensure the study process. (See the Description of the Field of Study).

According to the evaluation of the students, the academic staff, and the involved groups (employers, professional organizations, etc.), the program resources correspond to the aims and tasks set by the program. Students express their opinion about the work of the lecturers and the study process in general - this is confirmed by the performed surveys. Employers express their opinion on the compliance of students' skills, knowledge, and competences with the requirements of the labor market - this is confirmed by the results of the survey and the opinion expressed during

the meetings of the Board of the Study Program and the evaluation given in the accreditation process. Academic personnel expresses their views at department meetings, annual development discussions, and meetings with the program director. The opinion of the lecturers is heard on the necessary resources for the implementation of the Study Program, which is constantly being improved according to the requirements of the modern working environment.

The existing resources allow for a qualitative implementation of the Study Program and are relevant to the content of the study and allow for a successful organization of the study process. The academic staff are fully qualified to deliver the content of the Study Program: all lecturers have both practical experience in the field and relevant academic work experience.

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).

Applicable to the doctoral study programs

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

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

Since the implementation of the study programme (2015), there have been significant changes in the composition of academic staff due to a variety of influencing factors (remuneration, retirement age, workload), but in general it has not affected the quality of the study process and education. BASBF has the necessary academic staff to ensure the implementation of the study programme, such as lectures, seminars, practical sessions and other pedagogical and scientific activities.

During the reporting period, 22 members are involved in the implementation of the study programme, of which 14% are full time academic staff ,the others are guest lecturers, industry experts. 33% of academic staff have a PhD, 43% have at least one professional certificate.

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.

BASBF has the necessary academic staff to ensure the implementation of the study programme, such as lectures, seminars, practical sessions and other pedagogical and scientific activities.

In selecting the experts to be attracted to the study programme (guest lecturers), the assessment is based on the following additional criteria:

- professional experience (cybersecurity, ICT or similar), existence of a professional certificate (certificates of the cybersecurity industry);
- pedagogical or teaching experience in training courses;
- existence of scientific, professional publications, speaking at conferences, active participation in building up a cybersecurity community, participating in working groups, international industry experience;
- English skills at least at the level B2, at least a master's degree.

In the course of the implementation of the study programme, BASBF has hosted industry experts, Internship

providers, potential employers, by sharing experience on the features of different information security professions, during the reporting period they were the following:

- Digital researchers of Nika Aleksejeva and Roman Osadchuk from DFRLab (Ukraine);
- Mischa Coster Gray Psychology Expert (Belgium).

In order to strengthen the international importance of the study programme and to promote the recruitment of foreign students, professionals from the sector and academic staff from abroad are also invited to deliver individual study courses.

The qualification of academic staff corresponds with the implementation of the objectives and tasks of the study programme.

Planning and implementation of policy on the development of academic staff is carried out in the context of planned scientific business missions, individual training plans of the academics involved in the implementation of the study programmes, the further development of their qualifications and achieving the progress of the implementation of the study programme.

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

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

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

The Cybersecurity Research Laboratory is a scientific and academic unit that conducts research in information security, cyber security and related fields within its competence. Its operational objectives: research activities in information security, cyber security, integration of students in the organisation of experiments and the provision of testing practices, preparation of scientific publications, execution of scientific and experimental orders for organisations and individuals. In order to achieve the objectives, the Cybersecurity Laboratory will provide the following activities:

testing, collecting of experimental data, processing, interpretation, counselling; conducting basic and applied research; searching for new scientific research directions, research cooperation with similar institutions, educational institutions, organisations and laboratories; conducting scientific works for students, organising and consulting the experimental part of works; raising research qualifications of Master, Doctoral and young researchers attracting academics staff, students to research work; cooperation with educational institutions and research organisations in Latvia and the world.

The academic staff and guest lecturers are involved actively in the preparation of scientific publications and joint publishings published in journals indexed in databases EBSCO, Scopus and the Web of Sciences.

BASBF academic staff carries out scientific research and research-based studies, scientific research is aimed at obtaining scientific knowledge, supporting and further developing the scientific activities of the study process, addressing topical challenges through research methods. In order to ensure a research-based study process, BASBF has been conducting internal research grant contests for the second year. In 2019/2020 academic year academic staff members participated in the following BASBF research project grant programmes:

- Prospects for the circular economy in the Baltic States and management of business models and projects in the Latvian economy. (Dz.Atstāja)
- Assessment of competence management in the Latvian financial sector (T. Volkova).
- Application of modern teaching methods in higher education in business studies (K.Lešinskis)

The results achieved by the grant programme are research articles, participation in international conferences, preparation of development teaching materials, development of guidelines in specific areas, development of pilot projects, prototyping.

The scientific interests of academic staff are related to study courses delivered for the study programme and they are involved in the implementation of the study programme, besides, academic staff supervise qualification, bachelor's, diploma and master's thesis according to their academic and research profiles.

Academic staff involved in the implementation of the study direction are very active in their research activities: they participate in projects carried out by BASBF, professional associations or other organisations, and they take part in research and professional conferences.

Improvements are already being made in the field of research, due to the insufficient involvement of guest lecturers in the research. The BASBF research programme is being improved so that it is

compatible with BASBF future plans and is linked to the interests of the region. This involvement of academic staff and guest lecturers ensures the harmonisation of educational content.

