

## 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>Informācijas sistēmu menedžmenta augstskola</i>
Registration code	<i>3343800183</i>
Legal address	<i>LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019</i>
Phone number	<i>67100607</i>
E-mail	<i>isma@isma.lv</i>

## **Self-evaluation report**

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

ISMA University College

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# I - Information on the Higher Education Institution/College

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

### 1.1.1 A brief description of ISMA University of Applied Sciences.

ISMA University of Applied Sciences (hereinafter - ISMA) is an institution of higher education and science founded on February 9, 1994 by a legal entity, joint-stock company 'Izglītības Nams'. On January 25, 2000, ISMA was registered in the Register of Higher Education Institutions, Registration Certificate No. 3343800183. On 15 November 2002, based on the Decision No. 23 of 14 November 2002 of the Higher Education Council of the Republic of Latvia, ISMA was accredited for an indefinite period of time, granting the right to pursue accredited degree programs and to issue state recognized diplomas in higher education (Accreditation Certificate No 040 of 15 November 2002).

### 1.1.2 Mission and vision of ISMA.

#### Mission of ISMA:

- CREATING LEADERS AND HIGH QUALIFICATION PROFESSIONALS WHO, WITH THEIR KNOWLEDGE, CREATIVE AND INNOVATIVE ACTIVITIES, AND THEIR DEVELOPED SENSE OF CORPORATE SOCIAL RESPONSIBILITY, ARE ABLE TO ENSURE THE TRANSFORMATION AND DEVELOPMENT OF NATIONAL ECONOMY;
- OFFER THEIR STUDENTS GLOBAL, INTEGRATING, AND TRANSFORMATIVE LEARNING EXPERIENCE THAT ENSURES REACHING THE HEIGHTS OF THEIR PERSONAL AND PROFESSIONAL CAREERS.

#### Vision of ISMA:

ISMA UNIVERSITY OF APPLIED SCIENCES IS AN INTERNATIONALLY RECOGNIZED, MULTICULTURAL, AND DYNAMIC PRIVATE UNIVERSITY IN LATVIAN AND EUROPEAN HIGHER EDUCATION AREA, FEATURING EXCELLENCE IN EDUCATION, RESEARCH, AND INNOVATION.

By the concept of **EXCELLENCE IN EDUCATION**, we understand the following:

- Research-based study programs which ensure our competitive advantage in the Latvian and international higher education market;
- Quality as relevance to the goal and the learning outcomes to be achieved;
- Quality as a responsibility to our students, partners and society;
- Quality as continuous improvement.

#### **EXCELLENCE IN RESEARCH** includes:

- Synergy between research and study process;
- Integration of doctoral students and young scientists in the international scientific environment;
- Developing new products and technologies with high added value to meet the needs of the society and ensure economic development;
- Transfer of knowledge and technology for the implementation of research results into production or service delivery;
- Integration into international networks of scientific excellence and integration into the

European research area through joint mobility projects;

- Publication of the results of scientific work in the highest quality international scientific periodicals.

**EXCELLENCE IN INNOVATION** means a change in our behaviour, our lives, and our perceptions:

- It is a new culture of relationships between students, staff and the university administration, with a special understanding of our multicultural environment;
- It is the flexibility of study programs, both in terms of content and form, and in terms of time, sequence and environment;
- It is a new organization of the study process that includes teaching and learning, the development of flexible study design models, the development of study materials and tools, the use of information and communication technologies, the use of alternative methods for knowledge acquisition;
- it is a new relationship with our partners.

### **1.1.3 ISMA study directions and study programmes implemented in them.**

ISMA implements the following study directions and corresponding study programmes:

#### **1. Field of study: Management, Administration and Real Estate Management:**

1.1. Doctoral study programme: Business Administration (code 51345, ISCED code 0413);

1.2. Professional Master's Degree Programme: Business Management (code 47345, ISCED code 0413);

1.3. Professional Bachelor's Degree Programme: Business Administration (code 42345, ISCED code 0413);

1.4. Professional Bachelor's Degree Programme: Business Administration in Tourism (code 42345, ISCED code 0413);

1.5. First Level Professional Higher Education Programme: Real Estate Entrepreneurship (code 41345, ISCED code 0413).

#### **2. Field of study: Hotel and restaurant service, tourism and recreation organization:**

2.1. First level professional higher education programme: Entrepreneurship in the restaurant business (code 41811, ISCED code 1013).

#### **3. Field of study: Information Technology, Computer Science, Electronics, Telecommunications, Computer Control and Computer Science:**

3.1. Professional Master's Degree Programme: Computer Systems (code 47481, ISCED code 0612);

3.2. Professional Bachelor's Degree Programme: Information Systems (code 42481, ISCED code 0612);

3.3. First Level Professional Higher Education Programme: Business Information Technology (code 41481, ISCED code 0612).

### **1.1.4 General information about ISMA branches.**

ISMA has two branches:

**Latgale Branch of the ISMA University of Applied Sciences** (registered in the Register of Educational Institutions on June 18, 2003, Registration Certificate No. 2744802395, issued October

25, 2011)).

ISMA Latgale Branch implements two study programmes:

- Professional Bachelor's Degree Programme **Business Administration**: (code 42345, substantiation: Study Accreditation Committee meeting decision No.168 of June 14, 2013; decision No.325 of July 23, 2014; decision No. 330 of August 27, 2014 and Study Quality Committee decision No. 2020/05-1 of February 25, 2020);
- Professional Bachelor's Degree Programme: **Business Administration in Tourism** (code 42345, substantiation: Study Accreditation Committee meeting decision No.168 of June 14, 2013; decision No.325 of July 23, 2014; decision No. 330 of August 27, 2014 and Study Quality Committee decision No. 2020/05-1 of February 25, 2020).
- **ISMA University of Applied Sciences, Fergana (Uzbekistan) Branch** (the State Education Quality Service decision No. 2-26 / 744 of November 16, 2018).

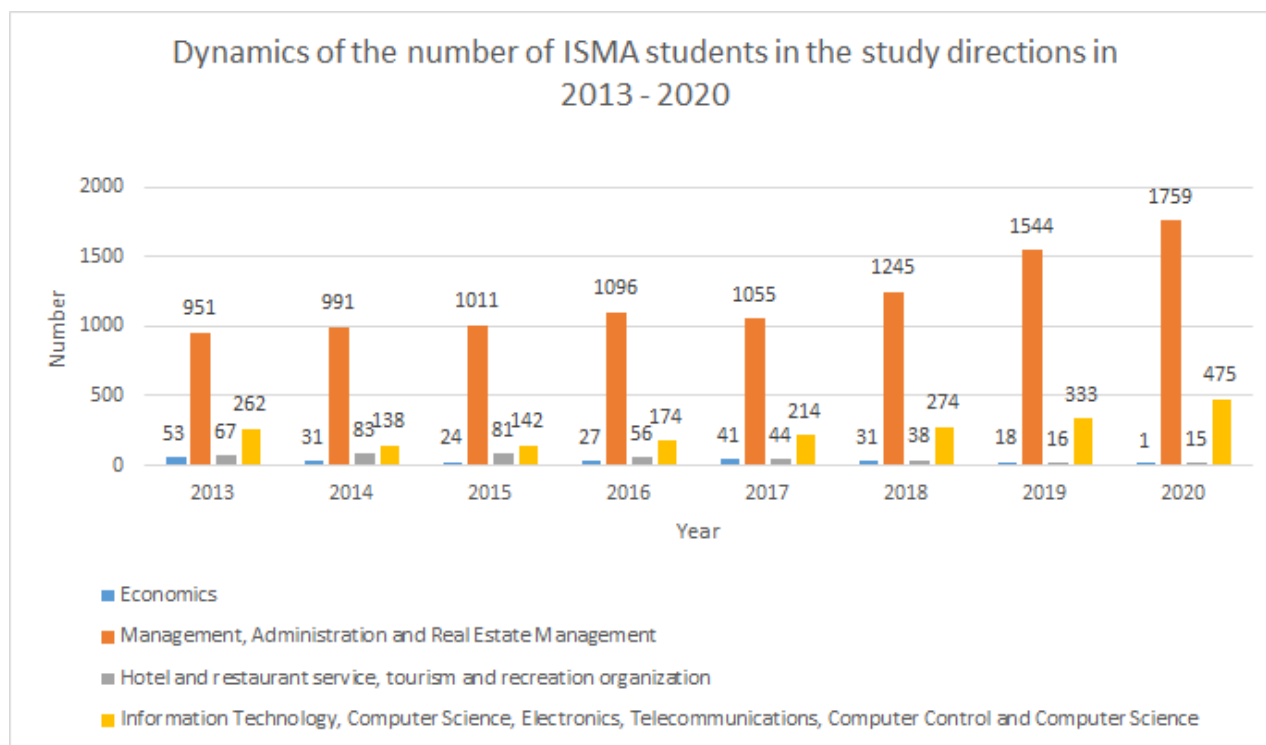
ISMA Fergana (Uzbekistan) Branch implements two study programmes:

- Professional Bachelor's Degree Programme **Business Administration**: (code 42345, substantiation: Study Accreditation Committee meeting decision No.168 of June 14, 2013; decision No.325 of July 23, 2014; decision No. 330 of August 27, 2014 and Study Quality Committee decision No. 2020/05-1 of February 25, 2020);
- Professional Bachelor's Degree Programme: **Business Administration in Tourism** (code 42345, substantiation: Study Accreditation Committee meeting decision No.168 of June 14, 2013; decision No.325 of July 23, 2014; decision No. 330 of August 27, 2014 and Study Quality Committee decision No. 2020/05-1 of February 25, 2020).

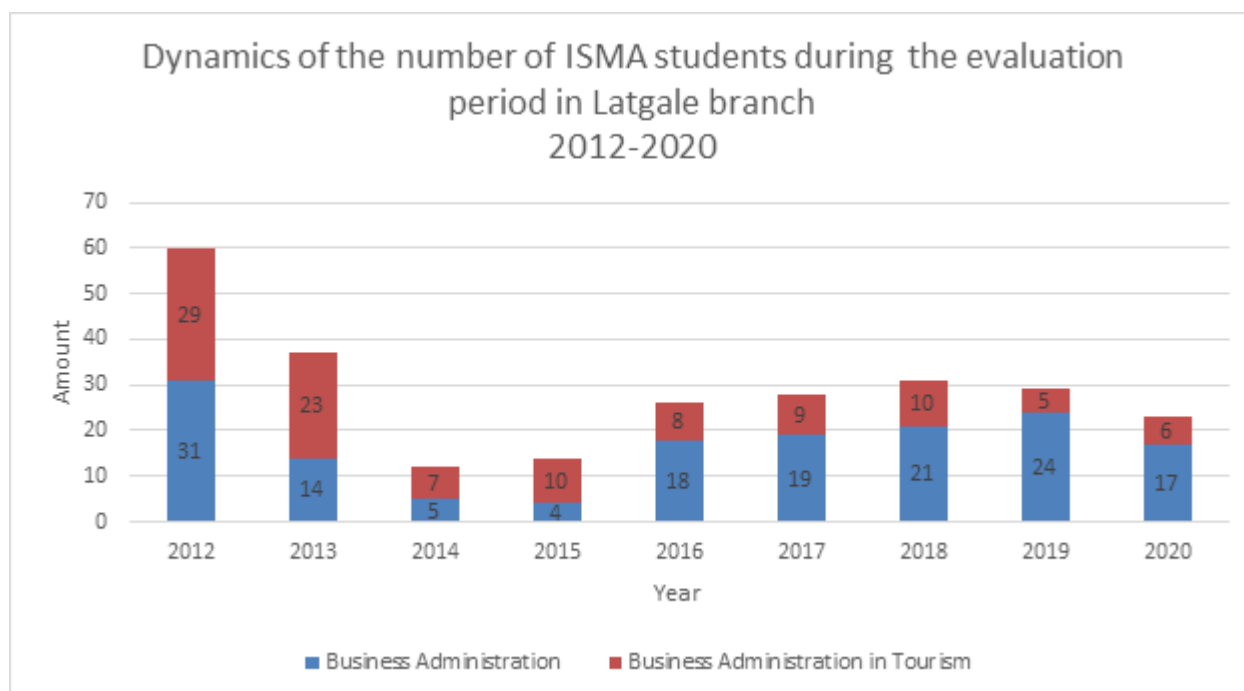
#### **1.1.5 Dynamics of the number of ISMA students during the assessment period.**

Analysing the statistical data on the dynamics of the number of ISMA students in the assessment period, i.e. from 2013 to 2020, there is a tendency of increasing the number of students, which is a very positive indicator, taking into account the overall picture in the Latvian higher education area.

A particularly rapid increase in the number of students is observed from year 2018. This increase is related to ISMA's marketing activities in attracting foreign students, as well as the opening of ISMA Fergana (Uzbekistan) Branch. At the same time, it testifies to the quality of the educational service offered by ISMA, which ensures the choice of foreign students to study exactly in the study directions implemented by ISMA and at the corresponding study programmes.



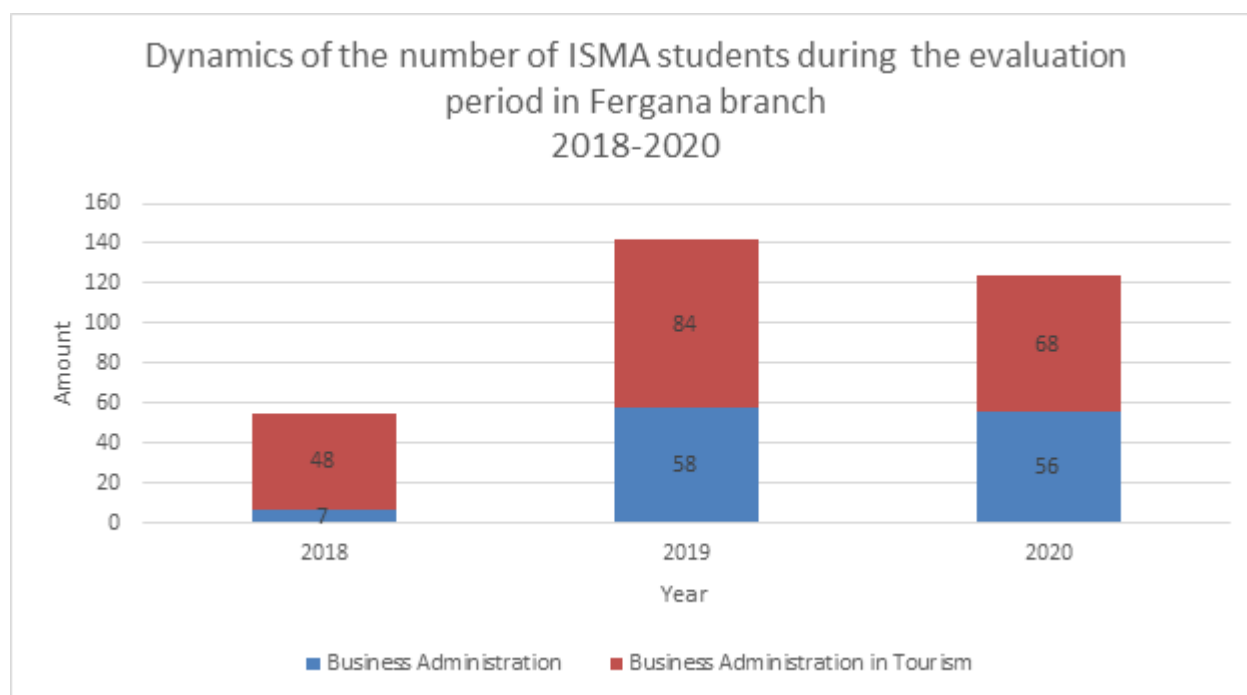
Summarizing the statistical information regarding the development of the study direction and supplemented by the data of the year 2020 data, it can be concluded that the study direction "Management, Administration and Real Estate Management" still holds the leading position in terms of ISMA implemented study directions, with 1759 students, or 78% of the total number of ISMA students in 2020. Despite the fact of the definitive impact of the pandemic and its causes (such as the decrease in the number of the first-year enrolled students), the number of students in absolute terms continues to increase comparing to the previous year. For example, in comparison to 2013, the total number of students of the mentioned direction has increased almost twice (951 in 2013 compared to 1759 students in 2020).



Analysing the dynamics of the direction development in Latgale branch, it is possible to conclude that the residents of this region give preference to the professional bachelor's program "Business Administration", except the period of 2014-2015, when the number of students of both study



programs decreased significantly (approximately 3 times in 2014 ). It should be noted also that at the same time the number of students related to the "Business Administration in Tourism" study program exceeded the number of students in the "Business Administration" program. However, during the next years, tourism-related business administration studies did not achieve a similar interest for enrolment comparing with non-specialized business administration studies. For example, in 2019 the number of students related to "Business Administration" program almost 5 times exceeded the number of "Business Administration in Tourism" students (24 against 5). The indicators of the tourism related business administration program continue to decrease in 2020, but this is most likely related to concerns about employment opportunities during the pandemic in this industry. Still, the existence of the branch justifies itself, it is confirmed by insignificant difference in statistical indicators since 2016. The continuous existence of a great interest from the residents of the region is explained by an opportunity to obtain competitive education in the field of business administration in the local branch, in the very centre of Latgale.



Regarding the indicators of the Fergana branch, it should be noted that the statistical analysis is limited due to the small sample size. The branch has been operating in Uzbekistan for a little longer than 2 years and last year's operations were significantly complicated by the causes of the pandemic. It should also be taken into account that the development of tourism entrepreneurship has strategic importance at the national level. Respectively the professional bachelor study program "Business Administration in Tourism" was more target audience oriented and gained more active support from local government institutions at the beginning of ISMA activity in Uzbekistan. However, the market of Uzbekistan was also later on introduced to the benefits of the professional bachelor's study program "Business Administration" and the interest to this program grows continuously. Even despite the pandemic, the travel ban for ISMA academic staff, according study process transition into digital form, as well as other unforeseen circumstances related to program implementation, local high school graduates are still deeply interested in enrolment in ISMA and its branch, which corresponds to the EU level education, in 2020. The total number of students reached 124 during this year.

#### **1.1.6 ISMA development strategy, main values, strategic priorities, direction of actions, and strategic aims and objectives.**

Despite the significant changes expected in the higher education area in the near future, as well as the ever-increasing competition in the local and international higher education market, ISMA has defined its values that we believe will help us overcome all expected barriers and strengthen our position in the future higher education area. Our values are as follows:

- **EXCELLENCE**, which reflects our commitment to providing a quality academic environment that inspires our students intellectually, provides high quality, development of modern and internationally recognized and sought after study programs. Excellence includes university development, physical well-being, and environmental protection. Seeking excellence in teaching and learning creates an atmosphere in which, by recognizing and appreciating our achievements, we promote our growth and develop our entrepreneurial spirit.
- **DIVERSITY** reflecting our commitment to creating and maintaining an inclusive environment that caters to our diverse needs, increasing everyone's access to diverse, university-relevant processes and culture, thereby reducing exclusion opportunities. Mastering our diversity creates a rich and friendly atmosphere where differences in culture, perspective and faith enrich the academic debate and public life of our university.
- **INTELLECTUAL FREEDOM**, which reflects our intellectual freedom, freedom of thought and expression, regardless of ideological beliefs. We are looking for different approaches to learning new knowledge that broaden our horizons and improve our understanding of society and ourselves.
- **COOPERATION** that reflects our interdisciplinary approach and focuses on internal and external partnerships.
- **CREATIVITY**, which reflects our openness to new ideas and forms of expression, risk-taking, and entrepreneurial spirit.
- **RESPECT** (fellowship) which reflects our respectful behaviour towards one another, the ability to appreciate that all members of our community add value and deserve respect.
- **SUSTAINABILITY**, which reflects our commitment to preserving and protecting the knowledge created by our work, to building and protecting our ecosystem, and to responsibly managing the resources available to us.

ISMA development strategy is based on three strategic priorities:

- **Excellence in education;**
- **Excellence in research;**
- **Excellence in innovation;**

and four horizontal lines of action:

- **Human resources:** a human environment that promotes the development of existing and future staff (students, academic staff, general staff), providing quality study process and excellent research.
- **Internationalization:** opening up the university to the world with a view to improving its competitiveness at international and national level (attracting foreign students and teaching staff; mobility of students and academic staff; development of study programs in foreign languages; international cooperation in research; development of joint study programs and degrees).
- **Interdisciplinarity:** a synthesis of two or more disciplines that bring together a new level of discourse and knowledge that serves as the basis for developing new, innovative and contemporary content.
- **Infrastructure:** modern study and research environment with modern buildings and technical equipment.

Strategic goals and objectives of ISMA according to defined strategic priorities:

## **EXCELLENCE IN EDUCATION**

**G.1.** To provide excellent study quality that stimulates our students' continued drive for new knowledge, as well as advanced student professional competence in a particular area of the economy, leadership, critical thinking, creativity, communication skills, transformative learning experiences, lifelong self-learning ability and other skills required in modern circumstances.

### Objectives

**O.1.1.** Ensure the compliance of the study programs with the requirements of Latvian higher education policy planning documents and legal acts.

**O.1.2.** Ensure the improvement of study programs in accordance with the requirements of the society and the labour market, involving industry experts, employers, graduates and students.

**O.1.3.** Develop academic capacity by involving young researchers and doctoral students in the study process.

**O.1.4.** Develop and implement joint study programs with local and / or foreign partners to strengthen the reputation of study programs and provide opportunities for students to develop different skills.

**O.1.5.** Provide students with the opportunity to study three foreign languages in depth during their studies. For foreign students, one of them would be Latvian.

**O.1.6.** Promote the motivation of the academic staff for continuous professional development, research activities and improvement of study courses based on the innovations of the specific field or latest scientific knowledge.

**O.1.7.** Enhance study opportunities for students outside the classroom by providing access to the necessary literature and information resources, advanced study materials, databases and the MOODLE electronic learning management system.

**O.1.8.** Increase the efficiency of student internship and the quality of internship management in cooperation with local and foreign entrepreneurs and companies.

**O.1.9.** Promote interdisciplinary approach in the organization of the study process, promote cooperation between students of different study programs to realize common projects.

**O.1.10.** Facilitate student and academic staff participation in ERASMUS + mobility and other international projects.

**O.1.11.** Increase the number of foreign lecturers and guest lecturers engaged in academic work.

**O.1.12.** Promote the international recognition of ISMA and attract foreign students. Expand cooperation with foreign student attraction organizations.

**O.1.13.** Develop a study program development and consolidation plan.

**O.1.14.** Establish and develop ISMA foreign branches and representative offices.

**O.1.15.** Continuously improve the infrastructure to ensure a high quality study process. Provide infrastructure, in cooperation with partners, for students' extracurricular activities in line with their interests and needs (sports, artistic creation, etc.).

**O.1.16.** Increase the life-long learning opportunities offered by ISMA by improving the offer of special study programs, further education and professional development education programs.

**O.1.17.** Ensure cost-effectiveness of the study programs by fully ensuring the quality level of the study programs.

## **EXCELLENCE IN RESEARCH**

**G.2.** Build and develop a dynamic and interactive research body that generates ideas and discoveries, creates new areas of knowledge that contribute to the transfer of research results to the economy and changes our society, culture, environment and well-being.

### Objectives

**O.2.1.** Create a stimulating scientific research environment that would ensure active involvement of academic staff and students in research.

**O.2.2.** Provide a modern and technologically advanced research base that will facilitate the active involvement of our researchers, academic staff and students in national and international research projects.

**O.2.3.** Expand cooperation with leading science and research centres at national, European and global level through joint research projects.

**O.2.4.** Promote student collaboration for joint, interdisciplinary research projects.

**O.2.5.** Promote the involvement of doctoral students in scientific research, develop the ISMA internal project and grant system.

**O.2.6.** Promote the publication of publications of academic staff and students in internationally recognized scientific journals and collections of papers, as well as encourage presentation of papers at scientific conferences.

**O.2.7.** Analyse opportunities to include collections of ISMA scientific publications in internationally relevant databases and develop a plan of activities to be undertaken.

**O.2.8.** Develop and implement a system of support for the production and publication of scientific publications (support for editing articles, translating them into a foreign language (s) and publishing).

**O.2.9.** Promote the publication of scientific publications and research data in Open Access.

**O.2.10.** Promote the development of the ISMA Scientific Institute, develop ISMA Scientific Institute development strategy.

**O.2.11.** Increase the quality of students' research work by promoting wider application of research methods.

## **EXCELLENCE IN INNOVATION**

**G.3.** Ensure the emergence and development of a new culture of relationships within the higher education community to create a new type of study process organization that includes teaching and learning, flexible study design models, development of study materials and tools, the use of information and communication technologies, and alternative methods of learning.

### Objectives

**O.3.1.** Promote joint action by students, academic staff, and university administrators to achieve common goals and objectives based on internal coherence and order that is rooted in beliefs, values and norms, perceptions, and attitudes, with a special understanding of the multicultural environment of our institution.

**0.3.2.** Promote the development of our students' core values during the study process: self-esteem, self-reflection, language and creativity, tolerance, reconciliation, compassion, and other general human abilities that provide them with the orientation, motivation and preparation for a successful professional career.

**0.3.3.** Develop our students' understanding of values and value orientation related to the ability to delimit the essential from the irrelevant, the important from the less important in human life, the freedom to choose how to live, how to treat the environment and people, and how to behave.

**0.3.4.** Promote the involvement of students in the improvement of the study process and study content: feedback on the quality of the study process; improvement of study course content; advice on teaching and assessment methods; quality assessment of study programs, etc.

**0.3.5.** Ensure discussion and implementation / distribution in the university of good practices of teaching and learning encountered by students and academic staff during mobility.

**0.3.6.** Promote the use of such methods within the study process that allow students to value and learn from each other.

**0.3.7.** More often in the study process use situation simulations, project work, and work in groups. Promote extra-curricular activities and develop a system for their evaluation and recognition. To provide students with the opportunity to receive individual consultations with the academic staff.

**0.3.8.** Evaluate what support mechanisms and services need to be provided to students with special

## **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.**

According to Section 12, Paragraph one of the Law on Higher Education Institutions and Paragraph 16 of the Constitution of the ISMA, the main decision-making bodies of ISMA are the ISMA Constitutional Assembly, ISMA Senate, ISMA Rector, ISMA Academic Court of Arbitration. In accordance with Article 16 of the Law on Higher Education Institutions and Article 45 of the ISMA Constitution, the ISMA Advisory Convention has been established and is operating. At the same time, the development and implementation of ISMA Study Directions is coordinated by the ISMA Study Directions Council.

The operation of the **ISMA Satversme Assembly** is regulated by Paragraphs 21, 22, 23, 24, 25, 26, and 27 of the ISMA Satversme, as well as by-laws of the ISMA Constitutional Assembly (**approved at the Session of the Satversme Assembly on December 20, 2012**), (see Annex 1.).

The Satversme Assembly of ISMA consists of 30 representatives who are elected in accordance with Section 13, Paragraph three of the Law on Higher Education Institutions:

- 18 representatives (60%) from the academic staff;
- 6 representatives (20%) from students;
- 6 representatives (20%) from the personnel.

The term of office of the representatives of the Satversme Assembly of ISMA is four years.

- The competences of ISMA Satversme Assembly include the following:
- to adopt and amend the Satversme of the ISMA;
- to elect and dismiss the Rector of ISMA;
- to listen to the report of the Rector of ISMA;
- to elect the ISMA Senate and dismiss senators;
- to elect and dismiss representatives of the ISMA Academic Arbitration Court;
- to adopt the Regulations on the ISMA Satversme Assembly; Senate and Academic Arbitration Court;
- to elect the Chairperson of the Satversme Assembly, their deputy and the secretary;
- to review and decide other conceptual issues of academic and scientific activity and development of ISMA.

Representatives of Students' self-government body have a right of veto in the ISMA Satversme Assembly on the issues that affect the interests of students. After the application of the veto, the issue is examined by the Conciliation Commission, which is established by the Chairperson of the Satversme Assembly on the principle of parity. The decision of the Conciliation Commission shall be approved by the Satversme Assembly by a two-thirds majority of the votes present.

**The ISMA Senate** is a collegial management body and decision-making body for personnel, which approves the rules and regulations governing the scope of ISMA (reviews and approves study programs, establishes and dismantles units etc., sets study fees). The activities and competence of the ISMA Senate are regulated by Articles 28, 29, 30, 31 and 32 of the ISMA Satversme and the Regulations on ISMA Senate (approved at the Session of the Satversme Assembly on December 20, 2012, as amended at the Session of March 30, 2017), (see Annex 2.).

The composition of the ISMA Senate consists of 20 senators who are elected according to Section 15, Paragraph three of the Law on Higher Education Institutions:

- 15 senators (75%) from the academic staff;
- 4 senators (20%) from students;
- 1 senator from the general staff.

ISMA Senate is elected for a term not exceeding three years.

ISMA Senate is competent to the following:

- to decide on the academic and scientific issues of ISMA and its departments; approve the rules and regulations governing the scope of ISMA;
- to approve the regulations of the ISMA units;
- to approve the documents regulating the study process: study programmes and descriptions of their content and implementation, self-evaluation reports, plans and timetables, etc.; determine the procedure for their development and approval;
- to approve the Regulations and composition of ISMA Convention of Advisers;
- to approve the regulations of the academic positions and the procedure for their election;
- to approve the ISMA Internal Regulations;

- in agreement with the Rector, to decide on admission of visiting professors, visiting docents or visiting lecturers without announcing the competition for a term of up to two years;
- to examine the annual report on implementation of the budget and the report of the sworn auditor on the results of the financial verification of ISMA;
- to decide on other issues that are within the competence of the Senate in accordance with the ISMA Satversme and the Regulations on ISMA Senate.

Student representatives at ISMA Senate meetings have veto rights over issues affecting students' interests. Following the application of the veto, the issue shall be examined by a Conciliation Commission set up by the Chairperson of ISMA Senate on a parity basis. The decision of the Conciliation Commission shall be approved by a two-thirds majority vote of the Senate of ISMA.

**The ISMA Rector** shall carry out the administrative management of ISMA and shall represent ISMA without specific authorization. The Rector submits an annual report on ISMA activities to the Founder and to ISMA Senate. The Rector shall ensure and be responsible for the compliance of the higher education documents issued by ISMA with the quality of education, as well as the compliance of ISMA activities with the applicable laws and regulations and ISMA Satversme. The rights and duties of the Rector are determined by the employment contract, the Satversme of ISMA and other regulatory enactments.

The Rector:

- represents ISMA without specific authorization;
- implements the administrative management of ISMA, compliance of ISMA activities with the Education Law, the Law on Higher Education Institutions and other regulatory enactments, as well as the Satversme of the ISMA;
- prepares and submits an annual report on ISMA activities to the ISMA Senate and Founder;
- ensures the implementation of the ISMA strategy;
- ensures the quality of the provided education, scientific research and artistic creativity of ISMA;
- promotes the development of the ISMA staff and ensures academic freedom of the academic staff and students;
- determines and coordinates with the Senate of ISMA the number of professors, associate professors, lecturers and other academic staff; concludes agreements with representatives of the academic staff; decides on the replacement of the academic staff during a temporary absence, if it does not exceed two years;
- removes a person from the list of students;
- ensures the confidentiality of the information at the disposal of ISMA, as well as the requirements for the processing of personal data specified in regulatory enactments;
- performs other duties of the Rector specified in regulatory enactments.

The activities of the **ISMA Academic Arbitration Court** are regulated by Paragraphs 38, 39, 40 and 41 of the ISMA Constitution and the Regulations of the ISMA Academic Arbitration Court (approved at the session of the Constitutional Assembly of 20 December 2012), (see Annex 3.). The ISMA Academic Arbitration Court consists of 3 arbitrators, whose term of office is three years. In the composition of the ISMA Academic Arbitration Court, the Constitutional Assembly of the ISMA elects 2 representatives of the academic staff by secret ballot, while 1 student representative is elected by the ISMA Student Self-Government.

The ISMA Academic Arbitration Court shall consider the following issues:

- applications of students and academic staff regarding restrictions or violations of academic freedom and rights established by the Satversme of ISMA;

- disputes between ISMA officials and subordinate governing bodies;
- in the cases specified in the Law on Higher Education Institutions: applications for the contestation of an administrative act or actual action and take the relevant decisions thereon.

**The Board** is an executive body established by the Founder, the composition and formation of which shall be governed by the Statutes of the ISMA and the Commercial Law.

The activities and competence of the Board are determined by the Statutes of ISMA, the Commercial Law and Articles 42, 43 and 44 of the ISMA Satversme. The Board is the governing body of ISMA for strategic and financial issues of ISMA and is responsible for the following:

- to propose the candidacy of the Rector for election to the ISMA Satversme Assembly and the dismissal of the Rector;
- to make a proposal to the ISMA Senate to convene an extraordinary session of the Satversme Assembly;
- to decide on issues of academic and scientific activities in cooperation with the ISMA Senate;
- to make proposals to the ISMA Senate for the establishment, reorganization or dissolution of ISMA units;
- to determine the salary of ISMA staff;
- to draft the ISMA Satversme or its amendments;
- to perform any other duties assigned to it.

The Board shall adhere to the guidelines set by the Founder for the ISMA strategic long-term goals as well as the Strategic Action Plan approved by the Founder.

**ISMA Convention of Advisors** is an advisory body advising the Board, the ISMA Senate, and the Rector on ISMA Development Strategy.

Articles 45, 46, 47, 48 and 49 of the ISMA Constitution, as well as by-laws of the ISMA Convention of Advisors (approved by the ISMA Senate on March 21, 2013, Protocol No.38), (see Annex 4.) regulate the activities of ISMA Convention of Advisors.

As potential members of ISMA Convention of Advisors may be nominated scientific, educational, cultural or economic experts who, with their professionalism, work experience, competence and achievements, have demonstrated public confidence and are capable of contributing to the development of the University and are not staff or students.

Nominees for the composition of the ISMA Convention of Advisors may be nominated by the Board, the Senate, or the Rector. ISMA Convention of Advisors shall be elected for the term of three years. The Senate may also decide to change the composition of the Convention, if necessary, by withdrawing its members and electing new members, even between elections to the ISMA Convention of Advisors

**ISMA Study Direction Council** is a collegial body of ISMA management, which coordinates the development and implementation of a particular study direction, coordinates the descriptions, plans and conditions of implementation of the study programmes implemented in the study direction.

The activities of ISMA Study Directions Council are governed by the ISMA Study Directions Regulations (approved by the ISMA Senate on December 29, 2016, Protocol No. 7-16), (see Annex 5.).

- ISMA Study Directions Council consists of:
- Head of study direction;
- Directors of study programmes implemented in the study direction;



- Directors of specializations of the study programme implemented in the study direction;
- Student representatives studying in a particular field of study;
- Representatives of the companies (organisations) in the sector.

The functions of ISMA Study Directions Council are as follows:

- to coordinate the study direction implementation strategy and development strategy concept submitted by the Head of the study direction;
- to coordinate the content of the new study programs of the study direction submitted by the Head of the study direction;
- to coordinate the study direction self-assessment;
- to coordinate changes in the content of the study programmes implemented in the study direction;
- to coordinate the content and requirements of the final examinations of the study programmes implemented in the study direction;
- to nominate and submit to the Vice-Rector for Studies the vacancies for academic staff positions in the field of study;
- to analyse the results of student surveys and recommendations of the Student self-government body with the aim to improve the content and implementation of the study direction;
- to analyse the results and recommendations of the employers' survey with the aim to improve the content and implementation of the study direction.

### **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 purpose of the ISMA Quality Management System (QMS) is to increase the efficiency of ISMA operations, to organize and systematize internal processes and procedures, to help staff and stakeholders to understand their role and increase their motivation to engage in the development of ISMA activities.

ISMA QMS is based on the core principles and requirements of the international Investors in Excellence Standard, which, by combining the best approach to excellence, provides a unique framework to ensure the continuous development of ISMA across all key business areas and to help to achieve high performance. This Standard identifies the best practices on the road to excellence, and provides continuous improvement in the areas that are the most important to ISMA staff, customers, and stakeholders.

QMS focuses on setting and achieving balanced, positively measurable goals through effective and efficient leadership, provision of high quality education services, resource management and performance-oriented activities.

Leadership is about the most important things that ensure cohesion and a successful culture. The leadership component helps to anticipate change and trends and make smart plans.

The component of provision of high quality education services enables to focus on the core policies of ISMA. All ISMA processes are reviewed and refined to support success, including highlighting what matters most. Understanding and managing the needs and expectations of customers,

provision of high quality education and science products and services, and maintaining effective communication are the approaches that jointly support the sustainability of ISMA performance.

In turn, the component of resource management ensures that all resources are managed and maximized for the efficiency and business growth; meanwhile, the achievement component is the cornerstone of success and helps ensure that what is most important to ISMA is achieved.

The developed ISMA Quality Assurance Policy, which is approved by ISMA Senate meeting of April 25, Protocol No.1-19, is available to any interested on ISMA webpage. ISMA staff and students have free access to ISMA QMS Handbook on ISMA intranet, the same as cooperation partners (at the discretion of ISMA administration). The issuance of the Handbook is controlled; the publishing and distribution of its copies shall be made only by the approval of ISMA Quality Assurance executive.

The mechanism of the implementation (management) of ISMA Quality Assurance Policy is based on the terms derived from the 'organizational hierarchy' and the 'document hierarchy' and consequently this system consists of interconnected subsystems:

- ISMA operational planning system;
- ISMA Management System;
- ISMA Performance Management System.

The framework of **ISMA operational planning system** is based on the ISMA development strategy and the development strategies of its branches, which define the strategic priorities and objectives of ISMA.

**ISMA management system**, in turn, is the definition and implementation and change management of processes: activities and sub-activities, their sequence and performers, etc. Currently, both operational planning and management are based on the organizational structure of ISMA, defining what the successive activities, their sub-activities, performers, required resources, execution mode, timelines, interactions are, which together form a comprehensive structure of the process, defining the mode of operation and interaction of structural units with the aim to achieve the pre-defined aim of this joint activity in the most effective manner.

**ISMA performance management system** is based on the practical application of the already developed processes, on the control, analysis and motivation mechanisms, i.e. the execution of the work is organized in accordance with the processes already developed and described, observing the delegation of rights and obligations to persons responsible for the operation of the process and the results to be achieved. The performance management system is closely linked to the use of performance-based management methods, control and motivation mechanisms and systems. For its successful operation, there are organizationally-administratively appointed persons who are responsible for the implementation of the performance management system and principles.

### **ISMA Document Structure and Hierarchy.**

#### **Level 1 - ISMA Management Documents:**

- ISMA Satversme;
- ISMA Regulations on Satversme Assembly;
- ISMA Statute of Senate;
- ISMA Regulations on the Convention of Advisors;
- ISMA Regulations on structural units;
- ISMA Regulations on the Study Directions Council;
- ISMA Regulations on the Students' Self-government Body.

#### **Level 2 - Strategic and planning documents, their implementation and control:**

- ISMA University of Applied Sciences Development Strategy for 2018-2023 (ISMA Strategy);
- Fergana Branch (Uzbekistan) ISMA (Latvia) – (ISMA Fergana Branch) - Development Strategy for 2019-2029;
- ISMA Quality Assurance Policy;
- Orders of the Rector;
- risk management policy;
- personnel policy.

**Level 3** - Documents regulating the principal activity of ISMA:

- ISMA internal regulatory enactments;
- documents describing primary activity processes (process descriptions, internal orders).

**Level 4** – Documents regulating supporting activity of ISMA:

- documents describing supporting activity processes (process descriptions, internal orders).

**Level 5** - Support elements:

- methodological materials;
- manuals;
- databases;
- forms;
- Register of internal regulatory documents;
- Register of external regulatory documents.

### **ISMA Process Management and Monitoring.**

The ISMA Quality Management System defines 15 main processes that are grouped into three groups:

Management processes:

- decision making, implementation and monitoring (ISMA administration[1]);
- strategy development, updating and monitoring (ISMA Senate, Board, ISMA Convention of Advisors, ISMA Administration);
- ensuring of the process of the improvement of management system (ISMA Senate, Board, ISMA Convention of Advisors, ISMA Administration);
- ensuring of the internal control (ISMA Administration).

Operational processes:

- ensuring of the study process (ISMA Vice-Rector for Studies, ISMA Vice-Rector for Academic Work, ISMA Study Department, ISMA Departments, ISMA Career Centre);
- ensuring of scientific research work (ISMA Vice-Rector for Science, ISMA Scientific Institute, ISMA Projects Department);
- ensuring attraction, admission and study process of foreign students (ISMA Vice-Rector for International Relations, ISMA International Relations Department);
- ensuring international cooperation (ISMA Vice-Rector for International Relations Department, ISMA International Relations Department).

Support processes:

- Human Resource Management and Development (ISMA Vice-Rector for Administrative Work, ISMA Personnel Department, ISMA Departments);
- Financial Resources Management (Board, ISMA Finance Department);
- Provision and maintenance of infrastructure (ISMA Vice-Rector for Administrative Work, ISMA

- Vice-Rector for Development and Innovation, ISMA Utility Department);
- Document Management (ISMA Vice-Rector for Administrative Work, Rectorate);
- Considering of applications and complaints (ISMA Vice-Rector for Administrative Work);
- Communication (ISMA Vice-Rector for Development and Innovation, ISMA Marketing Department, ISMA IT Department);
- Library work and literature replenishment (ISMA Vice-Rector for Administrative Work, Library).

For each major process, the measurement of its operational efficiency, the sources of data and information for the measurement, the regularity of data collection and measurement, and the person responsible for the acquisition, collection and analysis of the data are specified.

[1] ISMA Administration – ISMA Rector, ISMA Vice-rector or studies, ISMA Vice-rector for Science, ISMA Vice-rector for Academic Work, ISMA Vice-rector for International Relations, ISMA Vice-rector for Administrative Work, ISMA Vice-rector for Development and Innovation, ISMA Chancellor.

*An electronic link to a website on which the quality policy, the quality manual, and other binding internal regulatory enactments are available.*

<https://www.isma.lv/en/documents>

**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> <p>QMS is implemented and operates at ISMA. ISMA QMS manual, which is available without restrictions to ISMA staff on the ISMA intranet (internal information network), as well as to ISMA cooperation partners (at the discretion of ISMA management).</p> <p>ISMA Quality Policy is approved by the decision of ISMA Senate meeting of April 25, 2019, Protocol No. 1-19.</p>
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <p>ISMA KVS ietvarā izstrādāts un iekļauts process: Studiju pamatprocesa nodrošināšana, kā arī noteiktas par procesu atbildīgās struktūrvienības / amatpersonas – ISMA studiju prorektors, ISMA akadēmiskā darba prorektors, ISMA Studiju daļa, ISMA Katedras, ISMA mācību centrs.</p>

3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>The process ensuring the basic study process has been developed and included within the framework of ISMA QMS, as well as the structural units / officials responsible for the process have been determined, which are - ISMA Vice-Rector for Studies, ISMA Vice-Rector for Academic Work, ISMA Study Department, ISMA Departments, ISMA Training Centre.</p> <p>ISMA staff, including students, are acquainted with ISMA internal regulatory enactments that regulate student achievement evaluation criteria, such as ISMA Regulations on Studies, ISMA Procedures for the organisation of testing, ISMA, Procedures for academic recognition of study courses, ISMA Traineeship Regulations , descriptions of ISMA study courses, etc.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>Within the framework of ISMA QMS, the process Human resources management and development has been developed and implemented; the structural units / officials responsible for the process have been appointed - ISMA Vice-Rector for Administrative Work, ISMA Personnel Department, and ISMA Departments.</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>ISMA has a database that contains aggregated information on student progress.</p> <p>ISMA regularly conducts student surveys, in which students' satisfaction with the study programme, the organization of the study process, and the performance of the academic staff involved in the study programme are assessed. All information is regularly collected and entered into the database.</p> <p>ISMA regularly collects and compiles information on graduates' employment, which is compiled and stored in the database.</p> <p>All the above information is used to update and improve the ISMA study process.</p>

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>The process ensuring the basic study process has been developed and included within the framework of ISMA QMS, as well as the structural units / officials responsible for the process have been determined, which are - ISMA Vice-Rector for Studies, ISMA Vice-Rector for Academic Work, ISMA Study Department, ISMA Departments, ISMA Training Centre.</p> <p>ISMA Study Directions Council is developed and established. The activity of ISMA Study Directions Council is governed by the Regulations on ISMA Study Directions Council.</p>
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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.

ISMA study programmes of the Study Direction "Management, Administration and Real Estate Management" train specialists in management, commercial science, real estate management and business administration:

- First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate" (code 41345);
- Second-level Professional higher education study programmes "Business Administration" and "Business Administration in Tourism" (code 42345);
- Professional Master study programme "Business Administration" (code 47345);
- Doctoral study programme "Business Administration" (code 51345).

The implemented study programmes are topical and important for the development of the Latvian economy. The specialists educated by ISMA are ready to not only purposefully realize their competences and meet the challenges of the modern labour market, but also to be responsible within their professional activities.

The study programmes are developed in the way that upon graduating from a first level study programme, students could continue their studies in the 3rd year of a Professional Bachelor's study programme according to an individual plan, and after the graduation from a Bachelor's programme they would be able to study in a Master's and doctoral study programmes.

The detailed comparison of ISMA study programmes with the study programmes of other higher educational institutions is provided in Annexes of study programmes.

## 2.1.1. First-level vocational higher education study programme “Entrepreneurship in the Field of Real Estate”

Real estate management is an essential area of management, affecting all levels of society, from the state to the individual. Property and its management is an area that comprises both rights and obligations.

ISMA First-level vocational higher education study programme “Entrepreneurship in the Field of Real Estate” has been updated in 2014 and ensures the training of the specialists who are in demand on the labour market and are authorised to perform the duties of property managers in compliance with the Law on Administration of Residential Houses. The most important aspects of real estate management are orchestrated in a balanced way in the study programme implemented by ISMA. The study content is structured in order to develop competences in real estate legal, financial, technical and administrative management. Taking into account that real estate management contains not only economic but also social aspect; the study content of the programme includes the development of professional competences following the aspects of social responsibility.

The European Association of Real Estate Professions CEPI determined the minimum amount of Credit Points, which is 120 ECTS or 80 CP<sup>[1]</sup>, at the study programmes preparing property managers.

The comparison of ISMA First-level vocational higher education study programme “Entrepreneurship in the Field of Real Estate” is performed based on the study of other HEIs programmes in Latvia and the European Union.

In Latvia three higher educational institutions offer similar study programmes: College of Law, Jēkabpils Agrobiznesa koledža (Jēkabpils Agribusiness College), Riga Technical University. Taking into account that the study programmes are developed in accordance with the requirements of the standard for the profession of “Property Manager”, the structure of the content of the study programmes is similar. The following indicators confirm this:

### **Common features:**

- Direction – Management, administration and real estate management;
- All study programmes comply with the requirements stated in the regulatory base of the Republic of Latvia and the standard for the profession of “Property Manager”;
- The amount of Credit Points of the study programmes is the same (80 CP or 120 ECTS) as well as the duration (2-2,5 years depending on the form and mode of studies);
- The structure, content structure and traineeship volume are also similar;
- The development and defence of Qualification Paper takes place in the last semester of studies with the amount of 8CP.

### **Distinctive features:**

- The defined aim of ISMA study programme contains the importance of social responsibility together with professional competences in the field of real estate management.
- The study courses of the programmes of RTU, Jēkabpils Agrobiznesa koledža and College of Law are more fragmented. The amount of Credit Points of some study courses is 2CP. The

study plan of ISMA programme is consolidated and the amount of many study courses is 4CP. This ensures more optimal proportion of testing within a semester.

Comparison of study programmes is provided in the tables:

Comparison of ISMA First-level vocational higher education study programme “Entrepreneurship in the Field of Real Estate” with similar study programmes in Latvia.

<b>Criteria for comparison</b>		ISMA	College of Law	Riga Technical University	Jēkabpils Agrobiznesa koledža (Jēkabpils Agribusiness College)
Name of the programme		“Uzņēmējdarbība nekustamā īpašuma sfērā”/ Entrepreneurship in the Field of Real Estate	“Nekustamā īpašuma pārvaldīšana un apsaimniekošana”/ Real Estate Management	“Nekustamā īpašuma pārvaldība”/Real Estate Management	“Namu pārvaldīšana”/ Real Estate Management
Acquired education		Diploma of first-level vocational higher education	Diploma of first-level vocational higher education	Diploma of first-level vocational higher education	Diploma of first-level vocational higher education
Professional qualification		property manager	<b>property manager</b>	<b>property manager</b>	<b>property manager</b>
Mode, form, duration of studies	Full-time	2 years	2 years	2 years	-
	Part-time	2, 5 years	2,5 years	2,5 years	2,5 years
Amount (Credit Points)		80 CP	80 CP	80 CP	80 CP
Tuition fee/year	Full-time	2000 EUR	1344 EUR	1650 EUR	x
	Part-time	1850 EUR	1248 EUR	1100 EUR	1080 EUR

Comparing the study programme with other study programmes in the EU and UK it should be noted that the regulations on the professional qualification of property manager are not uniform. However, there are two systems by which one can demonstrate the knowledge and skills in residential property management. The first system is based on the study programmes which



provide knowledge and skills required by the state developed regulating documents on the profession of property manager. The training at these programmes is organised by state recognised and licenced managers' associations or educational institutions. One masters the relevant programmes, passes examinations and receives a certificate or diploma certifying the professional qualification. In turn, the second system is based on the practical experience of a person. In this system a person's professional qualification is also confirmed by the certificate issued by a state recognised association. However, the obtaining of the certificate is not related to a special training course or a certain education necessary for a property manager. The common feature of both aforementioned system is that state recognised qualification is necessary for a person to work in the fields where special knowledge and certain professional experience are required, which means that the state or its certain institution registers, certifies or licences a person employed in the industry.

Comparing the study programme with other EU study programmes, the following criteria are taken into account:

- Compliance with the competences, knowledge and skills of the professional standard of "property manager";
- Duration of studies;
- Graduates' career opportunities on the labour market.

***Common features:***

- Graduates are prepared for work in the sphere of real estate. Their professional activity includes management of residential property, work with clients, purchase and sale of real estate (buildings and ground).
- Traineeship is included in all programmes.
- Final examination work shall be passed after mastering all the programmes.

***Distinctive features:***

- The duration of programmes differs.
- Training at foreign programmes is implemented in modules.
- At German programmes students work at companies as trainees and receive remuneration.
- The content of the real estate manager study programme of German Chamber of Commerce and Industry (IHK) is more consolidated.[\[2\]](#)
- At all foreign study programmes the proportion of study courses related to management and entrepreneurship is higher.