Publications of guest lecturers:

- Meijere, ICT as driver for small business development, NSCB2016 19th International conference, 2016
- Meijere, Digital tools for society development in rural areas, Economic Science for Rural Development 17th International conference, LLU, 2016
- Meijere, ICT as driver for economic development, description RTU 56th conference, 2015
- Deruma, I. Ivonovs, Revising Cybersecurity Skills for Enterprises, ISACA Journal Volume 6, 2015
- Deruma, We Need to Develop the Cybersecurity Skills, 8th International Scientific Conference "Information Society and Modern Business", 2015
- Deruma, Problems and Solutions of Information Security Management in Latvia, 4th International Interdisciplinary Scientific Conference SOCIETY. HEALTH. WELFARE, 2013
- Sven Heiberg, A. Parsovs, and J. Willemson. Log Analysis of Estonian Internet Voting 2013-2014. In The 5th International Conference on E-voting and Identity (VoteID 15), Bern, Switzerland, September 2015
- Practical Issues with TLS Client Certificate Authentication. In Proceedings of the Network and Distributed System Security Symposium (NDSS), San Diego, CA, February 2014

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

The academic staff participate not only in the process of study programme development at BASBF and in ensuring its quality, but also with their valuable experience and expertise are invited in the evaluation of other study programmes. Academic staff involved in the study programme implementation act as experts in the evaluation study programmes offered in Latvia and in the evaluation of study programmes offered by foreign universities. (e.g. T. Volkova is the EUA expert on accreditation of international universities, head of the expert commission on international university accreditations.).

Academic staff members of the study programme are active in a variety of professional associations, societies such as the Latvian Association of University Professors, the Association of Business Effectiveness, the Corporate Social Responsibility Platform, the Ideas Institute, the International Institute of Social and Economic Sciences, as well as non-governmental organisations that are important to the cybersecurity industry: ISACA, LATA, DEG, IAI, Internal Audit Board.

In order to promote the involvement of academic staff and students in industrial processes in Latvia and abroad, the following additional possibilities are provided:

Participation in the "ISACA Latvian department": monthly visits can be made to industry

professionals' closed meetings; the use of digital ISACA resources; ability to download industry standards developed by cooperation partner *Capability Maturity Model Integration* (CMMI) Institute, latest research in the industry; virtual communication, consultation with industry professionals around the world (forums, blogs, webinars, online conferences); participate in research expert groups, carry out their own studies, organise surveys. To Participate in the organisation of the ISACA/Cert.lv Annual Information Security Conference on KIBERŠAHS

(Cyberchess). To engage in, to provide opinions, proposals to other information security working groups in Latvia (LIKTA, DEG framework).

During the reference period, a number of activities are organised to promote the study programme:

BASBF held a practical conference with experts from the Ministry of Defence, the Ministry of Environmental Protection and Regional Development, BASBF, the Finance and Capital Market Commission, as well as information technology and cyber security specialists from Latvian commercial banks and non-governmental organisations.

The initiative of offering Open lectures for cyber security professionals, stakeholders, students and researchers, in cooperation with ISACA Latvia are an ongoing activity.

In cooperation with the Latvian department of ISACA, students organise free of charge educational seminars on cyber security within the framework of e-skills week.

Participation of the study programme director in international seminars, conferences, working groups: Kiberšahs(Cyberchess) 2018, 2019; DSS ITSEC 2019: 9 th annual conference for cyber security pro's; European Cyber Security Organisation (ECSO) working group.

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	MKP_statistics.pdf	MKP_statistika.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	Informācija tiks papildus iesniegta pēc profesiju standartu apstiprināšanas.docx	Informācija tiks papildus iesniegta pēc profesiju standartu apstiprināšanas.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	MKP Studiju programmā iegūstamās kvalifikācijas atbilstību profesijas standartam LV un ENG.xlsx	MKP Studiju programmā iegūstamās kvalifikācijas atbilstību profesijas standartam LV un ENG.xlsx
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	MKP_kartejums_updated.xlsx	MKP_kartejums_updated.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	MKP_studijuPlaani_updated.xlsx	MKP_studijuPlaani_updated.xlsx
Descriptions of the study courses/ modules	MKP kursi ENG.7z	MKP kursi LV.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploms_MKP_ENG.pdf	Diploms_MKP.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	EN_Agreement_BA un RTU.pdf	BA_RTU_vienosanas.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_par_zaudejumu_segsanu_ENG.pdf	Apliecinājums_par_zaudejumu_segsanu.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.	Valodas apliecinājums MKP ENG.PDF	Valodas apliecinājums MKP.PDF
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	MKP4_2.5_ENG.pdf	Studiju_ligumi.zip
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Business Process Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Process Management</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Lilita</i>
Surname of the study programme director	<i>Sparāne</i>
E-mail of the study programme director	<i>lilita.sparane@ba.lv</i>
Title of the study programme director	<i>Mg.soc.</i>
Phone of the study programme director	<i>29180042</i>
Goal of the study programme	<i>to prepare outstanding next-generation leaders in business process management able to work in rapidly changing conditions</i>