Comparison of ISMA First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate" with similar study programmes in the EU and UK

Criteria for comparison	ISMA	<b>Germany Chamber of Commerce and Industry (IHK) [3] certified real estate manager</b>	<b>IUBH Internationale Hochschule duales Studium[4]</b> (Germany)	<b>Oxford Brookes university[5], UK</b>
Name of the programme	Entrepreneurship in the Field of Real Estate	"Nekustamā īpašuma pārvaldnieks/pārvaldniece" Real Estate Manager	"Nekustamā īpašuma uzņēmējdarbība"/ Real Estate Entrepreneurship	"Īpašuma apsaimniekošana"/ Real Estate Maintenance
Acquired education	Diploma of first-level vocational higher education	Certificate of Germany Chamber of Commerce and Industry (IHK)	Professional Bachelor programme	Bachelor study programme
Professional qualification	Property manager	Certified real estate manager	<b>Real estate entrepreneur</b>	<b>Estate manager</b>
Professional career opportunities	Enterprises operating in property management	Enterprises operating in real estate management, development, purchase and sale	Enterprises operating in real estate management, financing, purchase and sale	<b>Municipal enterprises, residential associations, private housing management and consultancy companies.</b>
Mode, form, duration of studies	Full-time	2 years	-	3 years
	Part-time	2, years	3 years	-
Amount (Credit Points)		120 ECTS	160 ECTS	180 ECTS
Tuition fee/year	Full-time	2000,00 EUR	-	2765.00 £
	Part-time	1850,00 EUR	1416 EUR	
			The tuition fee is paid for by the partner company of a student's traineeship placement	

[1] <http://www.cepi.eu/index.php?page=minimum-requirements-for-property-managers&hl=en>

[2] Skatīts 27.12.2019

<https://gtw.de/ausbildung-fernlehrgang-immobilienkaufmann-immobilienkauffrau/>

[3] seen 27.12.2019

<https://gtw.de/ausbildung-fernlehrgang-immobilienkaufmann-immobilienkauffrau/>

[4] seen 05.01.2020

<https://www.iubh-fernstudium.de/bachelor/bachelorstudiengaenge/wirtschaft-und-management/?f=156>

[5] seen 03.01.2020. <https://www.brookes.ac.uk/courses/undergraduate/real-estate>

## 2.1.2. Professional Bachelor study programmes

### “Business Administration” and “Business Administration in Tourism”

#### 1) Comparison of ISMA Professional Bachelor study programmes with similar study programmes in Latvia

Following the unifying principles of Bachelor study programmes development the study programmes of Turība University, Baltic International Academy (BSA) are selected for the comparison, because both these higher education institutions offer Professional Bachelor study programmes in business administration and business administration in tourism.

##### **Common features:**

- The compared higher education institutions are private HEIs founded simultaneously and having similar target groups;
- The amount of Credit Points (160 CP or 240 ECTS) as well as duration (4 years full-time studies) are the same;
- The structure, content structure and traineeship CPs amount are similar;
- Bachelor Paper development and defence in the amount of 12 CP (18 ECTS) are planned in the last semester.

##### **Distinctive features:**

- Study programmes in the field of tourism are accredited in different study directions. ISMA study programme “Business Administration in Tourism” is accredited in the study direction “Management, administration and real estate management”, but BSA (Baltic International Academy) and Turība University study programmes are accredited in the study direction “Hotel and restaurant service, tourism and recreation organisation”.
- ISMA study courses are consolidated, the amount of credit points of most study courses is 4 CP (6 ECTS), only some of the study courses are in the amount of 2 CP (3 ECTS). This ensures the advantage of ISMA study programmes for the studies of students participating in Erasmus+ mobility programmes, because this makes it possible to offer foreign students study courses which correspond to the study courses in their home universities, as well as such distribution ensures an optimal proportion of examinations within the semester.
- ISMA study programmes are characterized by deep and thoughtful approach to the development of their content, which includes the study courses developing creativity and

increasing intellectual level, such as Philosophy, world culture and ethics, Management psychology and sociology. The study courses which develop the understanding of entrepreneurship - Management theory, Marketing, Start-up management and others), the study courses which strengthen and improve communication skills - Business communication, foreign languages, etc.; the study courses developing digital skills - Applied informatics, etc. As one of the unique features of ISMA study programmes the study course "Digital marketing" should be mentioned. Comparing it to the study course "E-commerce", which is traditionally taught at Latvian higher educational institutions, the "Digital marketing" study course provides a more comprehensive set of skills and competencies required for a company manager to ensure the operations of a modern company in digital environment.

- ISMA Professional Bachelor study programme "Business Administration" is a unique educational platform for young professionals, who are aware of the key role of legislation in the establishing, management and development of business in modern conditions. Taking into account the big demand for the knowledge of law in business ISMA Professional Bachelor study programme "Business Administration" meets the needs of prospective students and expands their perspectives by providing knowledge in the above field.
  - ISMA Professional Bachelor study programme "Business Administration" includes not only the set of basic knowledge, skills and values which are necessary for business management and which students acquire during their studies at ISMA, but also additional competences which can be gained and further developed by choosing free electives: Second foreign language, Corporate Sustainability and Social Responsibility, Business Valuation, History of Popular Music, Types of Music demanded in Latvia and Contemporary Eastern Europe, as well as through courses included in the specialisation, such as: **Music Management** (Music Production, Sound Directing, Rhetoric for Emotional Impact on Audience, Basics of Management and Advertising at Music Start-up Businesses); **International Business Communication** (Functional Grammar, Conversational English, Business Etiquette, Business Correspondence); **Information Technology Management** (Web Solution / Application Planning and Prototyping, Graphic WEB Design, Front-end programming, Back-end programming); **Business Administration**;
  - ISMA Professional Bachelor study programme "Business Administration" includes such study course as "Starta uzņēmējdarbības vadība" (Startup Business Management - the acquisition of this study course is very relevant for young graduates who want to start their own business), Sociālā uzņēmējdarbība (Social Entrepreneurship - the author of the study course has rich practical experience in this field).
  - Taking into account that ISMA Professional Bachelor study programme "Business Administration in Tourism" is consolidated with the study programme "Business Administration". It should be noted that, in comparison with the study courses of BSA (Baltic International Academy), the study courses of the study programme "Business Administration in Tourism" provide a more comprehensive development of skills and knowledge, as well as a wide range of subjects in the tourism industry, covering the knowledge of all integral parts of the industry (Basics of Tourism, Tourism Management, Hospitality Industry, Recreology, Catering Enterprises Management, etc.) (Tūrisma pamati, Tūrisma vadība, Izmitināšanas industrija, Rekreatīvā, Ēdināšanas uzņēmumu pārvaldība u.c.). Meeting the requirements of the modern labour market, the aforementioned study courses ensure students more flexibility and extended opportunities to start their professional activity in the field of tourism management. For example, the study course Tourism Management comprises such aspects as tourism management, insurance in tourism, crisis communication (conflict resolution) in tourism, as well as the basics of tourist guide work. Baltic International Academy

study programme offers these topics in separate study courses.

- As a significant advantage of the study programme of Baltic International Academy the development of such study course as Tūrisms un viesnīcas pakalpojumi cilvēkiem ar speciālām vajadzībām (Tourism and hotel services for persons with special needs).

This topic is important for the development of sustainable tourism and it should be included in ISMA study course Ilgtspējīga tūrisma attīstība (Sustainable Tourism Development);

- The topics of some ISMA study courses overlap the topics of BSA study courses. For example, the topics of BSA study course Finances and accounting are partially reflected in the ISMA study courses Accounting and taxes and Finance management.
- Thanks to the consolidation of the study courses in the fields of tourism and hospitality business, it has become possible to develop a unique distribution of topics within the study programme. Namely, ISMA study programme includes such study courses as Tourism Management and Tourism Firm Operation Practices. The aforementioned study courses, which are developed by ISMA based on the rich practical experience of the courses' authors, who are working with the international tourist operators, and on the recommendations of employers. The study courses include the topics which are important in the development of such competences as the ability to understand the concept of tourist operator work, the classification of tourist operators and their difference from tourist agents, the ability to plan and forecast the effectiveness of a tour according to the set aims and budget, the ability to cooperate with other tourism and hospitality companies, owners and other stakeholders organising a company's events, as well as the ability to organise logistics processes, etc.
- The study course "Travel and Hotel Management Information Technologies" can be considered as a special and very important study course, in the framework of which the knowledge of operations of the hospitality management system *Hotelinco* and the central reservation system *AMADEUS* is provided exclusively in Latvia.
- The study course "Recreology", which is developed in the framework of ISMA study programme "Tourism Business Administration", compared to the BSA study course "Atpūtas un izklaides menedžments" (Recreation and Entertainment Management), contains information not only on the aspects of recreation processes organisation, but also includes the knowledge of sanatoriums' operations and animator's work. This is an important feature, as many of our students work in animator business during their traineeships at international companies.
- Turība has developed the study course "Tūrisma ekonomika un globalizācija" (Tourism Economics and Globalisation). However, the economic processes in this field are virtually inseparable from the global macroeconomics processes and domestic microeconomic ones, which are effectively, studied mastering the study course "Economics" developed by ISMA. Possibly, the significance of the aspect of globalisation can be included as one of the topics in the content of the study course Sustainable Tourism Development.
- The same as ISMA, Turība has timely introduced the study course "Digital planning" (Digital Commerce), though ISMA offers a number of additional study courses (elective study courses in the field of digital marketing).
- Turība offers a number of study courses aimed at the realisation of opportunities of a person's self-development: Creativity and Leadership, Self-realisation Skills in a Team. Probably, such stimulating study courses should be included in the elective part of ISMA study courses.
- 
- Turība offers the study course Ekonomika un globalizācija (Economics and Globalisation), however the economics processes in this field are inseparable from global macroeconomics

and domestic microeconomics processes, which are successfully studied at ISMA study courses Economics and Starptautisko tiesību pamati (Fundamentals of International Law).

- It should be noted that the study plan of Turība programmes does not contain such study courses as Quantitative Methods and Statistics. ISMA has included this combined study course in the study plan of its programmes, because the successful acquisition of quantitative and statistical methods is the basis for the development of the final work.

## 2) Comparison of the study programmes with similar study programmes in the EU member-states

The study programmes for the comparison with the study programmes in other EU countries were selected taking into account ISMA's international experience in study work and scientific research work. The selected higher education institutions are long-term ISMA cooperation partners in the field of student and academic staff mobility and research of common problems related to tourism and business management.

### **Business Administration in Tourism study programme compared to**

:

- Malaga University (Spain) (Grado en Turismo) Bachelor study programme (hereinafter - UMA),
- Hellenic Mediterranean University (Crete, Greece) Bachelor study programme Tourism Management (hereinafter - HMU).

Common and distinctive features of the study programmes:

- Unlike UMA study programme, ISMA study programme's study plan contains ISMA general education study courses as "Filozofija" (Philosophy), "Ētika" (Ethics), "Vides, darba un civilā aizsardzība" (Environment, Labour and Civil Protection), as well as "Quantitative methods and Statistics" and "Introduction to Studies and Research". Thanks to these study courses, ISMA students, in addition to acquiring the set of skills and competencies necessary for the profession, gain a comprehensive understanding of the socio-cultural aspects of entrepreneurship. This gives students an advantage in writing a Bachelor's Paper and competing in the labour market. It should be noted that, in its turn, the UMA programme highlights the study courses in the field of culture, such as "Kultūras mantojuma pārvaldība" (Cultural heritage management), "Tūristu kultūras mantojuma izplatīšana" (Dissemination of tourist cultural heritage). The thematic content of these study courses is included in ISMA elective study course "Kultūrvēsturiskie rekreācijas resursi" (Cultural and historical recreation resources). Common thematic content have the following study courses: UMA "Tūristu teritoriālo resursu analīze" (Analysis of tourist territorial resources) and ISMA "Recreology", as well as UMA "Teritoriālā plānošana un ilgtspējīgs tūrisms" (Territorial planning and sustainable tourism) and ISMA "Sustainable Tourism Development". In addition it should be noted that the content of UMA study course "Tūrisma uzņēmumu dibināšana" (Establishment of Tourism Companies) coincides with ISMA study courses "Startup Business Management" and "Tourism Firm Operational Practices".
- Unlike UMA programme, ISMA study plan contains the study course "Event Management", which is especially important for entrepreneurs in tourism industry who are active in MICE sector.

- The inclusion of such study courses as “Digitālais mārketing” (Digital Marketing), “Elektroniskā komercija” (E-commerce) and “Marketing Visual Communication” in the study plan of ISMA programme is an advantage of the study programme. This ensures ISMA students the development of comprehensive knowledge and skills, which are necessary for the development of an enterprise meeting the challenges of the digital environment. It should be also noted that, unlike the study plans of UMA and HMU, ISMA study plan contains such study courses as “Tūrisma pamati un Izmitināšanas industrija”, “Ēdināšanas uzņēmumu pārvaldība” (Basics of Tourism and Hospitality Industry, Catering Enterprises Management) and “Excursion Training”, which gives the beginner the necessary insights into the field of tourism and hospitality.
- In comparison with the study plan of HMU study programme, ISMA study plan contains the bigger proportion of the study courses which ensure the development of skills and competences necessary for business management – Management Theory, Project Management, Logistics, Complex Tourism Product Development, Economic Justification for Complex Tourism Industry Product, Recreology, etc.
- Unlike ISMA study programme, HMU study programme does not analyse the sustainability of tourism industry. But ISMA study plan contains the study course “Sustainable Tourism Development”, which ensures ISMA students the acquisition of knowledge and skills related to the sustainability of tourism industry.
- As a significant advantage of UMA study programme one should note the proportion of internationally used foreign languages in the study plan. For example, the amount of CPs of English is 18 ECTS (ISMA -6) and second foreign language (German or French) – 12 ECTS (ISMA – 6). At the same time, the proportion of foreign languages study courses is bigger at ISMA than at HMU. Unlike HMU, ISMA study plan includes Spanish, German and Russian, but the Greek HEI’s study plan contains only English.
- The amount of CPs for Bachelor Paper development is the following: UMA only 6 ECTS, HMU – 12 ECTS, but ISMA – 18 ECTS.
- 

## Comparison of ISMA Professional Bachelor study programme

### ‘Business Administration in Tourism’

#### with other study programmes

	ISMA	Turība	BSA	UMA	HMU
Name of the study programme	Tūrisma uzņēmējdarbības vadība	Tourism and Hospitality Management	Tourism and Hospitality Management	Tūrisma studijas (Grado en Turismo)	Tūrisma vadība (Tourism management)
Type of the programme	Professional Bachelor study programme	Professional Bachelor study programme	Professional Bachelor study programme	Bachelor study programme	Bachelor study programme
Degree	Professional Bachelor in Business Administration in Tourism	Professional Bachelor in Business Administration	Professional Bachelor’s degree in Tourism and Hospitality Management	Bachelor degree in tourism	Bachelor degree in tourism management
Professional qualification	Business Administrator	Company and Institution Manager	Manager of Tourism and Hospitality Enterprises	Bachelor’s qualification in tourism (social and legal field of studies)	Bachelor’s qualification in tourism management (school of management and economics)
Code of the study programme	42345	42812	42812	-	-

Duration	4 years (full-time) or 4,5 years (part-time)	4 years (full-time), 4,3 years (part-time)	4 years (full-time); 4,5 years (part-time)	4 years	4 years
Form of studies	Full-time/ Part-time	Full-time/ Part-time	Full-time/ Part-time	Full-time	Full-time
Credit points	160 CP/240 ECTS	160 CP/240 ECTS	160 CP/240 ECTS	240 ECTS	240 ECTS
Language of implementation	Latvian/English (LV/EN)	Latvian/English (LV/EN)	Latvian (LV)	Spanish (partially - English, German, French)	Greek
Tuition fee according to the form of studies	2000 EUR/year (full-time); 1850 EUR /year (part-time) - studies in Latvian; 3000 EUR/year - studies in English; 2500 EUR/year - students from Ukraine, Belarus, Russia (2019./2020 ac.y.) <a href="http://niid.lv/">http://niid.lv/</a>	2470 EUR/year (day, Latvian or English language of studies) 2170 EUR/year (evening), 2070 EUR/year (extramural), 1770 EUR/year (e-studies) (2019./20.) <a href="http://niid.lv/">http://niid.lv/</a>	850 EUR /semester (full-time, day ); 750 EUR/semester (evening) (2019./20.) <a href="http://niid.lv/">http://niid.lv/</a>	No 0 (For Spanish residents up to 28 y.o., expenses are covered by the Ministry of Employment and Social Security) About 750 EUR/year (foreigners and residents older than 28 years of age) <a href="https://www.uma.es/SECRETARIAGENERAL/secgenfiles/GuiaMatricula1920/TextodelaGuia.pdf">https://www.uma.es/SECRETARIAGENERAL/secgenfiles/GuiaMatricula1920/TextodelaGuia.pdf</a>	Free for the residents of Greece

**Professional Bachelor study programme “Business Administration”** is compared to the study programmes of ESIC Business & Marketing School (Spain) Business Administration and Management Bachelor study programme (hereinafter - ESIC Business & Marketing School ), and HMU Business Management Bachelor study programme.

Common and distinctive features of the study programmes:

- Unlike ESIC Business & Marketing School ISMA study plan includes such important study courses as “Introduction to studies and research”, “Digital Marketing”, “Electronic Commerce”, “and Marketing Visual Communication”. It must be emphasized that these study courses are very important for the development of modern enterprises taking into account the topicality of the challenges of digital environment for entrepreneurship. In addition it should be noted that ISMA study programme represents the study courses which ensure the comprehensive body of the necessary skills and knowledge in a broader way. For example, unlike ESIC Business & Marketing School ISMA study plan includes such study courses as “Project Management”, “Marketing Research”, “Investment and Risk Management”, and “Public Relations Management”.
- As an interesting distinctive feature of ESIC Business & Marketing School the Chinese language but not the English language is included in its study plan. Taking into account the huge impact of the Public Republic of China on today’s business environment, this should be considered evaluating the opportunities for the development of ISMA study programme.
- ISMA study plan allots more CPs to traineeship comparing it to ESIC Business & Marketing School and HMU. ISMA traineeship – 36 CP, ESIC Business & Marketing School – 24 ECTS, and HMU study plan does not contain traineeship.
- Comparing HMU study plan to ISMA study plan, it should be noted that ISMA study plan contains the bigger proportion of the study courses which ensure the development of the skills and competences necessary for entrepreneurship management. At the same time it should be noted that unlike ISMA study plan, Hellenic Mediterranean University (HMU) programme does not feature such important study courses as Property and Liability Law in Business, Public Relations Management, Fundamentals of International Law, Environment,



Labour and Civil Protection, and study courses on Management, such as Investment and Risk Management, Management Psychology and Sociology.

## Comparison of ISMA Professional Bachelor study programme

### ‘Business Administration’

### with other study programmes

	ISMA	Turiba	BSA	ESIC	HMU
Name of the study programme	Business Administration	Business Administration	European Economics and Business	Business Administration and Management	<b>Business Management</b>
Type of study the programme	Professional Bachelor	Professional Bachelor	Professional Bachelor	Bachelor	Bachelor
Degree	Professional Bachelor's Degree in Business Administration	Professional Bachelor's Degree in Business Administration	Professional Bachelor's Degree in Entrepreneurship	Degree in Entrepreneurship and Innovation	Bachelor's Degree in Business Administration
Professional qualification	Business Administrator (Professional Qualification Level 5) Standard of Profession	Company and Institution Manager (Professional Qualification Level 5) Standard of Profession	Economist (Professional Qualification Level 5) Standard of Profession	Bachelor's Degree in Business Administration and Management (BBAM)	Bachelor Qualification in Administration (School of Management and Economics)
Duration	4 years (full time) or 4,5 years (part time)	4 years (full time), 4,3 years (part time)	4 years (full time); 4,5 years (part time)	4 years	4 years
Form of studies	Full time/Part time	Full time/Part time	Full time/Part time	Full time	Full time
Form of the acquisition of education	Intramural Day, Evening; Extramural	Intramural Day, Evening; Extramural distance learning or e-studies	Intramural Day, Evening; Extramural	Intramural	Intramural
Credit Points	160 CP/240 ECTS	160 CP/240 ECTS	160 CP/240 ECTS	240 ECTS	240 ECTS
Language of implementation	Latvian/English (LV/EN)	Latvian/English (LV/EN)	Latvian (LV) and Latvian/English (LV/EN)	Spanish / English	Greek
Tuition fee	2000 EUR per year (full time); 1850 EUR per year (part time) – studies in Latvian; 3000 EUR per year – studies in English; 2500 EUR per year – for students from Ukraine, Belarus and Russia (2019/2020 academic year) <a href="http://niid.lv/">http://niid.lv/</a>	2470 EUR per year (day, Latvian or English); 2170 EUR per year (night), 2070 EUR per year (part time), 1770 EUR per year (e-studies) (2019/2020 academic year) <a href="http://niid.lv/">http://niid.lv/</a>	850 EUR per semester (full time time); 750 EUR per semester (night) (2019/2020 academic year)(2019./20.) <a href="http://niid.lv/">http://niid.lv/</a>	8,315.00 EUR per year <a href="https://www.esic.edu/pdf/condiciones-economicas-grado-madrid.pdf">https://www.esic.edu/pdf/condiciones-economicas-grado-madrid.pdf</a>	Free for Greek residents

## 2.1.3. Professional Master study programme “Business Administration”

The target audience of the Professional Master study programme “Business Administration” and similar programmes is very wide - they are business owners and managers in both private and public sectors, specialists who plan to start a business and all interested in gaining in-depth knowledge and competencies in various areas of business management. Moreover, as the acquisition of education is offered not only to the residents of Latvia, but also to foreigners (in English), then the range of offered programmes is relatively wide.

The duration of the study programme should be mentioned as one of the specific features and advantages of the study programme implemented by ISMA. The duration of most of the Master study programmes is 1.5 or 2 years (RTU, RISEBA (RISEBA University of Business, Arts and Technology), Turība (Turība University), Banku augstskola (BA School of Business and Finance)], or 2,5 years at some programmes (RTU). ISMA offers the persons, who have at least 2<sup>nd</sup> level professional higher education in economics or entrepreneurship, to acquire Professional Master full-time study programme in 1 year and 1 month time. Ventspils augstskola (Ventspils University College) offers a study programme with similar duration, which is 1 year.

Considering the content of the study programme, it should be noted that it is quite similar to other programmes. This can be explained by the limited scope of a Master programme (starting with 40 CP) and rather extensive requirements of Occupational Standard (previously – Business Administration, since 18.09.20 – Organisational Manager), which are relevant to all such study programmes. All study programmes contain study courses on strategic management, finances and investments, human resource and personnel management, research, legal regulations and innovation activity. All study programmes offer the same amount of CPs for state examination (Master Thesis development and defence – 20 CP) and traineeship (6 CP or 26 CP depending on the previously acquired education). The detailed comparison of study programmes is available in Annex 2.1.4. The Master study programme offered by ISMA differs from other programmes in its emphasis on the use of technologies for making decisions and in other management processes, and all the study courses emphasise the significance of choosing of sustainable strategy and long-term planning.

Greater diversity is revealed compared the study programme to similar foreign study programmes. For example, in Uzbekistan only academic study programme is offered for the acquisition of Master’s degree in economics, but not in business (Selected for the comparison, because there are rather many students, who study at ISMA study programmes, and ISMA Branch is opened in Fergana). This is one of the reasons which make studies at ISMA attractive to the locals, as the study programme is oriented at the acquisition of practical knowledge and skills. The programme prepares specialists for the labour market and introduces to the requirements and standards of the European market. Assessing the Master study programme of Fergana State University, it is seen that it emphasises the economics theory and analysis. But there are many similarities also – the study courses on corporate management, research, and strategic management. In Uzbekistan the academic staff is academically oriented, the lecturers who have practical experience in business are not involved in the study process.

The second study programme, which is selected for comparison, is the study programme of Bamber

University, Germany (Otto-Friedrich-Universität Bamberg), which is one of ISMA partner HEIs and its students gladly participate in mobility. The amount of CPs of the Master study programme is 120 ECTS (which is equal to 80 CP, similar to ISMA study programme). The structure of the study programme is formed of the modules of students' choice: 36 ECTS General Management block, and 36 ECTS – Specialisation study courses block, as well as business foreign language (6 ECTS), research course (18 ECTS), and Master Thesis (24 ECTS). Comparing the content of Management and Specialisation modules with ISMA programme, it is seen that the topics of the study courses are very similar. The most important difference is in the amount of the research course. However, if we take into account the development of a Master's Thesis, we can state that the time allocated for the research process is almost the same. Probably, the interest of German students is related to the similarity of both study programmes.

<b>Criteria for comparison</b>	<b>ISMA</b>	<b>Ventspils University College (1 year/ 40 CP)</b>	<b>RISEBA (60 CP)</b>	<b>Fergana State University (Uzbekistan)</b>	<b>Bamberg university (Germany)</b>
Name of the study programme	Business Administration	Business Administration	Business Administration	Master of Economics	Business Administration (Betriebswirtschaftslehre)
Degree	Professional Master degree	Professional Master degree	Professional Master degree	Acad.Master degree	Master's degree in business administration
Professional qualification	Until 2020 – no. From 2021 –Organisational Manager	Enterprise Manager	-	-	No data
Duration	1 g. 1 m.	1 g.	1,5 g.	2 g.	2 g.
Amount (Credit Points)	44 CP/ 80 CP	40 CP	60 CP	110 CP (according to the amount of academic hours)	120 ECTS (80 CP)
Type and form of studies	Full-time intramural	Full-time intramural	Full-time intramural	Full-time intramural	
Tuition fee	2500 EUR	2270 EUR	2300 EUR	Free of charge	Free of charge

## 2.1.4. Doctoral study programme “Business Administration”

In Latvia the following study programmes are accredited in the Study Direction “Management,

## Administration and Real Estate Management”

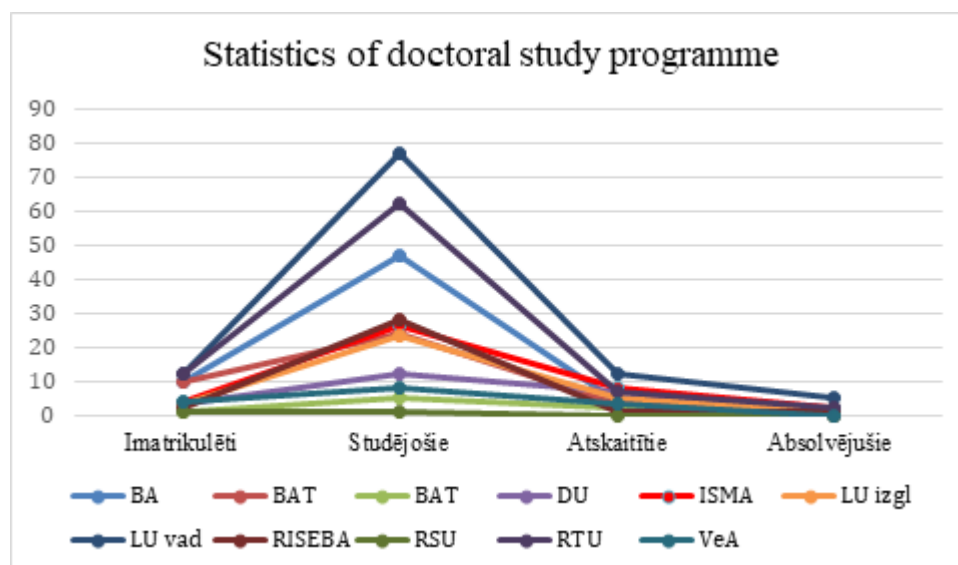
- University of Latvia – the Doctoral programme of Management Science and

## “Izglītības vadība” (Education Management);

- Riga Technical University (RTU) study programme “Management Science and Economics”;
- Turība University (BAT) study programme “Business Administration”
- ISMA University of Applied Sciences (ISMA) study programme “Business Administration”
- BA School of Business and Finance and RISEBA University of Applied Sciences inter-university doctoral study programme “Business Administration”;
- Ventspils Augstskola (VeA – Ventspils University College) study programme “Business Administration”
- Daugavpils University (DU) and BAT joint study programme “Management Science (licenced in 2014) ”
- Riga Stradiņš University (RSU) study programme “Management Science” (licenced in 2017).

Observing the data on these study programmes, which is compiled on the website of the Ministry of Education and Science

(<https://izm.gov.lv/lv/publikacijas-un-statistika/statistika-par-izglitibu/statistika-par-augstako-izglitibu>), it can be seen that the number of students at the leading universities - LU and RTU – is considerably bigger than at other higher education institutions, however the number of graduates in 2018/2019 does not differ much (LU – 5 graduates, RTU – 2 graduates).



As ISMA is the HEI which does not have a Promotion Council, after mastering the study programme the students have the right to choose the HEI where promotion thesis will be defended. However, none of them has chosen any Latvian HEI so far. Three graduates defended their theses in Ukraine, six – in Bulgarian HEIs - “Vasil Levski” National Military University and “Dimitar Apostolov Tsenov” Academy of Economics.

Criteria for comparison	ISMA	Ventspils University College (VeA)	“Vasil Levski” National Military University, Bulgārija	“Dimitar Apostolov Tsenov” Academy of Economics, Bulgārija
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Title of the programme	Business Administration	Business Management	Management of different branches	16 dažādas Ekonomikas un vadības jomas doktora studiju programmas
Degree	Doctor of economics	Doctor of Management	Dr.sc. admin.	PhD (Doctor of Philosophy)
Duration of full-time studies	4 years	3 years	3 years	3 years
Duration of part-time studies	-	-	4 years	4 years
Tuition fee/year	3000 € in Latvian / 3600 € in English	4550 €	3400 € full-time, 1600 € part-time; 2800 € defence	2540 € in English

The procedure for defending a doctoral thesis in Latvia is obviously one of the processes that the state should review.

## **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.**

ISMA University of Applied Sciences Development Strategy for 2018-2023 (ISMA Strategy) is worked out based on the evaluation of the results of ISMA work and development, as well as on the topical challenges of the educational and scientific environment of the EU and the Republic of Latvia. ISMA Strategy is founded on the recognition that in the 21st century higher education is one of the significant resources, which at the same time is subjected to radical change focused on the finding of relevant national and local solutions in the context of global challenges, ensuring the competitiveness of Latvia and human capital value factor.

The aims and objectives of the Study Direction and the programmes included in it are set in compliance with the priorities stated in the Sustainable Development Strategy of Latvia until 2030 (Latvia 2030):

1. Long-term investments in human capital. – Elimination of social and economic inequality, availability of necessary resources, especially qualitative education, as an essential prerequisite for person's life and employment opportunities.

2. Change of paradigm in education. – Qualitative and accessible lifelong education, improved general level of technological competence, integration of distance education elements in the learning process.
3. Innovative and eco-efficient economy. - A business-friendly environment, support for the generation and commercialization of new ideas, knowledge transfer and participation of business in research.
4. Innovative government and public participation. - The ability of the Latvian population to participate in public processes, envisaging strengthening the necessary knowledge and skills within the framework of the acquired education.

Aims of the Study Direction “Management, administration and real estate management”:

- to develop the existing study programmes, using the results of fundamental and practical research of the respective fields of science, as well as to develop new study programmes according to the development of the national economy and the requirements of the labour market;
- implement sector-specific advanced knowledge (including self-study skills) that enables the development of new or improved existing systems, products and technologies and prepares them for creativity and research in the sector.

**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.**

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**S**

- The study programmes of the study direction programs are modern, regularly updated, and are developed in accordance with profession standards and Cabinet regulations.
- Cooperation with employers takes place to ensure traineeship placement and final papers development. Research skills are being developed within the study process.
- Qualified and professional academic staff with significant experience of practical and pedagogical work participate in the realization of the study programmes of the study direction, and professionals from enterprises are regularly invited.
- The appropriate study environment is ensured, library funds are being regularly expanded with the latest editions.
- Professional Bachelor study programmes are being implemented in Fergana Branch (Uzbekistan).
- Sufficiency and stability of financial resources.

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**O**

- Professional Bachelor study programmes in the fields of entrepreneurship and tourism management are in demand in the foreign market.
- A large number of applicants from developing countries, who are willing to receive higher education at European level.
- The industry specialists are in demand in the labour market.
- Extensive opportunities for cooperation with employers and the public.

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**W**

- Inactive use of the opportunities of e-learning environment for the use of visual materials, communication and mid-term examinations in full-time studies. Insufficient number of guest lecturers from foreign universities.
- Different levels of students' pre-knowledge of mathematics and English.
- Students are not sufficiently motivated to engage in scientific research beyond the compulsory requirements of the study programme.
- Low number of applicants in first level and doctoral programmes.

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**T**

- Instability of higher education policy.
- Relatively big number of educational institutions which are offering similar education in Latvia.
- Complex demographic situation in the country.
- Political instability in international markets.

- All parties involved in the management of the study direction participated in the elaboration of the plan for the development of the study direction. The plan has been analysed and accepted by the Study Direction Council on December 19, 2019. The detailed plan of the elimination of weaknesses is included in the plan for the development of the study direction

and is attached in the annex. The plan emphasises the improvement of electronic environment and digitisation of study courses, as well as the organisation of lectures read by foreign guest lecturers at least once a semester by attracting the existing foreign cooperation partners within the study direction and lecturers of future joint study programmes, as well as by attracting new cooperation partners. One of the most important development opportunities of the study direction is popularity of the study programmes on business administration and business administration in tourism in Kazakhstan, Uzbekistan, Belarus, and in other post-Soviet countries. To prevent threats and taking in account that there is relatively big number of educational institutions which are offering similar education in Latvia, ISMA offers "Social support" tuition fee discount up to 100%.

<https://www.isma.lv/toposajiem-studentiem/uznemsana/uznemsanas-dokumenti>

Directions of the development plan:

1. Improvement of the existing study programmes:

- to promote business incubator among the students;
- to organise guest lectures read by the industry experts, to involve the industry experts in the development of study courses and traineeship assignments;
- to supplement the academic staff with practitioners with the aim to provide study excursions to companies within the framework of profiling study courses;
- to develop and regularly improve the material and technical base, especially at ISMA Fergana Branch;
- to digitize study courses;
- to further promote cooperation with partners – LTRK Latvian Chamber of Commerce and Industry), LDDK (Latvian Employers' Association), associations, etc.;
- to involve entrepreneurs in the initiation, development and the assessment of practical value of final works;
- to foster the increase of professional employment of graduates;
- to promote cooperation with other higher education institutions, including foreign ones.

2. Development of new joint study programmes in compliance with the list of professions included in the structure of Entrepreneurship, finance, accountancy and administration (wholesale and retail, commercial science) branch:

- Professional Master study programme "Business analysis" with the qualification of financial analyst;
- Professional Bachelor study programmes "Creative Industries Management" with the qualification of functional manager, and "International Management and Digital Marketing" with the qualification of marketing manager.

**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.**



Study direction management is considered effective due to the simplicity of the management structure. The Head of Study direction organizes a weekly meeting with the constant participation of the Heads of departments and the Directors of the study programs. Other stakeholders, such as Heads of the Study Department and Career Centre, Vice-Rector for Studies, Vice-Rector for Research, students, employers, IT manager, etc., are invited to discuss specific issues. The work done in the previous period, challenges and intentions are discussed and tasks for the next week or longer are defined at these meetings.

Main responsibilities of the Head of the Study Direction:

- to analyse the efficiency of the study programmes, to initiate the optimisation of study programmes and the development of new study programmes;
  - to organise the cooperation of the directors of the study programmes of the study direction and assess the efficiency of the work of the directors of study programmes;
  - to manage and plan the work of the Study Direction Council;
  - to organise the development and improvement of new study courses at the meeting of Study Direction Council;
  - to organise the development and updating of traineeship assignments with the Directors of study programmes and traineeship placement enterprises, and their approval at the meetings of Study Direction Council;
  - to develop the Self-Assessment Report of the Study Direction and represent the study direction within the process of assessment. Study Direction;
  - to coordinate the work of the academic staff involved in the study direction;
  - to recommend the members of the state examination commission;
  - to promote cooperation with graduates and employers;
  - to promote cooperation with Latvian and foreign higher education institutions to improve the study direction.

Main responsibilities of the Directors of study programmes:

- to ensure the preparation, implementation and development of the study programme;
- to ensure the implementation of changes in the study programme, their coordination with employers, and preparation for the approval by ISMA Senate;
- to ensure the preparation of the necessary documentation for the licencing and accreditation of the study programme preparing annual self-evaluation reports;
- to cooperate with employers and, together with the Career Centre, to ensure the traineeship placements necessary for the implementation of the study programme;
- to review applications for entry into later stages of studies, to compare previously acquired study courses and the amount of credit points with the relevant part of the study programme and to specify which of the previously acquired study courses can be recognised and which of the study courses require additional examinations; to prepare recommendations on the opportunities to continue studies in a particular semester;
- to plan, organise and control the implementation of the study programme following the organisational plan complying with the learning outcomes, aims and objectives of the study programme; to process the performance indicators of the study programme.

Co-operation with other Directors of study programmes is realized by developing a joint request to departments for the development, processing and implementation of similar study courses under the supervision of the Director of study direction.

The meeting of the Study Direction Council takes place not less than twice an academic year. At the meetings the topical issues of the study direction and study programmes are discussed, students and employers' viewpoints are listened to, the prospective challenges are assessed, as well as various documents are discussed and approved, such as the introduction of new study courses, traineeship assignments, etc.

The decisions of the meeting of the Study Direction management, which require financial support and/or technical solutions, are coordinated with the Vice-Rector for Studies and approved by the Rector.

Currently, ISMA Fergana Branch is implementing two Professional Bachelor's study programmes: "Business Administration" (42 345) and "Business Administration in Tourism" (42345). (accredited on 10.03.2020 in the study direction "Management, Administration and Real Estate Management", accreditation sheet No. 2020/05).

Both of the aforementioned study programmes are implemented as full-time intramural ones, the language of instruction is English. The content of the study programmes and study plans are completely identical to the content and study plans of the study programmes in Riga in terms of curriculum and semester planning. The only difference is that the lecturer of the respective study course goes to ISMA Fergana Branch on a two-week trip, during which all contact hours take place in accordance with p.9 Cabinet Regulations No.512 of August 26, 2014 "Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu" (Regulations on the State Standard of the Second Level Professional Higher Education), which states that not less than 40 percent of the volume of the full-time Bachelor's programme (except for the volume intended for traineeship and development of a Bachelor's or diploma paper (diploma project)) is contact hours.

All study courses are taught by the same lecturers who teach the respective study courses in Riga in English.

As it follows from the above, the management of the study programmes both at the place of basic studies in Riga and at the Branches, including ISMA Fergana Branch, is performed from Riga, and there are no significant differences in the respective processes.

**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 rights to study at ISMA University of Applied Sciences has each citizen of Latvia, non-citizen of Latvia, a citizen of the European Union, a citizen of the European Economic Area, or a citizen of the Swiss Confederation and a permanent resident of the European Community as well as a person who has a valid residence permit.

Foreign citizens who do not have a permanent residence permit have the right to study at ISMA in compliance with section 83 of the Law on Institutions of Higher Education.

To study at ISMA a person who is applying for submission to a study programme shall present a document certifying a previously acquired education which is recognised in Latvia and meets the

requirements of the study programme, as well as a document certifying the knowledge of the English language.

Applications from foreigners (especially from non-EU countries) are carefully considered by ISMA. A mechanism for the admission of foreign students has been developed (see Annex).

Admission requirements to study programmes for next academic are developed by the Vice-Rector for Studies and approved by the Senate by November 1<sup>st</sup> of current academic year in compliance with the Cabinet Regulation No. 846, adopted 10 October, 2006 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes". Admission requirements are published on ISMA web-page

<https://www.isma.lv/en/for-applicants/admission>

Starting studies at subsequent stages of studies is possible if the mandatory examinations on the previous stages of studies are passed at another higher education institution.

In this case the Director of study programme examines the application for admission to subsequent stages of studies, compares the previously acquired study courses and the amount of CPs with the corresponding part of the respective study programme and states which study courses from the previously acquired ones can be recognised and which study courses shall be passed in addition.

Director of study programme also prepares recommendations on the opportunities of continuing studies in a specific semester. The protocol of comparison is approved by the Vice-Rector for Studies, after which the Study Department in cooperation with the student develops an individual study plan. An example of a protocol of comparison:

Informācijas sistēmu mēdžmenta augstskola						
Salīdzinājuma protokols Nr. SP-2019-03						
XXXX XXXX						
XXXXXX-XXXXX						
19.12.2018 g. EKA Akadēmiskā izziņa (Academic Reference) Nr. 3-10/18-xxx						
ISMA profesionālā bakalaura studiju programma "Uzņēmējdarbības vadība", programmas kods 42345						
Semestris	Studiju kursa kods	ISMA studiju kursa nosaukums	Daļa	KP	Pārskaitītā studiju kursa nosaukums	No vērtējuma pārskaitītajā studiju kursā
1	EK0150	<b>Ekonomika</b>	B	2	Mikroekonomika	4 (g.vid.)
1	HU0269	<b>Filosofija, pasaules kultūra un</b>	A	2	Filosofija	7 (labi)
1	VA2005	<b>Lietiskā angļu valoda</b>	A	2	Biznesa angļu valoda	7 (labi)
1	IN0674	<b>Lietiskā informātika</b>	B	2	Lietiskā informātika	6 (g. labi)
1	HU0236	<b>Uzņēmējdarbības tiesiskais regulējums</b>	B	4	<b>Tiesības</b>	<b>Tikai 2KP</b>
1	EK0102	<b>Ievads uzņēmējdarbībā</b>	B	4	<b>Ievads uzņēmējdarbībā</b>	6 (g. labi)
2	HU0237	<b>Vides, darba un civilā aizsardzība</b>	A	2	Darba, vides un civilā drošība	6 (g. labi)
2	SD3301	<b>Studiju darbs 1: Pārticības</b>	B	4	Pārticības metodes I II	6 (vid.)
2	EK0150	<b>Ekonomika</b>	B	2	Makroekonomika	4 (g.vid.)
2	IN0674	<b>Lietiskā informātika</b>	B	2	Lietiskā informātika	6 (g. labi)
2	VA2003	<b>Latviešu valoda</b>	A	2	Latviešu valoda	7 (labi)
2	VA2005	<b>Lietiskā angļu valoda</b>	A	2	Biznesa angļu valoda	6 (g. labi)
3	EK1100	<b>Mārketinga</b>	B	4	Mārketinga	4 (g.vid.)
3	EK1300	<b>Grāmatvedība un nodokļi</b>	B	4	Ievads grāmatvedībā. EU	7 (labi)
5	ME5011	<b>Personāla vadība un lietvedība</b>	B	4	Cilvēkresursu mēdžments	7 (labi)
7	ME0829	<b>Inovācijas vadība</b>	B	2	Biznesa inovācijas	5 (vid.)
Pielīdzināti studiju kursi 40 LR kredītpunktu apjomā.				Rekomendēju studenti ieskaitīt 2.kursā		
Studiju programmas direktore				Dr.oec. V.Rishchenko	20.12.2018	
Aptiprinu						
Studiju prorektore				Dr.oec. V.Djakona	21.12.2018	

Studying at subsequent stages of studies is also possible if an applicant's previously acquired knowledge, skills and competences are recognised in compliance with the procedures set in the Law on Institutions of Higher Education p.p. 59<sup>2</sup> and 59<sup>3</sup> and Cabinet Regulations Nr. 505 *Ārpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto kompetenču un iepriekšējā izglītībā sasniegtu studiju rezultātu atzīšanas noteikumi (Rules for the recognition of competences acquired outside formal education or professional experience and of learning outcomes achieved in prior education)*, from August 14, 2018. For example, a person with Professional Bachelor degree and/or 5<sup>th</sup> level professional qualification in the branch other than economics or management applies for studies at Professional Master programme with the amount of 80 CP and this applicant can confirm that he/she manages the operating company for at least 3 years, his/her professional experience, acquired knowledge, skills and competences can be recognised in the amount of 20 CP (30 ECTS) of the study course "Traineeship".

The admission of foreigners to ISMA in Riga and the Fergana Branch takes place in accordance with Article 83 of the Law on Institutions of Higher Education. The admission of foreigners to ISMA is organized by ISMA International Relations Department and ISMA Admission Board.

Foreigners are admitted based on the following criteria:

- ISMA IRD has received the expert recognition of the Academic Information Centre in compliance with Section 85 of the Law on Institutions of Higher Education, and all the requirements of ISMA University Admission Regulations in relation to the particular study

programme are met.

- Foreign applicants shall submit a document certifying their knowledge of English. Language skills shall be not lower than B2 level according to ECP. The foreign applicants who acquired secondary education in English do not have to submit the documents certifying their knowledge of the study programme language.

Registering for studies an applicant shall fill in and send to ISMA the application form for foreign students, copy of passport, copies of the education documents which confirm the required previous education. To finalise the admission process IRD submits a foreign applicant's documents to ISMA Admission Board for matriculation.

### **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.**

Implementation of the study process is based on the principles of student-centred education. For example, the study process ensures a variety of student needs through the development of different learning forms and pathways. The academic staff is encouraged to regularly evaluate and improve teaching methods and forms, and receive support from the higher education institution to develop their skills in this area. Studies are based on student autonomy, while providing the guidance and support of the academic staff - the description of each study course includes the amount and content of student's self-study, as well as the methods for its evaluation. Students receive explanation of the assessment and, if necessary, advice on how to improve their work. If a student is dissatisfied with the assessment, he or she may appeal.

The basic principles of the assessment of study programmes comply with the requirements of the Education Law, which defines the state education standard as the document which, according to the degree and type of education, defines the main aims and objectives of education programs. The state education standards are defined by the Cabinet of Ministers.

The assessment of students' achievements is performed in compliance with the *ISMA Procedures for the organisation of testing* approved by ISMA Senate on December 19, 2019

The kinds of testing are set as mid-term tests as study courses final testing.

The kinds of mid-term test are the following:

- control test;
- test;
- self-study work;
- practical work;
- report;
- seminar work
- discussions;
- group work;
- project;
- case study;

- presentation;
- other kind of work according to the specific study course.

The number and kind of mid-term tests is set in the study course description, it is defined by the lecturer of the study course and approved at the meeting of the corresponding Department.

Study course final testing forms are the following:

- examination - the form of testing knowledge, skills and competences which is passed after having mastered a study course or its significant stage. Examination is evaluated on a 10-point grading system.
- test with evaluation - the form of testing knowledge, skills and competences; test is passed after having mastered a study course or its significant stage. Test is organised in the same way as examination and is evaluated on a 10-point grading system.
- test - the form of testing knowledge, skills and competences; test is passed after having mastered a study course or its significant stage. Test is organised in the same way as examination. The evaluation of test is – “passed” or “failed”, which is recorded in the electronic records as “i” (passed) or “ni” (failed).

Examinations and tests may be organised in various ways – in written, oral, computerised, or combined forms (e.g. – written and oral). The evaluation of mastering a study course is formed of the examination/test results and on the base of the results demonstrated during the study course mastering.

Study course testing, its form and ways are set in the descriptions of study courses. Lecturer informs students about the study course testing form and ways in the beginning of the study course mastering. Students shall be informed about the supplementary learning aids which are allowed to use.

The procedure of State examinations is approved by the meeting of Study Direction Council based on the recommendations of the Director of the study programme, who ensures the availability of the information about the aforementioned procedure to students.

### **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.**

Students have access to the document of ISMA internal regulations - *ISMA University of Applied Sciences Procedures for the organisation of testing*, which defines the kinds of violation of students' academic integrity and punitive measures.

On the website <https://www.isma.lv/en/isma/about-isma/documents> students can get acquainted with this document and other documents regulating the study process.

Lecturers also pay increased attention to the observance of the principles of academic honesty and, when starting their work, inform students about the principles of study course assessment, including the consequences of plagiarism.

For example, in case of a student's dishonesty during testing or examination in compliance with the examination regulations, the use of unauthorized aids or assistance of other persons, the lecturer has the right to expel the student from the examination. Before expelling a student from the auditorium where testing takes place the lecturer shall draw up an act in free form stating the fact of unauthorized activity. The act should contain at least two parts: date, student's name and surname, year of studies, the description of the incident, lecturer's signature and full name. The act should be also signed by the student and other representatives of ISMA personnel, who are the witnesses of the incident. The lecturer informs the Study Department about the incident and submits the act to be included in the student's personal file. In this case, the examination/test can be retaken not earlier than after the examination session for a fee (the fee is determined by the order of the Rector).

ISMA has joined the UL Unified Computerized Plagiarism Control Systems in order to compare ISMA students' papers or the thematic collections of the works of other universities / colleges.

The lecturer to whom the research paper is submitted within the framework of the study course and the supervisor of the final paper (Qualification paper, Bachelor's paper, Master's thesis, or doctoral thesis) are obliged to perform electronic examination of the submitted material (for example, using plag.lv). If the electronic examination for academic integrity is found to contain signs of plagiarism, the supervisor shall report to the Director of the study programme on the same day.

The cases are presented below:

1. If the principles of academic integrity are violated by a student in the research work within the study course, the student has to choose another topic and work on it. For example, such cases took place mastering the study course "Research work 2. Project Management". Assoc.prof. Ivars Linde regularly makes student choose new topics and submit another works.
2. If the principles of academic integrity are violated in the final paper/thesis, the Director of the study programme together with the supervisor of the final paper/thesis shall, within two days, make a written statement that the work contains plagiarism, which shall be submitted to the Vice Rector for Studies. Upon receiving of the statement, the Vice Rector for Studies invites the student whose work violates the principles of academic integrity to be familiarised with the statement and to provide a written explanation. Upon receipt of the student's explanation, the Vice-Rector for Studies shall convene a commission and jointly decide on the admission or dismissal of the student from the defence of the final thesis. Such cases have not happened so far, as students submit their theses to supervisors in chapters and the potential risk of plagiarism is thereby reduced.

**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.**

The homepage of ISMA University of Applied Sciences is [isma.lv](http://isma.lv).

The information on the study programmes is available in the section "For Applicants"

The person responsible for the uploading of information is Marketing Department, the Directors of study programmes are responsible for the content of the information.

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

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

In accordance with the requirements of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) developed by the European Association for Quality Assurance in Higher Education (ENQA), adopted at the European Education Ministers' meeting in Bergen on May 20, 2005 and confirmed in London on May 19, 2007, during the development of ISMA education quality assurance system, one took into account the fact that students and employers were interested in qualitative higher education and in its compliance with the requirements of the labor market, with the objective of promoting the improvement of the quality of higher education, facilitating access to information and stakeholder cooperation, and ensuring regular quality assessment. As the higher education paradigm shifts towards student-oriented learning and teaching, E4 group (ENQA, ESU, EUA, EURASHE), in cooperation with Education International (EI), (BUSINESSEUROPE) and European Quality Assurance Register for Higher Education (EQAR), prepared the revised ESG, which were adopted by the ministers responsible for higher education in the European Higher Education Area (EHEA)[1]. In compliance with the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) adopted at the Bologna process Ministerial meeting on May 15, 2015 in Yerevan, ISMA also introduced changes to its quality management system, improving quality policy and procedures.

In the framework of the ISMA quality assurance system:

- quality policy and procedures for ensuring quality in higher education have been developed and implemented;
- mechanisms to create, approve and ensure the implementation of study programmes, quality control and regular, periodic improvement have been developed;
- assessment criteria for study outcomes have been developed, incorporated in study course descriptions and made known to students;
- internal regulations of the establishment and mechanisms for ensuring staff qualification and work quality have been developed;
- secure internal e-environment has been provided, with a database gathering information on students' performance, tuition fees, and other indicators which are important for the work of ISMA, as well as all regulatory documents of the HEI and specific study programmes.

For example, in order to ensure that the aims and outcomes of the study programmes are achieved, at least once a year the independent projects in the study courses and study course descriptions are updated.



In order to ensure continuous improvement, development and efficient performance of the Study Direction and the relevant study programmes, new study courses are created in cooperation with the employers, the content of the existing study courses is updated in cooperation with the departments, and the opinion of the students regarding the study process is analyzed.

The procedures, which are used to ensure quality, are aiming at the ensuring the compliance of the entire study process, each study programme, the students and academic staff's scientific and creative activities, as well as ISMA activities with the requirements of higher education and research regulations, students' needs and the current requirements of the labour market.

It should be noted that the analysis of the effectiveness of the internal quality assurance system is performed continuously both in the context of the study direction and within the corresponding study programmes taking into account the results of student and graduate surveys and recommendations of employers and professional associations. More than 6 years have passed since the accreditation of the study direction "Management, Administration and Real Estate Management", during which the business environment has changed significantly both in Latvia and in the global world. The EU has adopted regulations that have significantly changed the legal framework of Latvian business, the field of financial management, taxation, accounting, and other areas which inevitably determines the need to improve the study programmes implemented by ISMA, and more and more attention is paid to the efficiency of ISMA's internal quality assurance system.