Tasks of the study programme	<p><i>1. To provide students with high-quality professional education in business development and management, relating to the trends and needs of economic trends, with a possibility to choose a specialization, thus preparing students for practical work in a competitive, international environment under rapidly changing conditions.</i></p> <p><i>2. To develop students' leadership skills so that the student, when graduating from the program, is able to effectively manage the work of a company or a department in an international environment.</i></p> <p><i>3. To develop students' business process management skills by integrating issues of real business environment, intercultural relations and technology into the study process and stimulating ability to notice new business opportunities, create new products, start new business models and find sustainable business solutions.</i></p> <p><i>4. To develop the student's personality by stimulating strengthening of their intellectual abilities and openness to new views, approaches and ways of thinking that can make a positive contribution to society.</i></p> <p><i>5. To provide research-based education by enhancing the student's skills in analytical assessment of information and organization of research in different environments.</i></p> <p><i>6. To provide student-centered education that takes into account students' interests, providing the necessary support for personal growth and promoting student-led learning.</i></p> <p><i>7. Ensure regular access to practical business case analysis and linking of the theory to real market needs during the study process.</i></p> <p><i>8. To ensure compliance of the Study Program with the requirements of the labor market by involving employers, experts, students and graduates of different sectors in the improvement of the Study Program.</i></p> <p><i>9. To ensure the high quality of the Study Program by selecting appropriate academic and support staff and developing their teaching skills, as well as by providing adequate informative, methodological and technical resources.</i></p>
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Results of the study programme	<p><i>Knowledge</i></p> <p>1. <i>Is able to demonstrate the understanding of the theory of economics and business process management, the key concepts, and the latest scientific knowledge in the context of theory and is able to identify the necessary methods for addressing various problems, ensuring the sustainable development of the organization.</i></p> <p>2. <i>Is able to demonstrate the understanding of the processes in the international and domestic economy and the current business trends and their relationships, is able to explain, express the argument, debate and take decisions in relation to the management of public administration and business processes that are in line with the changes of the situation.</i></p> <p><i>Skills</i></p> <p>3. <i>Is able to identify events that cause external and internal changes to an organization, is able to recognize and analyze potential risks, to model business processes, and involve stakeholders in order to improve the organization's performance under changing management conditions.</i></p> <p>4. <i>Is able to design and optimize organizational integrated workflows by using tools for business analysis, strategic technology platforms, legislative regulations, and user experience.</i></p> <p>5. <i>Is able to choose appropriate digital and technological solutions and to implement them so that organization's business processes can be effectively managed.</i></p> <p>6. <i>Is able to demonstrate confidence and emotional intelligence by managing a multicultural and interdisciplinary team, by expressing views, by making decisions, and motivating participants to accomplish tasks in high quality through leadership and strategic thinking techniques.</i></p> <p>7. <i>Is able to coordinate and manage small or medium-sized business units according to specialization, projects, initiatives that may be part of a single organization, or by cooperating with different organizations, including the understanding of the relationship between public administration and business development.</i></p> <p>8. <i>Is able to acquire and develop necessary knowledge independently, building a career and personal development in a global environment.</i></p> <p><i>Competence</i></p> <p>9. <i>Is able to select, analyze, and interpret information, is able to make data-based decisions, to improve processes by standardizing them, and making them more efficient.</i></p> <p>10. <i>In his/her work demonstrates professional ethics and socially responsible activities in relation to the environment and society.</i></p> <p>11. <i>Is able to move quickly and successfully through rapid changes in business processes by applying critical thinking, sustainable working environ</i></p>
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Final examination upon the completion of the study programme	<i>Bachelor's thesis</i>
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Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>professional Bachelor's degree in business management</i>
Qualification to be obtained (in english)	<i>enterprise manager or marketing manager or human resources manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 5 years - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>5</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>professional Bachelor's degree in business management</i>
Qualification to be obtained (in english)	<i>enterprise manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>

Admission requirements (in English)	<i>Secondary education. Applicant must submit a document issued by an international testing institution (e.g. TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill), which has been obtained during the last five years and which certifies that the applicant's proficiency in the language of the relevant study program is at least level B2</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>professional Bachelor's degree in business management</i>
Qualification to be obtained (in english)	<i>enterprise manager or marketing manager or human resources manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

Part time extramural studies distance education - 5 years - english

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	<i>5</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Secondary education. Applicant must submit a document issued by an international testing institution (e.g. TOEFL iBT, TOEFL PBT, IELTS, TOEIC, FCE (First Certificate in English), CAE (Cambridge Certificate of Advanced English), CPE (Cambridge Certificate of Proficiency in English), Cambridge English: Business Vantage (BEC Vantage), Pearson Test of English Academic (PTE A), Cambridge English Linguaskill), which has been obtained during the last five years and which certifies that the applicant's proficiency in the language of the relevant study program is at least level B2</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>professional Bachelor's degree in business management</i>
Qualification to be obtained (in english)	<i>enterprise manager</i>

Places of implementation

Place name	City	Address
BA School of Business and Finance	RĪGA	KRIŠJĀNA VALDEMĀRA IELA 161, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1013

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

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

The study program was licensed on April 14, 2020. Taking into consideration the demand from local and foreign students to study remotely, as well as the need to combine work with studies, a new study program offer has been developed- a part-time distance learning study program in English.

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.

At the beginning of the approbation of the new bachelor's "Business Process Management" program, students from the previous program were given the opportunity to continue their studies in the new program, maintaining the previous tuition fee. In total, 76 students (out of 81) continued their studies in Latvian in the 2nd and the 3rd study year group, and 25 students (out of 27) in English flow.

In the 1st course, a total of 65 students were enrolled: 46 in day and evening full-time studies and 19 students in distance learning.

At the beginning of the new academic year 2020/2021, seven students were exmatriculated from the previous program "Business Management". By December 2nd, 2020 two students who had started their studies in the new Business Process Management Programme were exmatriculated, justifying their choice with a change of interest (a desire to study in-depth advertising and marketing).

In 2020/2021, a total of eight students returned to study after the academic year (in course I – 1, in II – 5, in course III – 2).

Three students were imatriculated in the BPV program (in course II – 2, in course III - 1) from other universities.

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

The development of study programs is a substantiated and appropriate strategy of BASFB, the goal, tasks, and learning outcomes of the study program are interrelated. External experts, lecturers, students, employers, and representatives of foreign partners were involved in the process of developing the study program.

The Professional Bachelor's Study Program "**Business Process Management**" (hereinafter - Study Program) at BA School of Business and Finance (hereinafter - BA) is implemented from April, 24,

2020 after obtaining the license. Graduates, studying full time of the Study Program will obtain a **professional Bachelor's degree in business management and a professional qualification** in one of the selected specializations: **company manager, marketing manager, human resources manager**. Part time distance studies will offer to obtain only company **manager** qualification.

The Study Program has been developed within the framework of the project No 8.2.1.0/18/A/008 "Support for the development of BA School of Business and Finance Study Programs in the EU languages", with the support of the European Social Fund to achieve 8.2.1 specific support objective: "To reduce fragmentation of Study Programs and promote resource sharing".

The aim of the project: within the framework of the study direction "Management, Administration and Real Estate Management" implemented by BA, to develop a new Study Program in the languages of the European Union at the same time reducing fragmentation of BA Study Programs and enforcing resource sharing. Therefore, the development of the new Study Program is an integral part of the higher education reform in Latvia and promotes the export of higher education.

Development and implementation of the Study Program "Business Process Management" is in line with the development strategy of BA in 2018-2023.

The professional Bachelor Study Program "Business Process Management" is included in the study direction "Management, Administration and Real Estate Management" as its purpose is to develop managers - heads of departments and company managers.

The Study Program is implemented in two languages - Latvian and English, both in full-time and distance learning modes. The goals and the content of the Study Program was approved by the Senate of the BA on December 3, 2019 (Minutes No 12)

Prior to the approval of the Study Program by the Senate, the Board of the Study Program agreed on the goals, objectives, study results and planning of the Study Program. Independent experts with relevant and diverse expertise are involved in the Board of the Study Program to gain the widest possible vision of business process management in local and international companies representing different sizes and industries. The academic staff of BA, representatives of BA students' self-government and BA graduates are also involved in the work of the Board.

A representative of BA graduates, due to his / her study experience and work experience in various companies, is involved to obtain proposals for modernizing and upgrading the study process.

A representative of the BA students' self-government is involved in order to obtain the students' opinion on the organization of a student-centered study process in the framework of the new Study Program. Participation of BA management and lecturers is necessary to ensure the development of a Study Program based on research and academic excellence, which corresponds to the strategic specialization of BA, the needs of the national economy and the demand of potential students, as well as the development trends in higher education in Latvia and abroad.

The professional Bachelor Study Program **“Business Process Management”** is developed according to the professional standards of a company manager and a functional manager, and the professional qualification requirements for a HR manager and a marketing manager.

The goal of the Study Program implementation is:

to prepare outstanding next generation leaders in business process management able to work in rapidly changing conditions.

Tasks of the Study Program:

1. To provide students with high-quality professional education in business development and management, relating to the trends and needs of economic trends, with a possibility to choose a specialization, thus preparing students for practical work in a competitive, international environment under rapidly changing conditions.
1. To develop students' leadership skills so that the student, when graduating from the program, is able to effectively manage the work of a company or a department in an international environment.
1. To develop students' business process management skills by integrating issues of real business environment, intercultural relations and technology into the study process and stimulating ability to notice new business opportunities, create new products, start new business models and find sustainable business solutions.
1. To develop the student's personality by stimulating strengthening of their intellectual abilities and openness to new views, approaches and ways of thinking that can make a positive contribution to society.
1. To provide research-based education by enhancing the student's skills in analytical assessment of information and organization of research in different environments.
1. To provide student-centered education that takes into account students' interests, providing the necessary support for personal growth and promoting student-led learning.
1. Ensure regular access to practical business case analysis and linking of the theory to real market needs during the study process.
1. To ensure compliance of the Study Program with the requirements of the labor market by involving employers, experts, students and graduates of different sectors in the improvement of the Study Program.
1. To ensure the high quality of the Study Program by selecting appropriate academic and support staff and developing their teaching skills, as well as by providing adequate informative, methodological and technical resources.

The following **learning outcomes** are defined in the Study Program in accordance with the EQF level 6 and the professional standards of the fifth level of professional qualification:

Company Manager, Functional Manager: Human Resources Manager, Marketing Manager.

Knowledge

1. Is able to demonstrate the understanding of the theory of economics and business process

management, the key concepts and the latest scientific knowledge in the context of theory and is able to identify the necessary methods for addressing various problems, ensuring the sustainable development of the organisation.

1. Is able to demonstrate the understanding of the processes in international and domestic economy and the current **business trends and their relationships**, is able to explain, express the argument, debate and take decisions in relation to the management of public administration and business processes that are in line with the changes of the situation.

Skills

1. Is able to identify events that cause external and internal changes to an organisation, is able to recognise and analyse potential risks, to **model business processes** and involve stakeholders in order to improve the organisation's performance under changing management conditions.
1. Is able to **design and optimize** organizational integrated workflows by using tools for business analysis, strategic technology platforms, legislative regulations and user experience.
1. Is able to choose appropriate **digital and technological solutions** and to implement them so that organization's business processes can be effectively managed.
1. Is able to demonstrate **confidence and emotional intelligence** by managing a multicultural and interdisciplinary team, by expressing views, by making decisions and motivating participants to accomplish tasks in high quality through leadership and strategic thinking techniques.
1. Is able **to coordinate and manage** small or medium-sized business units according to specialisation, projects, initiatives that may be part of a single organisation or by cooperating with different organisations, including the understanding of the relationship between public administration and business development.
1. Is able **to acquire and develop** necessary knowledge independently, building a career and personal development in a global environment.

Competence

1. Is able to select, analyse and interpret information, is able to make **data-based decisions**, to improve processes by standardising them and making them more efficient.
1. In his/her work demonstrates professional **ethics and socially responsible activities** in relation to the environment and society.
1. Is able to move quickly and successfully through rapid changes in business processes by applying **critical thinking, sustainable working environment** and modern team management techniques.

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

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

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

The content of the Study Program "Business Process Management" is up-to-date and corresponds to the developmental trends in the sectors of the economy, science, and the changing global market. The content of the program complies with the requirements of the relevant regulatory enactments.

The content of the Study Program provides qualitative knowledge for obtaining a Professional Bachelor's degree in **Business Management** and professional qualification (in one of the chosen specializations) **company manager, marketing manager, human resources manager**. The quality of the curriculum is also evidenced by the inclusion of project management courses, which will enable students to obtain additionally at the end of their studies, an internationally recognized certificate in project management from the Scottish Qualifications Agency (SQA) and SQA Qualification "Project Manager". Nowadays, project management is an integral part of every organization, and project management competencies are a competitive advantage for a young professional.