As indicated above, one of the tools applied by ISMA to analyse the effectiveness of the Internal Quality assurance System is student and graduate surveys. However, it must be noted that all Latvian higher education institutions have been forced to implement the study process remotely in the period during COVID 19 pandemic in the world and in Latvia, as a result of which the opportunity to motivate students to conduct surveys has significantly deteriorated. ISMA is currently actively working on the development of new solutions to provide future feedback from students, which would help to more effectively analyse the effectiveness of the internal quality assurance system.

However, despite the complicated situation, ISMA has carried out an analysis of the efficiency of the internal quality assurance system, the results of which have revealed the following problems, which ISMA staff has taken immediate action to address.

Some examples:

1. Three years ago, ISMA found out that quite often students encountered difficulties in developing their final works and demonstrated insufficient results within pre-defence process, which was due to incomplete understanding of research design. At the meetings of ISMA administration and academic staff the reasons of the aforementioned were analysed and the conclusion was made on the need to change the approach to the development of study, project and final works. As a result:
  - the methodology of works' development was clarified;
  - a mandatory seminar has been introduced, which is an integral part of the process of final thesis development. The seminar is organized after the submission of the application for the final work. At the seminar a student substantiates the topicality of the theme of the work, defines its aims and objectives, as well as chooses research methods;
    - the amendments and additions have been made to ISMA internal regulatory enactments, which regulate the processes of elaboration and defence of final works.

Analysing the introduced changes, an increase in the proportion of successfully defended works is observed.

2. Four years ago, the involvement of the academic staff and students in scientific and creative work was found to be insufficient. To facilitate this, the following actions have been taken, such as:
- to motivate students to participate in student scientific conferences by offering discounts on tuition fees;
  - to develop the ISMA scientific research institute, promoting creative cooperation of lecturers both in Latvia and abroad;
  - to strengthen international cooperation, etc., for more details see the Annex 2.6.2.

As a result of the aforementioned activities, the involvement of the academic staff and students in scientific and creative work has significantly increased.

[1] <http://www.aic.lv/portal/par-aic/projekti/esf-projekts/aktualitates/esg-2015>

**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.**

Internal quality on the level of Study Direction is ensured:

- conducting a survey of the students of the study programme on the quality of work of the academic staff and evaluation of the realization of the study programme. Each participant receives the results of the survey individually, the results in a summarized form are discussed at the meeting of the respective Study Direction council;
- analyzing the annual surveys of employers after defending their traineeships, as well as finding out the opinion on the fulfillment of traineeship tasks from the employers who participated in the traineeship defense;
- study course programmes, methodological materials, study literature and proposed study paper (research and final paper) topics are reviewed and updated once in an academic year;
- courses and seminars on the latest teaching and pedagogical methods are organized and offered to the academic staff, and attending further education courses is encouraged;
- the utility department and IT department staff continuously monitor the compliance of the premises and technical equipment to the quality requirements.

During the study year, the internal self-evaluation and quality improvement system operate continuously; at the end of the study year, the Study Direction, study programmes and the weaknesses and strengths, changes, development opportunities and plans of the HEI are discussed at the general assembly.

The process of designing and preparing new study programmes for licensing, the implementation and monitoring of the study programme, as well as its updating is regulated by the ISMA Quality Management System (QMS) procedure "Study Programmes". The Study Direction Council, discussing with the employers the current issues in the sector and the labor market, analyzes the market niches and seeks to expand the Study Direction. For example, based on the aspirations of

the graduates of the Latvian Culture College and analyzing the offers of the EU higher education market, it was found that there is a lack of undergraduate study programmes to prepare managers for the promotion of creative industries. Therefore, in 2019, a decision was made to create a study programme “Creative Industries Management”, and work on the programme was started. It is intended as a joint programme in cooperation with Viljandi College of Tartu University and msonic Baltic (msonic.ee) recording studio.

**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 submission of complaints and proposals from students and employees, as well as the observed errors, undesirable situations and/or imperfections that are found, are regulated by the ISMA QMS procedure “Nonconformance Management”, which also includes the scheme of corrective/preventive measures from the moment of obtaining information to the analysis of the reasons.

Information on how to submit complaints and proposals to a structural unit of ISMA according to its area of activity is provided to the students by the director of the study programme during the introductory lecture, which is available to all ISMA students and employees in writing in the internal e-environment.

If the complainant has provided their e-mail address, then regardless of how the complaint is submitted (electronically or in paper form), the complainant will be notified electronically within one day of the corrective/preventive measures being taken.

If the complainant wishes to remain anonymous, they leave their information to the student self-government body, in which case the reply is also sent to the student self-government body. For example, a complaint from the student self-government body was received by the Study Department that a lecturer regularly delayed the start of the lecture by 5-10 minutes. On the same day, the head of the responsible department met with the lecturer and discussed the situation. An attendant came to the next lecture and found that although the teaching staff had arrived in time, he had not established contact with the group. After the semester, almost all students expressed a negative opinion about the subject as a whole. The teaching staff was offered to attend communication psychology seminars, but he refused. ISMA did not continue working with this visiting docent in the next semester.

**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.**

HEI regularly obtains, processes and analyzes the following data which applies to the study programmes:

- data on students (including immatriculation, exmatriculation, results of the study programme acquisition, mobility);
- data on teaching staff (number of hours, number and evaluation of supervised works, scientific and practical activity, mobility);
- survey results (opinions of students, graduates, employers);
- expenditure on the improvement of the material and technical base.

Following the recommendations “Mandatory questions to be included in the survey for students, employers and graduates” of the Study Accreditation Commission from April 27, 2016, in 2016 ISMA developed single surveys for students, employers and graduates for all study programmes, which allow to assess not just the specific study programme in question, but the activity of the HEI as a whole. Surveys are carried out each year, therefore it is possible to follow and examine the dynamic of students' opinions and to determine, what changes and where exactly should be implemented in the study process.

The evaluation of students' survey results is one of the most important evaluation criteria of the study programme quality. In order to carry out high-quality and scientifically sound questionnaires, a number of basic principles need to be identified and taken into account, thereby as optimal and objective results as possible may be achieved by following these principles.

Sampling is one of the most important issues that needs to be addressed initially. In other words, when making a sample selection, several factors must be considered: the target audience, the structure of the target audience, the quantitative structure of the target audience, etc.. The target audience must be competent or relevant, i.e. they must be able to provide reasoned answers to the questions in the questionnaire. In order to test the competence level of specific respondents, it is possible to use the findings from scientific literature, other research methods, as well as to conduct pilot research (piloting) in a small group of respondents.

The number of respondents is calculated using the formula<sup>[1]</sup>

$$(1)$$

wherein

$n$  – sample size, or the number of respondents;

$N$  – sampled population, or the number of students in the programme;

$P$  – probability of a favorable event occurring;

$Q = 1 - P$  – probability of an unfavorable event occurring;

$\alpha$  – probability of reliability.

In sociological research, the reliability has to be at 95% and therefore  $\alpha = 0.05$ , correspondingly:

$$= 1,96$$

$$\Delta = 0,03.$$

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Calculated number of respondents  
necessary

St.pr. code	Study programme	2019	2018	2017	2016
41345	"Real Estate Entrepreneurship"	4	11	14	27
42345	"Business Administration"	422	378	345	370
42345	"Business Administration in Tourism"	330	281	234	237
47345	"Business Administration"	255	197	171	144
51345	"Business Administration"	46	25	27	28

Since one of the sections of the ISMA students' questionnaire is the evaluation of the observance of democratic principles at the HEI, and the HEI is interested in the truthfulness of this information, the students' surveys are conducted by the student self-government body.

Alumni surveys are carried out by the alumni group ALUMNI and the data is collected by the Career Center, employer surveys are organized by the Career Center and the study programme directors.

[1] Goša, Z. Statistika, R: Izglītības solī, 2007

**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.**

ESG Part 1 Standards	Description of Standard Integration at ISMA
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Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

ISMA developed and implemented a Quality Management System (QMS). Quality policy is available at the website [www.isma.lv](http://www.isma.lv). The quality policy was developed with the involvement of cooperation partners. Based on the quality policy which was developed and implemented, ISMA Development Strategy 2018-2023 was developed <https://www.isma.lv/en/isma/about-isma/documents> . Following the approval of the strategy in 2019, the quality policy was updated. For the effective implementation of ISMA Strategy management, it is regularly evaluated - in the autumn of each year, within the calendar year, the results are evaluated and, if necessary, changes are made to improve the study process.

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Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Within the HEI, there is a developed and implemented Quality Management System (QMS), which contains guidelines and procedures for quality assurance. One of the procedures is "Study Programmes". The outcomes of the study programmes correspond to the respective LQF levels (starting from Level 5 for the 1st level study programme and ending with Level 8 for the Doctoral study programme), they are defined for each study course and students who have acquired a certain study course have achieved the results defined therein. Learning outcomes and ways to control them are reflected in the course descriptions. On September 18, 2019, new, far more detailed standards for professions "Business Administrator" and "Organizational Manager" were approved. This was the biggest challenge - **two weeks after the semester began and five months before the accreditation self-assessment report was to be submitted, the results to achieve were changed, which had to be incorporated in the study programme content and documents.**

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Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Each study course description contains a table with the assessment system, students are informed how the assessment is formed and what achievable study results are formed by each individual assignment. In order to increase students' learning motivation, career days are organized, when students and their prospective employers get to know each other and select placements and trainees.

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	ISMA Study Regulations, which are available at the webpage <a href="https://www.isma.lv">isma.lv</a> , have been updated. The HEI strictly adheres to the Study Regulations <a href="https://www.isma.lv/en/isma/about-isma/documents">https://www.isma.lv/en/isma/about-isma/documents</a> as well as to all the related internal regulations.
Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.	ISMA Regulations on Academic Positions have been updated, and the HEI strictly complies with the Law on Higher Education Institutions and with the aforementioned document. Competitions for job openings for the teaching staff positions are organized, the candidates are evaluated and the best of the best are elected. Visiting teaching staff are contracted for one semester, the results of attendants' visits and students' surveys, the scientific activities and practical experience of the teaching staff are examined.
Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	ISMA is a private HEI and its main source of funding is tuition fees, which is sufficient to ensure quality organization of the study process, regular improvement of material and technical support and provision of student support.
Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	ISMA regularly conducts surveys among the students, graduates and employers, as well as amasses other kinds of information in internal databases, which is being analyzed and used to improve the study process.
Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	ISMA webpage <a href="https://www.isma.lv">www.isma.lv</a> regularly updated the information on study programmes, scientific activities, projects and events, the internal database contains files which can be freely accessed by any student or employee, as well as sensitive data, which is only accessible to authorised units.
Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.	ISMA study programmes are updated once a year, based on the observations of the employers during traineeships, survey results, changes in the entrepreneurship environment and requirements of the job market. The changes are coordinated by the Study Directions Council, which includes the student self-government body and the employers.

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Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

In the last Study Direction accreditation in 2012, the Study Direction received the maximum accreditation term – 6 years.

The biggest challenge is to meet the requirements of the ESG-1 Standard: “Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned”. Unfortunately, the projects of Occupational standards are not presented to the interested parties. Higher education institutions are informed about the requirements mentioned in the Occupational standards only after their approval. This makes it difficult to match the information obtained from employers and students on the desired improvement with the standard requirements for study courses and study programmes as a whole. The chaotic management of higher education in the country also poses difficulties.

## **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.**

ISMA is a private higher education institution founded by a legal entity; therefore the tuition fee paid by students is the main source of financing for the study process.

Permanent sources of own income at the HEI are the following:

- income from tuition fee (75%);
- income from training courses (6%);
- income from contract research (5%);
- income from other research activities (11%);
- income from rent, utilities and other services (3%).

In its turn, the tuition fee is covered from the resources of natural and / or legal persons, it consists of: personal resources of a student, funds of a student's employer, study loan with state guarantee, commercial credit, and funds of sponsors.



ISMA tuition fees for full time studies are the following:

Tuition fees per year	Latvian flow (EUR)	English flow (EUR)
First-level studies	2500	-
Bachelor studies	2500	3000, the same in Fergana branch
Master studies (44 CP)	3300 (whole programme)	3300
Master studies (80 CP)	2500	3300
Doctoral studies	3600	3600

ISMA tuition fees for part time studies are the following:

Tuition fees per year	Latvian flow (EUR)	English flow (EUR)
First-level studies	2225	-
Bachelor studies	2225, 1100 in Latgale branch	3000
Master studies (44 CP)	3300 (whole programme)	3300
Master studies (80 CP)	2500	3300

ISMA also provides various types of tuition fee discounts:

<https://www.isma.lv/en/for-applicants/tuition-fees>

Information about the costs per student for each study programme of the Study Direction in Riga and at ISMA branches, indicating the positions included in the calculation of the costs and the percentage of funding among the defined positions is available in Annex 2.3.4.

ISMA is a private HEI and does not receive state funding for its activities. Funding for ISMA study programmes is based on the obtained tuition fee. The additional promotional assets include project funding, including transnational and mobility funding under the Erasmus + programme. Similarly, ISMA academic staff and doctoral students perform research in the field of business and tourism and hospitality, which is commissioned by the private business sector, and provide consultations, teach within non-formal education, including at the international level, ISMA Career Centre offers various study courses outside formal studies.

Financing distribution by locations:

No.	Indicator (expenses)	In total,, % of expenses on the study direction	Riga, %	Latgale branch, %	Fergana branch, %
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1.	Rent expenses under the premises lease agreement	27.69	19,09	2,6	6
2.	Communal payments	0.27	0,16	0,03	0,08
3.	Electricity	0.18	0,11	0,02	0,05
4.	Salaries (including taxes) and research	32.18	22,94	3,81	5,43
5.	Library (purchase of books)	11.96	5,43	2,9	3,63
6.	Equipment (computers, software, copier usage, etc.)	22.43	10,8	4,33	7,3
7.	Cosmetic repairs, emergency repairs	2.31	0,91	0,3	1,1
8.	Operating expenses, stationery	2.99	1,49	0,2	1,3
	Total	100	60.93	14.19	24.88

The table presents information on the total financing, as well as in detail according to the type of expenses and the place of implementation of the study direction. At the moment, very significant financial investments are made for the rent, technical support and repair of ISMA Fergana Branch, compared to the Latgale Branch.

Financing distribution by study programmes in Riga:

No. Indicator (expenses)	Riga, %						
	In total,, % of expenses on the study direction in Riga	Business Administration			1st level	Business Administration in Tourism	
		Bachelor study programme	Master study programme	Doctoral study programme.			
1. Rent expenses under the premises lease agreement	19,09	9.25	4.38	0.57	0.04	4.86	
2. Communal payments	0,16	0.078	0.037	0.005	0.000	0.041	
3. Electricity	0,11	0.053	0.025	0.003	0.000	0.028	

4.	Salaries (including taxes) and research	22,94	11.11	5.27	0.68	0.04	5.83
5.	Library (purchase of books)	5,43	2.63	1.25	0.16	0.01	1.38
6.	Equipment (computers, software, copier usage, etc.)	10,8	5.23	2.48	0.32	0.02	2.75
7.	Cosmetic repairs, emergency repairs	0,91	0.44	0.21	0.03	0.00	0.23
8.	Operating expenses, stationery	1,49	0.72	0.34	0.04	0.00	0.38
Total		60.93	29.52	13.99	1.81	0.11	15.50

The table presents the distribution of financing by study programmes in Riga. The largest funding in Riga is for Professional Bachelor's (Business Administration and Business Administration in Tourism) study programmes, as the majority of students study in them.

Financing distribution by study programmes in Latgale branch:

No.	Indicator (expenses)	In total,, % of expenses on the study direction in Daugavpils	Study programmes	
			Business Administration, Bachelor's study programme	Business Administration in Tourism, Bachelor's study programme
1.	Rent expenses under the premises lease agreement	2.6	1.92	0.68
2.	Communal payments	0.03	0.02	0.01
3.	Electricity	0.02	0.01	0.01
4.	Salaries (including taxes)	3.81	2.82	0.99
5.	Library (purchase of books)	2.9	2.15	0.75
6.	Equipment (computers, software, copier usage, etc.)	4.33	3.20	1.13
7.	Cosmetic repairs, emergency repairs	0.3	0.22	0.08
8.	Operating expenses, stationery	0.2	0.15	0.05

	Total	14.19	10.50	3.69
Financing distribution by study programmes in Fergana branch:				
No.	Indicator (expenses)	In total,, % of expenses on the study direction in Fergana	Study programmes	
			Business Administration, Bachelor's study programme	Business Administration in Tourism, Bachelor's study programme
1.	Rent expenses under the premises lease agreement	6	2.76	3.24
2.	Communal payments	0.08	0.04	0.04
3.	Electricity	0.05	0.02	0.03
4.	Salaries (including taxes) and research	5.43	2.50	2.93
5.	Library (purchase of books)	3.63	1.67	1.96
6.	Equipment (computers, software, copier usage, etc.)	7.2	3.26	3.94
7.	Cosmetic repairs, emergency repairs	1.1	0.51	0.59
8.	Operating expenses, stationery	1.3	0.60	0.70
	Total	24.88	11.45	13.44

This set of parameters provides material resources and the potential of the academic staff to ensure the certain level of a number of students in the HEI and in the study direction.

When planning the distribution of funding for a specific study direction and the study programmes included in it, ISMA Board considers certain parameters:

- Ensuring administrative-economic activity;
- Ensuring the functionality of the premises being used;
- Provision of the study process with teaching aids;
- Ensuring the social life of the HEI (student events, student involvement, freshman ball,

traineeship conferences, ISMA festival, etc.);

- Social benefits for students (budget places, etc.);
- Renewal and supplementation of teaching equipment (computer software, etc.);
- Promotional activities (promotion of study programmes, including in social networks, organisation of Olympiads, laboratory days, etc.).

The necessary funds are planned by the Financial Department in accordance with the study directions and study programmes to ensure the operations of the HEI, and the financial support is allocated to the direction in accordance with the order of the Rector.

Analysing the distribution approach to calculations and planning, it can be said that a mixed approach is used when savings are planned based on the planned income according to the number of students and the predicted number of enrolled freshmen before enrolment. Later, these data are compared with the actual number of students in the study programme and the allocated funding for the study direction with the aim to introduce corrections. Taking into account the strategic development plans, provisions are made, which consist of 10% of the total revenue.

**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).**

ISMA study process is implemented in Riga and at two branches (only Bachelor programmes) – at Latgale Branch in Daugavpils and at ISMA Fergana Branch in Uzbekistan.

Premises structure for the implementation of the study process:

Area of premises, m <sup>2</sup>	Riga	Daugavpils	Fergana*
Library	244.97	86.32	49
Lecture rooms	1412.31	612.84	178
Administration offices	344.54	54.64	50
Student areas (independent work, self-government)	63.2	23.8	28
Lecturers' offices	93.4	49.54	44
Auxiliary rooms	1756.4	243.6	108
Total area:	3914.82	1070.74	457

\*Data for ISMA Fergana Branch is given on December 2019, without information on additional allocations provided by the government of the Republic of Uzbekistan.

Information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes.

	2012	2013	2014	2015	2016	2017	2018	2019
Purchase of academic and scientific literature	807	3687	4715	4251	6512	6288	5904	6635
Subscription costs for academic/scientific databases	10661	13595	11502	10205	10155	9769	10815	11021
Technical equipment relevant to the study process (computers, projectors, TV, printers, scanners, etc.)								
Unit count	259	247	328	221	151	128	170	212
Amortization period (months)	36	36	36	36	36	36	36	36
Value	24850 1	248607	296683	249859	210184	18988 6	129229	175954
Equipment relevant to creating study spaces (furniture, etc.) - number, value.								
Unit count	291	278	237	197	183	179	172	199
Amortization period (months)	60	60	60	60	60	60	60	60
Value	26443 7	270773	259019	223446	255300	29676 6	171035	239964
Repair costs	70583	119509	174435	265211	265000	28000 0	220000	152000
Management costs	10342 5	89793	54747	65407	48864	46146	82305	91447
Business trip costs	31352	38954	21468	10412	44466	6183	15800	29584
Total	73041 2	785539	823230	829305	840911	83544 1	635526	707112

As it is seen in the tables, the library resources are supplemented regularly, well-equipped spaces and technical means necessary for the organisation of the study process are ensured.

In 2021 ISMA has signed a cooperation agreement with ATTA Centre - the largest conference centre in Latvia. Due to the pandemic, the installation in the new premises had to be suspended, however,

it is planned that ISMA students in Riga will start the 2021/2022 academic year in the new premises with the total area of 2080 m<sup>2</sup> and 6 auditoriums. It is also planned to continue to use part of the existing auditoriums and administrative premises in the existing premises - buildings 6 and 7 at Lomonosova Street, 1.

In 2021 isma.lv website was renewed providing more convenient and faster communication with students and those who just want to join ISMA. ISMA students also have the opportunity to receive internal information, such as academic staff contacts or the lecture schedule for their group by logging in to the portal my.isma.lv.

At Fergana Branch lectures take place in the renovated historic building - former Fergana Officers' House. This building has been allocated by Fergana City Council for ISMA Fergana Branch, and the repairs have been carried out by ISMA itself. The building has been completely renovated, it is equipped with 11 auditoriums, including 2 computer classes with 21 computer.

In the Latgale branch, lectures take place at the address Kandavas Street 17, using the premises of the Centre Secondary School. There were renovation works in the building. In total, the study process in Latgale branch takes place in 4 auditoriums, including 2 computer auditoriums with 16 computers in each auditorium (32 computers in total).

### **Resources available to ISMA students at Latgale Branch**

- Latgale Branch teaching aids fund contains 294 units. In addition to these funds, students have the right to request study materials, scientific publications and other sources in the reading room of Daugavpils University on the basis of the agreement with Daugavpils University from 03.12.2019, which is concluded for five years.

### **Resources available to students at ISMA Fergana Branch**

- In addition to the learning materials listed in the library at the Fergana Branch, students have the opportunity to use the resources of the Fergana University, thanks to the Memorandum of Understanding signed in 2017 for an indefinite period.
- On November 15, 2019, a cooperation agreement was concluded between the ISMA Library and the Information Resource Centre of Fergana State University. Thanks to these agreements, ISMA students make unlimited use of the resources of the Information Centre. It should be noted that the staff of the Information Centre purchased a number of modern books in the fields of business, tourism and hospitality in English at the request of ISMA.
- Also on November 15, 2019 a co-operation agreement was signed between ISMA Fergana Branch and the Fergana Regional Information Library Centre named after Ahmad Fargoni, as a result of which the local library also purchases a number of current books in the fields of business, tourism and hospitality, which can be requested by students at Fergana Branch.

**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 total area of ISMA Library is 286m<sup>2</sup>, of which 160m<sup>2</sup> - for readers, 118m<sup>2</sup> - for storage and 8m<sup>2</sup> - for other rooms. The total number of seats in the reading room is 37.

The library is open daily from 9am to 10pm.

Services of the library are the following:

- providing of text books for reading at home;
- providing of books from scientific collections for on-site work;
- reading-room and e-reading services, including access to the electronic resources of EBSCOhost platform;
- 7 computers for independent work;
- copying/printing/scanning self-service (paid service);
- interlibrary subscription services;
- consultations on the use of electronic resources;
- consultations on the search of specific information in electronic resources;
- ISBN/ISSN numbers allocations;
- ISMA publishing services.

ISMA teaching staff regularly publishes scientific articles in free access scientific collections such as ResearchGate.net and Academia.edu. ISMA students are also encouraged to register for resources and use free access information for scientific purposes.

Steps for the procedure for the library resources replenishment and database subscription:

1. At the beginning of the academic year, funds for the technical development of the library and the renewal of the book stock shall be allocated within ISMA budget;
2. Subscription orders for the latest literature / database are developed in cooperation with the Directors of study programmes and Heads of Departments within the Study Direction implemented by ISMA;
3. Search and selection of scientific literature supplier is performed.
4. The librarian compares order lists and prepares the overall order, indicating prices, for ISMA;
5. If the total sum of the orders exceeds the budget (15 000 EUR per year), they are analysed at the meetings of ISMA administration and the final decision is approved by ISMA Rector;
6. Purchase and documentation of books in the library fund is performed;
7. Lecturers and students are informed about the supply of new literature;
8. Exhibition of new literature is organised in the library.

At all locations of the implementation of ISMA study process students have equal rights to the online resources available at ISMA, including:

- ISMA cloud service Moodle contains lecture materials, assignments, recorded video lectures;
- ISMA electronic library contains digital books;
- ISMA students have access to a collection of International Monetary Fund publications;
- ISMA students have access to EBSCO's leading research database;
- ISMA students have access to online scientific publication resources, such as Academia.Edu, Research Gate, etc.;



- ISMA students have access to 25 open access scientific databases and platforms, such as Google Scholar, Index Copernicus, Open Research Library, etc.

- ISMA students have the opportunity to get acquainted with regular online publications of ISMA scientific journal "Economics and Education", as well as with the theses and abstracts of ISMA conferences "Information Technologies and Management" and "Open Learning and Distance Education". ISMA website provides links to publications and monographs of partner institutions, where the works of ISMA lecturers and doctoral students are published, for example - a reference to the international monograph "Intellectual Challenges to Economic Globalism" and others.

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- Also on November 15, 2019 a co-operation agreement was signed between ISMA Fergana Branch and the Fergana Regional Information Library Centre named after Ahmad Fargoni, as a result of which the local library also purchases a number of current books in the fields of business, tourism and hospitality, which can be requested by students at Fergana Branch.

Summary of ISMA library fund resources as of 18.05.2021.:

Topics	Riga					Daugavpils					Fergana				
	Title	Number of units	Languages			Title	Number of units	Languages			Title	Number of units	Languages		
			Latvian	English	Other, incl.Russian			Latvian	English	Other, incl.Russian			Latvian	English	Other, incl.Russian
Economics, Insurance, Accounting	369	544	152	33	359	9	18	12	4	4	3	5		3	2
Management	538	688	135	95	458	28	44	24	8	12	2	4		4	
Marketing	254	418	134	46	238	14	16	10	2	6	4	4		4	
Tourism and Hospitality	437	599	119	51	429	24	28	10	14	4	12	12		8	4
Restaurant Business	82	168	67	16	85	10	16	8	2	6	3	3		3	
Entrepreneurship	304	406	190	28	188	26	30	16	10	4	4	8		4	2
Law	284	519	127	12	380	8	12	6	2	4	1	1		1	
Logistics	44	76	9		67	10	14	8	4	2	1	1		1	
Social Sciences	417	564	195	42	327	20	23	8	14	1	2	2		2	

Finances and Banking	213	327	78	13	236	18	36	14	12	10	2	2	1	1
Mathematics	117	186	32	11	143	7	11	3	2	2	2	2	1	1
Computer Sciences	591	649	71	49	529	14	18	4	8	6			2	
Real Estate	69	73	33	1	39		4	2	2					
Design	77	81	25	4	52		1		1					
Music	8	8		5	3		1		1					
Scientific Research	27	33	2	5	26	14	22	2	16	4	7	7	5	2
Total in each library:	3831	5339	1369	411	3559	202	294	127	102	65	43	51	39	12

### 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.

ISMA personnel policy is aimed at the realization of the goals of the higher education institution by ensuring the efficient management of employees and consistent implementation of related processes. Therefore the following policy of the academic staff formation is developed in the framework of quality management system:

- To ensure that all study courses are delivered by qualified, scientifically and methodologically trained lecturers, who use modern working methods and are familiar with business practice.
- To ensure that no less than 50% of the teaching staff are elected at ISMA;
- 40% of the elected teaching staff hold a doctoral degree;
- at least two of the lecturers involved in the implementation of the study programme shall have a scientific degree in the field;
- to attract commercial activity specialists from companies to the teaching of study courses in the field;
- to promote the development of the academic staff and motivate the improvement of pedagogical, professional and scientific qualification of the teaching staff, both in Latvia and abroad, within the financial capacity of ISMA;
- The HEI provides 50% discount to the doctoral tuition fee for the doctoral students who have primary election at ISMA. In the period between accreditations, 7 of the lecturers involved in the programme have graduated from ISMA doctoral programme and obtained a doctoral degree, 4 lecturers are still studying.
- The teaching staff involved in the Study Direction regularly improve their qualification by taking part in various seminars and courses both as participants and teachers.

The performance of the teaching staff is evaluated throughout the year both by analysing the self-evaluation of the academic staff and by conducting and summarizing the results of student surveys.

One of the most important aspects is transparency and openness in the recruitment of the teaching staff.

The recruitment of lecturers takes place by announcing the competition for vacancies on the website [isma.lv](http://isma.lv). Applicants who have not worked at ISMA are invited to conduct a guest lecture

hosted by the Head of the respective department or by a lecturer appointed by the Head of the Department, and the Director of the study programme. After the lecture, the Director of the study programme conducts a student survey and submits the summarized results of each candidate to the Study Direction Council, where the submitted documents are analysed and discussions with the candidates take place. Students studying in a particular field of study have a veto right if their opinion about the lecturer is negative. If the Study Direction Council accepts the candidacy, the next Senate meeting will hold open elections. After the election, the candidates are informed of the results of the vote and, in the event of a positive vote, the Rector concludes a contract with the elected lecturer.

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

The lecturers of study programmes regularly improve their qualification by taking part in various seminars and courses both as participants and teachers.

If a lecturer wishes to attend a particular seminar, one must submit an application to the Vice-rector for Studies in agreement with the Director of the study programme. ISMA administration evaluates the application and grants up to 100%. For example, in 2017, several applications were received regarding the lecturers' desire to improve their English language by attending English language courses. ISMA administration, following these applications and the planned establishment of a branch in Uzbekistan, organized free courses for these lecturers.

The performance of the teaching staff is assessed throughout the year both by analysing the self-evaluation of the academic staff and by conducting and summarizing the results of student surveys. Lecturers who are highly regarded in scientific research and teaching have a priority in participating in the Erasmus + programme and are involved in the implementation of the study process at ISMA Fergana Branch (Uzbekistan). In order to increase lecturers' scientific research activities, a decision was made to pay the conference fee and attendance expenses if the ISMA lecturer's publication is recognized as of good quality and placed in the SCOPUS or Web of Science database.

ISMA believes that the best qualification rising for the academic staff is achieved through their involvement in research, application of the research results, cooperation with business representatives and participation in the international exchange of knowledge and competences.

Respectively, the academic staff members of the study direction are actively stimulated to participate in the experience exchange trips organized within the framework of ERASMUS +, take part in international weeks, projects, and other events. At the same time, ISMA International Relations Department actively attracts foreign lecturers to read lectures at ISMA, ensuring the exchange of knowledge and skills of lecturers.

The application procedure for a mobility visit to a partner university (the total number of which exceeds 80 universities) is as follows - at the beginning of the academic year, ISMA International

Relations Department distributes a form to lecturers, indicating the desired activities and implementation period. The International Relations Department, in cooperation with ISMA Board, the Head of the study direction and Directors of the study programmes reviews the compliance of the activity with the study process and, after approval, a lecturer may apply for funding.

Promoting the exchange of knowledge and competencies of ISMA academic staff with foreign academic staff, ISMA has launched a new initiative in 2019 aiming at the promotion of the cooperation of academic staff in pedagogical-methodological work. On April 23-26, 2019, ISMA hosted the first *Erasmus + Staff Teaching and Training Week* at ISMA University of Applied Sciences. This week was attended by about 40 participants from Germany, Portugal, Lithuania, and other countries, thus fostering international cooperation. The participants highly appreciated this event, it was decided to continue this activity every year, and unfortunately these plans were temporarily interrupted by the Covid-19 pandemic.

The pandemic also cancelled the plans to actively promote cooperation on the South American continent. Mutual academic staff mobility visits were planned with several universities in Mexico (e.g. Universidad de Colima) and Brazil (SET Sociedade de Educacao). This activity is temporarily suspended.

There are positive examples where the training of ISMA academic staff has been promoted. During the pandemic, ISMA began to actively cooperate with the representatives of non-formal education, offering in-service training events (lectures, experience exchange meetings, seminars, etc.) to the representatives of universities in Ukraine, Kazakhstan and the Russian Federation. In total, as of May 2021, 8 such events have been implemented, when the academic staff of ISMA "Business Administration" field participates in the online format in the exchange of experience with foreign colleagues. The gained experience is summarized and reflected in the content of study courses. Aspects of strategic management of higher education institutions are discussed in the course the meetings, including distance learning during and after the pandemic, quality assurance of the educational process, career opportunities, leadership skills, study content development, etc.

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

51 lecturers are involved in the implementation of the Study Direction. 31 of the lecturers are elected at ISMA, others are invited to share their Professional experience. 18 (55%) lecturers of the elected academic staff have doctoral degree, 15 (45%) lecturers have Master degree.

The workload of the teaching staff is calculated taking into account three aspects - work in auditoriums and consultations (academic aspect), organizational activity (organizational aspect) and work outside ISMA study process (research aspect).

**Remuneration of the teaching staff for the organisational work**

- **Vice-rector - 300 ac.h./year**

- **Study direction/study programme management** - (Head of Study Direction/Director of study programme) - **150 ac.h./year**
- **Study programme specialisation management** (Director of specialisation)- **75 ac.h./year, including advertising activities.** gadā, ieskaitot reklāmas aktivitātes.
- **New study programme preparation for licencing** (Director of study programme) - **300 ac.h./year.**
- **Study Direction preparation for accreditation** (Head of Study Direction) - **300 ac.h./year.**
- **Study programme preparation for accreditation** (Director of study programme) - **200 ac.h./year.**
- **Department management** (Head of Department) - **150 ac.h./year.**
- **Organisation of record-keeping of a Department and other structural units** - **60 h./year**
- **Curator of a students' group** - **60 h./year**
- **Development of a methodological complex of a study course, including electronic materials according to the approved form** **150 ac.h./year**

### Research work

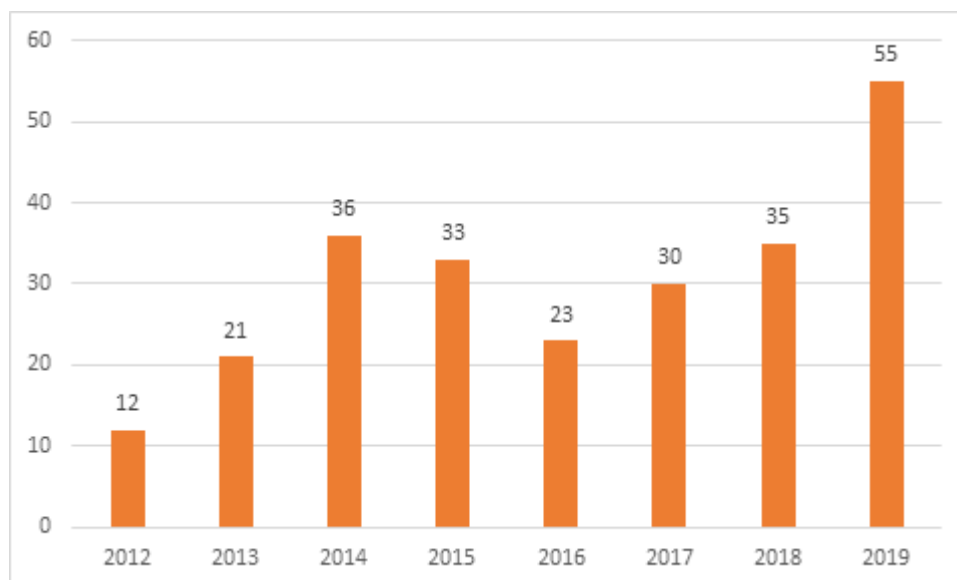
- Preparation of study methodological materials (guidelines, lectures, etc.) for publishing - **1 ac.h./1** (1800 characters) page (A4).
- Preparation of a scientific article for publishing - **3 ac.h./1** (1800 characters) page (A4).
- Scientific or methodological materials editing before publishing - **1 ac.h./5** (1800 characters) pages (A4).
- Preparation of theses for a scientific conference - **2 ac.h./1** (1800 characters) page (A4).
- Organisation of a conference (conference moderator) - **50 ac.h./year**

ISMA teaching staff willingly use mobility opportunities of Erasmus+ projects – as mobility for experience exchange (STT), as lecturing mobility (STA), see Annex 2.3.3.

ISMA International Relation Department focuses its work on the development of international cooperation to promote the mobility of the teaching staff and ensure the high quality of education. Academic staff mobility takes place mainly in the framework of the EU ERASMUS+ programme. ISMA has concluded 70 bilateral agreements with European HEIs (the list is regularly supplemented). Mobility is available only for the teaching staff of the HEIs which have concluded bilateral cooperation agreement with ISMA in a specific area of studies.

Aim of the incoming mobility:

- To expand the number and improve the study courses taught in foreign languages;
- To promote the Exchange of pedagogical methods and study materials;
- To motivate students and teaching staff to be involved in mobility, and to help them prepare for mobility period.



Total number of incoming teaching staff by years.

- 2012 – the number of incoming academic staff was relatively low – 12 lecturers, 8 of whom participated in lecturing mobility, 4 lecturers from Turkey participated in experience exchange mobility. .
- 2013 – the number of lecturers was bigger, in total the incoming mobility teaching staff number was 21, 14 of whom participated in lecturing mobility and 7 – in experience exchange mobility. The biggest number of lecturers was from Lithuania ( Klaipeda State University of Applied Sciences ( 5 persons) and Vilniaus Kooperacijos Kolegija / University of Applied Sciences (3 persons))
- 2014 – the total number of incoming mobility increased and it was 36 persons. 16 persons used the opportunities of lecturing mobility, they were mainly from Lithuania (Northern Lithuania College – 2 , Klaipeda State University of Applied Sciences – 2 , Vilniaus Kooperacijos Kolegija / University of Applied Sciences – 1 , Vilniaus Universitetas (Kaunas Faculty of Humanities-2. Experience exchange mobility was chosen mainly by the teaching staff from Bulgaria – 8 persons (University of Agribusiness and Rural Development – 6, UNWE, University of National and World Economy – 2 ) and Turkey – 7 (Mus Alparslan University – 5 , Bahcesehir University – 2).
- 2015 – the total number of incoming mobility lecturers was 33. Incoming lecturers were mainly from Bulgaria and Lithuania, 19 and 8 persons respectively. 9 lecturers were from various HEIs of Bulgaria and 7 from Lithuania used the opportunities of lecturing mobility. The total number of lecturers who participated in lecturing mobility was 22, more than in the previous years.
- 2016 – the total number of incoming mobility lecturers decreased and it was 23 persons. 18 persons used the opportunities of lecturing mobility. Most of the lecturers were from Lithuania – 8 persons ( Vilniaus verslo kolegija / Vilnius Business College and Vilnius Gediminas Technical University) and Turkey (4 persons). Experience exchange mobility was chosen mainly by the academic staff from Bulgaria – 3 persons.
- 2017 - the total number of incoming mobility lecturers was 24. 14 persons used the opportunities of lecturing mobility. The biggest number of lecturers was from Bulgaria – 6 persons (2 - from University of National and World Economy, 2 – from University of Agribusiness and Rural Development, 1 - from Konstantin Preslavsky University of Shumen, and 1 from St. Cyril and St. Methodius University of Veliko Turnovo). Experience exchange mobility was chosen mainly by the academic staff from Turkey (4 ) and Lithuania (3).
- the total number of incoming mobility lecturers was 35. 30 persons used the opportunities of

lecturing mobility and only 5 lecturers (from Greece and Czech Republic) used experience Exchange mobility . The biggest number of lecturers was from Ukraine (12 persons from such HEIs as SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS, Cherkasy State Business-College and Poltava University of Economics and Trade) and Lithuania- 4 persons.

- 2019- the number of incoming mobility lecturers increased significantly and it was 55 (lecturers from 15 countries). 16 persons used the opportunities of lecturing mobility and 39 persons used the opportunities of experience exchange mobility. This is due to the ERASMUS+ week organised by ISMA (**ISMA Staff Teaching and Training Week**), **the framework of which seminars and experience exchange events were organised. The biggest number of participants was from Ukraine, Bulgaria, Turkey and Spain**
- Overall, the mobility of academic staff has a positive impact on ISMA quality of education, promotes exchange of knowledge and stimulates students' mobility. The involvement of external partners in the study process is active at all second-level study programmes, however, this involvement in the First-level study programmes is lower. izglītības kvalitāti, sekmē zināšanu apmaiņu un veicina studentu mobilitāti. Ārējo partneru iesaiste studiju procesā ir aktīva visās otrā līmeņa programmās, taču iesaistes intensitāte 1 līmeņa programmā ir zemākā. Difficulties: additional administrative burden related to such issues as organization of lectures or exchange of experience, recognition of the qualifications of visiting lecturers.

### **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.).**

ISMA study process is student centred because:

- ISMA respects the multicultural student contingent and the diversity of their needs. Each foreign study group has a tutor who not only deals with the study process, but also welcomes the student at the airport, accompanies him to his place of residence, introduces the places of purchase of household goods, rules of transport use, etc.
  - ISMA uses different ways of study programmes' implementation. In order to ensure the most active participation of students in the study process and the higher quality of acquisition of programmes' content, it was decided to abandon distance learning:
  - study materials should be updated or even changed in the middle of the semester (changes in the Criminal Law, Labour Law, etc.) as the laws and regulations of the Republic of Latvia change, which causes considerable inconvenience to the student
  - it is impossible to diversify teaching methods, such as discussion, group work, etc. for distance learning students.
- Depending on the circumstances, ISMA applies a variety of pedagogical methods, with both full-time and part-time students, organizing group work, discussions and other teaching methods;
- Stimulates the students' independence while at the same time providing guidance and support from teaching staff - each lecturer has consultation hours, paid academic hours for the supervision of final works, including the supervision of doctoral theses - 50 contact hours/year.

- Promotes mutual respect in student-teacher relationships, establishes appropriate procedures for resolving student complaints - students take part in the development of curricula and study environment through their involvement in Students' self-government body and participation in various ISMA decision-making bodies (see section on ISMA decision making bodies), in surveys and "complaints and suggestions box "
- Students are ensured individual approach to organizing the study process: those students who, for objective reasons, have not attended lectures, are provided access to a course description which reflects the topics that were covered during the week and the literature and study materials available to master the topics;
- Student work evaluation is consistent, fair, and applicable to all students. The assessment criteria are described in the course descriptions and explained; the extent to which students have achieved the expected learning and the explanation of the assessment are provided. In order to provide students with a record of their studies, an e-platform has been created where students can keep track of their progress and study documentation;
- The admission procedures and criteria are transparent; admission terms are available on ISMA web-page <https://www.isma.lv/en/for-applicants/admission/admission-documents>

## **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).**

Evaluating the topics of students' theses and their relation to the labour market, it should be noted that all topics, including the doctoral programme, are related to the research of topical business problems, for example:

- The problem of decision making in commercial companies;
- The role of venture capital in innovation;
- Analysis and forecasting of the competitive environment;
- Stimulating the innovation activity of small and medium-sized enterprises;
- Management of entrepreneurship environment in Latvia;
- Innovation methods in human resource management;
- Solving intercultural problems in international companies 'management;
- Intellectual potential management of higher education institutions, etc.

The themes of doctoral theses are mainly selected as research on the topical issues of



entrepreneurship in the specific fields of national economy with the aim to develop new scientific theoretical findings and to prepare scientifically based recommendations for decision making in the field of business management. Usually in doctoral theses are related to the field of a student's professional activity. Thus, it is possible to conclude that ISMA students, choosing the theme and objects of their final works, base them not only on an unresolved theoretical problem of management science, but also on the research and solution of topical global problems/labour market development tendencies.

Significant changes have taken place since 2015, when ISMA radically restructured the organization of research as a scientific institution in accordance with the plan of strategic development of the HEI. The research work of doctoral students and students of other programmes is organized as one laboratory - Business Laboratory of ISMA Research Institute.

The strategic plan of the Business Laboratory of ISMA Research Institute foresees the involvement and coordination of the research activities of young scientists and students in their scientific research work. The developed plan is focused on scientifically based development, emphasising its connection with business and society.

The main directions of Business Laboratory work and the results of its activity contribute to economic, social and cultural development by the promotion of the continuity of scientific activity, transferring experience and knowledge to the new generation, supporting cooperation between science and business, the development of innovation and management technologies, and organisational support, business consulting on economic and analytical aspects.

The Business Laboratory will make it possible to attract investment in the spheres of products with high added value, productive innovation system, and modern education.

The participation of the scientific personnel of the Business Laboratory in scientific conferences, symposiums, and publication of scientific works is the main channel of communication with the society and colleagues from other scientific organisations, including foreign ones.

Since ISMA does not have its own promotion council, the graduates of the doctoral programme are entitled to choose the university in which to defend their doctoral theses. Doctoral theses defended during the accreditation period:

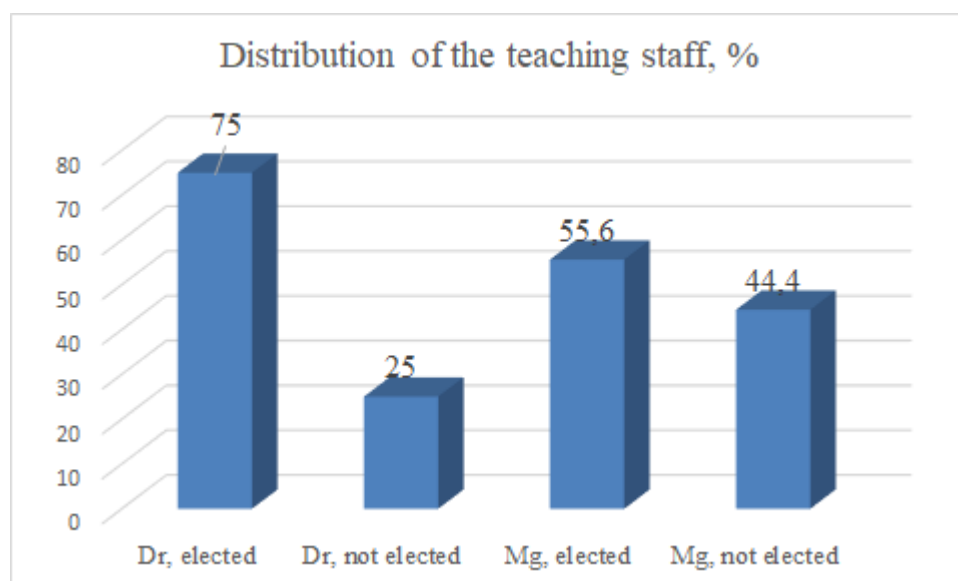
<b>Nr.</b>	<b>ISMA doctoral programme graduate</b>	<b>Theme</b>	<b>HEI where the doctoral thesis is defended</b>	<b>Year</b>
<b>1.</b>	<b>Deniss Djakons</b> Dr.oec., Asoc.prof., ISMA Rector	Innovative development of the national higher education system	<b>Academy of Municipal Administration</b> Ukraine	<b>2013</b>

<b>2.</b>	<b>Antonina Djakona</b> Dr.oec., Asoc.prof. ISMA vice-rector for development and innovation, Head of Marketing Department	Competitiveness of the National Higher Education System	<b>Черниговский Государственный институт экономики и управления</b> (Chernigov State Institute of Economics and Management) Ukraine	<b>2013</b>
<b>3.</b>	<b>Lada Kalinina</b> Dr.oec., General Manager Baltic States Jungheinrich Lift Truck SIA	Socio-economic factors in the formation of the business environment of the national economy	<b>Черниговский Государственный институт экономики и управления</b> (Chernigov State Institute of Economics and Management) Ukraine	<b>2013</b>
<b>4.</b>	<b>Olga Verdenhofa</b> Dr.sc.admin., ISMA Vice- president, Head of IT Direction	Directions for increasing management efficiency in the educational services market	<b>Национален Военен Университет «Васил Левски»</b> ( Vasil Levski National Military University) Bulgaria	<b>2017</b>
<b>5.</b>	<b>Valentina Djakona</b> Dr.sc.admin., ISMA Vice-rector for studies	Opportunities of increasing efficiency of management of intellectual capital of the enterprise	<b>Национален Военен Университет «Васил Левски»</b> ( Vasil Levski National Military University) Bulgaria	<b>2017</b>
<b>6.</b>	<b>Tatjana Odinkova</b> Ph.D., ISMA docent	Stimulation of innovative activity of small and medium-sized enterprises in tourism in Latvia	<b>Academy of Economics Dimitar Apostolov Tsenov Svishtov</b> Bulgaria	<b>2019</b>

<b>7.</b>	<b>Ivars Linde</b> Asoc.prof., ISMA Rector's advisor	Management Objectives and Measurability of Higher Education Quality	<b>Academy of Economics Dimitar Apostolov Tsenov Svishtov</b> Bulgaria	<b>2019</b>
<b>8.</b>	<b>Jelena Lukjanova</b> Ph.D., ISMA Department of Law and Management	Prospects for the development of SPA and WELLNESS tourism in the Republic of Latvia	<b>Academy of Economics Dimitar Apostolov Tsenov Svishtov</b> Bulgaria	<b>2019</b>
<b>9.</b>	<b>Талгат Бабашевич Утеубаев</b>	Human resource management of enterprise in the conditions of the Eurasian Economic Union	<b>Academy of Economics Dimitar Apostolov Tsenov Svishtov</b> Bulgaria	<b>2019</b>

#### 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.

51 lecturers are involved in the implementation of the study programs of the study direction. Of the elected academic staff, 18 lecturers or 55% hold a doctoral degree, 15 lecturers or 45% have a Master's degree. The distribution of the teaching staff is shown in the picture:



ISMA research activities are an integral part of the study process. All leading lecturers of the study direction, who actively participate in scientific research, widely apply the obtained scientific results in the study process: preparing for lectures, developing practical examples and teaching methods, seminars, independent and project work, as well as the topics of graduation papers. The five lecturers involved in the implementation of the study programme are experts of the Latvian Council

of Science: Dr.oec. Inese Spīča, Dr.oec. Viktoriia Riashchenko, Dr.oec. Marga Živitere, Dr.oec. Elīna Konstantinova un Dr.sc.ing. Rostislavs Kopitovs.

Other lecturers of the study direction also participate in research, projects, conferences and seminars . Most lecturers also have practical business experience, which they transfer to ISMA study process, providing practical examples, thus strengthening students' theoretical knowledge and developing their skills and competences.

**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 scientific work of ISMA academic staff complies with the current Education Development Guidelines of the Ministry of Education and Science of the Republic of Latvia for 2014-2020, which stipulates that the main aim of the Latvian Education Policy is quality and inclusive education for personal development, human well-being and sustainable national growth. ISMA study programmes of "Management, Administration and Real Estate Management" Study Direction, the Council of the study direction approved the concept of scientific research and artistic creativity focused on the cooperation of ISMA academic staff in the field of scientific research, taking into account interdisciplinary linkage and study of practical problems of study programs, as well as participation of the academic staff in international research aimed at developing innovation capacity and human capital role in Latvia's competitiveness in management and entrepreneurship.

Considering the specifics of the First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate", the teaching staff involved in the implementation of the study programme is motivated to link their scientific activities with research aimed at human welfare and human capital growth as well as at the solution of practical real estate management problems. The professional activities of the teaching staff involved in project management, real estate development and international real estate management activities are of particular importance. Some examples, which are relevant to the First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate", to the study process and the development of the study courses of the study programme, are summarized in Table 3.1.6.

ISMA management actively motivates the teaching staff for research and scientific work, supporting and stimulating them also financially, there are several annual conferences held in ISMA (Information Technologies and Management, Open Learning and Distance Education), there are also conferences organised jointly with the Business Competence Centre at ISMA premises- Business Competences, Trade Marketing, Business Environment and other events where staff is encouraged to participate. Almost all teaching staff involved in the study program is actively engaged in scientific research, participates in conferences, writes articles and publications, and participates in various projects both in Latvia and abroad. The process and results of scientific activities are integrated into the study process both by introducing students to the latest discoveries, methods and models of management science and by encouraging the participation of students in research development.