The implementation of the Study Program will achieve its goal **"To prepare outstanding next-generation leaders in business process management for work in rapidly changing circumstances"** as the whole design of the Study Program and its content planning has been based on the recommendations of the employers. Its content includes the acquisition of knowledge, skills, and competencies of vital importance in today's conditions, by continuously applying theoretical knowledge and supplementing it with practical experience. The content and description of study courses will be evaluated after the first two years and updated in line with trends and developments in business markets.

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 learning outcomes and aims of all the study courses are subordinated to the learning outcomes and tasks of the study program. The planning of study courses followed the link between them throughout the study years. The connection between these learning outcomes is reflected in the mapping of the study program.

During the study process, the student is provided with an opportunity to acquire English language (Business English, Special English) at a high business level in the course of three academic years, as well as with in-depth study and practice in each of the selected specializations working in international student teams within the framework of planned activities (hackathons, international

business weeks abroad, student exchange visits, solving practical problems of multinational companies and organizations).

During the first two years of study, students are offered, in addition to general compulsory courses, acquisition of specific knowledge in *"Self-development and Learning Techniques"* to develop the students' personality by stimulating their intellectual capacity and openness to new views, approaches, and ways of thinking as the job market requires constant immersion into the problem, rapid learning of changing perspectives, the ability to learn anywhere using all possible digital channels and tools and modern, creative design thinking techniques, as well as the ability to read, analyze, and express oneself.

The course "Digital Transformation" consists of three major sections, which will include applied digital skills, user experience, and the use of various new technologies (virtual and augmented reality, gaming) and information management systems. Programming basics, business intelligence, big data analytics are considered integral parts of work at different levels of management, regardless of the field - marketing, HR, or business and organization management. Digital skills and the use of technologies are also planned to be deepened in specialized courses, such as *"Digital Marketing"*, *"Marketing Research"*, *"Personnel Process Data Analysis"*, *"Personnel Management Selection Techniques"*, etc.

In order to ensure that students' knowledge, skills, and competencies meet the requirements of the 21st century, where issues of climate change and environmental sustainability are emerging, the Study Program includes a course on *"Green Economics and Sustainability"* and courses linking business process management with global trends in business and marketing, as well as in the public sector, on whose decisions the development of entrepreneurship, social enterprises and also the non-governmental sector depends (*"Entrepreneurship"*, *"Public administration processes"*).

Within the framework of study courses *"Financial Management"*, *"Corporate Finance"*, *"Statistics and Data Analysis"*, conducting research in various environments and analytically evaluating information, students will develop the ability to explain, discuss, and make not only effective, but also ethically and socially responsible decisions regarding the qualitative and transparent reflection of the information in publicly available reports of organizations, performance enhancement, and society and the environment as a whole.

In order to teach students to evaluate all business processes from a user's perspective, conduct research prior to making evidence-based decisions, prioritize user needs and identify the best solutions, be able to prototype to save resources in the final product development phase, and practice efficient management techniques within the curriculum, the emphasis is placed on mastering the basics of service and process design, linking it to design thinking in processes of innovation development, the project management cycle and process optimization (*Project Management I - Project Management Principles and Methods*, *Project Management II - Service Design*), *"Managing Innovation Processes"*). Students' ability to analyze and interpret information, quickly implement and present required changes through critical thinking and advanced team management techniques is developed. Skills to define a problem and make systematic changes to standardize activities are learned and practiced in the framework of the courses *"Project Management III - Project Resource Management"* and *"Project Management IV - Effective Process Management"*.

Being able to demonstrate confidence and emotional intelligence in managing projects, units, departments, and whole organizations is critical for future leaders and leaders. Not only does this apply to the local environment, but these skills are also needed to lead a multicultural and interdisciplinary team, express one's views, make decisions and motivate participants to perform tasks efficiently, use leadership, strategic thinking, and change management techniques. All the

above mentioned is acquired by studying *"Business and Organization Management"*, *"International Business Management"*, *"Leadership and Change Management"*.

It is very important in today's competitive environment for students to gain an understanding of the importance of communication and learn how to overcome barriers to communication, network with the audience, and design their own presentation using the principles of public speaking and storytelling. Equally important is the competency to properly use the technical and visual tools of the presentation. During the course *"Communication Skills"* students will acquire basic presentation and business networking skills in both Latvian and English. *"Business English"* studies are linked with topics of all other courses to deepen the ability to learn the language for specific business needs.

Each of the selected specializations offers to acquire advanced in-depth knowledge to obtain skills and competencies in managing companies (*"Corporate Management in International Markets"*, *"Corporate Finance"*, *"International Marketing"*, *"Global Economics and International Trade"*), Marketing departments (*"Digital Marketing"*, *"E-Commerce"*, *"Consumer Focus"*, *"Marketing Research"*) and Human Resources departments (*"Organizational Psychology"*, *"Strategic Human Resource Management"*, *"Talent Management"*). As part of the *"Project Management"* course, it is planned to develop specific projects related to each student's specialization, as the Scottish Qualifications Agency (SQA) certificate requires at least one real project to be completed during the studies.

The development of a *"Business and/or Innovation Plan"* during the second year of study is incorporated with the aim to draw students' attention to the areas of most interest to them, which means that already during the development stage of the Business Plan while working in teams, students will be dividing responsibilities in order to understand the nature and meaning of each specialization they will be chosen in the third year of studies.

Attention will also be paid to the link between the content of the *"Digital Transformation I and II"* course and the practical development of the *Business / Innovation Plan*, which should be based on real business needs and apply all user-oriented knowledge obtained in the sections of the course dedicated to user experience and user interface, augmented and virtual reality, artificial intelligence and gaming applications (UX / UI, VR, AR, AI).

The main precondition for successful implementation of the Bachelor Study Program *"Business Process Management"* is continuous work with companies of the industry, organizations, and institutions to reinforce the acquired knowledge in practical work. This is ensured by offering to the students' collaboration with partners in different fields while participating in various activities that promote the application of the theoretical knowledge in practice and acquisition of new skills (international interdisciplinary student projects, hackathons, participation in international innovative student collaboration platform Demola Latvia and other similar activities), as well as solving of problem situations (formulated by representatives of industries) under the guidance of teachers-mentors.

During the development stage of the Study Program, partners working in the field of higher education were identified. Higher education institutions of Latvia and from abroad which can provide students additional competencies in areas that are currently not sufficiently available in BA - for example, specific competencies in process design, incorporation of design thinking methods into study content, analysis of IT and its application in business process management - will be involved in the implementation of the BA Study Program.

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

The implementation mechanism developed by the Study Program ensures achievement of learning outcomes by including and integrating into the content of the Study Program the principles of student-centered learning, conditions for students' practical activities, organization of the work placement, and the support provided to students.

In order to ensure effective implementation of the studies and achievement of the planned study results, a unified system was developed providing information on how to prepare study courses, what teaching and assessment methods to use, how to determine the balance of students' independent work with classroom work, and how assessment methods should correlate with study course results, which in turn depend on the results of the Study Program. To ensure logical sequence and continuity of the study themes, a platform was created and shared with all faculty members, giving each of them access to the menus and templates, as well as to the descriptions of other courses. A grid of competencies was created, which contains extensive and detailed information on study course levels, the link between the results, amount of credit points, distribution of study years by semesters, as well as information about the lecturers' responsibilities. The grid of competencies and the shared platform will be used during the Study Program implementation to effectively monitor and administer the Study Program and manage the changes needed.

As mentioned above, the theory of the study course must be in sync with the development of practical skills; therefore, most study courses include study methods that necessarily require collaboration with the industry, active self-study both individually and in groups under the guidance of faculty and / or industry experts as well as working independently.

In order to develop a better understanding of the importance of interdisciplinary activities, design, and application of design thinking methods, students will collaborate with the students of the Latvian Academy of Arts in creative workshops as part of the study process. In cooperation with the international innovative student collaboration platform, Demola Latvia (led by Riga Technical University and the University of Latvia) students will be offered a wide range of opportunities to solve real business development problems in multidisciplinary and international teams. BA started its cooperation with the Latvian Academy of Arts and the platform Demola Latvia several years ago and is continuing it in various cooperation projects.

In addition, international hackathons will be organized in cooperation with foreign universities (University College Leuven - Limburg (Belgium) <https://www.ucll.be/international> being the leading partner), during which students will acquire skills and competencies for remote work.

In cooperation with Turku University of Applied Science (Finland) <https://www.tuas.fi/en/>, international business weeks, student and lecturer experience exchange trips, and cooperation with international companies to develop students' competencies for working in international teams are planned.

Under the guidance of experts of Cardiff Metropolitan University International Center for Design and Research pdr. <https://www.cardiffmet.ac.uk/pdr/Pages/default.aspx> , design thinking techniques will

be mastered in solving business process problems.

Distance learning students will be invited to take part in face-to-face classes and various student projects to develop collaborative, communicative, and project management skills or to participate remotely in international projects and virtual hackathons.

Examination and assessment in the study courses of the program will be carried out in accordance with the Cabinet Regulation No 512 of 28 August 2014 "Regulations on the State Standard of the Second Level Professional Higher Education", which defines the basic principles of assessment of the program acquisition and the basic forms of assessment (test/exam) and the Study Regulations approved by the BA Senate on March 29, 2016, <https://www.ba.lv/wp-content/uploads/2018/11/study-ordinance.pdf>

BA adheres to the following core principles of evaluation:

- the principle of openness in evaluation - in accordance with the aims and objectives of the programs, as well as the objectives and tasks of the study courses, a set of requirements regulates the evaluation of the achievement of study results;
- principle of mandatory evaluation - it is necessary to obtain a successful assessment of the acquisition of all program content ;
- the principle of review options - BA has established a procedure for reviewing the evaluation obtained;
- the principle of diversity in the types of evaluation used for assessment - different types of assessment are used to evaluate program acquisition.

Students' achievements are evaluated on a 10-point scale. The lowest positive rating is 4 points (almost satisfactory). The evaluation criteria of the study results are the following:

- the volume and quality of the knowledge gained;
- skills and competencies acquired;
- attitude towards learning;
- dynamics of the development of academic achievements.

The form of the assessment (examination, test, test, group work, presentation) and the type (oral, written, or mixed) are determined by the lecturer. The final assessment of the study course acquisition may include the evaluation of the student's work during the whole course, which is formed by the accumulative points system, that is, the summative assessment of individual study papers. A student's independent written work can be an analytical paper, student group work, an assignment, a report, an essay, problem research, publication analysis, a factual summary, and evaluation.

Assessment criteria are included in the course descriptions, available to each student in the Moodle system. At the beginning of the study course, the lecturer introduces the description of the study course, emphasizing the requirements.

The requirements for elaboration of independent academic papers in the courses implemented by BA are defined in the "Methodological Guidelines for the Development and Defense of Independent and Research Studies. They are available on the BA website <https://www.ba.lv/wp-content/uploads/2019/12/methodological-guidelines-for-writing-and-defending-independent-and-research-papers.pdf>

The examination requirements for the study course are approved at the meeting of the relevant department. The quality and structure of the work placement reports, as well as the presentation skills of the students, are evaluated by a defense commission with employers and lecturers participating.

At the end of the program the student takes the final state examination: defends his / her Bachelor's thesis. Employers and lecturers are invited to the defense of Bachelor papers as chairpersons and members of the state examination commissions. Proposals for the composition of the commission are prepared by the Program director. They are considered by the Board of the Study Program and approved by the Senate.