Besides the examples of successful Professional Bachelor study program "Business Administration in Tourism" teaching staff engagement is possible to mention participation in the ITSmart scientific

research project, implemented in the years 2013-2014 and coordinated by Salento University (Italy). During the project, academic staff was responsible for elaboration of study courses within digital technologies (also in tourism), participated in exchange visits and informal meetings. Obtained experience was gathered and applied to improve such study courses as Travel and Hotel Management Information Technology, Tourism management and others. It was also admitted during the project, that there is a need to fulfil the program with such study course as Digital marketing, as well as with other elective choice subjects related to digital area, as modern tourism and hospitality industry qualified staff requires also knowledge and practical skills in digital promotion and digital market analysis.

Program teaching staff successfully and during a long time already cooperates with the management of Klaipeda State University of Applied Sciences (KVK), Lithuania. For example, during the years 2014-2016 ISMA and KVK had participated in common scientific research project, whose aim was to develop wellness service management bachelor study program for the purposes of KVK (Wellness Service Management). That program was elaborated and implemented successfully at KVK, as well as ISMA students had got an opportunity to enrol to KVK simultaneously and obtain a bachelor diploma in wellness management. Obtained experience was successfully applied by ISMA academic staff, for example during the elaboration of doctoral promotion thesis regarding SPA and other aspects of recreology, study course Recreology was improved and new specialization course Sustainable Tourism Development was elaborated.

ISMA Professional Bachelor study program "Business Administration in Tourism" teaching staff also participated in KVK collective monograph *"Development and Transformation Processes in the Tourism Industry Under the Conditions of Globalization"* (2019). Obtained knowledge in the area of tourism and wellness helps to plan wellness management specialization introduction among other study courses during the next years.

ISMA also successfully cooperates with Lithuanian Kolping University of Applied Sciences, its teaching staff annually visits ISMA with guest lectures. For example, it was planned to get two guest lecturers with lectures regarding eco-tourism and dark tourism during April 2020. These lectures were planned within ISMA study course Tourism management.

Research results and the conclusions drawn during the preparation of publications are translated into relevant study courses, for example, through proposed case studies, tools and technologies.

**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.**

ISMA lecturers are aware of the values:

EXCELLENCE reflects our commitment to ensure qualitative academic environment which promotes our students' intelligence and development of modern, internationally recognised high quality study

programmes being in demand. Excellence comprises the ISMA development, physical wellbeing and environment protection. Striving for excellence in learning and teaching, we create the environment our growth and entrepreneurial spirit development through the recognition and evaluation of our achievements.

DIVERSITY, reflects our commitment to create and sustain the inclusive environment which provides for our diverse needs through increasing everyone's opportunities to participate in various processes, which are important for ISMA and its culture, thus reducing the options of exclusion. The awareness of our diversity creates the favourable and friendly environment, where cultural differences, perspective and beliefs enrich academic discussion and our social life.

INTELLECTUAL FREEDOM, reflects our intellectual freedom, freedom of thought and expression regardless of ideological beliefs. We are looking for various approaches to the acquisition of new knowledge, which broadens our horizons and improves understanding of the society and ourselves.

COOPERATION, reflects our interdisciplinary approach and is focused on internal and external partner relationships.

CREATIVITY, reflects our openness to new ideas and forms of expression, our readiness to take risks as well as our entrepreneurial spirit. RESPECT (fellowship) reflects our mutual respect and our ability to recognise that each member of our community creates added value and deserves respect.

SUSTAINABILITY, reflects our commitment to preserve and protect the knowledge generated by our work, to create and protect our ecosystem, as well as to treat responsibly the resources, which are available to us.

In order to gather information about the lecturers' achievements in scientific research and practical activities, which are necessary for the improvement of the quality of professional study programs, lecturers are asked to fill in the table "Scientific and professional activities". Based on the information provided on research, participation in projects and practical activities outside ISMA, as well as the results of student surveys on the taught study course, the university management awards bonuses and / or increases the hourly rate.

If the lecturer plans to participate in the conference, he / she submits an application and the title of the report to the Rector. The application is considered, and a decision is made on the payment of the conference expenses in full or in part.

The main motivation for the scientific and creative activity of ISMA employees is the possibility of self-realization, interest in the subject taught and the opportunity to engage in scientific activities. Every year ISMA organizes a festival called ISMA that gathers talents.

Of great importance for motivating the scientific and creative activity of ISMA employees are the awards that are awarded to employees of higher education who have devoted their whole lives to the development of science and education. As a moral incentive, ISMA uses various forms of internal encouragement of employees, for example, such as the Certificate of Merit and gratitude of the rector, cash awards to academic staff and employees who have achieved significant success in teaching, research and teaching and methodological activities. Also, active scientific activity is an opportunity to be elected to the position of associate professor or professor, which also affects the size of the salary.

The development of motivation for scientific activity of the academic staff ISMA of the program is based on:

Collaboration with scientific research institutions in Latvia - such as the Institute of Economics of Latvian Academy of Sciences.

Researchers and scientists of high professional competence - both scientific and business experience, Scopus and WoS publications etc.

International brand "ISMA" - 26 years on the market of science and education

Interdisciplinary and student-centred approach in education - with specializations according to the market needs, modern case studies, constant students's surveys, etc.

Integrated approach in research and science - business practitioners involvement, ISMA academic staff participation in business processes, mentoring, international mobility, experience exchange, innovative approaches

The academic staff members are actively involved in ISMA Scientific Research Institute.

Business laboratories:

- computer modelling and system dynamics laboratory,
- laboratory of electronics,
- social technical system modelling laboratory.

-

**Main directions** of comprehensive and innovation research:

- Business environment
- Communicative and linguistic competence
- HR management
- System modelling
- Recreation systems development

Research groups and main research directions

	RESEARCHERS	RESEARCH DIRECTIONS
1	Dr. Rostislavs Kopitovs Valentina Djakona Dina Kelsina	PROBLEMS OF THE MAINTENANCE OF CONTROL ALGORITHMS
2	Dr. Viktoriia Riashchenko Jeļena Lukjanova Jevgenija Dehtjare Tatjana Odinokova	ECONOMICS AND ENTREPRENEURSHIP MANAGEMENT <ul style="list-style-type: none"><li>• Business security: national and global aspects</li><li>• Economic aspects of innovative potentials</li><li>• Tourism systems development</li></ul>
3	Dr. Deniss Djakons Olga Verdenhofa Antonina Djakona Ivars Linde	GLOBAL COMPETITIVENESS OF NATIONAL HIGHER EDUCATION SYSTEM

Also, the academic staff members are actively involved in the research projects of ISMA University of Applied Sciences

<b>2018-04/KNEU</b>	Global Imperatives of Competitiveness of National Higher Education System LEADER - LARISA ANTONUK, ANTONINA DJAKONA
<b>2018-01/AERUR</b>	Analysis and evaluation of the reliability of University rankings LEADER - IVARS LINDE
<b>2018-02/MCA</b>	Maintenance of control algorithms LEADER - ROSTISLAVS KOPITOVŠ
<b>2019+/FP-5</b>	The main directions of development strategies for modern universities LEADER -VIKTORIA RIASHCHENKO
<b>2019+/FP-6</b>	Self-Adapting Algorithms Of The Assessment Of The Operational Capability Of The Organization LEADER- ROSTISLAVS KOPITOVŠ
<b>2019+/FP-7</b>	Enhancing System Safety: Improving Self-Adapting Algorithms LEADER - ROSTISLAVS KOPITOVŠ
<b>2019+/FP-8</b>	Tourism for all: accessible tourism in Latvia LEADER -VIKTORIA RIASHCHENKO

We can see the results of participation in the following tables.

Fig.1 - **Research Outputs** BIBLIOMETRIA 2013-2018 Data prepared by Technopolis Group

2013-2018															
RESEARCH UNIT	No. FTE academic personnel 2018	No. FTE academic research personnel 2018	Total number of FTE academic and research personnel 2018	Articles in peer reviewed scientific edited journals and conference proceedings included in WoS or SCOPUS	Articles in peer reviewed conference proceedings not WoS or SCOPUS	Monographs	Patents Latvian	Patents (Europe and international)	Total no. of self-reported outputs	No. of WoS or Scopus outputs per researcher	No. of all outputs per researcher	No of PhDs completed 2013-2018	No. of PhDs per researcher	Total funding	Total funding per researcher
ISMA Business Laboratory	0,21	0,21	0,42	7,00	0,00	1,00	0,00	0,00	8,00	16,67	19,05	0,00	0,00	10.200	24.286

Fig.2 - Publication Output Summary by Type

source	Units/sub-units	ISMA BL
	Approach at sub-unit level	affiliation ID available
	Indicators	
<b>scival</b>	conference proceedings (N of publications)	16,00



<b>scival</b>	N of citations (all years)	11,00
<b>scival</b>	N of citations (citation window 3 years)	9,00
<b>scival</b>	Average citations (all years)	0,69
<b>scival</b>	Average citations (based on citation window 3 years counts)	0,56
<b>scival</b>	average FWCI	0,80
<b>scival</b>	% Q1 journals	0%
<b>scival</b>	% international articles	50%
<b>scival</b>	books, book chapters, monographs	1,00
<b>scival</b>	N of citations (all years)	0,00
<b>scival</b>	N of citations (citation window 3 years)	0,00
<b>scival</b>	Average citations (all years)	0,00
<b>scival</b>	Average citations (based on citation window 3 years counts)	0,00
<b>scival</b>	average FWCI	0,00
<b>scival</b>	% Q1 journals	not applicable
<b>scival</b>	% international articles	100%

Fig.3 -Panel E2-E2: Bibliometric indicator (*articles in peer-reviewed journals and reviews*)

<b>source</b>	<b>Units/sub-units</b>	<b>ISMA Business Laboratory</b>
	Approach at sub-unit level	affiliation ID available
	Indicators	
<b>scival</b>	Number of publications	3,00

<b>scival</b>	N of citations (all years)	0,00
<b>scival</b>	N of citations (citation window 3 years)	0,00
<b>scival</b>	Average citations (all years)	0,00
<b>scival</b>	Average citations (based on citation window 3 years counts)	0,00
<b>scival</b>	average FWCI	0,00
<b>scival</b>	% Q1 journals	0%
<b>scival</b>	% international articles	67%

Fig.2,3 - data prepared by Technopolis group.

Bibliometric data source - Scopus and Web of science databases based on the names and research fields of institutions.

ISMA signed a cooperation agreement with the publishing group "Helvetika" within the framework of the project of the Center for Ukrainian-European Scientific Cooperation, which is part of the publishing group.

The Center for Ukrainian-European Scientific Cooperation is a scientific organization established in 2010 in Odessa. The priority areas of activity of the Center for Ukrainian-European Scientific Cooperation are:

- Organization of institutional visits to international and European institutions, European higher education institutions;
- Organizing and conducting foreign scientific and practical conferences and scientific and pedagogical internships in the field of various branches of science on the basis of higher educational institutions and scientific institutes in the EU countries;
- Publication of foreign collective monographs.

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

The research work of ISMA students is carried out both in and outside the auditoriums. Scientific research is performed as part of the educational process in accordance with the approved curricula. At the same time, the elements of research work can be applied in all forms of learning activity: in course design, at workshops and seminars, when performing laboratory work, in the process of traineeship.

Students' research work is mandatory for writing graduate theses (Bachelor's, Master's, and

doctoral).

The activity and effectiveness of students' participation in scientific events (competitions and conferences), their publication activity is largely intensified by timely information about the upcoming events on the website [isma.lv](http://isma.lv).

An indicator of student scientific activity is their publications, as well as presentations at ISMA annual conferences, which are: International Scientific Conference Information Technologies and Management

(<https://www.isma.lv/zinatne/konferences-un-petijumi/international-scientific-conference-information-technologies-and-management>), Open Learning and Distance Education

(<https://www.isma.lv/zinatne/konferences-un-petijumi/open-learning-and-distance-education>), Internship & Employment

(<https://www.isma.lv/zinatne/konferences-un-petijumi/internship-employment>).

Only some students are indicated in this document, a more complete list can be found on the website at the link: for 2019 - <https://www.ismaitm.lv/theses-2019#bee>, for 2020 - <https://www.ismaitm.lv/theses-2020>. The collection for 2021 is being formed.

Many theses are written by students together with ISMA academic staff. For example, in 2019 the following scientific theses of undergraduates were published:

- Nika Almar - Theoretical underpinning and development integration of the PIM system into business processes of retail network
- Kamila Khafizova, Jevgenija Dehtjare - [The analysis of mice tourism development in the world and in Uzbekistan](#)
- Gleb Akimov - [Research of organization metadiagnostics algorithms](#)
- Aleksei Bezmaternykh - [Algorithms for diagnostics of the financial condition of the insurance company](#)
- Kirill Dubson - [Debugging of the algorithms measuring the image of organisation](#)
- Doctoral students:
- Bekzod Halilov, Jevgenija Dehtjare - [The analysis of global tourism industry development in Uzbekistan](#)
- Abilkhan Amangeldiyev - [Algorithm requirements for the examination of organizations](#)
- Rustam Aslanzade - Global supply chain formation factors

Year 2020:

Bachelor students.

- A. Kovaleva , J. Dehtjare - Improvement of the system of motivation and stimulation of personnel in tourism enterprises
- Meri Amirkhanian - Performance criteria for effective usage of the current volatility indicator in predictive modelling of price dynamics in financial markets

Master students.

- Koptseva, I. Linde Improving the structure of branch management of a commercial bank
- Korol , V.Riashchenko , Kuznetsova N - Global trends in the development of the restaurant equipment market and their impact on the trading companies marketing policy
- Matskiv V., Riashchenko V., Kuznetsova N - Communication tools for brand promotion in the online environment

- Dmitrijs Matjakubovs - Improve enterprise efficiency by implementing the Physical Access Control System (PACS)
- Iryna Pohoretska, Zaiga Oborenko - Marketing communication strategy of insurance companies and ways to improve

Year 2021:

First level students:

- Olga Zhukova - Bankruptcy of restaurant companies before and during Covid-19 in Latvia

Bachelor students:

- Viktorija Gogole - Unemployment, which was particularly affected in the regions of Latvia during the period of Covid-19
- Valeriya Myazgova - Features of the organization of a call-center in the bank office

Master students:

- Chepurna L. - Protection of the business reputation of the enterprise
- Skrypnyk A.- The specifics and features of competition in the field of safety and security
- Hvoz O. - State and development prospects of the bakery industry in Ukraine.

Master's students are very active in scientific activity. Master's degree as the second stage of higher education presupposes, first of all, a student's focus on research activities in the study of a certain specific problem. There is also wide cooperation in the field of scientific work with several scientific institutions both in Latvia and abroad (for example, the Latvian Academy of Sciences, the Academician Yuri Bugai International Science and Technology University (ISTU)), which enables ISMA students to consolidate academic knowledge and motivates to focus on the development of science and participation in research projects.

Regarding the involvement of doctoral students in scientific activity, it should be noted that their participation in scientific research takes place not only at the national level in Latvia (participating in the conferences of RISEBA, LU and other organizers) but also abroad. Many of the conference proceedings which are published by ISMA doctoral students are indexed in scientific databases (Science Index, WoS, Ebsco, Scopus, etc.), thus providing international recognition of ISMA students and their research results. The geographical coverage of the activities which ISMA students are involved in is rather wide. This includes such countries as Azerbaijan, Bulgaria, Georgia, Kazakhstan, Poland, Russia, Ukraine, the UAE, and others.

Examples of the involvement of ISMA doctoral students in international scientific activities:

Year	Doctoral student	Thesis	Conference / Issue	Organizer
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2016.	Djakona Valentina (with co- authors)	Assessment-based management of enterprise's intellectual capital	II-nd International Scientific and Practical Conference "Innovative Technologies in Science"	ROST, Dubai, UAE
2016.	Djakona Valentina (with co- authors)	Особенности построения комплексной системы управления интеллектуальным капиталом предприятия	Сборник доклады от ГУНК ИК на НВУ"Васил Левски"	Vasyl Levsky University, Bulgaria
	Linde Ivars (with co- authors)	The development of the innovative capacity of Latvia	INTED2017, 11th International Technology, Education and Development Conference,	IATED, Spain
2018.	Linde Ivars (with co- authors)	The challenges of formalization and modelling of higher education institutions in the 21st century,	CBU International Conference Proceedings; Vol 6	CBU Research Institute, Czech Republic
2018.	Lukjanova Jelena	Standardization of spa and wellness services as a factor of increasing the competitiveness of latvian spa & wellness tourism. Navigation teaching university.	1st International Scientific and Practical Conference "Imperatives of civil society development in promoting national competitiveness"	Batumi Navigation Teaching University, Georgia
2018.	Odinokova Tatjana (with co- authors)	Promotion of Innovative Entrepreneurship Under Sustainable Development.	III <sup>rd</sup> International Innovative Mining Symposium	T.F. Gorbachev Kuzbass State Technical University, Russian Federation

2019.	Čelika Marina	Problems of improving the market mechanisms to regulate educational services.	The I International Scientific and Practical Conference "Економіка, освіта, технології в контексті глобальних трансформаційних імператив розвитку	Cherkassy State Business College, Ukraine
2019.	Aslanzade Rustam	Socially Responsible Supply Chain Management in the Modern Business.	AMEA İqtisadiyyat İnstitutu	Transactions of the National Academy of Sciences of economical series, Azerbaijan

**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.**

Innovations in the study process can be divided into several blocks:

1) Innovations for attracting students

ISMA's vision "from the 1st grade to doctoral studies" is fulfilled by cooperating with the secondary school "ISMA Premjers", organizing the integration of university lecturers in the implementation of school study subjects;

The annual Festival "ISMA Invites Talents" is organized to support talent by offering free studies and support in talent development.

Stanislavs Miščenko, the lecturer of the study direction and head of specialization "Restaurant and Club Business Management" of study programme "Business Administration in Tourism", invites children from boarding schools and low-income families to the laboratory - Gastro studio ISMA, where experienced professionals organize master classes, tastings, and presentations. There are also other laboratories, which organise creative meetings with students and where lecturers of various ISMA programmes talk about current events in business, tourism, restaurant industry, discuss problems and opportunities, thus achieving the greatest interest of prospective students in studying at ISMA.

2) Innovations related to the improvement of material and technical base:

During the reporting period, ISMA has opened representative offices in Belarus, Uzbekistan, Ukraine, Kazakhstan and plans to open in Switzerland; all representative offices are provided with modern office equipment and high-speed Internet.

ISMA is the only Latvian higher education institution that has opened a branch abroad.

Both in Latvia and in the Fergana Branch in Uzbekistan, ISMA classrooms are equipped with projectors or televisions, computers with Internet connection and comfortable workplaces. To control student attendance, as well as employee discipline, a door opening system was purchased and installed to read information from an individualized card chip.

TV screens are used to visualize advertisements and current information. A special department has been established to control the stay of foreign students in Latvia and their location in Europe during Erasmus + mobility, including the use of GPS coordinates.

### 3) Innovations related to the promotion of creativity and international cooperation:

ISMA International week is a biennial event that aims to attract project partners, internationalise and discuss common approaches to attracting and integrating students from third countries.

At the initiative of the student self-government, student internationalization evenings are held with the aim of achieving greater tolerance and integration of students from third countries, such as the NAVRUZ festival, the Spanish evening, etc. There are also various ISMA student life events that introduce students from different cultures (Erasmus + mobility participants, local students, students from India, Uzbekistan, etc.), such as making and enjoying pilaf.

### 4) Innovations related to students' professional development:

Regular visits of lecturers from EU partner universities, cooperation within the framework of the Erasmus + program, participation of ISMA lecturers with their lectures in the events organized by other EU universities and feedback to increase the experience of their students.

### 5) Innovations for society:

During the reporting period, the ISMA Business Incubator hosted a professional knowledge assembly, where students could discuss the aspects of business development in the areas such as digital technologies, marketing, tourism, languages, restaurant service, etc., through regular meetings with entrepreneurs and ISMA faculty.

2018-2019. Discussion club "Pro et Contra" operates in ISMA in cooperation with TV star Irina Vinnika. ISMA students, pupils and other interested parties are invited to participate in the discussions of various aspects of life that hinder young people, e.g. mobbing.

On February 26, 2020 Raisa Smirnova (director of the club "Black Friday") read a lecture on music management.

ISMA also supports social entrepreneurs - lecturers V. Riaschenko, J. Dehtjare, D. Lapkis and others participate as mentors, coaches and consultants in the activities of the social entrepreneurship support fund NewDoor established by D. Lapkis

## **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.**

Working with partners and expanding the activities of ISMA are in the priority area of development in the context of the internationalization of economic life, economic globalization, interregional economic integration, which involves the adaptation of the economic behaviour of ISMA to the factors caused by these processes. Therefore, it became necessary to search and organize work with partners to strengthen the capabilities of the study direction.

ISMA University of Applied Sciences has many cooperation partners, which are other higher education institutions, associations, secondary education institutions, and employers both in Latvia and abroad.

There are several criteria according to which cooperation partners are selected. The main ones are the relation of cooperation partners to the study direction and the curriculum of study programmes, the efficiency of cooperation partners' activities, as well as their reputation, which plays a major role among partners today. Mostly, ISMA builds long-term partnerships through which it can work on a number of issues. As for employers, they are always sought after, because the number of students at the HEI is growing every year, and there are not that many internship placements.

To gain new contacts and new cooperation partners, the Directors of ISMA study programmes, the representatives of ISMA Career Centre, as well as the management of ISMA participate in the national and international conferences, seminars, as well as take advantage of international mobility opportunities.

In addition, in order to attract new employers, ISMA organizes the annual Internship and Employment conference, where the existing ISMA partners take part in, as well as the new ones are invited.

The main criteria for finding partners and organizing effective cooperation with them:

1. General educational programmes and services (we are interested in the educational programmes on entrepreneurship and business).
2. Key success factors (Compliance of educational products and services with the requirements of consumers and the market, continuity of education and science).
3. Composition and structure of the academic staff.
4. Competitive position of a HEI - the number of students, programmes, specializations.
5. The importance of partner activities for the intra-university community of ISMA (students, faculty, staff, etc.).
6. Relevance for the non-university community (parents, employers, business associations, etc.).
7. Application of modern educational technologies, training in additional educational programmes for students (additional special courses and cycles of study disciplines, courses of in-depth study of subjects).
8. Curriculum and study plan. This criterion helps us to determine the possibility of cooperation for the creation of joint training programmes or conducting scientific work, or organizing a process for the implementation of double degrees. Therefore, in this case, we need to find general parameters for the following questions: What is the vision of curricula, study programmes, specific study courses in relation to the scientific and professional components?



What is the role of science skills development in a curriculum? To what extent can students participate in real-life research projects during their studies?

9. Teaching methods. This criterion is significant for monitoring the quality of student learning together with partners (especially in modern conditions, during the pandemic), so it is important to decide on the following questions: What teaching methods does the teaching staff use? (lectures, exercises, etc.?) What kind of teaching and learning technologies are used? Are there opportunities for distance learning, Internet-based learning, etc.? Are there any virtual university courses organized? Can students receive credit points by participating in research projects of the study programme? How is the maximum student participation in learning ensured? What means are used to motivate students?
10. Provision and teaching processes. The implementation of this criterion also affects the quality of joint study programmes, as well as the possibility of student exchange. Therefore, it is important to clarify the following questions: How is the quality of learning improved? How is the development of information technology skills among teachers supported? How do new students get to know the learning system? How is assistance provided to students in the learning process when choosing study courses and disciplines? How is thesis management organised?
11. Quality assurance. For this criterion, the following questions are important: How is student progress being monitored? How is the functionality and quality of the educational programme assessed? Are the proposed study programmes nationally or internationally accredited?
12. International activity. How are the internationalization of teaching and the internationalization of research related? How much do teachers welcome international learning (teaching in a foreign language)? Are the study programmes open to local and foreign students? Do exchange students have study programmes tailor-made for them? What language are these programmes implemented in?

For working with employers, scientific institutions, and associations the most important criteria are the following: key success factors, the importance of the partner's activities for the ISMA intra-university community, significance for the non-university community, the use of modern educational technologies, and students' training in additional educational programmes. When looking for cooperation partners, the main emphasis is on the fact that the internship in the company corresponds to the ISMA study programme.

In compliance with ISMA Traineeship Regulations the students of the 2nd, 3rd, and 4th years of studies shall do traineeship according to the ISMA study plan. Before starting each traineeship students are introduced to the list of potential internship placements - the companies which ISMA has concluded a traineeship agreement with. A student is free to find the traineeship place on their own, as long as the traineeship in the company corresponds to the ISMA study programme. ISMA students are introduced to the traineeship assignments, which they have to implement at the specific traineeship place and at the end of the traineeship they have to present their traineeship report, composed according to the specific traineeship tasks. Most employers provide students real help with the completion of traineeship assignments and give students access to the information about the company which they can use to understand the development of economic systems in the company, analyse and plan various business management processes, analyse the company performance, identify problems and develop solutions, etc.. Each traineeship period helps a student to get closer to the choice of job opportunities in the Latvian and foreign markets, and to plan the topic and the content of the final work. The assignments of the 4th year pre-diploma traineeship are directly related to the development and analysis of the topic of the final work. With no doubts the cooperation with employers and their organisations can be evaluated as very good. If students have a desire to work and do their job well, the goal of achieving learning outcomes is achieved to the maximum. There are cases when employers do not want to provide extensive and in-depth

information about the company's activities, and financial issues. In this case a student uses the information which is available on websites, and ISMA internship supervisor can change the structure of the assignments to perform the necessary analyses in the most efficient way.

For working with educational institutions, the most important criteria are the following: basic educational programmes and services, key success factors, composition and structure of the academic staff, competitive position of higher education, the importance of the partner's activities for the ISMA intra-university community, the use of modern educational technologies, training in additional educational student programs, curriculum, teaching methods, provision and teaching processes, quality assurance, international engagement.

When entering into inter-university international cooperation agreements, ISMA International Relations Department usually prepares standard agreements that provide for cooperation within all ISMA study programmes, that is, multi-programme agreements that do not have a specific definition of operation within each programme. This is mainly due to the institutional structure of ISMA, a relatively small private HEI with no structural division into faculties. Accordingly, all the departments, as well as other units, are in a single matrix structure of study direction and support, and the lecturers and administrative staff involved in the study programmes operate on a consolidated basis. Consequently, interinstitutional cooperation agreements providing for the development of joint projects, reciprocal visits by visiting lecturers, conferences, etc. are not differentiated and signed for each programme separately, unless otherwise provided, such as non-accreditation agreements or student mobility for a particular programme.

In recent years the cooperation with the EU and its partner countries has mainly been carried out through the opportunities and funding of the Erasmus and Erasmus + programmes. Accordingly, Erasmus + agreements largely reflect the aforementioned cooperation (visiting lecturers' visits, administrative staff visits, working on joint projects, etc.), so in the case of an Erasmus + bilateral agreement we do not conclude a normal cooperation agreement as it would be the overlap of similar functions. It should be noted that, when concluding the Erasmus + bilateral agreement, the division by programmes is a mandatory article of the Erasmus + agreement and it is also mentioned accordingly.

## **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.**

To attract foreign students, ISMA:

- organizes advertising campaign trips, incl. participation in educational exhibitions;
- establishes its representative offices (such as in Belarus, Uzbekistan, Ukraine, Kazakhstan, Switzerland);
- supports and attracts agents (see Agreement with Agent in Annex 2.5.6) who offer their mediation services (India, Azerbaijan, Russia);
- uses students as "ISMA messengers" who, through their positive experience in studying at ISMA, attract their relatives, friends and acquaintances. ISMA provides a family discount on tuition fees.

ISMA attracts teaching staff by organising multiple annual conferences

<https://www.isma.lv/en/science/conferences> :

- The 18th International scientific conference Information technologies and management 2020
- The 18th International conference Open learning and distance education 2020
- Annual International conference Internship & employment 2019
- 1st Erasmus+ Staff Teaching and Training week at ISMA
- Scientific and Pedagogical Internship "Trends of development of the educational process in the field of information systems management in Ukraine and EU countries"
- The 17th International scientific conference Information technologies and management 2019
- The 17th International conference Open learning and distance education 2019
- Annual International conference Internship & employment 2018
- The 16th International scientific conference Information technologies and management 2018
- The 16th International conference Open learning and distance education 2018
- Annual International conference Internship & employment 2017
- The 15th International Scientific Conference Information Technologies and Management 2017
- The 15th International Conference Open Learning and Distance Education 2017
- Annual International Conference Internship & Employment 2016
- The 14th International Scientific Conference Information Technologies and Management 2016
- The 14th International Conference Open Learning and Distance Education 2016
- Annual International Conference Internship & Employment 2015
- The 13th International Conference Information Technologies and Management 2015
- The 13th International Conference Open Learning and Distance Education 2015
- Annual International Conference Internship & Employment 2014
- The 12th International Conference Information Technologies and Management 2014
- The 12th International Conference Open Learning and Distance Education 2014

Discussions on possible cooperation are held with the most promising lecturers

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

When developing and updating traineeship objectives, one calls for ISMA administrative staff and academic staff (Directors of study programmes, leading lecturers, representatives of the Career Centre, representatives of the International Relations Department, etc.), and local and foreign employers to collaborate to ensure the training of the professionals ready to enter the labour market. For example, Ms L. Kalinina, CEO of *Jungheinrich Lift Truck SIA*, participates in discussions on traineeship objectives within the study programme of Business Administration regularly. I. Leonenko, Head of Personnel Department of "Radisson Hotel Group" participates in the development of traineeship assignments of the study programme "Business Administration in Tourism". Members of ISMA Students Self-government Body are also invited to cooperate, and they are also conducting a continuous survey among students about their wishes and opportunities for traineeships in different companies.

All traineeship objectives are related to the learning outcomes to be achieved within the study programme based on the knowledge, skills, and competences defined in the professional standard and acquired during the study courses. This interrelation and requirements are clearly defined in

the descriptions of traineeships.

Before going to traineeship, traineeship workshops – meetings are organised for all the students, where the process of the traineeship, the necessity of traineeship objectives, and preparation of traineeship documents are explained. Students are informed about cooperation partners from Latvia and abroad with whom ISMA cooperates within the traineeship and employment. Students are introduced with section “Traineeship for Students” of ISMA website, where they can find the information they need about the traineeship, and as the section on current vacancies.

Every year at the end of November, ISMA organises the international conference “Internship and Employment”, where students get acquainted with potential employers from Latvia and abroad, gain additional knowledge in business administration, personnel management and marketing, development trends and demand on the Latvian and foreign labour market. At the end of the conference, each student has the opportunity to talk to company representatives, ask any questions they might have, and apply for traineeship. Experience has shown that this conference is very useful as many students gain traineeships in Latvia (in companies like SEB Shared Service Centre, Accenture Latvia, Cabot Latvia, Evolution Gaming, Mogotel Hotels, Radisson Blu, etc.) and in foreign companies (for instance, Odeon Tours in Spain, JobTrust in Greece, and Clio in Bulgaria).

Majority of those companies offer a variety of traineeships and positions where one can train. Traineeship objectives are sent out to companies so they can understand exactly what a student must do during the traineeship. Regular surveys of the companies are conducted, student demand is determined during the traineeship workshops, and relevant interrelation is ensured. Companies also offer permanent jobs to final-year students if they can demonstrate their skills during the traineeship, which proves that students have sufficient theoretical and practical training for the labour market.

ISMA is continuously developing career opportunities for its students and is looking for new traineeships to enable all students to enter the Latvian labour market. For example, new cooperation agreements were signed with Tele2 Shared Service Centre, Radisson Blu Latvia, etc. in 2019. The Head of the Career Centre meets with representatives of local and foreign employers regularly by encouraging them to offer paid traineeships as well. Students are invited to meetings where representatives of the Career Centre and the International Relations Department report on traineeship opportunities regularly, and this information is disseminated through the website, social media, and informative boards on campus premises. The representatives of Students’ Self-government Body are also involved in the dissemination of information.

Students also pass traineeship abroad through the Erasmus Lifelong Learning Programme, where students are awarded a scholarship instead of a salary. It is also a great opportunity to familiarise with the aspects of the foreign market and gain international experience even before graduation. ISMA has signed cooperation agreements on traineeship with several companies, such as Odeon Tours (Spain), I-Practice (Spain), Job Trust (Greece), Clio (Bulgaria), Turkiston Yulduzi (Uzbekistan), etc.

The key student selection criteria for participation in traineeship within the Erasmus+ Programme in accordance with ISMA Regulations on Student Mobility Erasmus+ Programme are the following:

- Students are transferred to the second year of study;
- Students have successful progress;
- Students have sufficient knowledge of the relevant foreign language.

The selection of students is coordinated by ISMA Council of Erasmus+ Programme, which consists of:

- Head of the Study Department,
- Vice-Rector for International Relations (Erasmus Coordinator),
- Representatives of the International Relations Department,
- Responsible for International Relations in Students' Self-government Body,
- Head of the Study Sector in Students' Self-government Body,
- Representative of International Business Communication Department,
- Head of Career Centre.

After receiving all traineeship applications from the students, ISMA Erasmus Coordinator proposes to convene the Council meeting to evaluate each student's application and decide who is nominated for traineeship within the Erasmus+ Programme.

It should be noted that a student has the right to find a traineeship placement independently, therefore a student agrees the traineeship assignments with the employer independently, but the Career Centre is actively looking for new traineeship placements for both local and foreign students.

Difficulties encountered in working with employers:

- a student is not admitted to traineeship due to academic debts;
- difficulties in finding a traineeship placement for a foreign student due to insufficient knowledge of the official language;
- a student wants salary during traineeship;
- in small businesses there is not enough staff to supervise trainees, so the employer demands more knowledge from the trainee when starting a traineeship;
- students' insufficient practical knowledge.

**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.**

As can be seen in the Study Direction Development Plan and described in Part Two, Section 2.3 of "Study Direction Management", one of the directions of the Development plan is the development of new joint study programmes in compliance with the list of professions included in the structure of Entrepreneurship, finance, accountancy and administration (wholesale and retail, commercial science) branch:

Study Direction Development Plan for 2021-2023 considers the following:

4.1. Assessment of the efficiency of the existing study programmes and initiation of new study programmes	Each academic year	Head of Study Direction in cooperation with the Study Department
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4.2. Development and licencing of the joint Bachelor study programme "Creative Industries Management"	Until 02.2022.	Head of Study Direction
4.3. Development and licencing of the joint Bachelor study programme "International Management and Digital Marketing" with the qualification of marketing manager	Until 02.2022.	Head of Study Direction
4.4. Development and licencing of the joint Master programme "Business analysis" with the qualification of financial analyst	Until 02.2022.	Head of Study Direction

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

**6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study direction, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study direction and the relevant study programmes.**

Improvements made in ISMA Study Direction "Management, administration and real estate management" in 2013-2020 academic years:

- Quality Assurance System is developed at the HEI;
- ISMA Satversme is improved, study aims and objectives are agreed with the aims and objectives of the HEI;
- ERASMUS agreements are concluded with foreign HEIs. The methodology of teaching specific study courses and modules is developed for the students of other HEIs. The mobility of lecturers and other staff has considerably improved.
- The methodology of final works development and defence has been updated.
- Academic staff participates in the assessment of other HEIs, including the all levels' final works defence.
- New study courses have been introduced and study courses have been improved according to the qualification to be acquired. Regular student surveys at the end of each course. Students are informed about the results of the surveys and the decisions made.
- Library has moved to the new, renovated building with a large reading room and computerized workstations, with regular replenishment of library resources

- Communication with students has been improved – student tutors are introduced, the Directors of study programmes regularly meet students, students' progress is analysed at scientific practical conference on traineeship, the most successful students and their traineeship reports, course papers and final works are mentioned with distinction.
- New computer technologies have been introduced in the renovated building of the HEI (an ERAF project has been implemented), as well as interactive boards, etc. Students use the Moodle platform.
- Lecturers have raised their pedagogical competence and use modern teaching methods.
- Course descriptions have been revised – learning outcomes specified, intermediate assessment introduced (tests, essays, presentations). Students are regularly informed about the study achievements.
- In the framework of ISMA Business Institute and Computer Technologies Institute perform the research work which promotes in-depth acquisition of study courses.
- Study Direction Council is updated through the involvement of employers and students.
- Students' self-government body conducts surveys and analyses student survey results, students' feedback is established – Directors of study programmes regularly meet students with the aim to discuss the results of surveys and assess weaknesses.
- Employers' feedback is established – Directors of study programmes attract employers to participation in conferences on traineeship and final works defence.
- Cooperation agreements are concluded with Latvian and foreign HEIs. Academic staff mobility is improved.
- New questionnaires are developed for students, staff, employers and graduates surveys. Business professionals and students are attracted to the work of the Study Direction Council. The results of the surveys on the quality of the work of the academic staff are assessed.
- Study programme is improved accordingly to the recommendations of the surveys. Study programme is compared with the study programmes of partner HEIs, double diploma and joint study programmes have been developed. For example, Cherkasy State Business-College has developed its Professional Bachelor study programme based on ISMA study programme "Business Administration". In May 2020 future graduates will come to Latvia to defend their final works. Cooperation is started to prepare joint Bachelor study programme "Creative Industries Management"..
- Cooperation programme with secondary and professional technical schools is updated. Once a year the Festival ISMA Invites Talents is organised. Master classes for secondary school students are conducted.
- Student involvement in conferences, seminars, etc. has increased - each Master student must take part in at least one conference organized by ISMA.
- Applications to new projects are prepared and students' involvement in the projects is planned.
- The presentation of doctoral students' research has been updated and takes place at inter-HEIs seminars and readings.

The recommendations of the expert group have been fulfilled (see Annex 2.6.2).

## **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, ISMA is the only HEI in Latvia, which has established and accredited branch abroad - ISMA Fergana Branch in Uzbekistan. In January 2020, expert Dr.oes.T.Tambovceva visited ISMA branch in Fergana. The expert's report was received on February 20, therefore the plan for elimination of flaws is still under development and has not been discussed at the Study Council meeting.. The expert recommends to make improvements in the descriptions of the study courses of the Bachelor study programmes "Business Administration" and "Business Administration in Tourism" , make corrections in the content of the Professional Master's study programme and course descriptions according to Occupational Standard - Organizational Manager, search for more partners for cooperation agreements on traineeship(it should be noted that traineeship is in the 4th semester), to make improvements of the material and technical facilities (complete all repairs and equip new premises with the Internet to fully implement the study programmes - high speed Internet agreement has already been concluded). The expert also recommends that the **qualification of the Bachelor study programme Business Administration in Tourism should be clarified** because of the changes in the regulatory framework and according to the data of the National Centre for Education (VISC) (Business, Finance, Accounting and Administration professional level map) 6th level has a qualification "Business Manager" or "Functional Manager" with the correspondent specialization. But the qualification of Tourism Business Manager is not listed in the occupation specializations.

**Therefore, the special Senate meeting made the decision to change the qualification of the study programme “Business Administration in Tourism” and accept the changes in the wording as “to award Bachelor's degree in Business Administration in Tourism with the qualification “Business Manager””.**



# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1.2_List_Internal_Regulatory_Documents_ISMA.xlsx	1.2_leksējie_normatīvo_dokumentu_saraksts_ISMA.xlsx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)	1.1_Information_ISMA_Branches.pdf	1.1_informacija_ISMA_filiales.pdf
Management structure of the higher education institution/ college	1.3_Schematic_Management_Structure_ISMA .pdf	1.3_Parvaldības_struktūras_shema_ISMA.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Annex 2.1.1.Development plan.docx	2.1.1.pielikums. Attist_plans.docx
Management structure of the study direction	Annex 2.1.2. Structure-direction.docx	2.1.2.pielikums.St.virz.struktura.docx
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	2.3.1.Info par macībspekiem EN.xlsx	2.3.1.Info par macībspekiem LV.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	2.3.5.CV_EN.pdf	2.3.5.CV_LV.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	2.3.3.Staff mobility 2012-2020.docx	2.3.3.Staff mobility 2012-2020.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	2.4.1.Publikācijas un projekti.xlsx	2.4.1.Publikācijas un projekti.xlsx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	2.5.1.pielikums.Sadarbibas_ligumu_saraksts_2021.docx	2.5.1.pielikums.Sadarbibas_ligumu_saraksts_2021.docx
Statistical data on the teaching staff and the students from abroad	Statistics-foreigners.xlsx	Statistika-ārzemnieki.xlsx
Statistical data on the mobility of students (by specifying the study programmes)	2.5.3.Studejoso_mobilitate_virziens.xlsx	2.5.3.Studejoso_mobilitate_virziens.xlsx
Description of the organisation of the traineeship of the students	2.5.5.ISMA_Prakse2020_EN.pdf	2.5.5.ISMA_Prakse_2020_LV.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	2.5.4.Prakses_vietas.xlsx	2.5.4.Prakses_vietas.xlsx
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	2.6.2.Recomendations-implementation_ENG.docx	2.6.2.Rekomendāciju_izpilde.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	2.7.1.Acknowledgement_official_language.pdf	2.7.1.Apliecinājums_valsts_valoda.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		3.3.1.Studejoso_statistika_Tur.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		

Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under <a href="http://www.europass.lv">www.europass.lv</a> ), 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	lesniegums_programmu_saraksts-ENG.edoc	lesniegums_programmu_saraksts.edoc

## Other annexes

Name of document	Document
Studiju virziena padomes nolikums	2.1.3.pielikums.St_virzienu_padomes_nolikums.doc
Council of study direction regulations	Annex 2.1.3.Council of study direction regulations.doc
Izmaksas	2.3.4.pielikums.Izmaksas.xlsx
Costs	Annex 2.3.4.Izmaksas ENG.xlsx
Agency Agreement	2.5.6. Agent agreement.docx
Ekspertu rekomendācijas virzienam 2013.gadā	2.6.1.pielikums.Ekspertu rekomendācijas.docx
Full recommendations 2013	Annex 2.6.1. Recomendations 2013.PDF
Mobilitāte - viesdocētāji/ Mobility - incoming staff	2.5.2.INCOMING STAFF.xlsx
1. LZP Atbilde AIC par ISMA DSP Vadība	Atbilde_AIC_ISMA05072021.docx

# Business Administration in Tourism (42345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration in Tourism</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>Jevgenija</i>
Surname of the study programme director	<i>Dehtjare</i>
E-mail of the study programme director	<i>jevgenija.dehtjare@isma.lv</i>
Title of the study programme director	<i>Dr.oec. , as.prof.</i>
Phone of the study programme director	<i>+37129763404</i>
Goal of the study programme	<i>To train professional, competent, self-empowerment oriented, and innovative-minded, globally competitive tourism business executives who are able to establish and manage new, innovative and competitive companies in the global tourism market or to hold leading positions in existing companies both in the Latvian market and abroad.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide competitive higher professional education corresponding to the fifth level professional qualification and the 6th European Qualifications Framework (EQF) level in business administration in tourism and to train tourism professionals with high performance potential both in the Latvian and global labour market</i></li> <li><i>2. To provide students with comprehensive knowledge, understanding and practical skills of the regularities of modern economic development, the linking of innovations with entrepreneurship in tourism and related economics, state and public administration and other business related processes.</i></li> <li><i>3. To develop students' scientific research skills, analytical thinking skills, innovative thinking skills and creativity, communication skills that would allow graduates to become creative personalities, successfully integrate into the Latvian and global labour market</i></li> <li><i>4. To promote the development of tourism business education and research in Latvia, while strengthening the international competitiveness of Latvian higher education</i></li> </ol>

Results of the study programme	<p>- to acquire the basic principles of the enterprise activities, to learn how to plan and forecast the activities of an enterprise, to organize and manage the work of the tourism and hospitality industry company in accordance with its objectives, in accordance with Latvian and international legislation and tourism regulations;</p> <p>- to analyse and understand the regularities and principles of current economic development and the processes taking place in the national economy, to be able to analyse and evaluate the macro and micro environment of business activities, tourism and hospitality sector including, in order to make decisions according to the changes in the situation, observing the civil protection and environmental protection requirements;</p> <p>- to acquire the skills and competences to apply the acquired theoretical and practical knowledge for effective management of the tourism and hospitality company and its structural units by regularly improving their knowledge about the innovations in the field and the professional field.</p>
Final examination upon the completion of the study programme	Qualification exam and elaboration and defence of Bachelor Paper

## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	Full time studies
Duration in full years	4
Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor Degree in Business Administration in Tourism
Qualification to be obtained (in english)	Business administrator

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Full time studies - 4 years - english

Study type and form	Full time studies
Duration in full years	4
Duration in month	0
Language	english
Amount (CP)	160
Admission requirements (in English)	secondary education and a document certifying the level of the English language proficiency.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor Degree in Business Administration in Tourism
Qualification to be obtained (in english)	Business administrator

**Places of implementation**

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

**Part time studies - 4 years, 5 months - english**

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education and a document certifying the level of the English language proficiency.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor Degree in Business Administration in Tourism</i>
Qualification to be obtained (in english)	<i>Business administrator</i>

**Places of implementation**

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019
Latgale branch of ISMA University College	DAUGAVPILS	KANDAVAS IELA 17, DAUGAVPILS, LV-5401

**Part time studies - 4 years, 5 months - latvian**

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</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 Degree in Business Administration in Tourism</i>
Qualification to be obtained (in english)	<i>Business administrator</i>

**Places of implementation**

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019
Latgale branch of ISMA University College	DAUGAVPILS	KANDAVAS IELA 17, DAUGAVPILS, LV-5401

**Part time extramural studies - 4 years, 5 months - latvian**

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</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 Degree in Business Administration in Tourism</i>
Qualification to be obtained (in english)	<i>Business administrator</i>

#### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

#### **Part time extramural studies - 4 years, 5 months - english**

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education and a document certifying the level of the English language proficiency.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor Degree in Business Administration in Tourism</i>
Qualification to be obtained (in english)	<i>Business administrator</i>

#### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### **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**

Since the previous accreditation the changes have been introduced based on the recommendations of experts, the results of the surveys of students and graduates, the results of final theses, current scientific research, including the research conducted by ISMA academic staff, as well as the recommendations of employers expressed in surveys, descriptions of traineeship placements, meetings at conferences, in working groups, consulting in Bachelor papers development, reviewing Bachelor papers and participating in state examinations commissions (qualification examination and Bachelor papers defence) .

Such a complex and diverse approach to the improvement of the study content and process ensures the compliance of the curriculum with the requirements of the labour market and the development trends of the industry. It should be mentioned that the lecturers involved in teaching the study courses are professionals with significant practical experience in their field of expertise, including tourism and hospitality, are business leaders and founders, so during the course they introduce students to recent industry experience, discoveries and methods.

Changes are made regularly in accordance with the changes in the structure of demand for the Professional Bachelor's study programme, taking into account the comments and recommendations of the previous accreditation experts, as well as updating the study programme according to labour market needs and scientific development trends. However changes in the Standard coincided with the assessment procedure.

The updated Occupational Standard "Business Administrator" is agreed by the *Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadome* (Tripartite Cooperation Sub-Council for Vocational Education and Employment), protocol No.6, meeting of September 18, 2019. The Standard replaced the one approved in 2011 and does not provide the qualification of "business administrator in tourism entrepreneurship". This created the need to adjust the aim, objectives and learning outcomes of the study programme, as well as the qualification and degree to be awarded. Changes which are included directly in the assessment of the study direction:

- the awarded qualification is changed from "business administrator in tourism entrepreneurship" to "business administrator";
- to include the specific of tourism the awarded degree is corrected: from "Professional Bachelor's degree in Business Administration" to "Professional Bachelor's degree in Business Administration in Tourism";
- the aim of the study programme is updated and the objectives of the study programme are improved.

There are changes in the place of implementation of the study programme: another has been added - ISMA Fergana Branch, which was accredited in 2020.



The Director of the study programme was changed (former Director -assoc. prof., dr.oec. Viktors Člaidze, present Director - dr.oec., asoc.prof. Jevgenja Dehtjare).

The code, type, level, the volume, as well as the final examination of the study programme, have remained unchanged.

The changes made and their analysis is presented in the table below.

*Table Nr.3.3.1.*

*Changes in the indicators of the Professional Bachelor study programme Business Administration in Tourism*

<b>Indicators describing the study programme</b>	<b>Changes made and their analysis</b>	
Name of the study programme	Tūrisma uzņēmējdarbības vadība	
Name of the study programme in English	Business Administration in Tourism	
Code of the profession according to the classifier of professions	1431 05	
Form, type, and duration of the study programme (indicate months if not incomplete years) and the language of implementation	<p>In order to ensure the most active participation of the students in the study process and the higher quality of acquisition of the content of the study programme, it was decided to discontinue distance learning.</p> <p>In compliance with the changes in the Law on Higher Education Institutions, studies are not implemented in the Russian language from January 1, 2019.</p>	
Full-time intramural studies	4 year	Latvian, English

Part-time intramural studies	4 years and 5 months	Latvian, English
Part-time extramural studies	4 years and 5 months	Latvian, English
Place of the implementation of the study programme	1/6 Lomonosova Str., Riga, LV-1019, Latvia Latgale Branch of ISMA, 17 Kandavas Str., Daugavpils, LV-5401. ISMA Fergana Branch (Uzbekistan), 48 Al Fargonij Str., (Officer's House), Fergana, Uzbekistan (see Annex 1.2 on the implementation of the study direction at Branches)	
Director of the study program	Dr.oec. Jevgenija Dehtjare	
Degree, professional qualification to be awarded	It is not possible to award the qualification "Business Administrator in Tourism Entrepreneurship" since September 18, 2019. Therefore, to state that a student graduated from the study programme “Business Administration in Tourism”, the corresponding degree of Professional Bachelor in Business Administration in Tourism is conferred with the qualification of “Business Administrator” to be awarded.	
	The aim, objectives, and learning outcomes of the study programme are adjusted according to the comments and recommendations of the accreditation experts, as well as the needs of the labour market and the trends of scientific development.	

Aim of the study programme	To train professional, competent, self-empowerment oriented, and innovative-minded, globally competitive tourism business executives who are able to establish and manage new, innovative and competitive companies in the global tourism market or to hold leading positions in existing companies both in the Latvian market and abroad.
Objectives of the study programme	<ol style="list-style-type: none"> <li>1. To provide competitive higher professional education corresponding to the fifth level professional qualification and the 6th European Qualifications Framework (EQF) level in business administration in tourism and to train tourism professionals with high performance potential both in the Latvian and global labour market</li> <li>2. To provide students with comprehensive knowledge, understanding and practical skills of the regularities of modern economic development, the linking of innovations with entrepreneurship in tourism and related economics, state and public administration and other business related processes.</li> <li>3. To develop students' scientific research skills, analytical thinking skills, innovative thinking skills and creativity, communication skills that would allow graduates to become creative personalities, successfully integrate into the Latvian and global labour market</li> <li>4. To promote the development of tourism business education and research in Latvia, while strengthening the international competitiveness of Latvian higher education</li> </ol>

Learning outcomes to be achieved	<ul style="list-style-type: none"> <li>- to acquire the basic principles of the enterprise activities, to learn how to plan and forecast the activities of an enterprise, to organize and manage the work of the tourism and hospitality industry company in accordance with its objectives, in accordance with Latvian and international legislation and tourism regulations;</li> <li>- to analyse and understand the regularities and principles of current economic development and the processes taking place in the national economy, to be able to analyse and evaluate the macro and micro environment of business activities, tourism and hospitality sector including, in order to make decisions according to the changes in the situation, observing the civil protection and environmental protection requirements;</li> <li>- to acquire the skills and competences to apply the acquired theoretical and practical knowledge for effective management of the tourism and hospitality company and its structural units by regularly improving their knowledge about the innovations in the field and the professional field.</li> </ul>
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**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.**

Evaluating the number of students in the Professional Bachelor study program “Business Administration in Tourism” it can be seen that despite slight decrease in figures of the year 2015 (under 300 students), the situation with the number of students is improving every year, mainly due to English flow and the increase of the number of foreign students.

Obviously, the decision to develop cooperation with third-country student agents and to promote them to these markets was the right and timely solution that helped to maintain a competitive position on both the domestic and international markets. Compared to other programs offered by ISMA, the Professional Bachelor study program “Business Administration in Tourism” has always been popular and sought after among Latvian high school graduates as well as on foreign markets. Its total number of students in 2013-2019 was always about 300 students per year or

even more (2013: 341, 2014: 310, 2015:297, 2017: 300, 2018: 381, 2019: 478). Among the positive features is the increase in the number of students in the Latvian flow in 2019 (124 students vs. 71 in 2013).

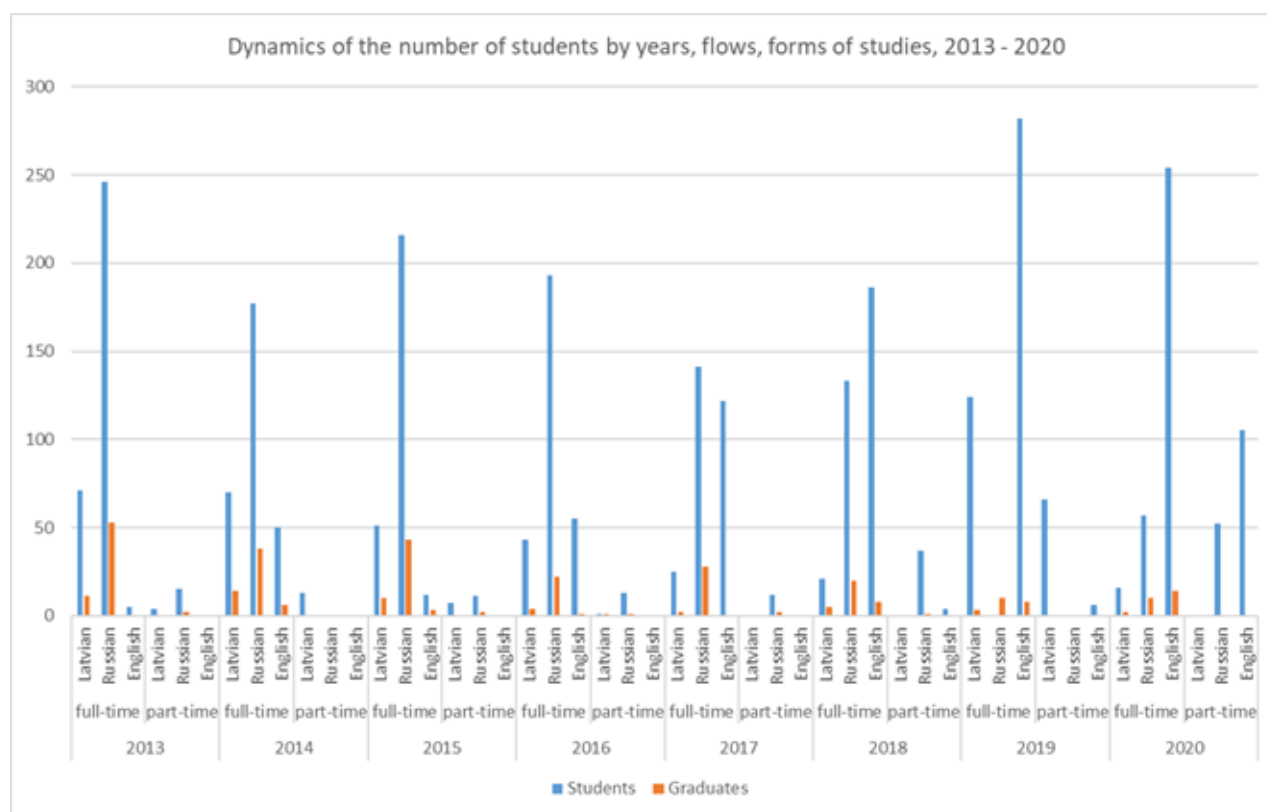


Fig. Nr.3.3.1. Dynamics of the number of students by years, flows, forms of studies

In general, statistical data shows that the program has maintained moderate demand and since 2018 it has started to grow significantly. This means that the program is well known both on Latvian and international markets, positively appreciated by high school graduates and their family members who sometimes decide on funding for their studies, and by employers - the constant interest in the program and its content means a possibility to find employment fast in the positions of interest. An interesting feature is the gradual increase in the number of part-time students from 19 in 2013 to 41 in 2018 and 72 in 2019. This means that there are Latvian citizens who have travelled abroad for various reasons and wish to continue their education in Latvia, considering ISMA Professional Bachelor study program "Business Administration in Tourism" as sufficiently competitive and their teaching staff and administration able to ensure distance learning process. One of the reasons for the popularity of the program is wide international traineeship opportunities in tourism and hospitality companies;

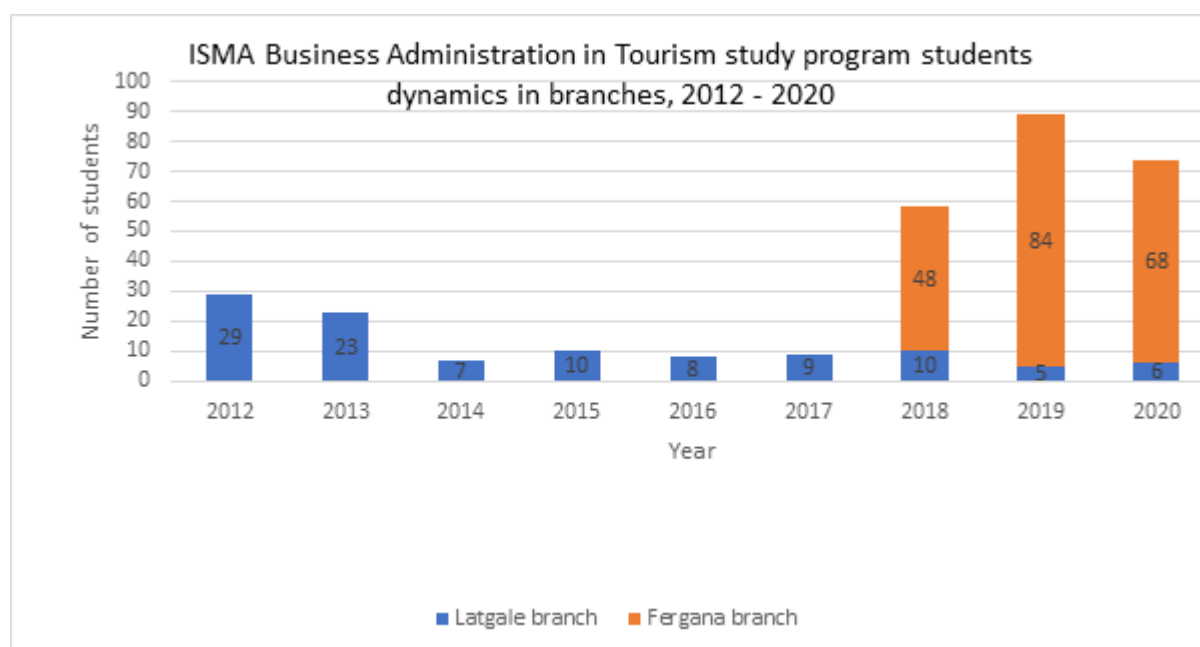
The increase in demand for English language flow is due to the increasing demand for competitive education and further successful employment in the globalized market, as well as the absence of possibility to study in Russian and the influx of students from English-speaking countries (e.g. India, Pakistan) and other countries. With the Uzbek government's interest in and support of the establishment of ISMA branch in Fergana, information about the quality of studies offered by ISMA has spread both in Uzbekistan and its neighbouring countries, thus increasing the number of students from that region. In addition, existing ISMA students are eager to share their feedback with their relatives and friends who, based on this information, choose to study in Riga. Most foreigners, especially from non-EU countries, are studying full-time related to obtaining residence permits in Latvia; otherwise they would not be able to study here. It should be mentioned that students are satisfied with foreign language skills of ISMA teaching staff and positively evaluate

possibilities of teaching of study courses and their contents.

Considering the impact of the pandemic, the following can be concluded:

- The indefinite lockdown of tourism and hospitality companies was a cause for concerns among Latvian secondary school graduates, thus reducing the number of Latvians enrolled (79 enrolled in 2019, 8 in 2020);
- The number of English flow enrolled also decreased (216 in 2019, 59 - in 2020), respectively the total number of 1st year enrolled students decreased by 77% (295 in 2019, 67 - in 2020);
- The pandemic and related uncertainties (unemployment, idle capacity, decline of total family income, etc.) also affected part-time admissions, as this target group is mostly working people who should take into account the overall situation and working limitations of their family members;
- The shortage of part-time graduates in 2020 is also raised due to similar reasons. Focusing on their family circumstances, many chose to go on academic leave and postpone solving their debts and final theses defence for a more favourable time;
- However, due to the highly valued ISMA image at large and the programme "Business Administration in Tourism" in particular both among the Latvian and foreign students, the total number of students in the programme has even insignificantly increased for up to 1.26% (478 in 2019 against 484 in 2020). This is due to the transfer of students of higher years of studies to ISMA from other universities.

Taking into account the vaccination speed in Latvia and the EU, the introduction of COVID passports from July 1 and the UN WTO optimistic plan for a faster revival of the tourism industry, we believe that 2021 high school graduates will be more positive and their enrolment will increase this year.



Looking at the dynamics of the number of students in the branches, the following can be concluded:

- The number of students in the Latgale Branch since 2014 does not significantly affect the overall dynamics of the statistics of the study programme; this number varies between 7-10 people per year. In an effort to increase the number of students in 2019, it was planned to promote the programme more attentively in the region, to participate in open days and other events, unfortunately the plans had to be temporarily suspended due to the pandemic;

- The pandemic caused a decrease in the number of students enrolled in ISMA Fergana Branch, as well as it was an obstacle for the already enrolled students to continue their studies, as some of them were forced to stay in countryside without the Internet access, their families' incomes decreased, and also due to other reasons.

However, it should be noted that the Fergana City Council (Khokimiyat), following the strategic decisions of the President of Uzbekistan on the development of the tourism industry in the country, actively supports both the ISMA Fergana Branch and the "Business Administration in Tourism" study programme in particular. There are many interested employers in the region and at the national level, and taking into account that during the spring 2021 the epidemiological situation is much more favourable, a rapid increase of interest to the programme is expected, which will also be confirmed by enrolment statistics.

When analysing the reasons for drop-outs, it should be noted that many foreign students are not ready for the study process and requirements set by ISMA, in accordance with EU and Latvian legislation, regulations, education standards. If students fail to complete their assignments on time, part of the students decide to drop out of the studies on their own will, and some are expelled for academic or financial debts.

### **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 Bachelor study program "Business Administration in Tourism" prepares competitive professionals who can hold leading positions and careers in tourism, hospitality and catering, public and non-profit organizations, and start their own businesses. The study programme is designed so that students gain a comprehensive understanding of entrepreneurship, contemporary tourism and hospitality development trends in the global market, and strategic development in the changing global environment, and to develop the ability to use the knowledge acquired in the study process in a manner that demonstrates professionalism, responsibility and competence in tourism and hospitality business administration.

The name of the study program is Professional Bachelor study program "Business Administration in Tourism", which is fully consistent and derives from the obtained degree - professional bachelor's degree in tourism business administration and qualification - business administrator. The study programme is in accordance with the requirements of the relevant Occupational Standard "Business Administration", agreed by the *Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadome* (Tripartite Cooperation Sub-Council for Vocational Education and Employment), protocol No.6, meeting of September 18, 2019

Profession: Business Administrator, Qualification level: Level 5 of professional qualification, corresponds to the Latvian Qualifications Framework (LQF) level 6.

Link: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf>

According to the Standard and the labour market situation, the aim of the study programme is formulated emphasizing professionalism, innovative approach to problem solving and social responsibility of entrepreneur. The objectives are formulated to achieve the aim of the study programme and are oriented towards the coherence of such study process elements as the content

of studies, acquisition of professional knowledge and skills, lifelong learning and scientific research.

The target audience of the study programme is very wide - business owners and managers in the field of tourism, hospitality, catering, both private or public sector (such as tourism information centres and public bodies related to tourism dissemination and promotion), professionals planning to start a business, and anyone interested in acquiring in-depth knowledge and competencies in tourism and hospitality fields of business administration, as well as foreign students (language of studies - English).

Admission of students to ISMA Professional Bachelor study program "Business Administration in Tourism" takes place in accordance with the ISMA Admission Regulations, which are approved annually by ISMA Senate and published on ISMA website [www.isma.lv](http://www.isma.lv). Every Latvian citizen and non-citizen of the European Union, a citizen of the European Economic Area or a citizen of the Swiss Confederation and a resident of the European Community holding a valid residence permit is entitled to study at ISMA Professional Bachelor study program "Business Administration in Tourism". The right of foreigners who have not been issued a permanent residence permit to study at ISMA is determined by Section 83. of the Law on Higher Education Institutions. The procedure of the admission of foreigners to ISMA is provided as a scheme in Annex 1.4.

To study at ISMA Professional Bachelor study program "Business Administration in Tourism", one must present the document certifying recognized Latvian secondary education or secondary vocational education.

For foreigners it is necessary to prove that their knowledge of English enables them to obtain higher education in Latvia (by presenting an internationally recognized certificate such as IELTS, Pearson PLC, ETS, etc.)

<https://www.isma.lv/FILES/STUDENTS/InternationalTestingInstitutions.pdf>

### **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 of the Professional Bachelor study program "Business Administration in Tourism" is designed to ensure the preparation of a leader who is capable of ensuring a company's operations in all functional areas and taking legal and ethical responsibility for its development. The study programme has been developed and updated on the basis of legal enactments (Cabinet Regulations No. 512 "Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu", (*Regulations Regarding Second-level Vocational Higher Education State Standard*), August 26, 2014; Occupational Standard "Business Administrator" approved by



Profesionālās izglītības un nodarbinātības trīspusējās sadarbības apakšpadomes (*Sub-Council of Vocational Education and Employment*) meeting, September 18, 2019, protocol No.6), the instructions of accreditation experts from the previous accreditation of the study direction, the results of student and graduate surveys, Bachelor Papers' results, topical scientific research, including research conducted by ISMA teaching staff, recommendations expressed in surveys, descriptions of traineeship placements, meetings at conferences, workshops, consultations on the development of Bachelor Papers, reviewing of Bachelor Papers and participation in state examination commissions (Qualification Examination and Bachelor Paper defence). Such a complex and diverse approach to the improvement of the study content and process ensures that the content of the programme corresponds to the requirements of the labour market and to the development tendencies of the branch.

In addition, the lecturers involved in the teaching of the study courses, who are also professionals with considerable practical experience in their field, also in tourism and hospitality, are founders and owners of companies, and thus, during the course of the lectures, they introduce students to the latest industry experience, discoveries and methods.

According to ISMA internal procedure, the topicality of the study programme is supervised by the respective Study Direction Council, if necessary, making corrections to the study plan, the content of the study courses, assignments, etc. Descriptions of the study courses are updated and reviewed in the respective departments at least once a year, usually before the beginning of the academic year or more frequently if necessary. The study plan is approved at least once a year by ISMA Senate.

Since 2012, the Tourism Management program, accredited under the heading "Management and Administration, Real Estate Management" and containing 3 specializations (Tourism Management, Hospitality Management and Restaurant Business), has been subject to the following changes:

- Specialization "Tourism Management" was consolidated into program "Business Administration in Tourism" as its main part;
- Specialization "Entrepreneurship in the Restaurant Business" was expanded and improved by creating a first level study program licensed and accredited within the framework of Hotel and Restaurant Service, Tourism and Leisure Organization;
- New specialization was developed - Digital Technologies in Tourism.

The changes were made in order to increase the competitiveness of the existing programme, based on the fact that the number of travel agencies in Latvia has decreased significantly in recent years, while the number of hotels and catering companies has increased significantly. The number of incoming tourists is increasing every year, so it is necessary to offer the industry more entrepreneurs with knowledge and competences of both tourism and hospitality industry. This can be achieved by combining study content. To make the tourism and hospitality business competitive in today's global marketplace, it is necessary to equip them with the skills to navigate freely in the digital technology and communications environment.

- Out of the previous programme content only 7 subjects do not fall wholly or partly into the updated program. The titles of these subjects are Banking, Computer Modelling, Information Technology Management, Optimization Theory, Computer Technology Management, European Economic Integration, Business Information System GALILEO. The removal of these subjects from the program is due to the content obsolescence, low competitiveness and demand for knowledge and competences from graduates and employers, the need to replace them with newer and more on demand courses and to make their content more relevant to

today's realities and future market

- As a result, several courses were modernized, multiple course topics were brought together under a single course basis (for example, Scientific Forecasting Methods were used in Course 1, Management Psychology and Sociology combined, Hotel Information Systems and Amadeus Online Booking Course merged under the title of Travel and Hotel Management Information Technology, etc.). The program included new study courses that are dictated by modern market demands, such as Digital Marketing, Social Entrepreneurship
- Students have an opportunity to get acquainted practically with tourism and hospitality business and industry leaders - business executives - while studying subjects Tourism Management (inviting students to visit Latvian tourism companies), Hospitality industry (inviting students to visit Latvia's leading hotels), Catering enterprises management (during which students visit restaurants in Latvia and master classes and seminars at ISMA premises) and attend the ISMA annual *Traineeship and Employment* conference, where students can meet ISMA's international partners in tourism and hospitality companies as placements and jobs.

Analysing the changes made, it can be concluded that:

- The renewed Professional Bachelor study program "Business Administration in Tourism" is in line with ISMA goals, vision, strategy and mission.
- Program graduates will become competitive industry professionals with modern knowledge and skills, competent in the domestic and international tourism and hospitality labour market.

**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 development and implementation of the study programme follows a logical sequence - in accordance with the requirements defined in the Occupational Standard and the demand of the labour market, the aim of the programme and the objectives arising from it are formulated; the contents of the programme (mapping of the study courses) is based on the achievement of the aim and learning outcomes and by linking them with the criteria defined in the education standard, with the latest developments in the labour market and the latest scientific discoveries in economics and business; accordingly, the content of the study courses is designed to implement the knowledge, skills and competences defined in the Occupational Standard and to ensure the realization of the study programme objectives.

The contents of the study courses is discussed and approved by the lecturers involved in the implementation of the study programme and by the members of the Study Direction Council, thus ensuring interdisciplinary linkage and harmonization of common requirements for the achievement of study results, as well as eliminating unnecessary duplication of the content (see also Section 4.5).

The content of the study courses of the programme "Business Administration in Tourism" is

developed based on the strategic interests of ISMA University of Applied Sciences, the needs of the internal and external market of tourism and hospitality, macro and micro economic indicators and forecasts, recommendations obtained from cooperation with Latvian and foreign employers, taking into account statistical tourism market summaries, participating in LVRA (The Association of Hotels and Restaurants of Latvia) and ALTA (The Association of Latvian Travel Agents and Operators ) meetings and events, considering issues of interaction with school pupils, students and graduates, as well as taking into account the views of other stakeholders, lecturers, their experience, competence and professionalism, as well as the overall capacity of ISMA.

Accordingly, the aim of the study programme, which is “to prepare highly qualified, innovative-minded and competitive tourism business leaders who are able to establish and manage new, innovative and competitive companies in the global tourism market or to hold leading positions in existing companies both in Latvia and abroad”, and the objectives of the study programme are set in compliance with the aforementioned requirements.

Regarding specific study courses, their aims and the learning outcomes to be achieved, the following examples can be given:

Study course **“Tourism basics”** – the set **aim** is: “to provide knowledge of the nature of tourism business, the history of the tourism industry, types of tourism, the use of tourism resources and tourism infrastructure in the process of developing and selling a tourism product, knowing the principles of tourism business ethics.”

**How achieved:** knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard “Business Administrator” , with a special focus on business management in the tourism and hospitality industry. For example, during the course students get acquainted with the theoretical guidelines of the tourism industry, process information obtained by participating in seminars and completing works on such topics as: "Travel and tourism evolution", "Analysis of tourism resources in the organization of work", “Documents regulating the activities of tourism companies, regulatory enactments and norms of tourism ethics”, and through other works.

Study course **“Hospitality industry”** – the set **aim** is “To provide knowledge about types and trends of tourist accommodation. Understand standards, services, additional services and their suitability for different target groups of visitors, economic and organizational activities, role of business partners and requirements of legislation and regulations for functioning of tourist accommodation.”

**How achieved:** knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard “Business Administrator” , with a special focus on business management in the tourism and hospitality industry. For example, mastering the study course students get acquainted with the theoretical guidelines of the hospitality industry, process information obtained by completing a project that includes such topics as: evaluation and comparison of the level of service of the selected tourist accommodation , evaluation of the competitive advantages and disadvantages of the selected tourist accommodation , suitability of the services of the selected tourist accommodation for the target groups of specific guests, etc.

Study course **“Complex Tourism Product Development”** – the set **aim** is “to expand received knowledge in the tourism area and to apply the acquired theoretical knowledge in developing the travel itinerary”

**How achieved:** knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard “Business Administrator”, with a special focus on business management in the tourism and hospitality industry. For example, during the mastering of

the study course students expand their knowledge of the theoretical guidelines of the tourism industry, process information obtained by participating in seminars and project work, which includes, for example, target audience and statistical data processing, tourism product identification and competitor supply analysis, related selection of tourism service providers, travel route development and detailed planning, etc.

Study course **"Catering Enterprises Management"** - the set **aim** is "To provide the basic knowledge in the field of management of catering enterprises, to form the skill of the application of the acquired knowledge, to provide the opportunity to find organisational and managerial solutions and take responsibility for them from the viewpoint of the social importance of these decisions.

To provide students an opportunity to evaluate the economic and social conditions for the entrepreneurial activity, to realise new market opportunities and create new business models."

**How achieved:** knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard "Business Administrator", with a special focus on business management in the tourism and hospitality industry. For example, during the mastering of the study course students get acquainted with the theoretical guidelines of the catering industry, practically process information obtained by participating in seminars and completing works on such topics as: "Strategic and innovative management in the restaurant business", "Peculiarities of small catering development in the European Union", etc.

Study course **"Tourism Company Activity Practice"** - the set **aim** is "to familiarize students with the activities of travel agencies, analyse risks, create new competitive products, acquire skills in setting up a tourism company, recruitment and training, package tours and relevant sales agreements, promotion campaigns and customer database development."

**How achieved:** knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard "Business Administrator", with a special focus on business management in the tourism and hospitality industry. For example, during the mastering of the study course students get acquainted with the theoretical guidelines for founding a tourism company and developing new products, collect information by participating in seminars and completing works on such topics as: "Principles of founding and managing a travel agency", ""Conclusion of a related sales contract ", " Risks in tourism ", etc.

Study course **"Tourism Management"** - the set **aim** is "To develop students' understanding of the management aspects of tourism, with a special focus on tourism product makers - tour operators. The aim of the course is to provide knowledge about the principles of modern tour operators, applied technologies, executable functions, as well as to teach students to operate freely in the external and internal environment of tour operators, to make decisions based on the acquired knowledge in this business sector, adapting to the rapidly changing market demand in the context of globalization."

**How achieved:** knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard "Business Administrator", with a special focus on business management in the tourism and hospitality industry. For example, during the mastering of the study course students get acquainted with the theoretical guidelines of tour operators in the external and internal market, their interaction with partners, process information obtained by participating in seminars and completing works on such topics as "Latvian market: tour operator distribution analysis", "New direction in the creation of travel agents ", "Conflict resolution in tourism ", "The perspectives of tour operators in the future market taking into account the tendencies of digitization and globalization ", etc.

**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 the process of implementation of the Professional Bachelor study program "Business Administration in Tourism", different and diverse study methods and forms are used - lectures, seminars, practical situation analysis, discussions, presentations, individual work in groups and so on. In addition to the contact hours, the students carry out independent work according to the study course plan.

Lecturers regularly share their experience in using new, modern teaching methods, e-environment opportunities, developing creative thinking and so on, which is the aim of the annual ISMA conference "Open Learning and Distance Education", which was held in January 2020 for the 18th time.

The lecturers choose study methods and forms according to the study course they teach practical activity within the study process, the specific methods are used to improve students' competences and to achieve the aims of study courses and the study programme. The adherence to the principles of student-centred education at the HEI gives students additional powers and responsibilities. Supporting students' ability to influence their study process, ISMA lecturers take on the challenge of creating a modern, open and innovative idea-driven learning process.

When starting work with a particular group of students, the lecturer introduces the students with the planned learning outcomes and discusses the topicality of the study course. Then, taking into account the students' interests and needs, as well as the specifics of the course, the lecturer agrees with the students on possible adjustments to the learning process and assessment. Before the course is completed, students are informed of the requirements that must be met during the course, how the knowledge is assessed and how the final assessment is formed. This set of requirements is also included in the description of each study course.

In order to ensure the topicality of the study content, visiting professionals are also involved as guest lecturers in the implementation of the study process and present topical issues in the field, discuss concrete examples from practical work, and consult students during practical research (see also Section 4.2. and Appendix Nr.3.3.12).

Lecturers motivate and support students to use various possibilities in planning and organising their independent learning, for example, to use study materials prepared by the lecturers of the respective study course in the electronic training system MOODLE. However, one should mention that even more, active use of the MOODLE system in the communication process between the academic staff and students is desirable not only by using the study materials posted there but also by passing interactive tests and other tests allowed in the study process and by communicating in the electronic environment.

The evaluation of the study results achieved by the students during the study process is carried out in accordance with ISMA Procedures for the Organisation of Testing, which determine the possible types of examinations and intermediate examinations, as well as the forms of final examination (test or exam).

A large part of the examination is taken by the students in written form. The assessment also takes into account the students' work during the semester (success in tests, active participation in seminars, drafting independent papers, preparation of reports, etc.) by applying the cumulative assessment method stipulating for gradual formation of final assessment from several types of student's learning. The basic principles of evaluation are taken into account throughout the study process - the principle of openness of evaluation, the principle of obligatory evaluation, the principle of revision possibilities of evaluation, the principle of diversity of assessment methods used in evaluation.

Passing the state examination is the final stage of mastering the study programme, including passing qualification exam and elaboration and defence of Bachelor Paper. A student can defend his/ her Bachelor Paper only when all the contents of the study programme has been mastered, id est when a positive assessment has been obtained for each study course and every objective during the traineeship.

Currently, ISMA Fergana Branch study programme is implemented as full-time intramural ones, the language of instruction is English. The content of the study programme and study plans are completely identical to the content and study plans of the study programme in Riga in terms of curriculum and semester planning. The only difference is that the lecturer of the respective study course goes to ISMA Fergana Branch on a two-week trip, during which all contact hours take place in accordance with p.9 Cabinet Regulations No.512 of August 26, 2014 "Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu" (Regulations on the State Standard of the Second Level Professional Higher Education), which states that not less than 40 percent of the volume of the full-time Bachelor's programme (except for the volume intended for traineeship and development of a Bachelor's or diploma paper (diploma project)) is contact hours.

All study courses are taught by the same lecturers who teach the respective study courses in Riga in English.

As it follows from the above, the management of the study programme both at the place of basic studies in Riga and at the Branches, including ISMA Fergana Branch, is performed from Riga, and there are no significant differences in the respective processes.

**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 framework of the Professional Bachelor study program "Business Administration in Tourism" includes traineeship in the amount of 24 CP divided into three periods in the 2nd, 3rd and 4th years of studies. The tasks, the course and the requirements for drawing up a report are reflected in the traineeship descriptions (see Annex 3.3.4 Study course descriptions). In the mutual cooperation between a student and the chosen Bachelor's supervisor, the assignments of the last traineeship may be supplemented or corrected according to the theme of the Bachelor's Paper to be developed; this procedure is also stipulated in traineeship description.

Both ISMA administrative and teaching staff (directors of study programmes, leading lecturers, representatives of Career Centre and International Relations Department, etc.), as well as domestic

and foreign employers are invited to collaborate in developing and updating traineeship assignments to ensure training of professionals ready to enter the labour market. For example, I. Leonenko, Head of Human Resources at the Radisson Hotel Group, is participating in discussions of tasks within the programme Business Administration in Tourism. Members of ISMA Student Self-Government are also invited to cooperate, and they also conduct regular surveys among students about their wishes and opportunities to participate in traineeships in different companies.

All traineeship tasks are related to the results achieved within the study program, based on knowledge, skills and competences defined in the profession standard and acquired during the study courses. These linkages and requirements are clearly stated in the practice descriptions

Before going to traineeship, traineeship workshops – meetings are organised for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year students, where the process of the traineeship, the necessity of traineeship objectives, and preparation of traineeship documents are explained. Students are informed about cooperation partners from Latvia and abroad with whom ISMA cooperates within the traineeship and employment. Students are introduced with section “Traineeship for Students” of ISMA website, where they can find the information they need about the traineeship, and as the section on current vacancies.

Every year at the end of November the international conference “Traineeship and Employment” is organized in the university, where students get acquainted with potential employers from Latvia and abroad, gain additional knowledge in enterprise management, personnel management and marketing (also in enterprise management within hospitality and tourism industry), Latvian and foreign labour market development trends and demand, also within tourism and hospitality industry.. At the end of the conference, each student has the opportunity to speak with tourism and hospitality companies’ representatives, ask any questions they may have, and apply for traineeship. Experience has shown that this conference is very useful as many students obtain information and choose placements both in Latvia and abroad.

The tasks of all traineeships are related to gradual acquisition of the knowledge, skills and competences necessary for the qualification of business administrator. First of all during a traineeship a more general analysis of the company's activity is performed, then it is supplemented with more specific questions and in the 4<sup>th</sup> year traineeship, information is obtained for formulating a particular problem and writing a Bachelor's Paper, then supplementing it with more specific questions. 2<sup>nd</sup> year traineeship assignments are mainly related to the overall evaluation of a company, external environment and competitor analysis, and planning processes in the company. 3<sup>rd</sup> year traineeship is based on the organizational structure and specific spheres of company activity, such as personnel policy, marketing and product sales, communication policy etc., while the assignments of the 4<sup>th</sup> year traineeship are specified by the supervisor of the Bachelor Paper in relation to the chosen theme of the Bachelor Paper and the specifics of the company.

Students of the Professional Bachelor study program “Business Administration in Tourism”, thanks to ISMA cooperation partners, are offered a wide range of practice opportunities in Latvia, for example, companies Iceland hotel, Mogotel Hotels, RadissonBlu, Tez Tour regularly offer various positions in tourism service - customer service centre, administration offices, reception, as well as abroad, such as Odeon Tours (Spain), Animafest (Spain), JobTrust (Greece) regularly offer guest welcoming, animation positions, as well as practice in reception or in HR departments.

The biggest part of these companies offer a variety of traineeships and work positions where students can complete traineeships at different levels of study and for different traineeship assignments. Tasks to be accomplished during traineeships are sent out to companies so they can understand what the student needs to do during the traineeship, regular traineeship process surveys are conducted, and traineeship seminars identify student demand and provide relevant

engagement. Companies also offer final-year students permanent job positions if they can show their potential during traineeships, which prove that students have sufficient theoretical and practical training in the labour market.

Students also pass traineeship abroad through the Erasmus Lifelong Learning Programme, where students are awarded a scholarship instead of a salary. It is also a great opportunity to familiarise with the aspects of the foreign market and gain international experience even before graduation.

ISMA has collaboration contracts for traineeship with several companies such as Odeon Tours (Spain), I-Practice (Spain), Job Trust (Greece), Clio (Bulgaria), Turkiston Yulduzi (Uzbekistan), etc.

The key student selection criteria for participation in traineeship within the Erasmus+ Programme in accordance with ISMA Regulations on Student Mobility Erasmus+ Programme are the following:

- Students are transferred to the second year of study;
- Students have successful progress;
- Students have sufficient knowledge of the relevant foreign language;

The selection of students is coordinated by ISMA Council of Erasmus+ Programme, which consists of:

- Head of the Study Department,
- Vice-Rector for International Relations (Erasmus Coordinator),
- Representatives of the International Relations Department,
- Responsible for International Relations in Students' Self-government Body,
- Head of the Study Sector in Students' Self-government Body,
- Representative of International Business Communication Department,
- Head of Career Centre.

After receiving all traineeship applications from the students, ISMA Erasmus Coordinator proposes to convene the Council meeting to evaluate each student's application and decide who is nominated for traineeship within the Erasmus+ Programme.

ISMA is continuously developing career opportunities for its students and is looking for new traineeships to enable all students to enter the Latvian labour market.

For example, new cooperation agreements were signed with Tele2 Shared Service Centre, Radisson Blu Latvia, etc. in 2019. The Head of the Career Centre meets with representatives of local and foreign employers regularly by encouraging them to offer paid traineeships as well. Students are invited to meetings where representatives of the Career Centre and the International Relations Department report on traineeship opportunities regularly, and this information is disseminated through the website, social media, and informative boards on campus premises. The representatives of Students' Self-government Body are also involved in the dissemination of information.

It should be noted that students have the right to find traineeship placement themselves, in which case they discuss their traineeship assignments with the employer independently, though the Career Centre is actively looking for new companies that can provide internships for both local and foreign students.

Difficulties encountered in working with employers:

- the student is not admitted to practice due to academic debts;



- difficulties in finding a placement for a foreign student due to insufficient knowledge of the official language;
- student wants higher salary during the traineeship;
- in small businesses there is not enough staff to train trainees, so the employer demands more knowledge from the trainee when starting a traineeship;
- students' insufficient practical knowledge.

In total, ISMA cooperates with 32 employers in Latvia, while, within the Erasmus+ projects, ISMA cooperates with 11 employers.

In compliance with the Traineeship Regulations, ISMA study plan determines the traineeship of the 2nd, 3rd and 4th year students of ISMA Fergana Branch. As students study in Fergana, Uzbekistan, most of them choose to do traineeship in Fergana. The Fergana Branch has signed cooperation agreements with several companies operating in the field of tourism. When looking for cooperation partners, the main emphasis is on the fact that the traineeship in the company corresponds to the content, set goals and planned outcomes of the ISMA Fergana Branch study programme "Business Administration in Tourism". Cooperation agreements are concluded with such companies as three- and five-star hotels, for example - Club Hotel 777 and TAJ MAHAL Hotel, travel agencies, such as Rahmat Turizm, and insurance companies - Al-Fergana Tur, Aysel-Invest, Fergana Golden Valley Service, etc.. Students are assigned a traineeship supervisor at ISMA Fergana Branch, who introduces them to the traineeship assignments to be implemented at the specific traineeship placement and presented in the traineeship report at the end of the traineeship.

In addition, students of the ISMA Fergana Branch have the opportunity to participate in internship abroad within the framework of the ERASMUS programme. The annual international conference "Internship and Employment" is organized in November. In the framework of the conference students get acquainted with potential employers from Latvia and abroad, gain more knowledge in the field of corporate governance, personnel record keeping, and marketing, they learn the development trends and demand on the Latvian and foreign labour markets. Among the foreign cooperation partners are the following ones: "Animafest Experience", Spain, "Odeon Tours", Spain, "Veton 2011 Eood", Bulgaria, "TUI Hellas S.A.", "Job Trust" Greece. The major cooperation partners in Latvia are: "Radisson Blu Hotel Latvija", "Mogotel Latvija", "Evolution Latvia". The conference is broadcast to students of the Fergana branch on the online Zoom platform and students are given the opportunity to ask questions in live chat on the issues they are interested in. Thus, students who plan to complete their studies in Latvia can get acquainted with a particular foreign or Latvian company and consider their choice. If a student meets all the requirements for participation in traineeship mobility, they can undertake traineeship in foreign or local companies with which ISMA has concluded a cooperation agreement on the provision of traineeship within the framework of the study programme.

## **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 Professional Bachelor study program "Business Administration in Tourism", in order to obtain a professional Bachelor's degree, students develop and defend Bachelor's theses. The topics for the development of final works are available on the ISMA website, in the section "Methodological Materials". The topics are listed according to their scientific supervisors and

Departments. Each year, it is the responsibility of the scientific supervisors and Directors of study programmes to review the existing topics and, if necessary to adapt them to changes in the labour market and make modifications to the subject definitions. When formulating the topics, it is the responsibility of the scientific supervisors and Directors of study programmes to take into account the views of employers' representatives on current market developments and desirable scientific-practical innovations, as well as scientific-theoretical analyses that could be applied in the industry. Employers are regularly interviewed through questionnaires, in-person meetings, and during the annual *Internship and Employment Conference* as well as during active participation in Balttour annual tourism exhibition in Riga. Employers' representatives are invited each year to participate in the defence commission, where they actively express their views and take part in discussions.

When submitting their Papers for defence, students are also invited to submit a feedback from their employer stating whether the proposed innovations can be or are being used to improve the efficiency of the company. In addition, it is also appreciated if the research results are published in a collection of scientific articles, such as the annual scientific theses published by ISMA International Conference IT & Management.

An essential factor in the development of a Bachelor's Paper is that, when coordinating the topic of the final work, the scientific supervisor deliberately formulates the 4th year traineeship assignments in such a way as to maximize the student's involvement in the practice and allow using the acquired knowledge, skills and competences. In this way, students are stimulated to become more involved in the traineeship process, interview employers and obtain sufficient information for the Bachelor Paper with the purpose to offer the company to implement the economically justified proposals on the improvement of the company's operational efficiency.

The following factors are taken into account when formulating the themes of Bachelor Papers:

- Cooperation of a student with the traineeship placement company or meeting the requirements of the current employer for the necessary analysis / developed innovations;
- In-depth understanding of the business processes of the researched company, its structure, financial performance, range of product / service offerings, communication and promotion policy, overall development strategy, HR, competitor and industry analysis, industry trends, risks, global political and social impact, etc. ;
- Concluding a Bachelor Paper it is a minimum requirement to offer a set of recommendations that can significantly impact the efficiency of the business, such as increasing competitiveness and / or increasing profits.

When evaluating the topics of students' Bachelor papers for the last three years and their relation to the labour market, it should be noted that all defended papers are related to current tourism business issues, such as the improvement of service quality, attraction of new customers of tourism services, elaboration of new products and services within the are of tourism and hospitality industry, competitiveness improvement, development of quality management system, etc. Some examples of the themes of final work with the grades obtained are summarized in the table below.

Table 3.3.2.

*Examples of defended bachelor theses and their titles (2013-2019)*

Bachelor thesis theme	Grade received, the year of defence
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Introduction of Animation Service at the "Hotel Jurmala SPA"	10 (2013)
Human Resource Development in the Hotel "RIGA"	8 (2013)
Analysis of Business Operations of the Enterprise SIA "Beleon Tours" and Proposals for the Introduction of Innovation	10 (2014)
Development of Measures for the Reduction of Staff Turnover in the Hotel "Wellton Old Riga Palace"	9 (2014)
Improvement of Services of the Hotel "Motel Autosole"	9 (2015)
Development of New Products and Their Promotion on the Market for the Tourism Company "Begonija"	8 (2015)
Development of a New Charter Route for the Travel Agency "Kolumbs"	8 (2015)
Development of Measures to Improve Services of the Restaurant "IL Patio"	10 ( 2015)
Development of the Complex of Measures to Attract New Clients to the Hotel "IRINA"	9 (2016)
Development of Measures for the Tour Operator SIA "PERSONA TOUR" to Enter Estonian Market	9 (2016)
Introduction of an Innovative Product on the Hotel Market of Latvia	8 (2017)
Development of Marketing Activities for the Hotel "Rixwell Old Riga Palace" to Increase Demand	9 (2017)
Experience and Problems in the Organisation of Traineeship of Animation Students at a HEI's Tourism Department	10 (2017)
Development of Measures to Improve Services of the Restaurant "Tokyo City"	9 (2017)
Development of a New Eco Product for the Enterprise Antario Travel	9 (2018)
Reducing Personnel Turnover at the Enterprise AS LIDO Bistro	10 (2018)
Introduction of Children's Room and Babysitting Services at the "Baltic Beach Hotel & SPA"	7 (2018)

Improvement of Personnel Management Methods at the Catering Enterprise "Melnā Bite"	8 (2018)
Methods of Increasing the Sales Efficiency of a Tourist Product Applying the Internet Marketing Tools at the Enterprise "Magelan Travel"	10 (2019)
Development of Measures to Improve the Quality Management of Hotel Services of SIA "Justina"	7 ( 2019)
The Role of Social Networks in the Promotion of Boutique Hotels on the Example of "Ada Home Istanbul", Istanbul, Turkey	8 (2019)

These Bachelor Papers were successfully defended and the information used for research was obtained from the students' employers, mainly during traineeships. Much of the research carried out in the Bachelor's Papers and the resulting proposals were economically justified and used in the activities of certain companies, which is evidenced by the feedback provided by the employers, which accompanies the submitted final works. Thus, it is possible to state that ISMA students apply not only theoretical knowledge acquired during their studies, but also practical skills in choosing the topic of their Bachelor Papers and are competent to determine the demand of the labour market and the tendencies of industry development according to professional tasks.

In most cases, the interrelation between the chosen topics of the final works and a current employer or the chosen traineeship placement is assured, however, a student does not always have the opportunity to draft a Bachelor's Paper based on the company where the undergraduate traineeship was completed. This problem is urgent, and ISMA Career Centre tries to assist students in solving this issue by addressing employers to enable students to complete traineeships and meet the objectives set by the supervisor to draft the Bachelor Paper. Unfortunately, employers are not always responsive and willing to provide the necessary information, which makes it difficult for students to carry out a full analysis of the company, which can even lead to a change in the topic of their Bachelor Paper. Moreover, ISMA Career Centre cannot provide traineeships for all students, especially foreign students, as most companies require knowledge of the state language, which foreign students lack for performing specific work tasks. This creates difficulties in obtaining primary data from a particular company. In such cases, students use publicly available information, for instance, Lursoft databases, etc., as much as possible.

Analysing the results of the defence of the final works, it can be said that the average grade of 8.31 points (out of the 10 maximum possible) allows concluding that the contents of the Papers complies with the evaluation criteria.

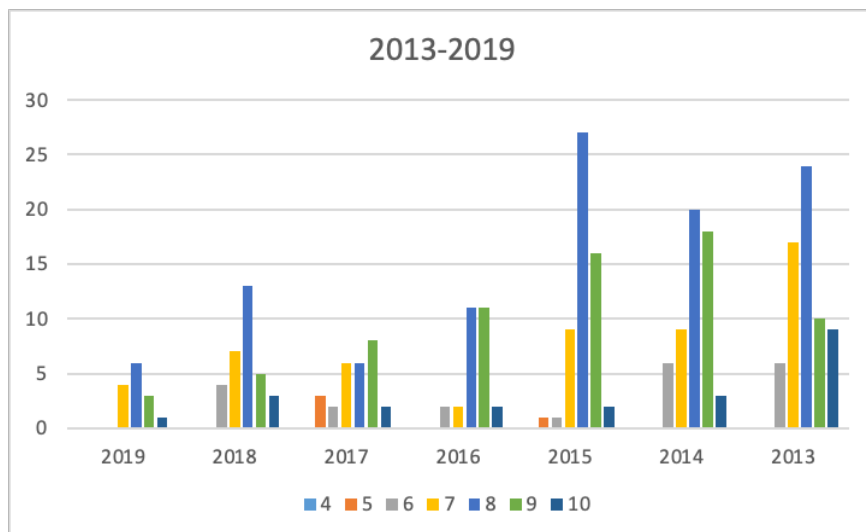


Fig. Nr.3.3.2. Bachelor Papers evaluations by years, 2013-2019

As is seen from the figure, especially when the year 2019 is compared to 2015, bachelor theses averagely obtained grades are decreased, however with the following remarks:

1. Average grade during the years 2013-2019 is above 8, at the year 2019 it was averagely higher than in 2015 (8.65 vs 8.13);
2. Total amount of the defended bachelor theses in the year 2013 was 66, 2019 – 14 theses, therefore so the wider is the number of theses- the wider is its grade distribution;
3. When the total dynamics of works amount is analysed, it can be noted that there were 32 works (average 8.18) in the year 2018, 27 works (average 8.07) in the year 2017, 28 works (average 8.67) in the year 2016, 56 works (average 8.26) in the year 2015, 56 works (average 8.19) in the year 2014.
4. Comparing with the Professional Bachelor study program “Business Administration”, average grade of the defended thesis within the Professional Bachelor study program “Business Administration in Tourism” is a little bit higher (8.12 vs 8.31).
5. A slight increase in the average grade on bachelor theses evaluation is a positive feature for students of Professional Bachelor study program “Business Administration in Tourism”, as the criteria for assessment in recent years have become somewhat more strict, which means that the theses have practical novelty and theoretical benefit.

## 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.

Following the recommendations of the Study Accreditation Commission of April 27, 2016 "Mandatory questions for students, employers and graduates", in 2016 ISMA developed unified student, employer and graduate questionnaires for all study programmes, allowing to evaluate not only a given study programme, but the work of the HEI as a whole. The questionnaire takes place every year, so it is possible to find out as soon as possible where and what changes should be introduced in the study process, as well as to follow the dynamics of students' opinions.

### 2.6.1 Analysis and assessment of the outcomes of the surveys conducted among the

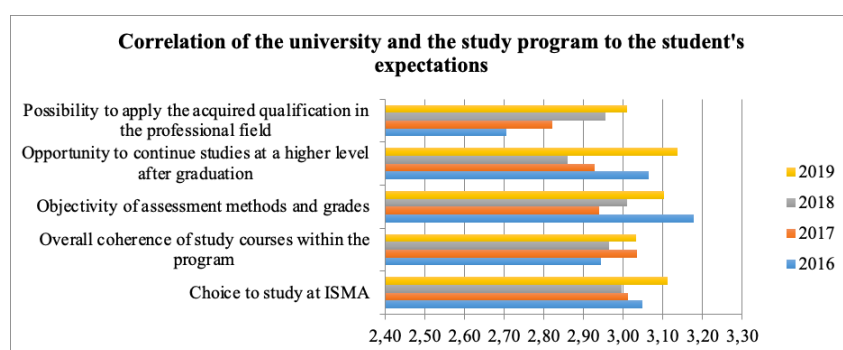
## students and the use of these outcomes for the improvement of the content and quality of studies

The evaluation of student survey outcomes is one of the most important evaluation criteria of the study programme quality.

The main parts of the Questionnaire are the following:

- Correspondence of the HEI and the study programme to the student's idea;
- Assessment of the quality of the study process;
- Assessment of the work of the academic staff;
- Assessment of the international cooperation of the study programme and students' involvement in scientific research;
- Assessment of the observance of the principles of democracy in the HEI.

Overall, the achievements of students of the Professional Bachelor study program "Business Administration in Tourism" are rated as good. It is used evaluation scale 1-weak, 2 – satisfactory, 3- good, 4 – very good. The answers to the questions in the first content block on the level to which ISMA and the study program meets the expectations of the students are summarized in *Fig. No. 3.3.3*



*Fig. No. 3.3.3. Correlation of ISMA and the study programme to the student's expectations*

Over the years, response results in general have fluctuated very little. Overall, students have given positive evaluation to both the HEI and the study programme. Students were most satisfied with their choice to study at ISMA. This is an indication that students are generally satisfied with the educational institution, which is highly important for ISMA. Evaluation of the objectivity of assessment methods and grades, which had been lower in previous years, improved last year. A possible explanation for the improvement could be the fact that the descriptions of study courses and the study programme have been improved. They reflect in detail how students' work in a particular course is evaluated. A significant improvement is the inclusion of evaluation of students' ability to apply the acquired qualification in the professional field. During the implementation of the study programme students' recommendations regarding the involvement of industry professionals in the study process were taken into account. The content of the study courses was supplemented by the topics and methods that allow students to better understand how the acquired knowledge can be applied in practice.

The analysis of students' assessment of the quality of the study process (see *Fig. 3.3.4*) shows that, as in previous years, among the most highly rated are the layout of ISMA availability of innovative resources (such as business incubator), the possibility to use the Internet and the qualification and professionalism of the academic staff.

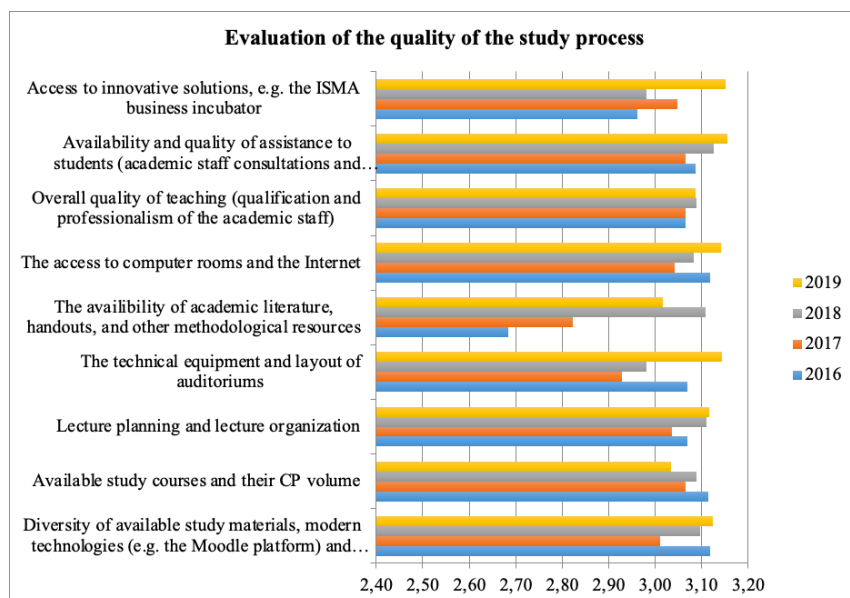


Fig. No. 3.3.4. Evaluation of the quality of the study process

The availability of study materials and academic literature has received the lowest rating. Students' opinions have been taken into consideration and the library of the HEI has been supplemented with academic literature that is relevant to the Professional Bachelor study program "Business Administration in Tourism". The rise of this rating in the academic year 2019/2020 is a positive indicator. There is a similar rise in the rating of the diversity of study materials and the quality of the Moodle platform. ISMA Study Direction Council has raised the issue of developing study materials and making them available on the Moodle platform. Additionally, it is planned to continue updating the textbooks and to work intensively on improving the Moodle platform. The work to encourage students' involvement in the Business Incubator remains a priority and the focus should be on informing students, as some students note that they lack information about this possibility.