A professional Bachelor's degree in business management with a qualification in business or marketing or human resources can be obtained if all the courses have been successfully completed and the work placement report and the Bachelor's paper have been defended.

The organization of distance learning is governed by the regulations on e-studies at BA. They are available on the BA website <https://www.ba.lv/wp-content/uploads/2020/12/regulations-on-e-studies-at-ba-school-of-business-and-finance.pdf>

The regulations determine the procedure for the development of the study course and study materials, evaluation of distance learning materials, and implementation of e-studies.

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

Work placement is an integral part of the professional higher education Study Program “Business Process Management” and must be completed both by full-time and distance learning students.

One of the most significant differences from the previously implemented programs is that this Study Program envisages incorporating teamwork during practical work and work placement. Students will be motivated to choose completing work placement as a team because it will help them to acquire team building and interdisciplinary skills. In turn, employers will prepare and formulate work placement assignments so that a student team can be assigned a task which they, together with a BA teacher - mentor and the work placement supervisor from the company's side, will address throughout the work placement. Student teams will also be motivated to carry out in-depth research on the issues raised, with the aim of further exploring them and seeking solutions for their Bachelor theses.

During the work placement, students complete the assignments approved by the Study Program director. The aim of the work placement is to enable students to consolidate their theoretical knowledge, gain experience relevant to the content of the Study Program and their qualification, and acquire the practical skills needed by professionals performing middle management tasks in the relevant field.

The content of the work placement is determined by the profession standard according to the professional degree to be obtained. The duration and time of the work placement are determined in accordance with the Study Program schedule. The work placement is conducted in accordance with the *Work Placement Agreement* between the BA, the work placement provider, and the student/team, which defines the roles and responsibilities of the parties and the evaluation of the work placement achievements. The student-trainee / team achieves the work placement goal by following the work placement program, performing their duties in good faith, and demonstrating

independence and preparedness.

The BA Career Center is responsible for the organization of the work placement according to the schedule of the study process. On the basis of the contract, the Trainee assigns a Trainee Manager to the company for the duration of the traineeship. The student/student team may also choose one of the organizations, which is the students or one of the student team members' current workplaces with prior approval by the Career Center and the program director.

The trainee student/team prepares a work placement report in accordance with the approved work placement program. At the end of the work placement, students submit the following documents to the program director:

- work placement report (hereinafter - Report), prepared in accordance with the requirements set out in the work placement regulations and program, including the description of the tasks performed during the work placement;
- feedback from the supervisor of the work placement on the student's / the team's work during the work placement. The feedback shall be drawn up in duplicate and signed by the supervisor; one copy shall be submitted by the student to the program director together with the Report and the other copy shall remain with the student. If the company is not located in Latvia, the work placement review is prepared in English.
- The program director with his / her signature on the Report certifies its compliance with the requirements of the work placement regulations of the Study Program.

The defense of the report takes place after the reviewer's assessment has been received; the reviewer has the right to return to the student/team inadequately developed and/or formatted practice reports for revision or elaboration.

The report is defended in public, in accordance with the requirements of the regulations of the Study Program for work placement. The Director of the Study Program appoints the Work Placement Report Evaluation Committee (hereinafter referred to as the Committee) consisting of at least three persons. The commission shall include representatives of the BA Department of Management and academic staff. It is also advisable to include one of the companies' representatives in the Committee, ensuring the majority of the representatives of the structural unit. During the work placement the student prepares a presentation and within 5-7 minutes defends the tasks performed during the internship, the problems reflected, highlighting the most important conclusions, and the proposed solutions according to the qualification to be awarded. The meetings of the Committee are recorded in the minutes. The student's accomplishment of the goals and tasks of the work placement, as well as the work placement report is evaluated with a mark on a scale of 10 (ten).

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

Students will develop a bachelor's theses in accordance with their chosen specialty, provided that the chosen topic is relevant in the field and promotes further growth of the student and the level of expertise in this field.

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

In order to identify areas for improvement, BA conducts an annual performance analysis, which has helped to arrive to a decision that changes are needed in the implementation of program of Bachelor Management.

BA educates students in specific areas of finance and business education, accumulating one and a half percent of the total number of students in Latvia during the five-year strategic period, enrolling approximately three percent of the number of high school graduates of the specific year

Throughout the strategic period, BA has maintained its 5th place in the list of recommended educational institutions, which is being formed on the initiative of the Latvian Employers' Confederation (LDDK) and the career portal Prakse.lv, which has collected opinions of more than two thousand employers. According to the results of this list, BA Study Programs "Finance" and "Business Administration" rank among the six most popular Study Programs in economics and management, competing with more than five hundred programs.

A regular BA survey of employers' satisfaction with the competencies of each BA student in a given year shows a total satisfaction level of over eighty-five percent, which indicates that BA students are prepared for the needs of the labor market.

A graduate survey, conducted within the BA survey system three and more years after graduating from the program, reveals a nearly 100% employment rate among graduates and a high level of overall satisfaction with the quality and usefulness of the knowledge gained, as well as readiness to recommend BA and its Study Program to other interested persons at the level of eighty percent.

A reflection survey conducted within the BA at the time of the conclusion of the contract (representativity between 80% and 90%) shows that more than half of the students enrolled in BA are choosing school because of the reputation and public image of it, also because of the up-to-date range of study programmes, positive feedback from the known students and graduates, and possibilities for combining studies with working arrangements

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

Students of the Bachelor's study program "Business Process Management" have opportunities to go to the Erasmus exchange program. BABSF has concluded bilateral exchange agreements with 101 foreign institutions of higher education, 276 study places are available every year at partner institutions of higher education. BABSF has several partners in many European countries, and therefore students have a choice. See partner institutions in Annex Erasmus Partner Universities 2020.xlsx

Starting from the 2nd year, each student has the opportunity to go on exchange studies or foreign internship if the student has no academic debts and has a good knowledge of English.