The evaluation of the quality of the work of the teaching staff is summarized in Fig. No. 3.3.5

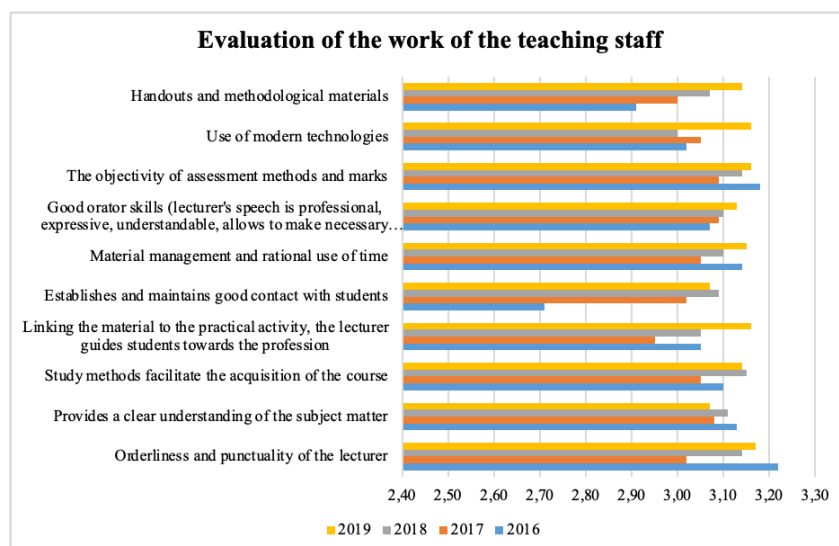
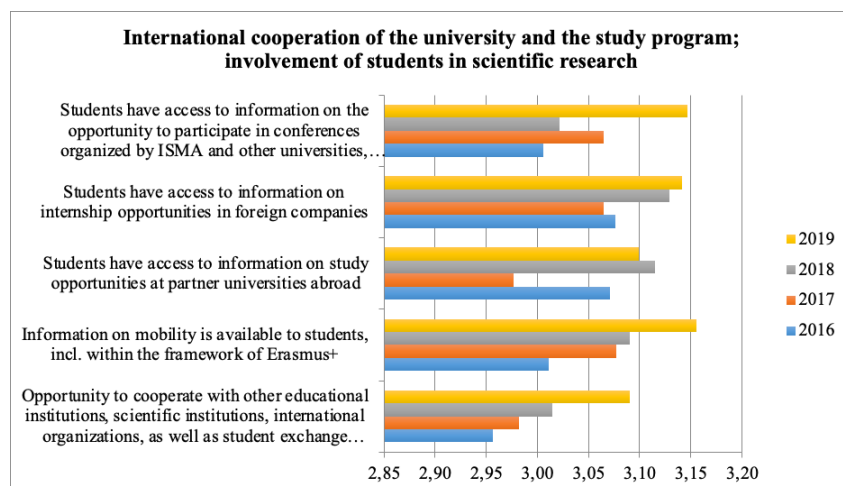


Fig. No. 3.3.5. Evaluation of the work of the teaching staff

The students greatly appreciate both the lecturers' readiness to provide the necessary counselling and the fact that the knowledge that students acquire while studying at ISMA is relevant and versatile. An important improvement is the increased rating of the incorporation of the methodological materials and recommendations for students' independent work in the course

descriptions. There is a similar increase in the assessment of the use of study methods. It should be noted, however, that the assessment of student involvement in scientific research has not improved significantly compared to the previous year. Teachers should continue to motivate students to engage in the study of the most interesting and practical issues. The ISMA Annual Student Conferences are an optimal platform for students' involvement in research. This is also confirmed by the students' answers regarding international cooperation at the HEI and the students' involvement in scientific research.

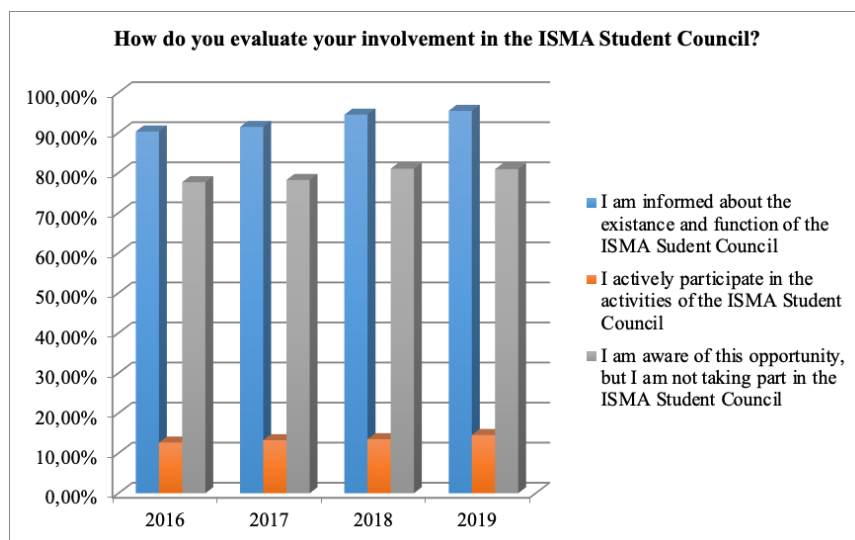


*Fig. No. 3.3.6. Evaluation of the international cooperation of the HEI and the study programme; involvement of students in scientific research*

The improvement of the rating of information available to students about opportunities to participate in conferences organized by ISMA and other universities is increased. Overall, the students' awareness of the cooperation opportunities of ISMA has improved. A significant improvement is the students' awareness of traineeship opportunities abroad and mobility within the Erasmus+ programme. However, it should be stated the interest of students of the Professional Bachelor study program "Business Administration in Tourism" to participation in the exchange for studies is traditionally constant, ISMA has strong partners in this field, for example as universities of Spain (Tenerife islands, Malaga, Granada), however they require strong Spanish language knowledge. There are also possibilities for tourism studies in other universities in English as well.

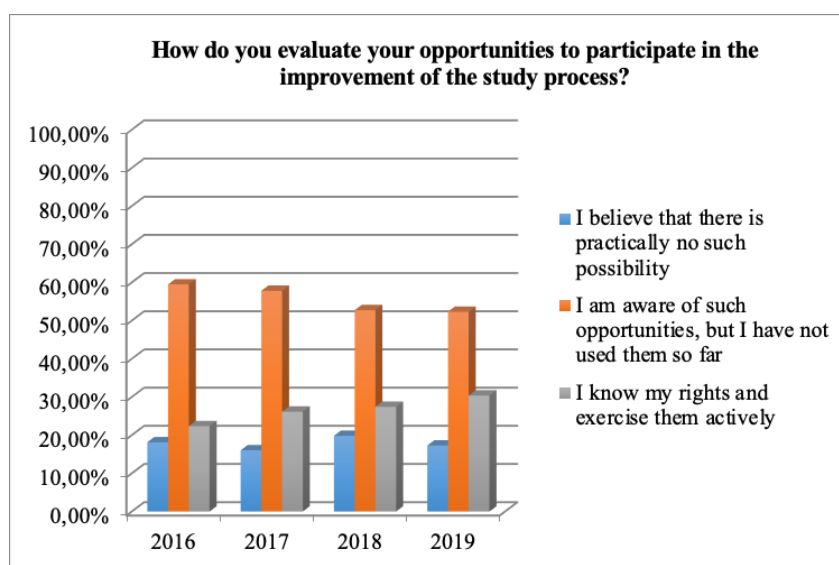
According to the students, observance of the principles of democracy in ISMA is considered to be relatively good (see *Figs. 3.3.7 and 3.3.8.*).





*Fig. Nr. 3.3.7. The results of a student survey evaluating the students' involvement in ISMA Students' self-government Body*

As previously mentioned, sometimes students note that they lack information on some issues, but regarding involvement with ISMA Students' Self-government Body and the improvement of the study process, students acknowledge that they are aware of such opportunities, but are less involved. Hereby it can be concluded that it is due to low participation and activity on the students' part.



*Fig. Nr. 3.3.8. The results of a student survey evaluating the students' opportunities to participate in the improvement of the study process*

The achievements of ISMA Students' self-government Body must also be recognized. This type of activity is especially important for students of undergraduate programs.

## 2.6.2 Analysis and evaluation of ISMA graduate survey results, their use in the improvement of study content and quality

In order to objectively evaluate the quality of the study process, to analyse the competitiveness of graduates in the tourism and hospitality market and to reflect the graduates' evaluation of the strengths and weaknesses of the study process, the HEI regularly conducts graduate surveys and considers their recommendations. Between 2016 and 2019, 11 graduates were interviewed.

Overall, continuing the trend of previous years, the graduates' evaluation of the quality of the study process of ISMA Professional Bachelor study program “Business Administration in Tourism” is positive. In their recommendations for the improvement of the study program, the graduates note that it is desirable to attract a larger number of professionals who are active in the tourism and hospitality field, who understand the theoretical aspects of tourism management, as well as the specifics of the tourism, hospitality and catering industry and are able to offer solutions for improvement of the tourism and hospitality management practices. When answering the questions about the study program, the graduates appreciated the quality of the acquired knowledge and their ability to apply the acquired knowledge in their work.

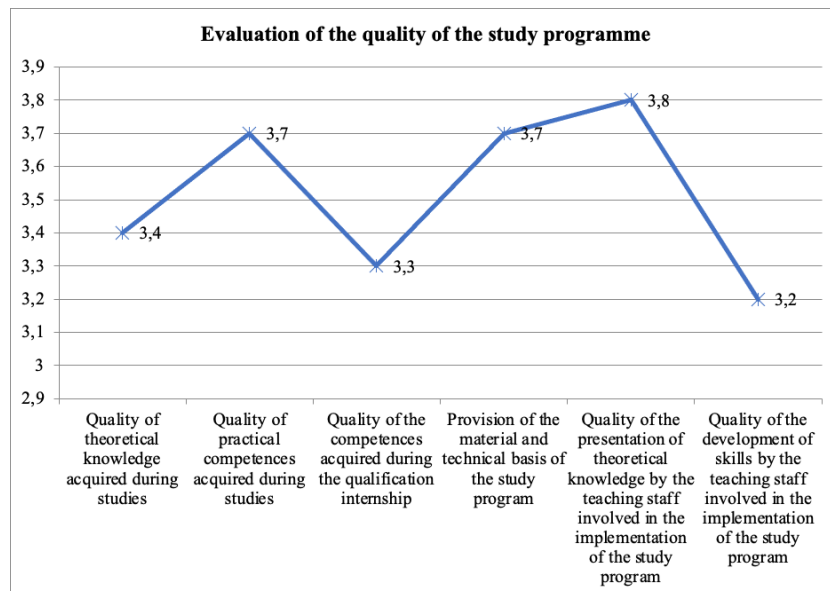
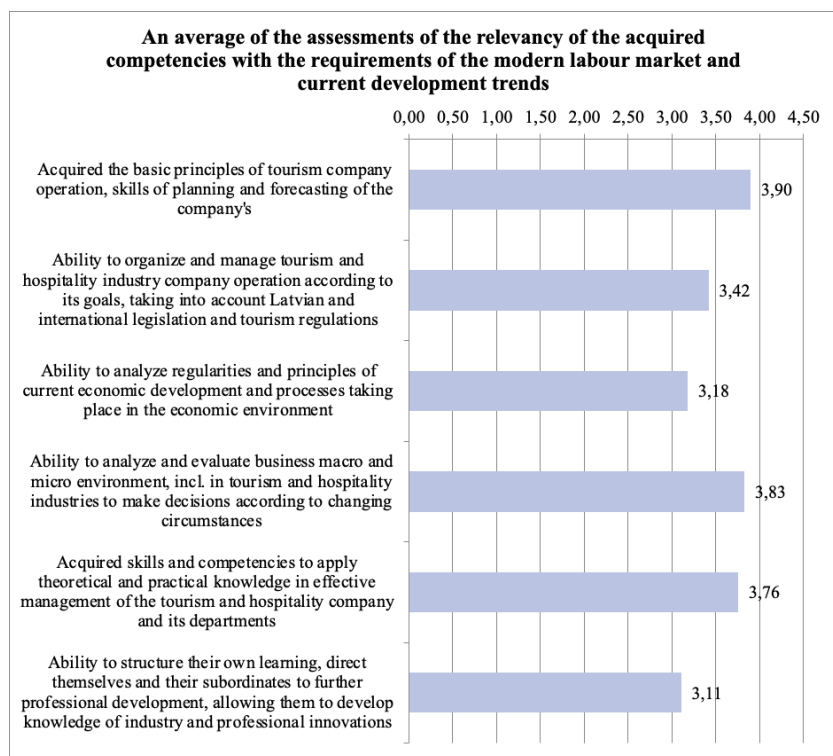


Fig. No. 3.3.9. The results of a graduate survey evaluation the quality of the study programme

Practical competencies acquired during their studies and the quality of competences acquired during their qualification practice received the highest evaluation from the graduates as well as helpfulness of the teaching staff to share their theoretical knowledge. The graduates noted that the tasks performed during the traineeship helped to understand the specifics of tourism and hospitality management and encouraged them to start their activity in this field after graduation.

Figure 3.3.10 shows the average evaluation rating that the graduates gave for the quality of competences relevant to the profession of a tourism and hospitality industry business administrator during their studies and in their professional activities. It is very important that competencies related to the ability to perform the duties of a tourism and hospitality industry business administrator responsibly and independently are well evaluated. Especially highly are evaluated possibility to achieve principles of operational activity of a tourism enterprise, ability to plan and forecast business activity of a company. The average rating equals 3.90. Likewise, the ability to analyse micro and macro environment of a company, also within tourism and hospitality industry is also well appreciated. The average rating is 3.83.



*Fig. No. 3.3.10. An average of the assessments of the relevancy of the acquired competencies with the requirements of the modern labour market and current development trends*

24% of graduates are employed in the hospitality industry (hotel departments, restaurants, accommodation centres, clubs, etc.), 31% work in companies involved in the tourism business (big tour operators, travel agencies, inbound tour operators, ticket offices, airlines etc.).

Overall, the number of graduates involved in jobs related to the tourism and hospitality industry represents 55% of all surveyed program respondents. Other graduates are also mainly involved in entrepreneurship in various forms (sales, marketing, human resource management, etc.). Only 7% of all program graduates indicated that their existing profession was not directly related to business management.

This shows that the graduates have acquired the competences necessary for the profession of a tourism business administrator and are able to use the knowledge acquired during their studies in their professional activities.

Evaluating the importance of the acquired education in finding an existing job or starting their own tourism business, the graduates note that studying at ISMA has allowed them to establish an effective communication system with the company's employees. They have learned to articulate goals and priorities, to delve deeper into and understand business issues, and have encouraged them to begin their professional work in this area.

It can, therefore, be concluded that the graduates have acquired the competencies necessary for the profession of tourism and hospitality business administrator and are able to use the knowledge acquired during their studies in their professional activities.

Graduates also openly give suggestions on how to improve the study process and are keen to address specific issues. For example, the graduates are involved in organizing student traineeships - by offering traineeships, by acting as traineeship supervisors, and by participating in qualification paper evaluation committees.

An additional positive aspect is the readiness of graduates to continue co-operation with ISMA, both by offering traineeships to students and co-operating in the research of topical issues in the field of

tourism and hospitality.

In 2016-2019 ISMA and its branches conducted surveys of students, employers and graduates through questionnaires. Questionnaires were distributed to students in paper form, graduates were interviewed electronically, and representatives of employers were invited to fill in the questionnaires both after the defence of the final theses and after the end of internships. Students were offered the opportunity to submit the questionnaire anonymously (throwing them in the box) in order to increase the reliability of the questionnaire results. In 2020-2021 the on - site survey did not take place as the on - site study process was interrupted several times due to the pandemic. However, it should be noted that students' opinions were also collected during the pandemic, they had the opportunity to regularly contact with the lecturers online, submit suggestions and complaints to the Study Department, Student Self-government body, and Vice-rector for Studies, as well as to communicate in Moodle and social media.

It should be noted separately that students of Fergana Branch regularly express their opinion by communicating with local curators and Latvian administrative staff, as well as with the academic staff through the Telegram application. Consequently, the collection and analysis of opinions continued during the pandemic, only rarely students completed the survey electronically.

Employer surveys are conducted regularly. The curriculum and plans of the study programme are discussed with the most important representatives and decision makers of the industry, for example, with the representatives of the Board of the Latvian Hotel and Restaurant Association (LVRA), with the representatives of Fergana Territorial Department of the State Committee of the Republic Uzbekistan for Tourism Development, etc.

The Director of the study programme regularly receives a summary of LVRA information on industry plans, trends and needs, participates in congresses and symposia related to tourism and hospitality.

The pandemic also fostered communication, as many industry-building events took place online. For example, in October 2020 the study programme representatives participated in the New Baltic Hospitality Forum Virtual together with more than 400 participants from 25 countries. Similarly, in November 2020 industry meetings were held remotely in Tashkent, Uzbekistan, and the Director of the study programme took the opportunity to learn about the trends and needs of the Uzbek tourism market.

Annual meetings with the representatives of the tourism and hospitality industry of Latvia, Spain, Bulgaria and other countries also took place remotely in the autumn of 2020 in the bounds of the online conference Internship and Employment.

The survey of Uzbek employers is also conducted regularly, both thanks to contacts with the administrative staff of the ISMA Fergana Branch and by participating in online meetings with ISMA administration in Riga. Uzbek employers pay special attention to the requirements to focus on good foreign language skills for prospective graduates, which was also achieved by providing the study process in English. They are also satisfied with the students' acquaintance with the possibilities of the hospitality cloud service Hotelinco, as this is a unique opportunity to get acquainted with advanced EU technologies online.

It should be noted that the views of Uzbek employers, such as the leading Fergana travel agency Al-Fergani Tours or the management of the large Fergana hotel Taj Mahal, provide integral support for the implementation of the programme in the Branch. Such major employers are very positive about the quality of the programme and the prospects of graduates to find employment in their companies.

Speaking about the operation of the Latgale Branch and connection with local employers, it should be noted that the cooperation is based on the representatives of local tourism and hospitality companies. For example, in the summer and autumn of 2020, the Director of the study programme, the Vice-rectors for studies and for public relations visited the city of Daugavpils and met with the representatives of Biplan Hotel to discuss cooperation opportunities and the development of tourism and hospitality in the Latgale region. The Director of the study programme also visited other cities of Latgale to meet the representatives of the tourism, hospitality and catering industry in Preiļi, Aizkraukle, Aglona and summarize the obtained opinions and suggestions. Unfortunately, we were forced to suspend the study programme promotion plans in the region due to the pandemic.

Regarding the results of the survey in the years 2016-2019, as well as online conversations during the pandemic and the differences of the results among the locations of studies, the following should be noted:

- Correspondence of the HEI and the study programme to a student's ideas - this option is highly valued by the students of Fergana, noting, first of all, the possibility to apply the acquired qualification in the course of work. Students in Riga, in turn, value the opportunity to continue their studies at the highest level after graduation. Students from all the three cities are equally positive about their choice to study at ISMA.
- Regarding the quality of the study process, especially during the pandemic, it should be mentioned that students in Fergana complained the most about connection problems, lack of the Internet and other technical issues, as the Internet connection in Uzbekistan is often unstable. However, during the pandemic, students evaluate the quality of teaching, even remotely, as positively as the students in Latvia. It should be noted that ISMA administration tries to minimize the consequences of the pandemic: it is offered to participate in lectures at ISMA premises with fast and stable Internet connection, to receive online consultations, watch recorded video lectures at ISMA premises, and other additional tools to master the learning material.
- Compared to 2016, students evaluated more positively the availability of learning materials in both 2019 and 2020-2021. In 2019, a large replenishment of book collections took place, books by leading authors were purchased, including in English, and the collections in Riga and at the Branches were replenished. In addition, 2 co-operation agreements were signed in Fergana: with the Information Centre and the library on purchasing the learning materials recommended by ISMA, thus giving local students free access to modern learning materials not only in Uzbek but also in English.
- The students of Fergana Branch also appreciated the move to the new premises in 2020, which is also immediately reflected in the overall level of satisfaction with the quality of their studies.
- Considering the results of the survey, in Daugavpils the students are the least satisfied with the quality of lecturers' work. Possibly, this is due to the fact that lecturers come from Riga once a week - on Saturdays, and local students lack communication and support. The ISMA administration, very well aware of this problem, planned to organize on-site consultations in Daugavpils on Friday evening, visit Daugavpils regularly, control the study process, communicate personally with students and support their integration into ISMA social life in every way. Unfortunately, these plans were temporarily suspended by the pandemic.
- In Fergana students are as active in the local student self-government life as students are in Riga. They are very positive about a number of entertainment and unifying events that ISMA regularly held before the pandemic. As the state of emergency in Uzbekistan was cancelled in early spring 2021, Fergana students were very active in returning to student self-government activities, organizing at ISMA a Navruz celebration and other events. They value this

opportunity provided by ISMA almost as much as the study process itself, and the ISMA administration, being aware of this local specificity, tries to support students' wishes to organize and participate in events.

- The opportunity to participate in the improvement of the study process is highly valued by students in Riga. This is logical, because the representatives of the Student Self-Government in Riga participate in the meetings of ISMA Senate and can really influence the study process. ISMA administration is aware of the need to involve more students at the Branches and is trying to achieve this by, for example, a remote Senate meeting which was held during the pandemic, where students from the Branches are given the opportunity to participate.

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

The organization of teaching staff and student mobility at ISMA is managed by the International Relations Department, which has been established to ensure the international cooperation of ISMA with higher education institutions, organizations, and associations in other countries. The International Relations Department organizes students' traineeships in foreign companies as well as studies in their specialisation at foreign universities. Any ISMA student can participate in a traineeship in one of the EU countries once during the entire study period under the Erasmus programme and obtain a scholarship provided by the programme. Each year, students have the opportunity to obtain detailed information on the traineeship and its conditions, as well as to meet partners who offer employment opportunities by attending the ISMA Annual International Conference "Internship & Employment".

Erasmus + provides students of higher education institutions with the opportunity to gain international experience and knowledge while studying at one of the partner higher education institutions or to practice in foreign companies or at other relevant working places.

### **Study mobility objectives are:**

- to provide students an opportunity to spend a certain period of study studying at a higher education institution in another Member State;
- to provide students an opportunity to gain valuable academic, language, and cultural experience while studying in other European countries;
- promote cooperation between higher education institutions and improve the study environment in host universities;

### **Traineeship mobility objectives are:**

- to provide students and recent graduates an opportunity to gain practical experience at a company or organization in another European country;
- to help students adapt to the requirements of the EU labour market;
- to provide students and recent graduates an opportunity to develop specific skills, including language skills, and to improve their understanding of economic and social culture;
- promote cooperation between universities and business;
- to promote the development of well-qualified, open-minded, and internationally experienced young people - emerging professionals.

**After the mobility:**

- the host institution shall provide the student and the ISMA with a transcript of records attesting that the agreed program has been completed;
- ISMA, through ECTS or an equivalent credit system, academically recognizes mobility period studies as required by the learning agreement;
- the period of mobility shall also be mentioned in the Diploma Supplement.

**During the studies abroad:**

- the student must comply with the terms and conditions of the Erasmus grant agreement and the terms of the study contract;
- any changes to the learning agreement must be immediately agreed in writing by the student with ISMA and the host university;
- the student must spend the full agreed period of study at the foreign higher education institution, take the necessary examinations or other assessments, and comply with the rules and procedures of the higher education institution;
- at the end of the mobility period, the student must receive a transcript of records signed by the foreign higher education institution. It lists the study courses taken and summarizes the obtained credits and grades;
- ISMA provides full academic recognition of successfully completed study courses (using the ECTS credit system);
- during the Erasmus study period abroad, the student is not exempt from ISMA tuition fees.

Students can start their studies from the second year of studies onwards, and recent graduates of higher education institutions may undertake traineeship no later than one year after graduation. The duration of the mobility period is between 3 months and 12 months for studies and between 2 months and 12 months for placements. In the period from 2013 to 2019, outgoing mobility opportunities have been used by 153 ISMA Professional Bachelor study programme students in Business Administration in Tourism (see Table 3.3.3).

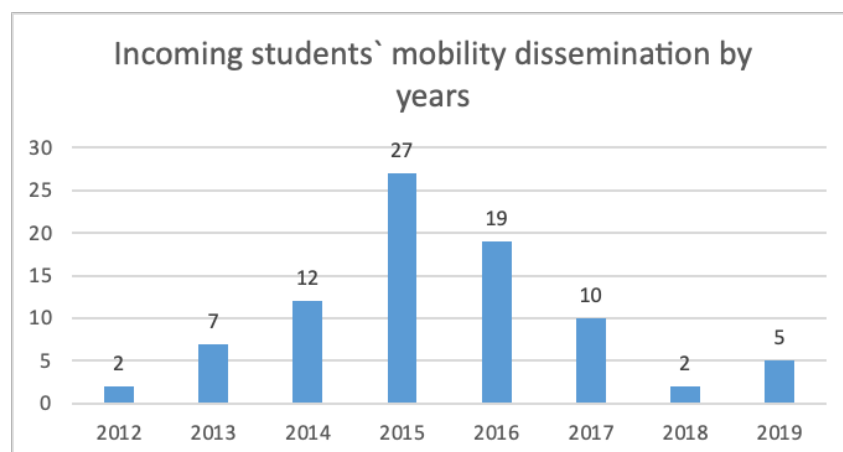
Table Nr.3.3.3.

*Outgoing student mobility by years*

	2013	2014	2015	2016	2017	2018	2019
Traineeship mobility	18	8	8	18	13	31	35
Study mobility	13	2	0	1	5	1	0

As it can be seen, students are keen to use both traineeships and study opportunities in exchange programs in different countries. The number of countries visited during this period is around 20 countries, including countries like Spain, where tourism industry is very developed; Bulgaria and Turkey are also popular countries. Students also have visited neighbouring countries for traineeship, like Estonia, Lithuania, and Poland.

Complete information on student mobility dynamics is provided in Appendix 2.5.3.



*Fig. No. 3.3.12. Incoming students` mobility dissemination by years*

The incoming student mobility is slightly lower - 84 students enrolled in ISMA Professional Bachelor study programme Business Administration in Tourism in the reporting period - but this figure is also encouraging as it shows that the study opportunities offered by ISMA also seem attractive to students from Turkey, Poland, Italy, Lithuania coming from these, and other countries (see Appendix 2.5.3).

Overall, student mobility is positive, as ISMA students travel to multiple countries each year, and students arrive in Riga to take advantage of the opportunities offered by the professional Bachelor's degree program in Business Administration in Tourism. It is not usually a problem to get involved in the study process, as both ISMA students and faculty are used to seeing representatives from different countries in classes, as there are many long-term students. In addition, these ISMA long-term students can successfully help temporary immigrants better understand and adapt to the differences in the study process, everyday life or culture in Latvia.

### **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.**

Implementation of the Professional Bachelor study programme "Business Administration in Tourism" takes place in the modern, well-equipped premises in Lomonosova Street 1, where the building has been completely renovated with comfortable, bright, heated and ventilated classrooms, a library and a café. The classrooms are equipped with state-of-the-art technology for



conducting lectures and seminars - computers, projectors, televisions, interactive whiteboards - which are useful both as a lecture aid and as a tool for evaluating study results. For example, student presentation skills are trained and tested by presenting in many courses group and individual work using projectors and appropriate presentation software. The implementation of the study programme does not require specially equipped laboratories or other specific resources (except study courses, related to catering aspects (also among specialization and elective choice subjects), such as Catering Enterprises Management and others. For these purposes ISMA has equipped special premises next to ISMA café, where is possible to provide master classes and table setting trainings, also R-keeper (catering business accounting system) terminal is set there. Students are also trained to work with systems widely used in tourism and hospitality enterprises during the course of Travel and Hotel Management

Information Technologies. During this course students get introduced to Hotelinco (hotel management information system) and Amadeus (flight ticket booking system online). These courses, related to information systems are held at the specially equipped computer classes with Internet.

To provide students with an appropriate environment for high learning outcomes, appropriate facilities are used for different classes, such as multiple classrooms with easy-to-move chairs with attached desk notes, making it easy to organize work in pairs, larger or smaller groups, when needed.

The students have free access to the library with a total area of 286m<sup>2</sup> with a wide range of books and scientific articles, which are regularly updated. The university subscribes to the electronic resource platform EBSCOhost, which students can use to connect from any computer in a convenient place and time, which provides free access to information, preparation for exams, study and graduation theses. ISMA staff regularly publishes scientific articles in freely available scientific collections such as ResearchGate.net and Academia.edu. ISMA students are also encouraged to register for resources and use freely available information for scientific purposes.

In 2021 ISMA has signed a cooperation agreement with ATTA Centre - the largest conference centre in Latvia. Due to the pandemic, the installation in the new premises had to be suspended, however, it is planned that ISMA students in Riga will start the 2021/2022 academic year in the new premises with the total area of **2080 m<sup>2</sup>** and **6** auditoriums. It is also planned to continue to use part of the existing auditoriums and administrative premises in the existing premises - buildings 6 and 7 at Lomonosova Street, 1.

In 2021 isma.lv website was renewed providing more convenient and faster communication with students and those who just want to join ISMA. ISMA students also have the opportunity to receive internal information, such as academic staff contacts or the lecture schedule for their group by logging in to the portal my.isma.lv.

At Fergana Branch lectures take place in the renovated historic building - former Fergana Officers' House. This building has been allocated by Fergana City Council for ISMA Fergana Branch, and the repairs have been carried out by ISMA itself. The building has been completely renovated, it is equipped with 11 auditoriums, including 2 computer classes with 21 computer.

In the Latgale branch, lectures take place at the address Kandavas Street 17, using the premises of the Centre Secondary School. There were renovation works in the building. In total, the study process in Latgale branch takes place in 4 auditoriums, including 2 computer auditoriums with 16 computers in each auditorium (32 computers in total).

At all locations of the implementation of ISMA study process students have equal rights to the online resources available at ISMA, including:

- ISMA cloud service Moodle contains lecture materials, assignments, recorded video lectures;
- ISMA electronic library contains digital books;
- ISMA students have access to a collection of International Monetary Fund publications;
- ISMA students have access to EBSCO's leading research database;
- ISMA students have access to online scientific publication resources, such as Academia.Edu, Research Gate, etc.;
- ISMA students have access to 25 open access scientific databases and platforms, such as Google Scholar, Index Copernicus, Open Research Library, etc.
- ISMA students have the opportunity to get acquainted with regular online publications of ISMA scientific journal "Economics and Education", as well as with the theses and abstracts of ISMA conferences "Information Technologies and Management" and "Open Learning and Distance Education". ISMA website provides links to publications and monographs of partner institutions, where the works of ISMA lecturers and doctoral students are published, for example - a reference to the international monograph "Intellectual Challenges to Economic Globalism" and others.

### Resources available to ISMA students at Latgale Branch

- Latgale Branch teaching aids fund contains 294 units. In addition to these funds, students have the right to request study materials, scientific publications and other sources in the reading room of Daugavpils University on the basis of the agreement with Daugavpils University from 03.12.2019, which is concluded for five years.

### Resources available to students at ISMA Fergana Branch

- In addition to the learning materials listed in the library at the Fergana Branch, students have the opportunity to use the resources of the Fergana University, thanks to the Memorandum of Understanding signed in 2017 for an indefinite period.
- On November 15, 2019, a cooperation agreement was concluded between the ISMA Library and the Information Resource Centre of Fergana State University. Thanks to these agreements, ISMA students make unlimited use of the resources of the Information Centre. It should be noted that the staff of the Information Centre purchased a number of modern books in the fields of business, tourism and hospitality in English at the request of ISMA.
- Also on November 15, 2019 a co-operation agreement was signed between ISMA Fergana Branch and the Fergana Regional Information Library Centre named after Ahmad Fargoni, as a result of which the local library also purchases a number of current books in the fields of business, tourism and hospitality, which can be requested by students at Fergana Branch.

The range of literature that most directly relates to the needs of the Professional Bachelor study program "Business Administration in Tourism" is shown in Table 3.3.4.

Table No. 3.3.4.

*Available literature for the study program "Business Administration in Tourism"*

Topics	Riga					Daugavpils					Fergana				
	Languages					Languages					Languages				
	Title	Number of units	Latvian	English	Other, incl.Russian	Title	Number of units	Latvian	English	Other, incl.Russian	Title	Number of units	Latvian	English	Other, incl.Russian

Economics, Insurance, Accounting	369	544	152	33	359	9	18	12	4	4	3	5	3	2
Management	538	688	135	95	458	28	44	24	8	12	2	4	4	
Marketing	254	418	134	46	238	14	16	10	2	6	4	4	4	
Tourism and Hospitality	437	599	119	51	429	24	28	10	14	4	12	12	8	4
Restaurant Business	82	168	67	16	85	10	16	8	2	6	3	3	3	
Entrepreneurship	304	406	190	28	188	26	30	16	10	4	4	8	4	2
Law	284	519	127	12	380	8	12	6	2	4	1	1	1	
Logistics	44	76	9		67	10	14	8	4	2	1	1	1	
Social Sciences	417	564	195	42	327	20	23	8	14	1	2	2	2	
Finances and Banking	213	327	78	13	236	18	36	14	12	10	2	2	1	1
Mathematics	117	186	32	11	143	7	11	3	2	2	2	2	1	1
Computer Sciences	591	649	71	49	529	14	18	4	8	6			2	
Real Estate	69	73	33	1	39		4	2	2					
Design	77	81	25	4	52		1		1					
Music	8	8		5	3		1		1					
Scientific Research	27	33	2	5	26	14	22	2	16	4	7	7	5	2
Total in each library:	3831	5339	1369	411	3559	202	294	127	102	65	43	51	39	12

More information on the infrastructure and logistics facilities can be found in section II, Chapter 3, clauses 3.1 to 3.3.

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

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

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

The composition of the teaching staff involved in the Professional Bachelor study program “Business Administration in Tourism” is relatively stable, but since the previous accreditation of the study direction, there have been changes in the composition of the teaching staff and in the numerical indicators. (see Figure 3.3.13 and Study plan at Annex 3.3.3).

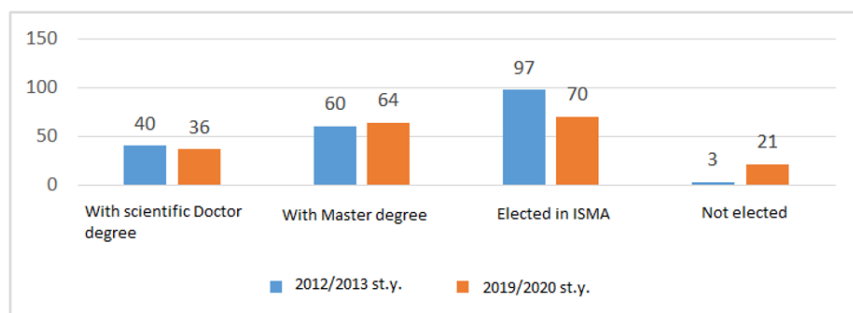


Fig. 3.3.13. *Percentage of teaching staff*

Working market representatives are increasingly involved in the implementation of the program, leading to an increase in the number of non-elected teaching staff members, but a large majority of the elected academic staff is still engaged in the program. Many members of ISMA academic staff are already involved in the bachelor program for a long time, such as V.Riaščenko, D.Zmičerevska, M.Grīnčuks, V.Gopejenko, Ž. Kļeščevnikova, J. Korjuhina. There are also academic staff representatives with both significant experience in pedagogy and practical entrepreneurial activity, also within tourism and hospitality industry, such as J. Dehtjare, I. Balode, Z.Oborenko, I. Linde, D.Lapkis.

Academic staff representatives, involved in the mentioned bachelor program and obtained scientific doctor degree during the investigated period are: T.Odinokova, J. Lukjanova and I.Linde. Despite the fact there are some academic staff representatives that still continue their studies at Doctoral program (J. Galkina, M. Čelika), their practical working experience is significant and valuable for the study process due to their potential to provide students with theoretical knowledge implementation in practical area, besides all these staff representatives are actively participating in the scientific and research activities (these aspects are analysed also in the chapters 4.2 and 4.5)

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

In accordance with Section 27 of the Law on Higher Education Institutions, the academic staff of ISMA is composed of: professors, associate professors, docents, leading researchers, lecturers, researchers, assistants. Academic positions at ISMA are filled in compliance with the legislation of the Republic of Latvia, in accordance with the electoral procedure, which is stipulated in the "ISMA Regulations on the Election to Academic Positions". The regulations include the qualification and eligibility criteria for the teaching staff in accordance with Sections 28, 30, 32, 36, 37, 38 and 40 of the Law on Higher Education Institutions.

30 lecturers are involved in the implementation of the Professional Bachelor's study programme "Business Administration in Tourism". 17 of them, or 57% of the total number, are responsible for teaching study courses both in English in Latvian groups, 7 lecturers teach only in the groups where the language of instruction is English, and 6 – teach in the groups with the Latvian language of

instruction.

8 lecturers, or 27%, of the academic staff involved in the programme implementation are guest lecturers, 1 of them has a doctoral degree. The distribution of the other 22 elected academic staff looks the following:

- 3 lecturers (10% of the total number of lecturers of the study programme);
- 12 docents (40% of the total number);
- 4 associate professors (13% of the total number);
- 3 professors (10% of the total number).

The number of associate professors and professors is 23% of the total number of the elected academic staff. 8 of the elected academic staff members have a scientific doctoral degree, which is 27% of the total number of the elected academic staff members.

At ISMA Fergana Branch the study process is implemented by the lecturers who teach in Latvia also, and their total number is 24, or 80% of the academic staff of the study programme.

Accordingly, of these 24 persons, the division is as follows:

- 6 (or 25%) guest lecturers;
- 18 (75%) elected staff, of which:
  - 3 lecturers (13% of the academic staff teaching in English)
  - 9 docents (38%);
  - 4 associate professors (17%);
  - 2 professors (8%).
- Of the elected staff members who teach in English, 7 lecturers have a doctoral degree, which is 29% of this group.

As can be seen in Annex 2.3.2, the CVs of the teaching staff involved in the implementation of the study programme carries out the study courses in which their experience is most significant. For example, J. Dehtjare has long time experience of working in tourism and hospitality industry both in Latvia and abroad (Spain, US), being a member of the board of Latvian-Italian joint venture etc., I. Balode has significant experience of working in the hotels of Latvia, D. Lapkis is successful founder of social entrepreneurship support foundation, I. Linde has impressive experience in different areas of entrepreneurship, such as banking sector and others.

Attracting practitioners to the study process is one of the priorities of the study program as it is a significant competitive asset that is valued by ISMA students. That is why guest lecturers are regularly invited not only to deliver the full course but also to discuss specific topics.

Some of these lectures are organized for specific groups of students within the course, some are widely available to anyone interested in ISMA. In the Appendix No.3.12.12. a list of invited practitioners - entrepreneurs, specialists who have been involved in the study process is provided.

The teaching staff actively participates in the improvement of the study programme, in the updating of study courses, in methodological work, as well as in continuous self-improvement courses, seminars, further studies, participates in scientific research, conferences, projects. The results of the research are incorporated into the study courses, also introducing students to the latest trends in the field (see also Section 4.5).

#### **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.**

ISMA management actively motivates the teaching staff for research and scientific work, supporting and stimulating them also financially, there are several annual conferences held in ISMA (Information Technologies and Management, Open Learning and Distance Education), there are also conferences organised jointly with the Business Competence Centre at ISMA premises- Business Competences, Trade Marketing, Business Environment and other events where staff is encouraged to participate. Almost all teaching staff involved in the study program is actively engaged in scientific research, participates in conferences, writes articles and publications, and participates in various projects both in Latvia and abroad. The process and results of scientific activities are integrated into the study process both by introducing students to the latest discoveries, methods and models of management science and by encouraging the participation of students in research development.

Besides the examples of successful Professional Bachelor study program “Business Administration in Tourism” teaching staff engagement is possible to mention participation in the ITSmart scientific research project, implemented in the years 2013-2014 and coordinated by Salento University (Italy). During the project, academic staff was responsible for elaboration of study courses within digital technologies (also in tourism), participated in exchange visits and informal meetings. Obtained experience was gathered and applied to improve such study courses as Travel and Hotel Management Information Technology, Tourism management and others. It was also admitted during the project, that there is a need to fulfil the program with such study course as Digital marketing, as well as with other elective choice subjects related to digital area, as modern tourism and hospitality industry qualified staff requires also knowledge and practical skills in digital promotion and digital market analysis.

Program teaching staff successfully and during a long time already cooperates with the management of Klaipeda State University of Applied Sciences (KVK), Lithuania. For example, during

the years 2014-2016 ISMA and KVK had participated in common scientific research project, whose aim was to develop wellness service management bachelor study program for the purposes of KVK (Wellness Service Management). That program was elaborated and implemented successfully at KVK, as well as ISMA students had got an opportunity to enrol to KVK simultaneously and obtain a bachelor diploma in wellness management. Obtained experience was successfully applied by ISMA academic staff, for example during the elaboration of doctoral promotion thesis regarding SPA and other aspects of recreology, study course Recreology was improved and new specialization course Sustainable Tourism Development was elaborated.

ISMA Professional Bachelor study program "Business Administration in Tourism" teaching staff also participated in KVK collective monograph *"Development and Transformation Processes in the Tourism Industry Under the Conditions of Globalization"* (2019). Obtained knowledge in the area of tourism and wellness helps to plan wellness management specialization introduction among other study courses during the next years. ISMA also successfully cooperates with Lithuanian Kolping University of Applied Sciences, its teaching staff annually visits ISMA with guest lectures within tourism industry. For example, it is already planned to get two guest lecturers with lectures regarding eco-tourism and dark tourism during April 2020. These lectures are planned to take place within ISMA study course Tourism management.

A complete summary of the scientific activities of the teaching staff can be found in Annex 2.4.1., Annex 2.3.2. contains the curriculum vitae (CVs) of all the teaching staff.

Some examples that are relevant to the study process of the Professional Bachelor study program "Business Administration in Tourism" and to the improvement of the study courses are summarized in Table 3.3.6.

Table No. 3.3.6.

*Examples of the scientific activity of the teaching staff used to improve the study process*

Teaching staff involved	Research/publication/project/practical work	Related study courses
Dehtjare J.	Dehtjare J. Digitalization of the Hospitality Industry and its Impact on Education. Collective monograph "Development and Transformation Processes in the Tourism Industry Under the Conditions of Globalization". Klaipeda State University of Applied Sciences. 2019 – E-book proceedings, ISBN 978-609-454-384-5., 106-113 pg. (Internet, <a href="http://ebooks.kvk.lt/einfo/1811/development-and-transformation-processes-in-the-tourism-industry-under-the-conditions-of-globalization/">http://ebooks.kvk.lt/einfo/1811/development-and-transformation-processes-in-the-tourism-industry-under-the-conditions-of-globalization/</a> )	Tourism management
Dehtjare J.	Dehtjare J., Ghehtmane-Hofmane I., Korjuhina J. An application of modern technological solutions in order to enhance the process of distance learning. ATEE conference proceedings. LU University, June 7 <sup>th</sup> -8 <sup>th</sup> , 2019. <a href="https://doi.org/10.22364/atee.2019.itre">https://doi.org/10.22364/atee.2019.itre</a> ISBN 978-9934-18-482-6	Tourism management
Dehtjare J.	J.Dehtjare. Modern Tendencies of the World Tourism. – The 12th International Conference „Information Technologies and management 2014“. April 16-17, 2014, Riga, Information Systems Management Institute. – CD proceedings, 10 pg.	Tourism management
Dehtjare J.	Khafizova K., Dehtjare J. The analysis of MICE tourism development in the world and in Uzbekistan. Economics and Education. International Scientific Journal, Vol. 4, Issue 1. – pg. 40-52. pISSN 2500-946X, eISSN 2592-8236.	Event management
Korjuhina, J.	Korjuhina, J., Kostenko S. (2017). Personnel Motivation System Perfection in Baltic Beach SPA department in Baltic Beach Hotel and SPA. Journal "Cultural Heritage and Tourist Territories", Nr.1., BSA, Riga, ISSN 2592-8449 , p.45-64	Hospitality industry
Korjuhina, J.	Koryuhina C., Shamshina T. (2019) Service quality improvement in hospitality-related enterprises. The 17th International scientific conference "Information technologies and management" IT&M 2018 Theses, ISMA University, Riga, ISSN 1691-2489, p. 139-141	Hospitality industry
Korjuhina, J.	Ezeriņa, Z., Korjuhina, J., Nikadimovs, O., Zvereva, O. (2017) Key competencies of managerial level employees for sustainability in hospitality business. International conference "Studies – Business – Society: Present and Future Insights III" proceedings, Klaipeda State University of Applied Sciences, Lithuania, ISSN 2538-7928, p.85-98	Hospitality industry

<b>Lukjanova J.</b>	Lukyanova E. STANDARDIZATION OF SPA AND WELLNESS SERVICES AS A FACTOR OF INCREASING THE COMPETITIVENESS OF LATVIAN SPA & WELLNESS TOURISM. 1st International Scientific and Practical Conference IMPERATIVES OF CIVIL SOCIETY DEVELOPMENT IN PROMOTING NATIONAL COMPETITIVENESS. BATUMI NAVIGATION TEACHING UNIVERSITY. Batumi, Georgia. December 13-14, 2018	<b>Recreology</b>
<b>Lukjanova J.</b>	Lukjanova, J. Problems and Trends of Regional Tourism Development in Latvia. Economics. Ecology. Socium 2019, 3, 1-11. Institute of Market Problems and Economic-and-Ecological Research of the National Academy of Sciences of Ukraine, Odessa, Ukraine.	<b>Cultural and Historical Recreational Resource</b>
<b>Lukjanova J.</b>	Lukjanova J. The role of health tourism in reducing the number of occupational diseases and accidents in the mechanical engineering and metalworking sectors in Latvia. MATEC Web Conf. Volume 297, 2019. X International Scientific and Practical Conference "Innovations in Mechanical Engineering" (ISPCIME-2019).	<b>Recreology</b>
<b>Balode I.</b>	Balode I., Scher A., "Разработка мероприятий по повышению эффективности деятельности гостиницы «Hotel Bliss»", Information Systems Management Institute, Information Society Review. 2019, Volume 12, No.1	<b>Complex Tourism Product Development, Economic Justification for Complex Tourism Industry Product</b>
<b>Balode I.</b>	Balode I., Constructivism approach in the organization of the training environment in Tourism and Hospitality Business Administration (Thomson Reuters (Web of Science) - Source: SOCIETY, INTEGRATION, EDUCATION, VOL I Book Series: Sabiedrība Integrācija Izglītība - Society Integration Education) 2016	<b>Sustainable Tourism Development</b>

#### **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).**

Understanding the importance of teaching staff cooperation, ISMA implements this collaboration in three blocks:

1. Cooperation of the teaching staff in the development and updating of study programmes and study course descriptions.
2. Cooperation of the teaching staff in the improvement of methodological work.
3. Collaboration of the teaching staff in scientific research creativity.

To ensure interdisciplinary relation and harmonisation of common requirements for the achievement of learning outcomes, and to eliminate an unnecessary overlapping of study content, the content of the study courses is regularly discussed and approved by the lecturers and the Study Direction Council members involved in the study programme. This is done at Council meetings, Departments meetings, and also at individual informal meetings of teaching staff where lecturers share information and coordinate their work and study courses.

Teaching staff regularly share their experience in using new, modern teaching methods, e-learning opportunities, developing creative thinking, and similar issues as part of the annual Open Learning and Distance Education conference, held for the 18th time in January 2020. During the conference there is an opportunity to get acquainted with the latest research and discoveries by listening to



presentations of the speakers, as well as to meet in person with colleagues from different educational institutions of Latvia and abroad and other organizations.

Since April 2019, ISMA has launched a new initiative, which is also aimed at promoting lecturers' cooperation in pedagogical-methodological work. April 23-26, 2019 ISMA hosted the first Erasmus + Staff Teaching and Training Week at ISMA University. In an informal setting, participants had the opportunity to discuss current issues in higher education, develop recommendations for student mobility, and share experiences on the specificities of learning delivery in Ukraine, Lithuania, Portugal and other countries. This ISMA initiative has received a lot of response from the teaching staff and it is planned to develop this initiative by inviting visiting lecturers to conduct seminars and lectures on current issues in different fields both for students and teaching staff.

The cooperation of the academic staff in the field of scientific creativity is carried out in accordance with the linking of ISMA study programmes implemented in the study direction "Management, Administration and Real Estate Management". Collaborative research includes such areas as innovative management solutions to enhance business competitiveness, human resource management and human capital development in companies, social entrepreneurship issues and solutions, and other research related to the specifics of curricula. Full information on the research conducted by the teaching staff can be found in the CVs of the teaching staff (Annex.2.3.2) and in Annex 2.4.1, where the information on the scientific research of the teaching staff is summarised.

The ratio of the number of students and lecturers in 2021 is as follows:

- a total of 33 teaching staff and 484 students in 2021, i.e. 14.67 students per lecturer;
- The senior course in the Fergana branch is the third, a total of 68 students in 2021, the program is implemented by 25 lecturers, i.e. 2.72 students per lecturer;
- In 2021, 6 students are studying in the second and third year in Latgale branch, 9 lecturers are involved.

# 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	3.3.1.Statistics_students_Tur.xlsx	3.3.1.Studejoso_statistika_Tur.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3.3.9_Compliance_EDU_standart_Tur.xlsx	3.3.9_Atbalstiba_izglitiba_standartam_Tur.xlsx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3.3.10_Compliance_prof_standart_Tur.xlsx	3.3.10_Atbalstiba_profesijas_standartam_Tur.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	3.3.2.Mapping_Tur.xlsx	3.3.2.Kartejums_Tur.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	3.3.3_Cuirciculum_study_programme_Tur.xlsx	3.3.3_Studiju_programmas_plans_Tur.xlsx
Descriptions of the study courses/ modules	3.3.4_Study_Courses_Tur .docx	3.3.4_Studiju_kursu_apraksti_Tur.doc
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	3.3.5_Diploma_Tur-2021.pdf	3.3.5_Diploma_Tur-2021.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	3.6._Acknowledgement_continuing_Edu_Bak_Tur_Mag.pdf	3.6_Apliecinajums_izglitiba_turpinasanai_Bak_Tur_Mag.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	3.7_Acknowledgement_compensation.pdf	3.7_Apliecinajums_kompensacija.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 <a href="http://www.europass.lv">www.europass.lv</a> ), if the study programme or any part thereof is to be implemented in a foreign language.	3.3.11_Acknowledgement_language_Tur.pdf	3.3.11_Apliecinajums_svesvaloda_Tur.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	3.3.8_Study_contract_Tur.pdf	3.3.8_Studiju_ligums_Tur.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Business Administration (47345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Tatjana</i>
Surname of the study programme director	<i>Odinokova</i>
E-mail of the study programme director	<i>tatjana.odinokova@isma.lv</i>
Title of the study programme director	<i>Dr.Oec</i>
Phone of the study programme director	
Goal of the study programme	<i>To train professional, competent, self-empowerment oriented, and innovative-minded, globally competitive business executives who are capable of leading and facilitating the development of a company and its employees by anticipating market trends.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To create and improve continuously a study environment that provides a multidimensional vision of developments, an integrated approach to problem solving and enhances students' understanding of the importance of lifelong learning, including by encouraging doctoral studies.</i></li> <li><i>2. To provide students with knowledge of entrepreneurship and related fields, to perfect professional and social competences according to the professional standard of an organisational manager.</i></li> <li><i>3. To organise and continuously develop cooperation with other Latvian and foreign educational institutions, professional associations, and employers in attracting highly qualified specialists for the implementation of the study process and its improvement.</i></li> <li><i>4. To contribute to the updating of the problematic issues of the sector and the development of solutions by supporting the scientific research creativity of the academic staff and students.</i></li> </ol>

Results of the study programme	<p><i>Knowledge and understanding:</i>  <i>Ability to show in-depth and expanded knowledge and understanding, in line with the latest discoveries in the business administration and professional business fields, which provide the basis for creative thinking and research, including cross-disciplinary interaction.</i></p> <p><i>Skills:</i>  <i>Ability to use theory, methods, and problem-solving skills independently to carry out research and the functions of organisational manager. Ability to explain reasonably and discuss complicated or systemic aspects of business administration and entrepreneurship with professionals and non-professionals. Ability to advance the development of ones own competencies independently, take responsibility for the performance and analysis of staff groups, do business, innovate in business administration and the occupation of organisational manager, conduct research, and pursue self-education.</i></p> <p><i>Competence:</i>  <i>Ability to formulate independently and analyse critically complicated scientific and professional problems, justify decisions, and carry out additional analysis if needed. Ability to integrate knowledge from different disciplines, contribute to the generation of new knowledge, development of research methods or professional practice, demonstrate understanding and ethical responsibility for the potential environmental and societal impact of scientific results or professional activities.</i></p>
Final examination upon the completion of the study programme	<i>Elaboration and defence of the Master's thesis.</i>

## Study programme forms

### Full time studies - 1 years, 1 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>1</i>
Language	<i>latvian</i>
Amount (CP)	<i>44</i>
Admission requirements (in English)	<i>2nd level higher professional education in the field of economics and business (or equalised education)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time extramural studies - 1 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>1</i>

Duration in month	5
Language	latvian
Amount (CP)	44
Admission requirements (in English)	2nd level higher professional education in the field of economics and business (or equalised education)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master of Business Administration
Qualification to be obtained (in english)	Organisational Manager

#### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

#### Part time extramural studies - 1 years, 5 months - english

Study type and form	Part time extramural studies
Duration in full years	1
Duration in month	5
Language	english
Amount (CP)	44
Admission requirements (in English)	2nd level higher professional education in the field of economics and business (or equalised education) and a document certifying the level of the English language proficiency
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master of Business Administration
Qualification to be obtained (in english)	Organisational Manager

#### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

#### Full time studies - 1 years, 1 months - english

Study type and form	Full time studies
Duration in full years	1
Duration in month	1
Language	english
Amount (CP)	44
Admission requirements (in English)	2nd level higher professional education in the field of economics and business (or equalised education) and a document certifying the level of the English language proficiency.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master of Business Administration
Qualification to be obtained (in english)	Organisational Manager

#### Places of implementation

Place name	City	Address
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ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019
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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>Academic bachelor's degree in economics and business; a professional bachelor's degree and / or a level 5 professional qualification in a specialty not related to the field of economics and business and a document certifying the level of knowledge of English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time extramural studies - 2 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Academic bachelor's degree in economics and business; professional bachelor's degree and / or level 5 professional qualification in a specialty not related to economics and business.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time extramural studies - 2 years, 5 months - english

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>english</i>
Amount (CP)	80

Admission requirements (in English)	<i>Academic bachelor's degree in economics and business; professional bachelor's degree and / or level 5 professional qualification in a specialty not related to economics and business and a document certifying the level of the English language proficiency</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### 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>Academic bachelor's degree in economics and business; a professional bachelor's degree and / or a level 5 professional qualification in a specialty not related to the field of economics and business and a document certifying the level of knowledge of English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time studies - 1 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>44</i>
Admission requirements (in English)	<i>2nd level higher professional education in the field of economics and business (or equalised education)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

**Part time studies - 1 years, 5 months - english**

Study type and form	<i>Part time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>english</i>
Amount (CP)	<i>44</i>
Admission requirements (in English)	<i>2nd level higher professional education in the field of economics and business (or equalised education) and a document certifying the level of the English language proficiency.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

**Places of implementation**

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

**Part time studies - 2 years, 5 months - latvian**

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic bachelor's degree in economics and business; professional bachelor's degree and / or level 5 professional qualification in a specialty not related to economics and business.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

**Places of implementation**

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

**Part time studies - 2 years, 5 months - english**

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>5</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic bachelor's degree in economics and business; a professional bachelor's degree and / or a level 5 professional qualification in a specialty not related to the field of economics and business and a document certifying the level of the English language proficiency.</i>



Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master of Business Administration</i>
Qualification to be obtained (in english)	<i>Organisational Manager</i>

### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### 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 in the indicators describing the study programme have occurred since the issuance of the previous accreditation in the Professional Master's study programme "Business Administration", taking into account the comments and recommendations provided by the accreditation experts during the previous accreditation of the study direction, changes in the demand structure, by updating the study programme according to the needs of the labour market and trends of scientific development, namely, the aim and objectives of the study programme are corrected, the form of implementation of the study programme, the professional qualification to be awarded, and the director of the study programme is changed, the version of the programme amounting to 60 CP is not implemented, a new location for implementing the programme is planned. The name, code, type, and level of the study programme, as well as the final examination, remain unchanged. The changes made and their analysis are presented in the table below.

*Table 3.4.1. Changes to the parameters of the Professional Master's Degree Programme "Business Administration" made using the change evaluation procedure*

Indicators describing the study programme	Changes made and their analysis
Amount of the study programme (CP/ ECTS)	The 60 CP/ 90 ECTS programme is not implemented anymore pursuant to expert advice on the clear positioning of the study programme, as this version of the study programme had no clear target audience. The study programme is implemented of 44 CP/ 66 ECTS now if the qualification of a business administrator has been obtained previously and of 80 CP/ 120 ECTS for the students who have obtained academic Bachelor's degree or professional qualification in another field.

Form, type, and duration of the study programme	<p>In order to ensure the most active participation of the students in the study process and the acquisition of the content of the study programme of higher quality, it was decided to abandon distance learning. Due to the reasons mentioned in the previous paragraph, the duration of the study programme of 1.5 years (full-time studies), corresponding to the study programme amounting to 60 CP is no longer relevant as well. Pursuant to the changes in Law on Higher Education Institutions, as of January 1, 2019 studies are no longer implemented in Russian. At present, the studies take the following forms and types:</p>	
Full-time intramural form	1 year and 1 month (44 CP) or 2 years (80 CP)	Latvian and English
Part-time intramural form	1 year and 5 months (44 CP) or 2 years and 5 months (80 CP)	Latvian and English
Part-time extramural form	1 year and 5 months (44 CP) or 2 years and 5 months (80 CP)	Latvian and English
Director of the study program	<b>Doctor PhD. Tatjana Odinkova</b>	

Admission requirements	<p>Fine-tuned admission requirements in current curriculum options to ensure an opportunity to award the professional qualifications.</p> <p>Professional Master's study programme "Business Administration" with a duration of 1.1 years enrolls:</p> <ul style="list-style-type: none"> <li>- individuals with a tertiary level 2 professional education in economics and business or education comparable thereto; (In study programmes conducted in Latvian)</li> <li>- individuals with a tertiary level 2 professional education in economics and business or education comparable thereto, as well as proof of proficiency in English.; (In study programmes conducted in English)</li> </ul> <p>Professional Master's study programme "Business Administration" with the duration of 2 years enrolls:</p> <ul style="list-style-type: none"> <li>- individuals with an academic Bachelor's degree /or individuals with a professional Bachelor's degree and/or level 5. level professional qualification in a specialisation beyond the economics and business sector. (In study programmes conducted in Latvian)</li> <li>- individuals with an academic Bachelor's degree /or individuals with a professional Bachelor's degree and/or level 5. level professional qualification in a specialisation beyond the economics and business sector.as well as proof of proficiency in English (In study programmes conducted in English)</li> </ul>
	<p>The aim, objectives, and learning outcomes of the study programme are adjusted according to the comments and recommendations of the accreditation experts, as well as the needs of the labour market and the trends of scientific development.</p>
Aim of the study programme	<p>To train professional, competent, self-empowerment oriented, and innovative-minded, globally competitive business executives who are capable of leading and facilitating the development of a company and its employees by anticipating market trends.</p>

Objectives of the study programme	<ol style="list-style-type: none"> <li>1. To create and improve continuously a study environment that provides a multidimensional vision of developments, an integrated approach to problem-solving and enhances students' understanding of the importance of lifelong learning, including by encouraging doctoral studies.</li> <li>2. To provide students with knowledge of entrepreneurship and related fields, to perfect professional and social competencies according to the professional standard of an organisational manager.</li> <li>3. To organise and continuously develop cooperation with other Latvian and foreign educational institutions, professional associations, and employers in attracting highly qualified specialists for the implementation of the study process and its improvement.</li> <li>4. To contribute to the updating of the problematic issues of the sector and the development of solutions by supporting the scientific research creativity of the academic staff and students.</li> </ol>
Learning outcomes to be achieved	<p>Knowledge and understanding: Ability to show in-depth and expanded knowledge and understanding, in line with the latest discoveries in the business administration and professional business fields, which provide the basis for creative thinking and research, including cross-disciplinary interaction.</p> <p>Skills: Ability to use theory, methods, and problem-solving skills independently to carry out research and the functions of an organisational manager. Ability to explain reasonably and discuss complicated or systemic aspects of business administration and entrepreneurship with professionals and non-professionals. Ability to advance the development of ones own competencies independently, take responsibility for the performance and analysis of staff groups, do business, innovate in business administration and the occupation of organisational manager, conduct research, and pursue self-education.</p> <p>Competence: Ability to formulate independently and analyse critically complicated scientific and professional problems, justify decisions, and carry out additional analysis if needed. Ability to integrate knowledge from different disciplines, contribute to the generation of new knowledge, development of research methods or professional practice, demonstrate understanding and ethical responsibility for the potential environmental and societal impact of scientific results or professional activities.</p>

Previously graduates of the Master's programme were not awarded a qualification, as the qualification "Business Manager" (which corresponds to the fifth level of professional qualification),

corresponded to both the sixth and seventh levels of the Latvian Qualifications Framework and was already awarded to graduates of the Bachelor's programme.

In a meeting of the Tripartite Cooperation Sub-council of Vocational Education and Employment, which took place on September 18 2019, the standard for the profession "Organisation Manager" (which corresponds to the fifth level of professional qualification (PKL 5) and the seventh level of the Latvian Qualifications Framework (LQF 7)), was agreed.

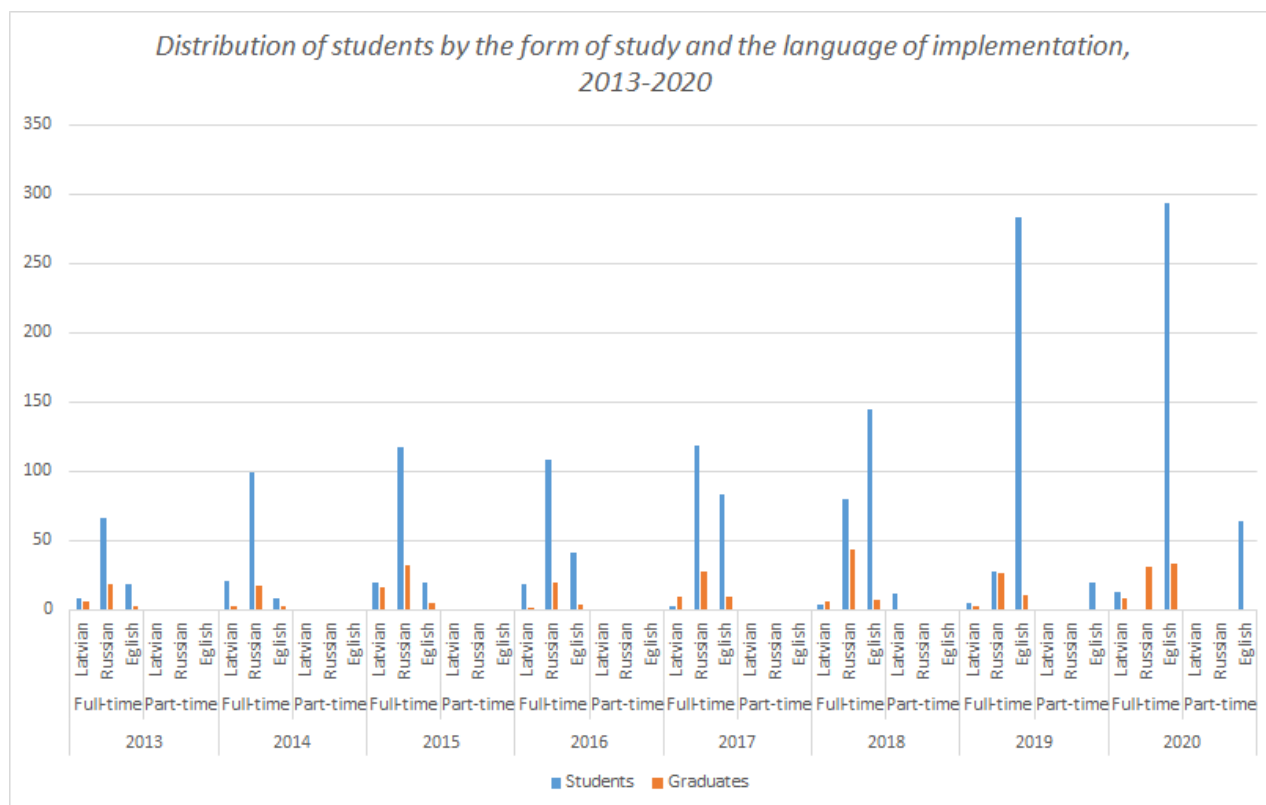
In an emergency meeting of the board of ISMA study field "Management, Administration and Real Estate Management", which was held in January 2020, a working group was established to revise the study programme and the content of study courses to fall in line with the new professional standard "Organisation Manager" (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-114.pdf>). It was decided that the necessary changes to the study program and its content should be made by the time of the accreditation according to the professional standard "Organisation Manager"

The study plan of the Professional Master's study programme, "Business Administration", for the next study year was approved by the ISMA Senate on February 24, 2020.

## **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.**

Having assessed the number of students in Professional Master's study programme "Business Administration" since the previous accreditation of the study direction, one can conclude that the number of students in the programme continues to grow every year. While the total number of students was only 92 students in 2013, the number increased three times to 305 students at the end of 2020. One must note that the ratio of students to graduates has not changed significantly during the reporting period.

The largest increase in the number of students is observed in the studies implemented in English, and one can mention regarding the changes that also part-time extramural students have been admitted since 2018. All students of the study programme cover their own tuition fee, as there are no state-financed openings in the study programme. A graphical representation of the number of students can be found below, whereas a table showing the number of students and graduates per year, courses, forms, languages, and full-time students per home countries is attached in Annex 3.4.1.



*Figure 3.4.1. Distribution of students by the form of study and the language of implementation, 2013-2020.*

The increase in the demand for the studies in English is observed because, pursuant to the changes in Law on Higher Education Institutions, studies in Russian are no longer offered and because of the influx of students from English-speaking (for instance, India, Pakistan) and other countries. In turn, along with the interest of the Uzbek government and support for the establishment of ISMA Branch in Fergana, information on the quality of studies offered by ISMA has spread both in Uzbekistan and its neighbouring countries resulting in a rapid increase in the number of students from the region. In addition, existing ISMA students are eager to share their feedback with their relatives and friends who choose to study in Riga based on this information.

Most foreigners, especially from non-EU countries, are studying full-time; this is relevant to the process of obtaining residence permits in Latvia, because without residence permits these students would not be able to study here.

When analysing the reasons for dropouts, one should indicate that many foreign students are not prepared for the study process and requirements set by ISMA. If students fail to complete their assignments on time, a part of the students decide to drop out of their studies themselves, and a part of students are expelled for academic or financial debts.

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

The name of the study programme is the Professional Master's study programme "Business Administration", which is fully consistent and derives from the degree to be obtained, the professional Master's degree in Business Administration. The study programme is aligned with the requirements of the relevant Professional Standard "Organisational Manager". According to the Standard and the labour market situation, the aim of the study programme has been formulated by emphasising professionalism, orientation to self-empowerment, and lifelong learning, as well as an innovative approach to problem-solving. The objectives are set to achieve the aim of the study programme and oriented towards the coherence of elements of the study process, such as study environment, study content, cooperation with external partners and scientific research. The planned study outcomes are consistent with the relevant Professional Standard as well as required skills and competences relevant to level 7 of the Latvian Qualification Framework <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-114.pdf>.

Different admission requirements have been formulated to ensure the admission of students to the appropriate version of the study programme – 80 CP or 44 CP – which clearly define the previous education students must have to be admitted to either version of the study programme. Only the individuals with at least a tertiary level 2 degree in economics or business can be admitted to the study programme of 44 CP since this means that they have acquired basic knowledge in relevant areas of the sector. Conversely, in the case of a Bachelor's degree in a non-economics or non-business sector, a student is enrolled in a 80 CP study programme (with duration of 2-years in full-time studies) and masters the study courses that provide basic knowledge in the theory and practice of the industry relevant to the Master's degree and professional qualification to be awarded.

### **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 of the Professional Master's study programme "Business Administration" is designed to provide the training of such an executive, who is able to ensure the operation of an enterprise in all functional areas and to take responsibility for corporate developments from the ethical and legal point of view as well. Therefore, the study programme includes both courses that improve knowledge, skills, and competences in business planning and organisation of business processes (for example, Strategic Management Concepts, Innovation Activity, Business Processes Modelling), in business environment analysis (Topical Issues of International Entrepreneurship, Business Economics, etc.) and in legal framework (International



Business Law) and the development of general attitudes and competencies such as Research Methods and particular chapters in the study courses in Management and Leadership, Human Resource Management and Development, Environment, Labour and Civil Protection etc. In addition, the academic staff involved in the lecturing of the study courses are also professionals with considerable experience in their field of expertise, founders, and owners of companies, and thus introduce students to the latest industry experience, discoveries, and methods when conducting lectures.

The study programme has been elaborated and updated on the basis of laws and regulations (education standard and profession standard), instructions of the accreditation experts during the previous assessment of the study direction, results of student and graduate surveys, results of final theses, topical scientific research, including the research conducted by ISMA academic staff, recommendations of employers expressed in the references from traineeship placements, meetings at conferences, ad hoc groups, consulting on the drafting of Master's Theses, reviewing of Master's Theses, and participation in the state examination commissions (Master's Theses defence). Such a comprehensive and diverse approach to the improvement of the study content and process ensures that the content of the study programme corresponds to the requirements of the labour market and the development trends of the relevant industry.

According to ISMA internal regulations, a Council of respective study direction supervises the topicality of the study programme by making corrections to the study plan, the content of the study courses, traineeship assignments, etc. when necessary. The descriptions of the study courses are updated and reviewed in the respective departments at least once a year, usually before the beginning of academic year or more frequently if necessary. ISMA Senate approves the study plan at least once a year.

The study plan of the Professional Master's study programme, "Business Administration", for the next study year was approved by the ISMA Senate on February 24, 2020. It was updated by the Working Group created by the Study direction Council at its extraordinary meeting in January 2020 in order to revise the study programme and content of the study courses according the new profession standard, "Organisational Manager", which was agreed at the PINTSA (Tripartite Cooperation Sub-council of Vocational Education and Employment) meeting on September 18, 2019, when the study year had already started.

By mastering the Master's study programme, a student both consolidates and improves the knowledge and qualifications of the previous education cycle (Bachelor's or professional higher education) and also prepares for a higher education cycle such as doctoral studies. Therefore, a Master student should demonstrate not only one's abilities and competence to solve practical challenges of business administration, but also to conduct theoretical research and apply the latest achievements and knowledge of business administration in a Master's thesis, which is an integral part of the study programme and one of the main forms of controlling the learning outcomes. As emphasised in the methodological guidelines for the development of Master's thesis, the most important feature of Master's thesis is that it is a scientifically practical study. The basic requirements for this type of work are as follows:

- It must be a study of a current problem of scientific practicality;
- One must base on the study of theoretical and specialised literature, evaluate and use the latest scientific research and publications on the particular problem;
- One must process published and unpublished data and information sources, materials, personal experiments, surveys, and observed facts by applying modern research and data processing techniques.

In order to demonstrate their scientific research skills, Master students are invited to present their

publications and speeches at conferences and workshops related to those studies in their Master’s theses and to add expert reviews that have a significant impact on the assessment of the Master’s thesis and the award of the Master’s degree. When the student submits the completed Master's thesis, the supervisor verifies that it meets the above requirements and only then accepts the Thesis and promotes it for defence, approving that with a personal signature on the title page of the Master's thesis.

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

The study programme development and implementation follow a logical sequence where the aim of the study programme and the objectives arising therefrom are defined pursuant to the requirements stipulated in the professional standard and the labour market demand, the content of the study programme (division of study courses) is based on the achievement of the aim and learning outcomes, and the criteria defined in the educational standard. Accordingly, the content of the study courses is designed to implement the acquisition of knowledge, skills, and competences defined in the professional standard and to ensure the realisation of the aim of the study programme.

The lecturers involved in the study programme and the members of the Council of the Study Direction cooperate in discussing and approving the content of the study courses, thus ensuring interdisciplinary interrelation and harmonisation of common requirements for achievement of learning outcomes and eliminating unnecessary overlapping of the study content.

*Table 3.4.1.(2) Examples of the interconnectedness of the information contained in the courses of study, their relevance to the aim of the study programme as well as to the study outcomes to be achieved*

Study programme objective and results to be achieved	Examples of the interconnectedness of the information contained in the courses of study, their relevance to the aim of the study programme as well as to the study outcomes to be achieved
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Information included in the study courses	<p>The principle of continuity was respected in the design of the courses. For example, studying courses such as:</p> <ul style="list-style-type: none"> <li>• Strategic Management Concepts;</li> <li>• Human Resource Management and Development. requires prior knowledge, which students acquire in courses such as</li> <li>• Business Economics;</li> <li>• Management and Leadership.</li> </ul> <p>In turn, study courses such as</p> <ul style="list-style-type: none"> <li>• Innovation Activity;</li> <li>• Business Processes Modelling.</li> </ul> <p>require prior knowledge, which is acquired in courses such:</p> <ul style="list-style-type: none"> <li>• Topical Issues of International Entrepreneurship;</li> <li>• International Marketing;</li> <li>• Management</li> <li>• Information Systems for Management.</li> </ul>
Aim of the study programme	
To train professional, competent, self-empowerment oriented, and innovative-minded, globally competitive business executives who are capable of leading and facilitating the development of a company and its employees by anticipating market trends.	<p>The criteria and values formulated in the study programme objectives were taken into account as an important reference point when designing the study courses and formulating their objectives. For example, <i>such values as professional attitude, competence, and innovative-mindedness in business</i>, is included in courses such as:</p> <ul style="list-style-type: none"> <li>• Strategic Management Concepts;</li> <li>• Management and Leadership;</li> <li>• Innovation Activity.</li> </ul> <p><i>In turn, such competencies as global competitiveness and capability of leading and facilitating the development of a company and its employees</i> are included as an essential aspect in study courses such as:</p> <ul style="list-style-type: none"> <li>• Topical Issues of International;</li> <li>• Entrepreneurship</li> <li>• International Marketing Management;</li> <li>• International Business Law;</li> <li>• Business Processes Modelling;</li> <li>• Human Resource Management and Development.</li> </ul>
Study outcomes to be achieved	

Knowledge and understanding:  
Ability to show in-depth and expanded knowledge and understanding, in line with the latest discoveries in the business administration and professional business fields, which provide the basis for creative thinking and research, including cross-disciplinary interaction.

Skills:

The ability to use theory, methods, and problem-solving skills independently to carry out research and the functions of organisational manager.

The ability to explain reasonably and discuss complicated or systemic aspects of business administration and entrepreneurship with professionals and non-professionals.

The ability to advance the development of one's own competencies independently, take responsibility for the performance and analysis of staff groups, do business, innovate in business administration and the occupation of organisational manager, conduct research, and pursue self-education.

Competence:

The ability to formulate independently and analyse critically complicated scientific and professional problems, justify decisions, and carry out additional analysis if needed.

The ability to integrate knowledge from different disciplines, contribute to the generation of new knowledge, development of research methods or professional practice, demonstrate understanding and ethical responsibility for the potential environmental and societal impact of scientific results or professional activities.

In order to comprehensively assess the results of the study programme, students are required to undertake a number of practical assignments, for example, students' *ability to demonstrate* in-depth and expanded knowledge and understanding, in line with the latest discoveries in the business administration and professional business fields, is reflected in such practical assignments as:

- *Group or individual project work "Foreign market entry strategy for a selected company";*
- *Prepare a presentation - specifics of the strategy in different sectors and circumstances (specific organisations), analysis of the strategy and recommendations for improvement.*

Learning outcomes focused on *the ability to use theory, methods, and problem-solving skills independently to carry out research and the functions of an organisational manager, the ability to explain reasonably and discuss complicated or systemic aspects of business administration and entrepreneurship* are reflected in practical activities such as:

- Preparation and approbation of a research topic and abstract in business economics;
- Project work within the Management and Leadership course.

Learning outcomes aimed at *the abilities to integrate knowledge from different disciplines, to contribute to the generation of new knowledge, development of research methods or professional practice, to demonstrate understanding and ethical responsibility for the potential environmental and societal impact of scientific results or professional activities* are reflected in practical activities such as:

- Development of the motivation program or loyalty program for more efficient achievement of the aims of the company;
- A critical review paper suitable for presentation to an academic conference or journal;
- Defining information flow requirements for business processes using a business process model

### **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 the process of implementation of the Professional Master's study programme "Business Administration", different and diverse study methods and forms are used, e.g., lectures, workshops, case studies, discussions, presentations, individual work, and teamwork and so on. In addition to the contact hours, the students fulfil independent assignments according to the study course plan.

It should be noted that there are no significant differences in the choice of teaching or assessment methods between the study programme options. Taking into account the principles of student-centred education and the admission rules, the 44 CP programme admits applicants with a qualification in business management whose knowledge, skills, attitudes and competences acquired at Bachelor level overlap with the results required by the professional standard for organisation management and only need to be supplemented (see Annex 3.4.2). If a student does not demonstrate an adequate level of achievement during the course of study, he/she cannot pass the course and is not allowed to defend the Master's thesis.

Academic staff share their experience in using new and modern teaching methods, acquiring e-environment opportunities, development of creative thinking, and so on regularly, including the framework of annual conference "Open Learning and Distance Education" organised in January 2020 for the 18<sup>th</sup> time already.

The academic staff chooses the study methods and forms according to the specifics of their study course and their role in the study programme, practical work in the study process, as well as the principles of student-centred education by observing which the University grants students additional powers and responsibilities. By supporting students' opportunities to influence their own study process, ISMA academic staff takes on the challenge of creating a modern, open, and innovative idea-supporting learning process.

When starting teaching a particular group of students, a lecturer introduces the students with the planned learning outcomes and discusses the topicality of the study course. Then, having taken into account the interests and needs of the students, and the specifics of the study course, the lecturer agrees with the students on potential adjustments to the learning process and rating system. Before the study course is completed, students are informed about the conditions that must be met during the study course, how the knowledge is assessed, and how the final assessment is formed. This set of requirements is also included in the description of each study course.

In order to ensure the topicality of the study content, there are professionals of the specific industry also involved as guest lecturers in the implementation of the study process, who introduce the topicalities of the sector, discuss and analyse particular examples in practical work, as well as consult students during their practical research (see also section 4.2).

Lecturers motivate and support students to use various possibilities in planning and organising their independent learning, for example, to use study materials prepared by the lecturers of the respective study course in the electronic training system MOODLE. However, one should mention that even more, active use of the MOODLE system in the communication process between the academic staff and students is desirable not only by using the study materials posted there but also by passing interactive tests and other tests allowed in the study process and by communicating in the electronic environment.

The assessment of the learning outcomes of the students during the study process is carried out in accordance with ISMA Regulations "Procedures for the Organisation of Testing. The regulations determine the potential types of examinations and intermediate testing, as well as the forms of the final examination (test or exam).

Students pass a large part of the examinations of the study courses in writing. It is also possible to take the tests orally or to draft a practical paper at the discretion of the lecturer. The assessment also takes into account the students' work during the study course (success in tests, active participation in workshops, drafting independent papers, preparation of reports, etc.) by applying the cumulative assessment method stipulating for gradual formation of final assessment from several types of student's learning. The basic principles of assessment are taken into consideration throughout the study process, that is, the principle of openness of assessment, the principle of mandatory assessment, the principle of review possibilities of assessment, and the principle of diversity of assessment methods used in the assessment.

Passing the state examination is the final stage of mastering the study programme, including elaboration and defence of the Master's thesis. A student can defend his/ her Master's thesis only when all the contents of the study programme has been mastered, id est when a positive assessment has been obtained for each study course and every objective during the traineeship.

**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 professional Master's study programme "Business Administration" of 44 CP provides for one traineeship amounting to 6 CP, whereas the study programme of 80 CP envisages an additional traineeship of 20 CP (for a total of 26 CP). The objectives, course, and reporting requirements of each traineeship are reflected in the descriptions of traineeships (See Annex3.4.4 "Description of Study Courses"). The traineeship objectives of a student in cooperation with the chosen supervisor of the Master's thesis may be supplemented or adjusted according to the theme of the Master's thesis to be elaborated.

When developing and updating traineeship objectives, one calls for ISMA administrative staff and academic staff (Directors of study programmes, leading lecturers, representatives of the Career Centre, representatives of the International Relations Department, etc.), and local and foreign employers to collaborate to ensure the training of professionals ready to enter the labour market. For example, Ms L.Kalinina, CEO of *Jungheinrich Lift Truck SIA*, participates in discussions on traineeship objectives within the study programme of Business Administration regularly. Members of ISMA Students Self-government Body are also invited to cooperate, and they are also conducting a continuous survey among students about their wishes and opportunities for traineeships in different companies.

All traineeship objectives are related to the learning outcomes to be achieved within the study programme based on the knowledge, skills, and competences defined in the professional standard and acquired during the study courses. This interrelation and requirements are clearly defined in

the descriptions of traineeships.

Before going to traineeship, traineeship workshops – meetings are organised for all the students, where the process of the traineeship, the necessity of traineeship objectives, and preparation of traineeship documents are explained. Students are informed about cooperation partners from Latvia and abroad with whom ISMA cooperates within the traineeship and employment. Students are introduced with section “Traineeship for Students” of ISMA website, where they can find the information they need about the traineeship, and as the section on current vacancies.

Every year at the end of November, ISMA organises the international conference “Internship and Employment”, where students get acquainted with potential employers from Latvia and abroad, gain additional knowledge in business administration, personnel management and marketing, development trends and demand on the Latvian and foreign labour market. At the end of the conference, each student has the opportunity to talk to company representatives, ask any questions they might have, and apply for traineeship. Experience has shown that this conference is very useful as many students gain traineeships in Latvia (in companies like SEB Shared Service Centre, Accenture Latvia, Cabot Latvia, Evolution Gaming, Mogotel Hotels, Radisson Blu, etc.) and in foreign companies (for instance, Odeon Tours in Spain, JobTrust in Greece, and Clio in Bulgaria).

There is a wide range of traineeship opportunities offered to the students of the Professional Master’s study programme “Business Administration”, for example, in project departments, HR departments, and audit departments of SEB Shared Service Centre, Accenture, MSC Shared Service Centre, Evolution Gaming, and Tieto Latvia. Majority of those companies offer a variety of traineeships and positions where one can train. Traineeship objectives are sent out to companies so they can understand exactly what a student must do during the traineeship. Regular surveys of the companies are conducted, student demand is determined during the traineeship workshops, and relevant interrelation is ensured. Companies also offer permanent jobs to final-year students if they can demonstrate their skills during the traineeship, which proves that students have sufficient theoretical and practical training for the labour market.

ISMA is continuously developing career opportunities for its students and is looking for new traineeships to enable all students to enter the Latvian labour market. For example, new cooperation agreements were signed with Tele2 Shared Service Centre, Radisson Blu Latvia, etc. in 2019. The Head of the Career Centre meets with representatives of local and foreign employers regularly by encouraging them to offer paid traineeships as well. Students are invited to meetings where representatives of the Career Centre and the International Relations Department report on traineeship opportunities regularly, and this information is disseminated through the website, social media, and informative boards on campus premises. The representatives of Students’ Self-government Body are also involved in the dissemination of information.

Students also pass traineeship abroad through the Erasmus Lifelong Learning Programme, where students are awarded a scholarship instead of a salary. It is also a great opportunity to familiarise with the aspects of the foreign market and gain international experience even before graduation. ISMA has signed cooperation agreements on traineeship with several companies, such as Odeon Tours (Spain), I-Practice (Spain), Job Trust (Greece), Clio (Bulgaria), Turkiston Yulduzi (Uzbekistan), etc.

The key student selection criteria for participation in traineeship within the Erasmus+ Programme in accordance with ISMA Regulations on Student Mobility Erasmus+ Programme are the following:

- Students are transferred to the second year of study;
- Students have successful progress;
- Students have sufficient knowledge of the relevant foreign language.

The selection of students is coordinated by ISMA Council of Erasmus+ Programme, which consists of:

- Head of the Study Department,
- Vice-Rector for International Relations (Erasmus Coordinator),
- Representatives of the International Relations Department,
- Responsible for International Relations in Students' Self-government Body,
- Head of the Study Sector in Students' Self-government Body,
- Representative of International Business Communication Department,
- Head of Career Centre.

After receiving all traineeship applications from the students, ISMA Erasmus Coordinator proposes to convene the Council meeting to evaluate each student's application and decide who is nominated for traineeship within the Erasmus+ Programme.

In total, ISMA cooperates with 32 employers in Latvia, while, within the Erasmus+ projects, ISMA cooperates with 11 employers.

## **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.**

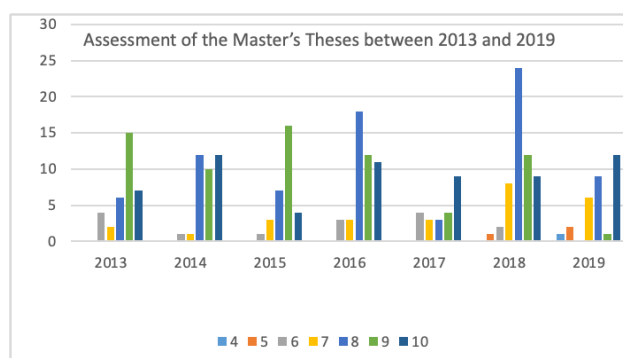
At the end of the professional Master's study programme "Business Administration", students develop and defend their Master's theses in order to obtain the Professional Master's degree. Having evaluated the topics of the final theses of the students in 2013-2019 and their relevance to the labour market, one must indicate that all the final theses defended are related to topical business issues, for instance:

- Introduction of a risk management system at company X,
- Development of personnel motivation system in the context of organisational changes at company X,
- Development of economic strategy of corporate development,
- Improvement of the personnel management system,
- Improvement of human resource management in primary health care institutions,
- Enhancing the business model for integrating the organisation into a new market,
- Establishment of a procedure for assessing the strategic management of the organisation.

Much of the research carried out for the Master's theses, and the resulting recommendations are economically sound and are appreciated, and actually used in the operations of particular companies, as evidenced by the feedback provided by the employers, which accompanies the submitted final theses. Thus, one can state that when choosing the topic of their final theses and research subjects, ISMA students rely not only on theoretical knowledge acquired during their studies, but also on practical skills, and they are competent to determine development trends of the industry and labour market demand according to professional objectives.



In most cases, the interrelation between the chosen topics of the final theses and a current employer or the chosen traineeship placement is assured, however, a student does not always have the opportunity to draft a Master's thesis based on the company where the undergraduate traineeship was completed. This problem is urgent, and ISMA Career Centre tries to assist students in solving this issue by addressing employers to enable students to complete traineeships and meet the objectives set by the supervisor to draft the Master's thesis. Unfortunately, employers are not always responsive and willing to provide the necessary information, which makes it difficult for students to carry out a full analysis of the company, which can even lead to a change in the topic of their Master's thesis. Moreover, ISMA Career Centre cannot provide traineeships for all students, especially foreign students, freely as most companies require knowledge of the state language, which foreign students lack for performing specific work tasks. This creates difficulties in obtaining primary data from a particular company. In such cases, students use publicly available information, for instance, Lursoft databases, etc., as much as possible.



**Figure 3.4.2. Distribution of Master's Theses by obtained grades, 2013-2019**

Having analysed the assessments of Master's theses between 2013 and 2019, one must indicate that most of the final theses have been assessed with the grade above 7 (10 being the highest possible). Distribution of Master's theses per years and assessment are given in Figure 3.4.2.

## 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.

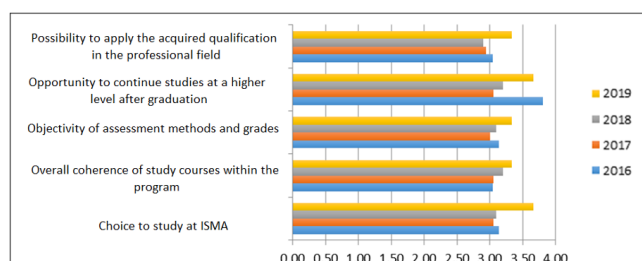
Following the recommendations of the Study Accrediting Commission of April 27, 2016, "Mandatory questions to be Included in the Survey conducted among the students, graduates, and employers", at ISMA in 2016 were developed unified questionnaires of students, employers, and graduates for all study programmes that allow assessing not only a given study programme, but the work of the University as a whole. The survey takes place every year; therefore, it is possible to find out as soon as possible where and what changes in the study process should be introduced, as well as to follow the dynamics of students' opinions.

Assessment of the outcomes of the **surveys among the students** is one of the most important evaluation criteria of the study programme's quality. The main sections of the students' questionnaire are:

- Correspondence of the University and the study programme to the student's conceptions;
- Evaluation of the quality of the study process;
- Evaluation of lecturers' work quality;

- Evaluation of the international cooperation of the University and study programme and student involvement in scientific research;
- Evaluation of the observance of democratic principles in the University.

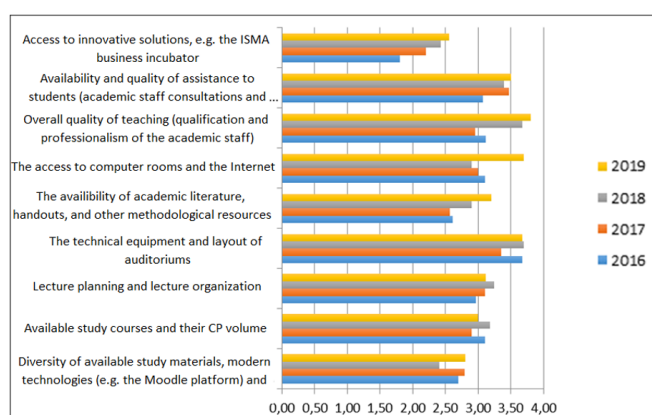
In general, the evaluation given by students for the Master's programme, "Business Administration", can be considered good; besides, most indicators are tending to improve rather than worsen. Figure 3.4.3. summarizes the answers to the questions of the first content block about the correspondence of the University performance and the study programme to the expectations of the students.



**Figure 3.4.3. Answers of the students of the Master's programme to the 2nd question**

The variability of the answers over the years is relatively small, and the overall scores are good (rating is on a 4-point scale). The highest average score given by the students was for their choice to study at ISMA, which is an important indicator - it means that, in general, the students are satisfied. A lower score was given to the applicability of their acquired knowledge at work, which was especially notable in previous years. As the graduates' survey has given a similar evaluation, critical remarks are being taken into consideration and more and more professionals from the sector are being involved in the study process, both as full-time lecturers and by their being invited to lead stand-alone lectures and classes. Apparently this practice is relevant, as the evaluation from students is improving. Of course, full-time teaching staff have also been instructed accordingly, and they follow these instructions when planning and delivering their courses.

Analysing students' attitudes towards the quality of the study process (see Figure 3.4.4.), it should be noted that the scores of the quality of teaching (which have always been quite good), as well as the evaluation of classrooms and accessibility of computer classes and the Internet, are improving. These indicators decreased along with the increase in the number of students in 2017-2018, but this was taken into consideration and technical issues are being solved with greater efficiency; therefore, students no longer face problems in this aspect.



**Figure 3.4.4. Responses of the students of the Master's programme about the quality of the study process**

Student engagement in the Business Incubator still needs to be intensified, and there is a need to pay attention and better inform students about it, as many students stated that they are unaware

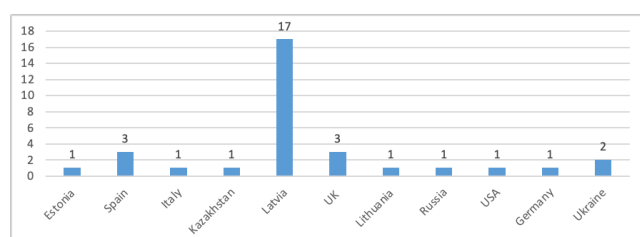
of this opportunity. However, open lectures and seminars organized at the college by the Business Incubator, are quite actively attended by the students, but they do not always link them to the activities of the incubator itself. It should also be mentioned here that quite a lot of students responded that they are not aware of traineeship placements or traineeship possibilities abroad, as well as of cooperation with other institutions and mobility -- but this information is communicated in a systematic, organized manner, including by planning specific seminars on these issues, which are included in the timetable of lectures; the student may not receive information if they do not attend this event or such events like it. Nevertheless, since the International Relations Department, Career Centre, and other departments are always open for students' visits, and the representatives of these departments are regularly present during classes, the lack of information is often attributable to lack of interest and passive involvement on the part of the students themselves.

Comparing students' assessments of specific teaching staff, the scores can be generally considered to be stable and high; for example, in 2019, the average lecturer's rating is 3.68 (out of 4), which is also consistent with the overall quality of teaching (Figure 3.4.4.), and that means that the cooperation between the teaching staff and the students is quite good. However, there has been a case where, based on the results of the survey among the students, which also coincided with several individual oral feedback comments, the involvement of one teaching staff member in the Master's programme was discontinued. It should be noted that at the undergraduate level everything was fine with feedback; apparently the given teaching staff member was not ready for work in the Master's-level study programme, as the expectations of the students are higher at this level, and there are also requirements for in-depth knowledge and appropriate teaching methods.

Also the score given by students regarding the observance of democratic principles at ISMA is relatively good. As already mentioned, sometimes students indicate that they lack information on some of the issues, but when we observe their answers about participation in Self-government or study process improvement, Master's students generally acknowledge that they are aware of such opportunities, but are not involved very much themselves; therefore, it is rather their own participation and activity that is relatively low. In the comments part of the questionnaire, where one can freely express one's views, several suggestions were included, such as providing more attention to students with special needs, improving website performance to make it faster (this issue is almost solved and the new version of the website is ready), and others which are difficult to classify because they are small in number and often limited to specific situations.

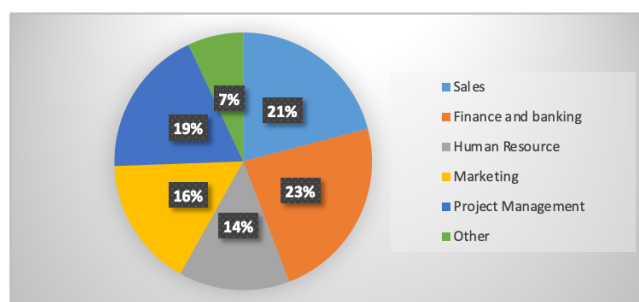
The **surveys** among ISMA **graduates** are conducted on a regular basis to learn about what path former students have taken after graduating from the University; the results include employment rates, places of work, and further studies, and allow for assessing the degree to which graduates see studies at ISMA as being applicable to real employment, and thus discovering which changes should be introduced in the study programmes or in the process of their implementation. As the surveys are conducted electronically using the ISMA graduates database, those graduates who have gone abroad after studying at ISMA also can take part in these surveys.

In 2019, 32 graduates of the Master's study programme, "Business Administration", responded to the request to participate in the survey, and all of them stated that they are currently successfully employed either in Latvia or abroad (see Figure 3.4.5.)



### Figure 3.4.5. Employment of graduates of the Master's study programme by countries

The positions cited by the graduates are mainly related to the education they have acquired - business administration and self-entrepreneurship have also been mentioned. As can be seen from Figure 3.4.6., graduates of the Master's study programme "Business Administration" are employed in areas that are directly related to their knowledge acquired during their studies at ISMA University: 21% of graduates are employed in sales, 23% work in banking or finance-related companies, 14% are employed in HR, 19% are in project management in various companies. Only 7% of all respondents indicated that their current profession is not directly related to business administration (IT, public administration).



**Figure 3.4.6. Answers regarding the employment of Master's programme graduates in 2019.**

Manager, director, deputy manager, and project manager positions are repeatedly mentioned. Accordingly, we can conclude that education acquired at ISMA allows for fitting into various fields of business, holding leading positions, and performing various duties.

Evaluating the quality of the study programme, graduates who took the 2019 survey have given the highest score to the quality of teaching the theoretical knowledge by the teaching staff involved in the implementation of the study programme (3.38 on the average out of 4), but the lowest to the quality of practical competences acquired during studies (average 2.85 in 2019, previously - 2.64), making it necessary to continue paying special attention to the involvement of practitioners in the implementation of the study programme. As mentioned above, business and management practitioners are invited both as full-time teaching staff and as guests to lectures, conferences, and working groups.

The graduates have evaluated the correspondence of the acquired knowledge, skills and competences related to the requirements of the modern labour market and the latest development trends in the area of business administration with 3.16 on average out of 4, which can be considered a good indicator; thus, the study programme in general meets the expectations of the students, and also after graduation the alumni recognize the acquired education as useful. This is also evidenced by the answers about respondents' readiness to recommend this study programme to others, where 95% of the answers are "rather yes" and "definitely yes".

Graduates mentioned practical tasks done as part of their traineeship as a significant factor for finding employment or starting their own business, as they helped understand the management processes, specifics of the managers work and encouraged them to start practising business after their graduation. For example, J.Belousa is Founder&CEO, Golden Ratio; A.Butane is Certified Chief Accountant, Tikkurila SIA; A.Semjonova is Talent Acquisition Manager, Energy Systems Catapult (GB); S.Tarasov is CEO, People Fitness Europe (Estonia); Mahmoud Wafy – Marketing Specialist, International Travel Network (USA).

Similar to students, graduates also emphasize the significance of traineeship and appreciate the involvement of real businessmen and administrators in conducting classes, which gives the

students invaluable practically applicable knowledge. Hence, the practise of attracting guest lecturers in the implementation of the study programme is being activated more and more each year.

**Employers** are also surveyed regularly each year, and teaching staff and programme directors also exercise the opportunity to find out employers' views during conferences, lectures, and defences to which the employers are regularly invited.

Among the drawbacks, employers mainly note that sometimes students' practical training is, nevertheless, insufficient and that not all students are able to use, learn, and apply modern technologies or search for creative solutions in their work, when necessary. Difficulties during traineeship or professional activities are also caused by insufficient knowledge of the State language by foreign students.

The results of the survey indicate that regarding most students, employers have ticked the following evaluations: "is able to perform their duties after a short period of workplace training" and "willing to take the initiative and motivated to perform their duties". In conversations with employers, good knowledge of English by students and graduates and their desire for self-improvement, as well as their professional development orientation, are often positively noted.

Assessing the compliance of graduates with the learning outcomes defined in the European Qualifications Framework (EQF), in the questionnaires received in 2019, the scores given by the employers range from 2.7 to 3.5 (see Table 3.4.2.), which is not a bad overall indicator, but it would be desirable to increase the average score at least to grade 3 in all points.

**Table 3.4.2. Employers' assessment of graduates' compliance with the learning outcomes defined by the EQF**

Learning outcome	2019 average
1. Able to show in-depth or expanded knowledge and understanding in line with the latest discoveries in the sector of economy and business and the organisation-management professional field, providing the basis for creative thinking and research, including cross-disciplinary interaction.	3.3
2. Able to use theory, methods and problem-solving skills independently to carry out research and perform the functions of organisational manager.	2.8

3. Able to explain reasonably and discuss complicated or systemic aspects of the economics and business sector or organisation management with professionals and other stakeholders.	3.5
4. Able to advance the development of their competencies and specialization independently, to take responsibility for the performance and analysis of staff groups, to do business, to innovate in the economics and business sector and in the organisational manager profession, to conduct research and pursue self-education in challenging and unpredictable conditions, and to transform as needed, using new approaches.	3
5. Able to formulate independently and analyse critically complex scientific and professional problems, justify decisions, and carry out additional analysis as needed.	2.7
6. Able to integrate knowledge from different disciplines, contribute to the generation of new knowledge, develop research or professional practice, and demonstrate understanding and ethical responsibility for the potential environmental and societal impact of scientific results or professional activities.	3.1

Admittedly, these formulations in the questionnaire sometimes confuse employers; therefore, it is possible that the scores are given based more on the overall attitude to the ability of the graduate to adapt to the workplace and carry out the job responsibilities. But free-form comments in this year's and previous questionnaires, as well as opinions heard in personal interviews, suggest that graduates should have a more innovative, creative approach to work assignments and different situations that require non-standard solutions - that theoretically they now are able to discuss quite complex topics but are lacking ideas for real actions. Based on these findings, lecturers are encouraged to use assignments in the form of project development more often, and to analyse with students the situations in which a creative approach can be developed.

ISMA University has established long-term, stable cooperation with many employers both in Latvia and abroad, and every year several companies are also looking for employees through the University. Often companies are ready to implement student-recommended solutions in different business areas, as evidenced by the feedback provided by employers on the final theses. This shows that in general ISMA students and graduates are prepared according to the requirements of employers and are ready for professional activities.

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

The organization of teaching staff and student mobility at ISMA is managed by the International Relations Department, which has been established to ensure the international cooperation of ISMA with higher education institutions, organizations, and associations in other countries. The International Relations Department organizes students' traineeships in foreign companies as well as studies in their specialty at foreign universities. Any ISMA student can participate in a traineeship in one of the EU countries once during the entire study period under the Erasmus programme and obtain a scholarship provided by the programme. Each year, students have the opportunity to obtain detailed information on the traineeship and its conditions, as well as to meet partners who offer employment opportunities by attending the ISMA Annual International Conference "Internship & Employment".

Erasmus + provides students of higher education institutions with the opportunity to gain international experience and knowledge while studying at one of the partner higher education institutions or to practice in foreign companies or at other relevant working places.

### **Study mobility objectives are:**

- to provide students an opportunity to spend a certain period of study studying at a higher education institution in another Member State;
- to provide students an opportunity to gain valuable academic, language, and cultural experience while studying in other European countries;
- promote cooperation between higher education institutions and improve the study environment in host universities;
- to promote the development of well-qualified and internationally experienced young people - emerging professionals.

### **Traineeship mobility objectives are:**

- to provide students and recent graduates an opportunity to gain practical experience at a company or organization in another European country;
- to help students adapt to the requirements of the EU labour market;
- to provide students and recent graduates an opportunity to develop specific skills, including language skills, and to improve their understanding of economic and social culture;
- promote cooperation between universities and business;
- to promote the development of well-qualified, open-minded, and internationally experienced young people - emerging professionals.

After the mobility:

- the host institution shall provide the student and the ISMA with a transcript of records attesting that the agreed program has been completed;
- ISMA, through ECTS or an equivalent credit system, academically recognizes mobility period studies as required by the learning agreement;
- the period of mobility shall also be mentioned in the Diploma Supplement.

During the studies abroad:

- the student must comply with the terms and conditions of the Erasmus grant agreement and the terms of the study contract;
- any changes to the learning agreement must be immediately agreed in writing by the student with ISMA and the host university;
- the student must spend the full agreed period of study at the foreign higher education institution, take the necessary examinations or other assessments, and comply with the rules and procedures of the higher education institution;
- at the end of the mobility period, the student must receive a transcript of records signed by the foreign higher education institution. It lists the study courses taken and summarizes the obtained credits and grades;
- ISMA provides full academic recognition of successfully completed subjects (using the ECTS credit system);
- During the Erasmus study period abroad, the student is not exempt from ISMA tuition fees.

Students can start their studies abroad from the 2nd year of study onwards; therefore, the mobility possibilities in the Master's programme are limited to the students of the study programme of 80CP. Recent University graduates are eligible for traineeships no later than one year after their graduation from the University. The duration of the mobility is between 3 and 12 months for studies and between 2 and 12 months for a traineeship.

In the period from 2013 to 2019, outgoing mobility opportunities have been used by 124 students of the ISMA Master's study programme, "Business Administration" (see Table 3.4.3).