15-25 foreign exchange students study at BASBF every semester, ensuring an international environment at BASBF.

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.

BA's material, technical and information resources are used to ensure the study process. (See the Description of the Field of Study).

According to the evaluation of the students, the academic staff, and the involved groups (employers, professional organizations, etc.), the program resources correspond to the aims and tasks set by the program. Students express their opinion about the work of the lecturers and the study process in general - this is confirmed by the performed surveys. Employers express their opinion on the compliance of students' skills, knowledge, and competencies with the requirements of the labor market - this is confirmed by the results of the survey and the opinion expressed during the meetings of the Board of the Study Program and the evaluation given in the accreditation process. Academic personnel expresses their views at department meetings, annual development discussions, and meetings with the program director. The opinion of the lecturers is heard on the necessary resources for the implementation of the Study Program, which is constantly being improved according to the requirements of the modern working environment.

The existing resources allow for a qualitative implementation of the Study Program and are relevant to the content of the study and allow for a successful organization of the study process. The academic staff are fully qualified to deliver the content of the Study Program: all lecturers have both practical experience in the field and relevant academic work experience.

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

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

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

The composition of the teaching staff was established at the end of 2019 before the licensing of the new study program and it has not changed significantly.

During the selection process discussions with the members of the Council of the Study Programme took place in order to ensure a high quality and link between the theoretical knowledge of students and the development of practical skills. Inviting industry guest lecturers will ensure that study courses are up-to-date and that the requirements on the labour market are met.

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.

During the development phase of the Study Program “Business Process Management”, major consultative work was carried out with BA management, present academic staff, students, employers' representatives, and international experts on the criteria for ensuring the academic staff during the implementation of the Program.

Because the Program aims to work on preparing future leaders, one of these criteria was the ability of the teaching staff to provide competitive higher professional education in business management with an emphasis on preparing students for a variety of global changes already during the study process. It is important to take into account the climate change and environmental issues, as future trends indicate that a large part of the activities undertaken, both in the public and private sectors, will be related to the development of new services and processes, enhancing the existing optimization and efficiency solutions, and using all possible tools for digital transformation. Equally important are the conditions posed by globalization in the area of efficient human resource management, which requires insightful development of future talents.

Taking into account all of the above, both BA lecturers, visiting lecturers, and lecturers from different disciplines who are experts in their field and were ready to work with BA lecturers using new, modern, methods and student-centered approach to studies and assessment were invited to work on the implementation of the Study Program. An important selection criterion in the selection of the teaching staff was a good knowledge of English (C1 level) in order to ensure high-quality studies in English. In addition, the research activities of the teaching staff were an important asset.

Already at the design stage of the Study Program, the invited lecturers were instructed and

informed on how to use various teaching methods in a more diverse way in order to implement the competency approach and achieve a meaningful learning outcome. To prepare qualitative study course descriptions, a special kit was created, already suggesting to the teaching staff at least 25 study methods and 8 assessment methods from which they could choose themselves the most appropriate ones to diversify the study process and ensure qualitative results. Faculty members are aware of the requirements for the implementation of the Study Program in order to successfully collaborate with the students and employers while conducting hands-on problem-solving workshops, participating in international business weeks, actively engaging with students in developing new solutions and research work.

In total, 56 lecturers will be involved in the implementation of the Study Program, of whom 20 lecturers (8 of them have a doctoral degree) are the main electors, while 36 lecturers are visiting lecturers - experts representing different professional fields. **12 lecturers** hold doctoral degrees, while **5 lecturers** are continuing their doctoral studies (3 of them at BA, 1 at the University of Latvia, 1 at Tallinn University of Technology). Implementation of the Study Program involves 23 lecturers with English proficiency level C2, 27 lecturers with English proficiency level C1, 6 lecturers with English proficiency level B2. The teaching staff have confirmed their English language skills with a signature in their creative and research CVs.

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.

Involvement of the academic staff of study program in scientific research is described in the Description of the Study Direction in 4th part "Scientific Research and Artistic Creation."

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

The cooperation of teaching staff is a mandatory requirement within the framework of the implementation of study courses. Not only a logical succession, but also jointly formed student practical tasks and group works should be developed by lecturers when planning their study courses.

For example,

students within the Project Management course learning how to use Design Thinking method will develop solutions to

a problem, generate ideas, and build prototypes using knowledge, acquired through the Digital Transformation and Service Design courses. Further, an in-

depth study of the idea can be carried over to the development of the Business/Innovation Plan, already specifically using knowledge learned in the Financial Management and Business Management courses. All practical student tasks will be developed cooperating by teaching staff of several study 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	BPV_statistics ENG.pdf	BPV_statistika LV.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	Atbilstība prof izglītības standartu_ENG.docx	BPV _salīdzinājums ar 2.lim prof standartu.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	BPV atbilstība profesiju standartiem ENG.7z	BPV atbilstība profesiju standartiem LV.7z
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	BPV Mapping of the study courses for the achievement of the learning outcomes ENG.pdf	BPV Studiju kursu kartējums studiju programmas studiju rezultātu sasniegšanai LV.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	BPV plāns.zip	BPV plāns.zip
Descriptions of the study courses/ modules	BPV studiju kursi ENG_08122020.7z	BPV studiju kursi_LV_08122020.7z
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	BPV diplomi.7z	BPV diplomi.7z
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	EN_Agreement_BA un_RTU.pdf	BA_RTU_vienosanas.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_par_zaudējumu_segsanu_ENG.pdf	Apliecinājums_zaudējumu_kompensacija_BPv.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Valodas apliecinājums BPV ENG.PDF	Valodas apliecinājums BPV.PDF
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	BPV_EN.pdf	Studiju_ligumi.zip
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		