**Table 3.4.3. Outgoing student mobility**

<b>Mobility type</b>	<b>Country of mobility</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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Traineeship mobility	Bulgaria	7		10	12	2		
	Czech Republic				1			
	Greece	1	1		1	1	2	1
	Estonia		1	1			1	1
	Italy				1		1	1
	Cyprus		1					
	United Kingdom		1					
	Lithuania						5	
	Netherlands							1
	Norway						2	
	Poland							2
	Spain	2	8	3	9	6	7	15
	Turkey			1				2
	Germany		1					1
	Sweden						1	2
Study mobility	Czech Republic			1	1	1		
	Poland					1		
	Portugal					2		
	Finland						1	
	Germany	1						

It can be seen that ISMA students consider it more attractive to go abroad for a traineeship; this is related to their desire to gain practical experience, to strengthen their foreign language skills, and to analyse their opportunities to work and get a permanent job in a European country. Students prefer to travel to farther and warmer countries like Bulgaria and Spain, but they also regularly use internship opportunities offered in neighbouring countries - Lithuania, Estonia, Sweden. Full information about the dynamics of student mobility is attached on Annex 2.5.3.

The dynamics of incoming student mobility is very different - during the reporting period only 5 students came to ISMA to study in the Master's degree programme in business: 4 from Germany and 1 from Turkey (see Table 3.4.4).

**Table 3.4.4. Number of incoming students in Master's study programme, "Business Administration"**

Country	2013	2014	2015	2016	2017	2018	2019
Germany	1				1	1	1
Turkey					1		

Overall, student mobility can be evaluated positively, as each year ISMA students travel to various countries for exchange visits, and in recent years students are also more actively coming to Riga to use the opportunity to study in the Professional Master's study programme, "Business Administration". Inclusion of foreign students into the study process is not usually a problem -- both ISMA students and teaching staff are used to seeing representatives from different countries in classes, as there are many foreigners among the permanent students. In addition, these ISMA students can help exchange students better understand and adapt to the differences in the study process, everyday life, or culture in Latvia.

### **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 study programme, "Business Administration", is being implemented in the modernly equipped premises at 1 Lomonosova Street, in a completely renovated building with comfortable, well-illuminated, heated, and ventilated classrooms, a library, and a café. Classrooms are equipped with state-of-the-art technology for modern lectures and seminars - computers, projectors, TVs, interactive whiteboards - which are useful both as a tool for conducting lectures and for evaluating learning outcomes. For example, student presentation skills are trained and tested in many courses by presenting group and individual work using projectors and appropriate presentation software. The implementation of the study program does not require specially equipped laboratories or other specific resources.

To provide students with an appropriate environment for high learning outcomes, appropriate facilities are used for different classes; for example, several classrooms are equipped with easy-to-move chairs with attached small desks, making it easy to organize work in pairs or in larger or

smaller groups as necessary.

The students have a free-access library of total square footage 286m<sup>2</sup> with a wide and regularly updated range of books and scientific articles. The University subscribes to the EBSCO database, which students can use by connecting to it from any computer at any convenient place and time; this provides free access to information when preparing for exams, working on study, and writing final theses. ISMA teaching staff publishes scientific papers regularly in free-access articles like ResearchGate.net and Academia.edu recourses. ISMA students are also encouraged to register for resources and use free-access informationi for scientific purposes.

**Table 3.4.5. Available literature for the study program “Business Administration”**

Topics	Literature		Division by languages		
	Title	Number of units	Latvian	English	Other
Economics and finances	582	871	230	46	595
Management science	538	688	135	95	458
Entrepreneurship	1176	1765	536	108	1121
Marketing	298	494	143	46	305
Other social sciences	417	564	195	42	327
Scientific research	27	33	2	5	26

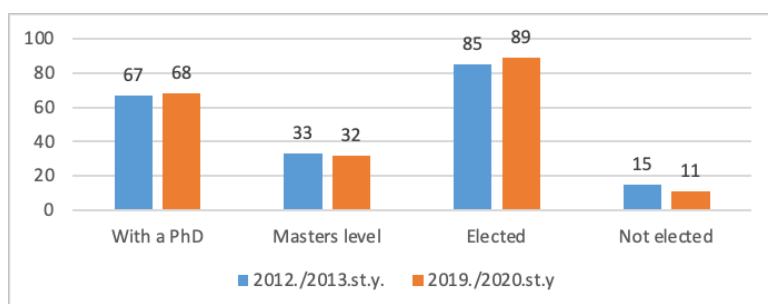
More information on infrastructure and material and technical provision can be found in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

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

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

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

The composition of the teaching staff involved in the study programme overall is quite stable, but since the previous accreditation of the study field, there have of course been changes both in the composition of the teaching staff and in its numbers (see Figure 3.4.7). A similar ratio between teaching staff with a PhD and those with a Masters level education has been maintained, but the number of elected teaching staff members has increased a little.



**Figure 3.4.7. Percentage distribution of teaching staff in the Master's study programme**

Several current ISMA teaching staff members have worked in the Master's study programme for a long time: for example, M. Zivitere, V. Riascenko, D. Zmicerevska, M. Grincuks, V. Gopejenko. However, there are also several lecturers with considerable experience in teaching and practical business: for example, J. Virzbickis, Z. Oborenko.

There are lecturers who during the reporting period have obtained a doctoral degree: for example V. Djakona, I. Linde. Although some of the teaching staff have not yet completed their doctoral studies, their practical work experience is very important and valuable in the study process, providing students with a clear idea of how to apply theoretical knowledge in practice; moreover, practically all teaching staff members are active in scientific research (these aspects are also analysed in paragraphs 4.2 and 4.5).

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

In accordance with Article 27 of the "Law on Higher Education Institutions", the academic staff of ISMA is composed of: professors, associate professors, docents, senior researchers, lecturers, researchers, assistants. ISMA academic positions are filled in accordance with the legislation of the Republic of Latvia, through the election procedure stipulated by ISMA's "Regulations on election into academic positions". The Regulations include the qualification and eligibility criteria for the teaching staff in accordance with Articles 28, 30, 32, 36, 37, 38, and 40 of the "Law on Higher Education Institutions".

Information on the teaching staff involved in the implementation of the study programme is presented in Figure 3.4.7

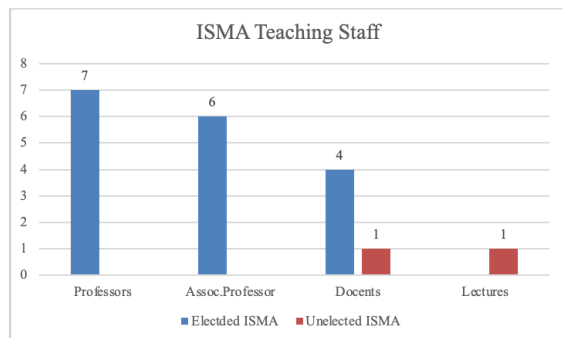


Figure No 3.4.7 "ISMA Teaching Staff"

As can be seen from the curriculum vitae (CV) of the teachers attached in Annex 2.3.2, the lecturers involved in the study programme implement the courses of study in which their experience is the most significant. For example, Z. Oborenko ("International Marketing Management", "Research Methods") has been a marketing and advertising director, and still is a board member of a marketing communications and management consulting firm; J. Virzbickis ("Business Analysis") is a senior accountant with many years of experience; D. Zmicerevska ("Actualities of International Entrepreneurship") is an experienced director and business development manager.

Attracting practitioners to the training process is one of the priorities of the study programme, as it provides a significant competitive advantage valued by ISMA students. That is why guest lecturers are regularly invited not only to give complete study courses but also to discuss individual topics. A part of these lectures and seminars is held for specific student groups within a particular study course, while others are widely available to anyone at ISMA. Significant examples within the study programme "Business Administration" can be mentioned:

- lecture "Modern Accounting" (2016) by guest lecturer, deputy dean, assoc. professor Bora Senyigit, PhD from Zirve University (Turkey);
- open lecture in logistics (2016) by A.Zagurilo (head of sales and marketing at DB Schenker Latvia);
- lectures "Theory of Management" and "Functioning of Management" (2016) by Emel Burak from Kirklareli University (Turkey);
- lecture-seminar "Insurance Opportunities and Challenges in Latvia" (2017) by Latvian Insurers Association president J.Abasins;
- seminar for senior students "LurSoft Database Resources and Opportunities" (2018);
- seminar "Business as Part of Migrant Integration" (2019);
- debates with representatives from the business environment "Cross Border Business. Problems and Solutions" (2019) and others.

The teaching staff takes an active role in the improvement of the study programme and the updating of study courses and methodological work, and are also continuing their own self-improvement through further education courses, seminars, further studies, participation in scientific research, conferences, and projects. Current scientific work and results are incorporated into the study courses, introducing students also to the latest trends in the industry (see also paragraph 4.5).

**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.**

Taking into account that ISMA management actively motivates engagement of teaching staff and employees in science and research, also supporting and stimulating them financially, and accounting that also several annual conferences in which the employees are encouraged to participate are organized at the University itself, almost all teaching staff involved in the study programme are actively engaged in scientific research, participate in conferences, write articles and publications, and take part in various projects both in Latvia and abroad. The process and results of scientific activities are integrated into the study process both by introducing students to the latest discoveries, methods, and models of management science and by promoting the participation of students in the development of research.

A complete summary of the scientific activities of the teaching staff can be found in Annex2.4.1, while Annex 2.3.2 contains the curriculum vitae (CVs) of all the teaching staff. Some examples relevant to the Master's programme study process and the improvement of study courses are summarized in Table 3.4.5.

**Table 3.4.5. Examples of practical experience and scientific work of the teaching staff used to improve the study process**

Teaching staff involved	Research/ publication/ project/ practical work	Corresponding study courses
-------------------------	--	-----------------------------

V.Djakona	ASSESSMENT-BASED MANAGEMENT OF ENTERPRISE'S INTELLECTUAL CAPITAL, №3(7), March 2016, Proceedings of the II-nd International Scientific and Practical Conference ""Innovative Technologies in Science" (February 25 - 26, 2016, Dubai, UAE)", ISSN 2413-1032, p.68-74	International Business Law
V.Djakona	Особенности построения комплексной системы управления интеллектуальным капиталом предприятия, ИК на НВУ "Васил Левски", Сборник доклады от ГУНК, 20-21.10.2016, том 7, с.109-118; ISSN 1314-1937	International Business Law
V.Djakona, O.Verdenhofa, J.Dehtjare, M.Celika	Management of intellectual capital in the conditions of transforming education ATEE conference proceedings. LU University, June 7th -8th, 2019. Theses submitted	Human Resource Management and Development International Business Law

V.Djakona	СИСТЕМА УПРАВЛЕНИЯ ИНТЕЛЛЕКТУАЛЬНЫМ КАПИТАЛОМ ПРЕДПРИЯТИЯ, International Journal of Innovative Technologies in Economy. ISSN 2412-8368(p) ISSN 2414-1305 (Online) Издательство: ROST (Dubai), Номер: 1 (3) Год: 2016 Страницы: 16-21. Indexed in: Google Scholar, РИНЦ.	International Business Law
Z.Oborenko, M.Zivitere	Potential of Non- Governmental Organisations in Social Entrepreneurship from the Perspective of a Regional City. In: Proceedings of 10th International Scientific Conference "Business and Management 2018" May 3-4, 2018, Vilnius Gediminas Technical University, Lithuania	International Marketing Management Research Methodology
Z.Oborenko	Adapting new technologies into the management study programs. 16th International Conference "Open Learning & Distance Education 2018", ISMA University, Riga, January 25-26, 2018.	Research Methodology
Z.Oborenko	Digital marketing to promote employment of people with disabilities, 4th International Conference Marketing and Management MM2019, 13th June 2019, Warsaw, Poland.	International Marketing Management



Z.Oborenko	The Role of the Higher Education in and Innovation Era. International conference "Studies – Business – Society: Present and Future Insights IV", Klaipeda State University of Applied Sciences (KVK), September 25, 2018.	Research Methodology
I.Spicha	The Analysis of Indicators Characterising Innovations and Technological Business Environment in Latvia. Proceedings of the 14th European Conference on Innovation and Entrepreneurship. University of Peloponnese, Kalamata, Greece, 19-20 September 2019, 1004-1012.	Business Economics
I.Spicha	Business Environment model in Latvia. E- Proceedings of the International Conference Simulation-2016. National Academy of Sciences of Ukraine Pukhov Institute for Modelling in Energy Engineering, Kiev, Ukraine, 25-27 May 2016, 123-126.	Business Economics
I.Spicha	Business Competences. Monograph. Edited by I.Spica. 4 [vol]. Business Competences Necessary for the Economic Recovery of Latvia. Riga. Business competence centre, 2012. 160 p.	Business Economics

I.Spicha	Latvijas uzņēmējdarbības vides pārvaldības rezultatīvitate. 4th International Scientific Practical Conference “Business Environment” 02/12/2016, Riga, Latvia	Business Economics
I.Spicha	Starptautisko tirdzniecību ietekmējošie uzņēmējdarbības vides faktori. 3rd International Scientific Practical Conference “Business Environment” 27/11/2015, Riga, Latvia	Business Economics
M.Zivitere, V.Riashchenko	Mechanical Implementation Of Business Process Reengineering – Innovative Infotechnologies for Science, Business and Education, ISSN 2029-1035 – 1(14) 2013 – Pp. 30-35.	Innovation Activity Research Methodology
M.Zivitere, V.Riashchenko	Innovative approaches in the management of competitiveness of businesses. Collective monograph, edited by A. Berezin, M. Bezpartochnyi – Bezpartochnyi M., Živitere M., Riashchenko V. Use of cluster analysis to ensure the effective functioning and development of retail. Latvian Academy of Sciences. Riga: «Landmark» SIA, 2016. – Vol. 2 – 196 p.,	Innovation Activity Research Methodology

V.Riashchenko, M.Zivitere	The Development of the innovative capacity of Latvia. 11th International Technology, Education and Development Conference, March 6-8, Valencia (Spain). Pages 10071-10074. ISBN: 978-84-617-8491-2	Innovation Activity Strategic Management Concepts Research Methodology
V.Riashchenko, M.Zivitere	Methodology of reengineering business processes in conditions of implementation of contemporary management methods of the enterprise. Collective monograph, edited by Markina I., Aranchiy V., Safonov Y. and others. Management of the 21st century: globalization challenge. - Prague. - Nemoros.r.o. - 2018. - Czech Republic. - 508 p.	Innovation Activity Strategic Management Concepts
V.Riashchenko	Environment. Technology. Resources. 11th International Scientific and Practical Conference. Promoting social entrepreneurship product. Conference papers are indexed in the SCOPUS database. Rezekne Academy of Technologies June 15, 2017 - June 17, 2017	Strategic Management Concepts
J.Dehtjare, V.Riashchenko	Marketing the Social Entrepreneurship. - Applied Research in Health and Social Sciences: Interface and Interaction, 2015, No. 12 ISSN 1822-3338	International Marketing Management Strategic Management Concepts

J.Dehtjare, V.Riashchenko	The Main Stages of a Brand Revitalization. - II МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА ІНТЕРНЕТ-КОНФЕРЕНЦІЯ «Управління соціально- економічним розвитком держави, регіону, підприємства», 1.11 – 1.12.2014 р. ПОЛТАВА - 2 стр.	International Marketing Management
J.Dehtjare, V.Riashchenko	Концепция ребрендинга ресторана. - IIIМеждународная научно-практическая Интернет-конференция студентов, аспирантов и молодых ученых «Инновационное развитие и трансграничная безопасность: экономические, экологические, правовые и социогуманитарные аспекты», 16.12.2014., Чернигов – 1 стр	International Marketing Management
I.Linde	INTED2012 Proceedings, (6th International Technology, Education and Development Conference), Valencia (Spain), March 5-7, 2012; publikācija OPTIMIZATION STRATEGIES AND MANAGEMENT PROBLEMS OF HIGHER EDUCATION; 4798-4804 р. ISBN: 978-84-615-5563-5	Management and Leadership

I.Linde	The 13th International Conference Information Technologies and Management, ISMA, Rīga, Latvijā 16.-17. aprīlī, 2015; Analysis of consistency of calculation of an estimate of the higher education institution ranking, 358-359 lpp.; Programma un tēzes, Rīga, ISMA, 2013, ISBN 1691-2489.	Management and Leadership
R.Kopitovs, O.Verdenhofa, R.Djakons	Comprehension of management problems forms understanding of business tasks.- The 12th International Conference „Information Technologies and management 2014”. April 16-17, 2014, Riga, Information Systems Management Institute.	Financial Analysis and Planning Finance Human Resource Management and Development

Research findings and lessons learned from the preparation of publications are translated into relevant study courses, for example through case studies, by providing tools and technologies for research or decision making, or as examples of good practices.

**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).**

Understanding the importance of teaching staff cooperation, ISMA implements this collaboration in three blocks:

1. Cooperation of the teaching staff in the development and updating of study programmes and study course descriptions.
2. Cooperation of the teaching staff in the improvement of methodical work.
3. Collaboration of the teaching staff in scientific research creativity.

To ensure interdisciplinary relation and harmonisation of common requirements for the achievement of learning outcomes, and to eliminate an unnecessary overlapping of study content, the content of the study courses is regularly discussed and approved by the lecturers and the Study

Direction Council members involved in the study programme. This is done in Council meetings, departmental meetings, and also in individual informal meetings of teaching staff where lecturers share information and coordinate their work and study courses.

Teaching staff regularly shares its experience with using new, modern teaching methods, developing e-environment opportunities, developing creative thinking, and similar issues during the annual “Open Learning and Distance Education” conference, which was held for the 18th time in January 2020. During the conference one can learn about the latest research and discoveries from the presentations of the speakers, as well as meet in-person with colleagues from different Latvian and foreign educational institutions and other organizations.

Starting in April 2019, ISMA has launched a new initiative, which is also aimed at promoting the collaboration of lecturers in their pedagogical and methodological work. The first Erasmus+ Staff Teaching and Training Week at ISMA University took place from April 23-26, 2019. In an informal setting, participants had an opportunity to discuss current issues in higher education, develop recommendations for student mobility, and share experiences on the specificities of implementation of the study process in Ukraine, Lithuania, Portugal, and other countries. The ISMA initiative has received great response from the teaching staff and it is planned to develop it by inviting guest lecturers to conduct seminars and lectures on current issues in different fields both for students and teaching staff.

In the field of creative scientific work, cooperation between members of the teaching staff is implemented according to the linking of study programmes implemented in ISMA “Management Administration and Real Estate Management” course. Shared scientific research include fields like innovative management solutions to further competitiveness, human resources management and development of human capital in organizations, problems and solutions of social entrepreneurship as well as other research relevant to specifics of the implemented study programme. Full information about research done by the teaching staff can be found within their biographies (Annex 2.3.2) and Annex 2.4.1, where information on the scientific research of the teaching staff is summarized.

At the time of submitting the self-assessment on March 5, 2020 there are 370 students in the Professional Master’s study programme, “Business Administration”, with 18 lecturers involved in its implementation; hence, there are 20 students per lecturer, not including invited guest lecturers.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	3.4.1.Statistics_students_Mag .xlsx	3.4.1.Studejoso_statistika_Mag.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3.4.9.Compliance_Education_standard_Mag.docx	3.4.9.Atbilstiba_izlitas_standartam_Mag.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3.4.10.Compliance_prof_standart_Mag.docx	3.4.10.Atbilstiba_profesijas_standartam_Mag.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.4.2.Mapping_Mag.xlsx	3.4.2.Kartejums_Mag.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	3.4.3_Curriculum_Study_Programme_Mag.xlsx	3.4.3_Studiju_programmas_plani_Mag.xlsx
Descriptions of the study courses/ modules	3.4.2_Study_course_descriptions_Mag.docx	3.4.2_Studiju_kursu_apraksti_Mag.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	3.4.5_Diploma_MAG.pdf	3.4.5_Diploms_MAG.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	3.6._Acknowledgement_continuing_Edu_Bak_Tur_Mag.pdf	3.6_Apliecinajums_izglibas_turpinasanai_Bak_Tur_Mag.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	3.7_Acknowledgement_compensation.pdf	3.7_Apliecinajums_kompensacija.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 <a href="http://www.europass.lv">www.europass.lv</a> ), if the study programme or any part thereof is to be implemented in a foreign language.	3.4.11.Acknowledgement_language_Mag.pdf	3.4.11.Apliecinajums_svesvaloda_Mag.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	3.4.8.Study_contract_Mag.pdf	3.4.8.Studiju_ligums_Mag.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Business Administration (42345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Administration</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>Viktoriiā</i>
Surname of the study programme director	<i>Riashchenko</i>
E-mail of the study programme director	<i>viktoriiā.riashchenko@isma.lv</i>
Title of the study programme director	<i>Dr.oec.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare highly skilled, innovative-minded and competitive business leaders who are able to solve today's business problems in the fast-growing global competitive market, have entrepreneurial thinking and ability to build and successfully manage businesses in various industries, while being aware of their social responsibility.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide competitive professional higher education (5th level professional qualification, 6th level EKI) in the field of business administration and to prepare specialists with a high potential for productivity both on the Latvian and global labour markets;</i></li> <li><i>2. To promote high quality of education and traineeship in the sphere of business administration through the formation and strengthening of analytical and leadership skills, as well as problem-solving skills;</i></li> <li><i>3. To give students comprehensive knowledge, practical skills and understanding of the laws of modern economic development, of the role of innovation in entrepreneurial activity, the processes which take place in various branches of the national economy, in state and public management, and of other processes of business activity;</i></li> <li><i>4. To develop students' skills of scientific research, analytical thinking, innovative thinking and creativity, communication skills, which will let the graduates become creative personalities and successfully enter the Latvian and global labour markets;</i></li> <li><i>5. To promote the development of education and research work in the field of business management while strengthening the competitiveness of Latvian higher education internationally;</i></li> <li><i>6. To prepare students to take leading positions and build careers in the sphere of business, public and-commercial organisations, to establish their own businesses, and to further studies at Master's degree programme</i></li> </ol>



Results of the study programme	<ul style="list-style-type: none"> <li>- to acquire the basic principles of enterprise activities, to learn how to plan and forecast the activities of an enterprise, to organize and manage work according to the goals of an enterprise in compliance with the legal enactments of the Republic of Latvia and international legislation;</li> <li>- to analyze and understand the regularities and principles of current economic development and the processes taking place in the national economy, to be able to analyze and evaluate the macro and micro environment of business activities in order to make decisions according to the changes in the situation, observing the civil protection and environmental protection requirements;</li> <li>- to make decisions in the management process according to changes in the situation, incl. applying economically mathematical methods;</li> <li>- to acquire the skills and competences to apply the acquired theoretical and practical knowledge for the effective management of an enterprise and its structural units, by regularly improving their knowledge about the innovations in the field and in the sphere of professional activity.</li> </ul>
Final examination upon the completion of the study programme	Qualification exam and elaboration and defence of Bachelor Paper

## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	Full time studies
Duration in full years	4
Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor Degree in Business Administration
Qualification to be obtained (in english)	Business administrator

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time studies - 4 years, 5 months - english

Study type and form	Part time studies
Duration in full years	4
Duration in month	5
Language	english
Amount (CP)	160
Admission requirements (in English)	secondary education and a document certifying the level of the English language proficiency.

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Business administrator</i>

#### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019
Latgale branch of ISMA University College	DAUGAVPILS	KANDAVAS IELA 17, DAUGAVPILS, LV-5401

#### Part time studies - 4 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</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 Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Business administrator</i>

#### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019
Latgale branch of ISMA University College	DAUGAVPILS	KANDAVAS IELA 17, DAUGAVPILS, LV-5401

#### 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 and a document certifying the level of the English language proficiency.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Business administrator</i>

#### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

#### Part time extramural studies - 4 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
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Duration in full years	4
Duration in month	5
Language	latvian
Amount (CP)	160
Admission requirements (in English)	secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor Degree in Business Administration
Qualification to be obtained (in english)	Business administrator

#### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

#### Part time extramural studies - 4 years, 5 months - english

Study type and form	Part time extramural studies
Duration in full years	4
Duration in month	5
Language	english
Amount (CP)	160
Admission requirements (in English)	secondary education and a document certifying the level of the English language proficiency.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor Degree in Business Administration
Qualification to be obtained (in english)	Business administrator

#### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### 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

Regarding the implementation of the comments and recommendations provided by the experts during the previous accreditation of the study direction, changes in the demand structure, and updating the study programme in accordance with the needs of the labour market and scientific development tendencies, the following changes have been made the indicators of the study programme the following changes have been made since the issuance of the previous accreditation sheet: the conferred degree has been corrected, the aims and objectives have been corrected, the changes in the form and type of the implementation of the study programme have been introduced, one more location of the implementation of the study programme has been added, the new Director of the study programme has been appointed.

The last changes were made in the beginning of 2020 in connection with adjustments to the standard of the profession Business Administrator.

The name of the study programme, its code, type and level, the qualification to be awarded, the volume of the programme and the final examination remain unchanged. The changes made and their analysis are reflected in the table.

Table Nr.3.2.1.

*Changes in the indicators of the Professional Bachelor study programme Business Administration*

Indicators of the study programme	Changes made and their analysis	
Form, way, duration (if less than a year, in months) and language of implementation		
	In order to ensure the most active participation of the students in the study process and the higher quality of acquisition of the content of the study programme, it was decided to discontinue distance learning. In compliance with the changes in the Law on Higher Education Institutions, studies are not implemented the in the Russian language from January 1, 2019.	
full-time intramural	4 years	Latvian and English
part-time intramural	4 years and 5 months	Latvian and English
Part-time extramural	4 years and 5 months	Latvian and English

Place of the implementation of the study programme	1/6 Lomonosova Str., Riga, LV-1019, Latvia Latgale Branch of ISMA, 17 Kandavas Str., Daugavpils, LV-5401. ISMA Fergana Branch (Uzbekistan), 48 Al Fargonij Str., (Officer's House), Fergana, Uzbekistan (see Annex 1.2 on the implementation of the study direction at Branches)
Director of the study programme	Viktorii Riashchenko, Dr.oec., Assoc.prof.
The degree, professional qualification to be awarded or the degree and professional qualification to be awarded	Specified degree to be awarded according to professional qualification - professional Bachelor's degree in Business Administration. The qualification awarded has not changed – <i>Business Administrator</i>
	The aim, objectives, and learning outcomes of the study programme are adjusted according to the comments and recommendations of the accreditation experts, as well as the needs of the labour market and the trends of scientific development.
Aim of the study programme	To prepare highly skilled, innovative-minded and competitive business leaders who are able to solve today's business problems in the fast-growing global competitive market, have entrepreneurial thinking and ability to build and successfully manage businesses in various industries, while being aware of their social responsibility.

Objectives of the study programme	<ol style="list-style-type: none"> <li>1. To provide competitive professional higher education (5<sup>th</sup> level professional qualification, 6<sup>th</sup> level EKI) in the field of business administration and to prepare specialists with a high potential for productivity both on the Latvian and global labour markets;</li> <li>2. To promote high quality of education and traineeship in the sphere of business administration through the formation and strengthening of analytical and leadership skills, as well as problem-solving skills;</li> <li>3. To give students comprehensive knowledge, practical skills and understanding of the laws of modern economic development, of the role of innovation in entrepreneurial activity, the processes which take place in various branches of the national economy, in state and public management, and of other processes of business activity;</li> <li>4. To develop students' skills of scientific research, analytical thinking, innovative thinking and creativity, communication skills, which will let the graduates become creative personalities and successfully enter the Latvian and global labour markets;</li> <li>5. To promote the development of education and research work in the field of business management while strengthening the competitiveness of Latvian higher education internationally;</li> <li>6. To prepare students to take leading positions and build careers in the sphere of business, public and-commercial organisations, to establish their own businesses, and to further studies at Master's degree programme</li> </ol>
Learning outcomes of the study programme to be achieved	<ul style="list-style-type: none"> <li>- to acquire the basic principles of enterprise activities, to learn how to plan and forecast the activities of an enterprise, to organize and manage work according to the goals of an enterprise in compliance with the legal enactments of the Republic of Latvia and international legislation;</li> <li>- to analyze and understand the regularities and principles of current economic development and the processes taking place in the national economy, to be able to analyze and evaluate the macro and micro environment of business activities in order to make decisions according to the changes in the situation, observing the civil protection and environmental protection requirements;</li> <li>- to make decisions in the management process according to changes in the situation, incl. applying economically mathematical methods;</li> <li>- to acquire the skills and competences to apply the acquired theoretical and practical knowledge for the effective management of an enterprise and its structural units, by regularly improving their knowledge about the innovations in the field and in the sphere of professional activity.</li> </ul>

**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.**

Evaluating the number of students in the Professional Bachelor study programme “Business Administration”, it can be seen that the number of students is relatively stable, with a tendency to increase. Full-time (FTE) studies have been in demand throughout the reporting period, and part-time studies (NLN) have become increasingly popular in recent years.

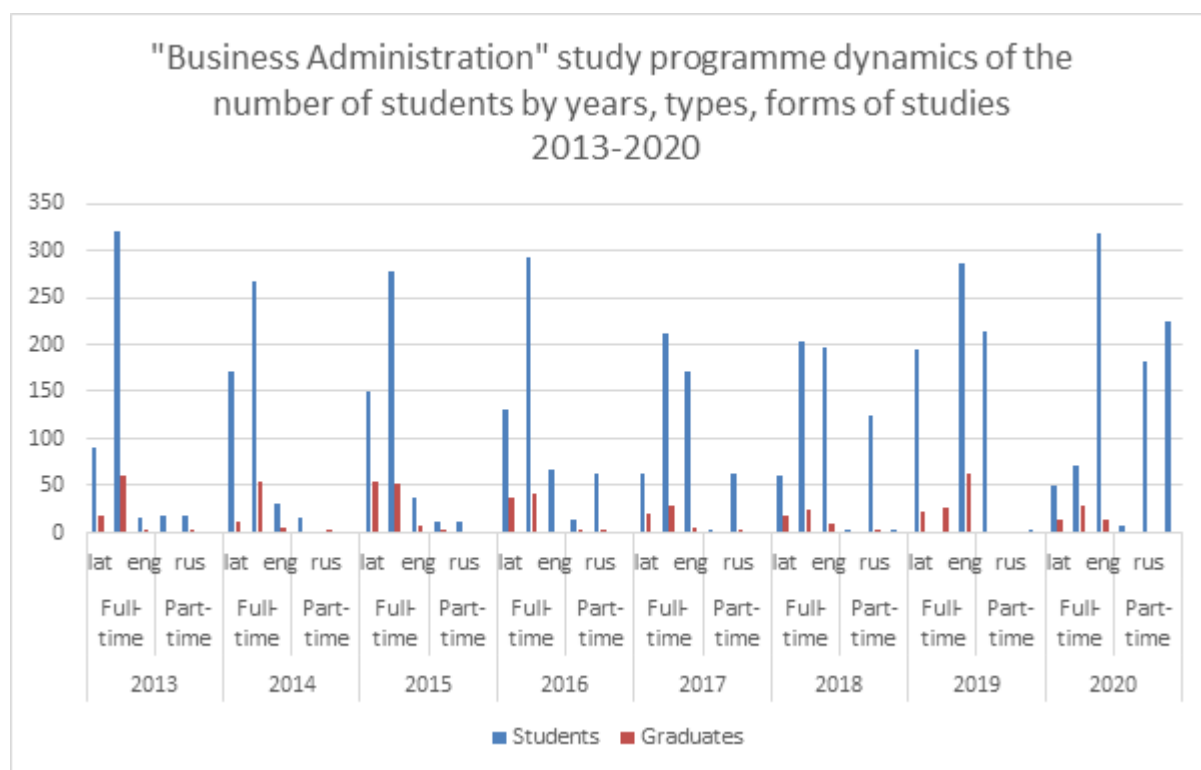


Fig. Nr. 3.2.1. Changes in the number of students by years flows, types

The increase in demand for studies in the English language is due to both the increasing demand for competitive education and further successful employment in the globalized market, and the fact that studies are no longer implemented in Russian, as well as the influx of students from English-speaking countries (such as India). In turn, with the Uzbek government's interest in and support for the establishment of an ISMA branch in Fergana, the information on the quality of studies offered by ISMA has spread both in Uzbekistan and its neighbouring countries, thus increasing the number of students from the region. In addition, existing ISMA students are eager to share their feedback with their relatives and friends who, based on this information, choose to study in Riga. Most foreigners, especially from non-EU countries, are studying full-time related to obtaining residence permits in Latvia, otherwise, they would not be able to study here.

Pandemic and the related economic crisis altogether with the unpredictable development of the situation in Latvia in the nearest future caused a significant decrease in the enrolment number to the study programme “Business Administration” in 2020 (23 enrolled Latvians in 2020 against 157 enrolled in 2019, decrease by almost 7 times).

The number of part-time students in the first year of studies also decreased by five times (474 in 2019 and 87 in 2020). The main reason is considered to be that part-time students are mostly adults with a permanent job and other family members depend on their income as well. The pandemic, the lockdown as its cause and perhaps decrease in the purchasing power affected the decline in the number of enrolled students of the target audience of that kind;

The decrease of part-time graduates in 2019 and 2020 is also linked to similar reasons. Focusing on their family circumstances, many chose to go on academic leave and transfer their debt settlement

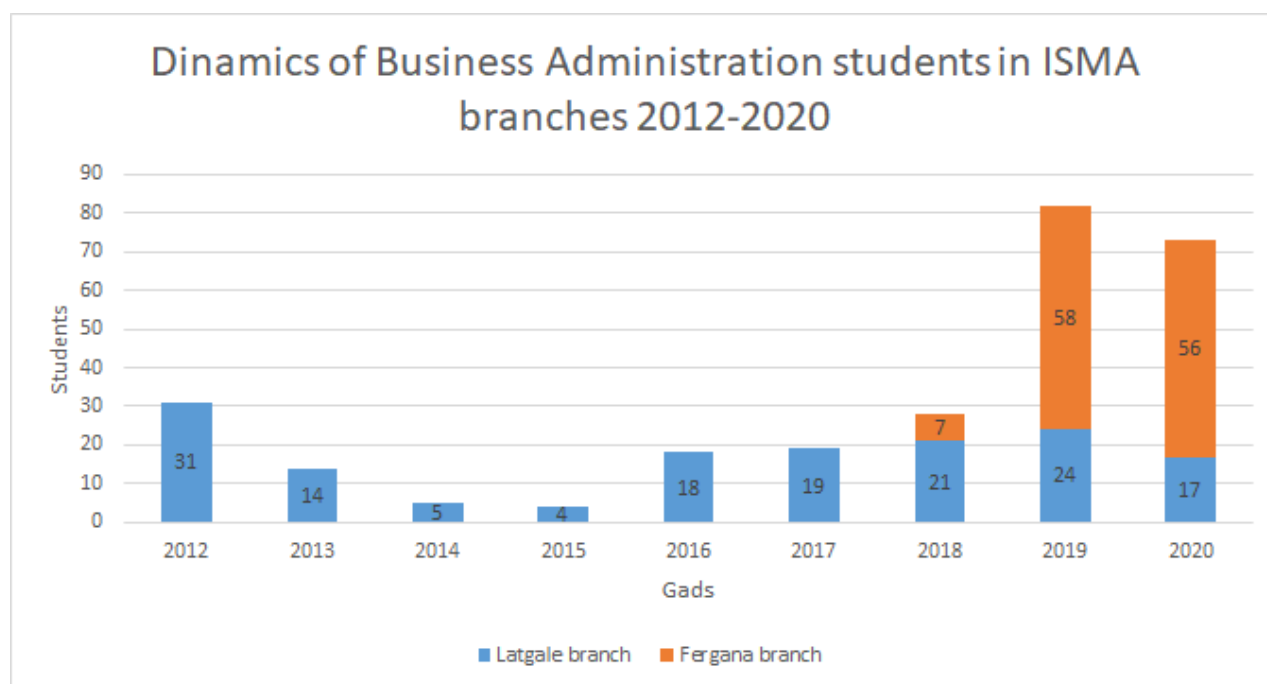
and defence of their final thesis to a more favourable time in the future;

The number of students enrolled in the studies in English also decreased (210 in 2019, 177 in 2020), respectively the total number of the enrolled 1st year students decreased by 55% (367 in 2019, 200 in 2020);

Due to the closure of borders, many foreign high school graduates were not able to obtain visas and enter Latvia in time, the process of drawing up their other documents is lagging behind, thus many of them chose part-time studies, compared to the previous year this indicator increased significantly (81 part-time enrolled students compared to 4 in 2019).

However, due to the widely recognised brand of ISMA and of the study programme “Business Administration” in particular among students in Latvia and abroad, the total number of students in the programme has even significantly increased by 22% (697 in 2019 compared to 855 in 2020). This is due to the transfer of senior years students to ISMA from other HEIs.

Taking into account the speed of vaccination process in Latvia and the EU, the introduction of COVID passports from July 1 and the economic recovery plans developed by the Council of the European Union, we believe that 2021 high school graduates will be more positive and their enrolment will increase this year accordingly.



Looking at the dynamics of the number of students enrolled in the branches, the following can be concluded:

- After a significant decrease in the number of students in 2014 in the Latgale branch, starting from 2016, the number of students has gradually levelled off, remaining in 2020 within the limits of average fluctuations compared to 2016, 2017 and 2018. In 2019, the number of students of the study programme “Business Administration” in the Branch reached the maximum of seven years, however, lagging behind the indicator of 2012, when the number of students was 31.
- Compared to the statistical indicators of “Business Administration in Tourism” study programme, the “Business Administration” study programme is more popular in the region, possibly due to the types of developed economic activities and further employment opportunities.
- Due to the priority given to the “Business Administration in Tourism” programme in Uzbekistan in line with the national and regional strategic development plans, the total number of students in the



“Business Administration” programme in ISMA Fergana Branch is lower (58 “Business Administration” students in 2019 and 56 in 2020). Compared to the students of the “Business Administration in Tourism” study programme: 84 in 2019 and 68 in 2020);

- However, it should be noted that the demand for the knowledge obtained in the field of business administration is almost constant among the students of ISMA Fergana Branch and the target audience of the region. Even despite the impact of the pandemic, the number of students in this study programme in the Branch decreased insignificantly, by 3% (58 students in 2019 against 56 students in 2020).

Accordingly, it can be summarized that the Professional Bachelor's study programme “Business Administration” has a wide perspective for further development and promotion both in the capital of Latvia, in Latgale region, as well as a part of extra-mural form of education at ISMA Fergana Branch in Uzbekistan. The demand exists and the statistics confirms its stability.

When analyzing the reasons for drop-outs, it should be noted that many foreign students are not prepared for the study process and requirements set by ISMA. If students fail to complete their assignments on time, part of the students decide to drop out of the studies of their own will, and some are expelled for academic or financial debts.

### **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 Bachelor study programme Business Administration prepares competitive professionals who can hold leading positions and careers in companies, public and non-profit organizations, and start their own businesses. The study programme is designed so that students gain a comprehensive understanding of entrepreneurship, contemporary societal development trends and strategic development in the changing global environment, and to develop the ability to use the knowledge acquired in the study process in a manner that demonstrates professionalism, responsibility and competence in business administration.

The name of the study programme is Professional Bachelor study programme “Business Administration”, which is fully consistent with and derives from the obtained degree - professional Bachelor's degree in business administration and qualification – *business administrator*. The study programme is in accordance with the requirements of the relevant Occupational Standard “Business Administration”

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-115.pdf> . According to the Standard and the labor market situation, the aim of the study programme is formulated emphasizing professionalism, innovative approach to problem solving and social responsibility of entrepreneur. The objectives are formulated to achieve the aim of the study programme and are oriented towards the coherence of such study process elements as the content of studies, acquisition of professional knowledge and skills, lifelong learning and scientific research.

The target audience of the study programme is very wide - business owners and managers in the private or public sector, professionals planning to start a business, and anyone interested in acquiring in-depth knowledge and competencies in various fields of business administration, as well as foreign students (language of studies - English).

Admission of students to ISMA Professional Bachelor study programme “Business Administration” takes place in accordance with the ISMA Admission Regulations, which are approved annually by ISMA Senate and published on ISMA website [www.isma.lv](http://www.isma.lv). Every Latvian citizen and non-citizen of the European Union, a citizen of the European Economic Area or a citizen of the Swiss Confederation and a resident of the European Community holding a valid residence permit is entitled to study at ISMA Professional Bachelor study programme Business Administration. The right of foreigners who have not been issued a permanent residence permit to study at ISMA is determined by Section 83. of Law on Higher Education Institutions. The procedure of the admission of foreigners to ISMA is provided as a scheme in Annex 1.4.

To study at ISMA Professional Bachelor study programme Business Administration, one must present the document certifying recognized Latvian secondary education or secondary vocational education.

For foreigners, it is necessary to prove that their knowledge of English enables them to obtain higher education in Latvia (by presenting an internationally recognized certificate such as IELTS, Pearson PLC, ETS, etc.).

<https://www.isma.lv/en/study-programmes/professional-bachelor/business-administration-b>

### **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 of the Professional Bachelor study programme “Business Administration” is designed to ensure the preparation of a leader who is capable of ensuring a company's operations in all functional areas and taking legal and ethical responsibility for its development. The study programme has been developed and updated on the basis of legal enactments (education standard and Occupational Standard), instructions of accreditation experts from the previous accreditation of the study direction, results of student and graduate surveys, Bachelor Papers’ results, topical scientific research, including research conducted by ISMA teaching staff, recommendations expressed in surveys, descriptions of internship placements, meetings at conferences, workshops, consultations on the development of Bachelor Papers, reviewing of Bachelor Papers and participation in state examination commissions (Bachelor Paper defence). Such a complex and diverse approach to the improvement of the content of studies contents and the study process ensures that the content of the study programme corresponds to the requirements of the labour market and to the development tendencies of the industry. In addition, the lecturers involved in the teaching of the study courses, who are also professionals with

considerable practical experience in their field, are founders and owners of companies, and thus, during the course of the lectures, they introduce students to the latest industry experience, discoveries and methods.

According to ISMA internal procedure, the topicality of the study programme is supervised by the respective Study Direction Council, if necessary, making corrections to the study plan, the content of the study courses, assignments, etc. Descriptions of the study courses are updated and reviewed in the respective departments at least once a year, usually before the beginning of the academic year or more frequently if necessary. The study plan is approved at least once a year by ISMA Senate.

The final stages of the development and updating of the study programme are as follows. In 2017, the fragmentation of the programme was eliminated and the number of examinations within the semester was optimized by combining several study courses, for example, separate courses Macroeconomics (2CP) and Microeconomics (3CP) were merged into the study course Economics (4CP); Philosophy (2CP) and Business Ethics (2CP) - Philosophy and Ethics (4CP); Computer Science, Informatics and Programming Basics (2CP) and Information Technology in Management (2CP) - Applied Informatics (4CP).

In 2018 significant study courses were introduced in accordance with the requirements of the labour market and current situation in the field - Labor Law, Public Relations Management and Electronic Commerce. In its turn, in 2019 the current curriculum content was created by refining the names of study courses, supplementing or correcting their content, eliminating overlapping content, for example, Mathematics for Economists on Quantitative Methods and Statistics, Environmental Safety Management on Environment, Labour and Civil Protection, and new courses such as Digital Marketing, Social Entrepreneurship and Event Management were introduced.

**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 development and implementation of the study programme follow a logical sequence - in accordance with the requirements defined in the Occupational Standard and the demand of the labour market, the aim of the programme and the objectives arising from it are formulated; the contents of the programme (mapping of the study courses) is based on the achievement of the aim and learning outcomes and by linking them with the criteria defined in the education standard, with the latest developments in the labour market and the latest scientific discoveries in economics and business; accordingly, the content of the study courses is designed to implement the knowledge, skills and competences defined in the Occupational Standard and to ensure the realization of the study programme objectives.

The contents of the study courses is discussed and approved by the lecturers involved in the implementation of the study programme and by the members of the Study Direction Council, thus ensuring interdisciplinary linkage and harmonization of common requirements for the achievement of study results, as well as eliminating unnecessary duplication of the content (see also Section 4.5).

The content of the study courses of the programme “Business Administration” is developed based on the strategic interests of ISMA University of Applied Sciences, the needs of the internal and external market, macro and micro economic indicators and forecasts, recommendations obtained from cooperation with Latvian and foreign employers, taking into account statistical market summaries, participating in Temporary Employment Agencies Association of Latvia (TEAAL) and *Latvijas Sociālās uzņēmējdarbības asociācijas (LSUA)* (Social Entrepreneurship Association of Latvia) meetings and events, considering issues of interaction with school pupils, students and graduates, as well as taking into account the views of other stakeholders, lecturers, their experience, competence and professionalism, as well as the overall capacity of ISMA.

Accordingly, the aim of the study programme, which is “to prepare highly qualified, innovative-minded and competitive business leaders who are able who have the ability to solve modern business problems in the rapidly growing global competitive market, entrepreneurial thinking, the ability to create and successfully manage companies in various industries, while being aware of their social responsibility”, and the objectives of the study programme are set in compliance with the aforementioned requirements.

Regarding specific study courses, their aims and the learning outcomes to be achieved, the following examples can be given:

Study course **“Introduction to Entrepreneurship”** – the **aim** is: to ensure understanding of the nature and importance of entrepreneurship in the national economy; to find out the basic concepts, goals, types and organizational forms of business; understand the content and indicators of the business environment; understand the essence of planning and types of plans; to find out the basic functions of business.

**How achieved:** : knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard “Business Administrator” , with a special focus on business management. For example, during the course students get acquainted with the theoretical guidelines of the industry, process information obtained by participating in seminars and completing works on the such topics as: "The essence and role of business in the economy", " State regulation of business", "Company development perspectives in strategic vision", "PESTEL and SWOT" analyses, etc.

Study course **“Enterprise Management”** – the **aim** is: to acquire theoretical knowledge and gain understanding of the practical use of theoretical approaches in the effective management of a company, to develop analytical and practical skills in the analysis of a company's operations in order to make well-thought-out and development-oriented management decisions.

**How achieved:** : knowledge, competencies and skills are determined in compliance with the requirements set by the Occupational Standard “Business Administrator” , with a special focus on business management. Mastering this study course makes it possible to make a comprehensive analysis of the business environment for the formation of sustainable development of a company's activities, to understand the relationship between the company's activities and the results of its operations, to apply in practice the theoretical knowledge about the principles of organizing entrepreneurial activities, to form business processes in accordance with the goals set.

**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 the process of implementation of the Professional Bachelor study programme "Business Administration", different and diverse study methods and forms are used - lectures, seminars, practical situation analysis, discussions, presentations, individual work in groups and so on. In addition to the contact hours, the students carry out independent work according to the study course plan.

Teachers regularly share their experience in using new, modern teaching methods, e-environment opportunities, developing creative thinking and so on, which is the aim of the annual ISMA conference "Open Learning and Distance Education", which was held in January 2020 for the 18th time.

The lecturers choose study methods and forms according to the study course they teach, practical activity within the study process, the specific methods are used to improve students' competences and to achieve the aims of study courses and the study programme. The adherence to the principles of student-centred education at the HEI gives students additional powers and responsibilities. Supporting students' ability to influence their study process, ISMA lecturers take on the challenge of creating a modern, open and innovative idea-driven learning process.

When starting work with a particular group of students, the lecturer introduces the students with the planned learning outcomes and discusses the topicality of the study course. Then, taking into account the students' interests and needs, as well as the specifics of the course, the lecturer agrees with the students on possible adjustments to the learning process and assessment. Before the course is completed, students are informed of the requirements that must be met during the course, how the knowledge is assessed and how the final assessment is formed. This set of requirements is also included in the description of each study course.

In order to ensure the topicality of the study content, visiting professionals are also involved as guest lecturers in the implementation of the study process and present topical issues in the field, discuss concrete examples from practical work, and consult students during practical research (see also Section 4.2. and Appendix Nr.3.2.12).

Lecturers motivate and support students to use various possibilities in planning and organising their independent learning, for example, to use study materials prepared by the lecturers of the respective study course in the electronic training system MOODLE. However, one should mention that even more, active use of the MOODLE system in the communication process between the academic staff and students is desirable not only by using the study materials posted there but also by passing interactive tests and other tests allowed in the study process and by communicating in the electronic environment.

The evaluation of the study results achieved by the students during the study process is carried out in accordance with ISMA Procedures for the Organisation of Testing, which determine the possible types of examinations and intermediate examinations, as well as the forms of the final examination (test or exam).

A large part of the examination is taken by the students in written form. The assessment also takes into account the students' work during the semester (success in tests, active participation in seminars, drafting independent papers, preparation of reports, etc.) by applying the cumulative assessment method stipulating for gradual formation of final assessment from several types of

student's learning. The basic principles of evaluation are taken into account throughout the study process - the principle of openness of evaluation, the principle of obligatory evaluation, the principle of revision possibilities of evaluation, the principle of diversity of assessment methods used in the evaluation.

Passing the state examination is the final stage of mastering the study programme, including elaboration and defence of the Bachelor Paper. A student can defend his/ her Bachelor Paper only when all the contents of the study programme has been mastered, id est when a positive assessment has been obtained for each study course and every objective during the traineeship.

The study process of ISMA Professional Bachelor study programme "Business Administration" does not differ by the place of implementation - in Riga, ISMA Latgale Branch or ISMA Fergana Branch.

Differences at ISMA Fergana Branch:

- Due to objective conditions, the language of instruction is English only. However, it should be noted that when Fergana's students decide to continue their studies in Riga, the Latvian language must be acquired as a compulsory study course.

- For the time being, the form of implementation of the study process at ISMA Fergana Branch is only full-time.

There are no other differences between Riga, Daugavpils and Fergana, because the lecture timetable, curriculum, and the administrative procedures of the study process take place in accordance with the regulation adopted in Riga and approved at the Senate meeting.

**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 framework of the Professional Bachelor study programme "Business Administration" includes traineeship in the amount of 24 CP divided into three periods in the 2nd, 3rd and 4th years of studies. The tasks, the course and the requirements for drawing up a report are reflected in the traineeship descriptions (see Annex 3.2.4 Study course descriptions). In the mutual cooperation between a student and the chosen Bachelor's supervisor, the assignments of the last traineeship may be supplemented or corrected according to the theme of the Bachelor's Paper to be developed, this procedure is also stipulated in traineeship description.

Both ISMA administrative and teaching staff (Directors of study programmes, leading lecturers, representatives of Career Centre and International Relations Department, etc.), as well as domestic and foreign employers are invited to collaborate in developing and updating traineeship assignments to ensure training of professionals ready to enter the labour market . For example, L.Kalinina, the manager of Jungheinrich Lift Truck SIA, regularly participates in discussions on traineeships in the framework of the programme Business Administration. Members of ISMA Students' Self-Government Body are also invited to cooperate, and they also conduct regular surveys among students about their wishes and opportunities to participate in traineeships in different companies.

All traineeship assignments are related to the results achieved within the acquisition of the study

programme and are based on the knowledge, skills and competences defined in the Occupational Standard and acquired during mastering of the study courses. These linkages and requirements are clearly stated in the traineeship descriptions.

Before going to traineeship, traineeship workshops – meetings are organised for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year students, where the process of the traineeship, the necessity of traineeship objectives, and preparation of traineeship documents are explained. Students are informed about cooperation partners from Latvia and abroad with whom ISMA cooperates within the traineeship and employment. Students are introduced with section “Traineeship for Students” of ISMA website, where they can find the information they need about the traineeship, and as the section on current vacancies.

Every year at the end of November, ISMA organises the international conference “Internship and Employment”, where students get acquainted with potential employers from Latvia and abroad, gain additional knowledge in business administration, personnel management and marketing, development trends and demand on the Latvian and foreign labour market. At the end of the conference, each student has the opportunity to speak with company representatives, ask any questions they may have, and apply for traineeship. Experience has shown that this conference is very useful as many students obtain information and choose placements in Latvia (at companies like SEB Shared Service Center, Accenture Latvia, Cabot Latvia, Evolution Gaming, Mogotel Hotels, Radisson Blu etc.), as well as foreign companies (eg. Spain - Odeon Tours, Greece - JobTrust, Bulgaria - Clio).

The tasks of all traineeships are related to gradual acquisition of the knowledge, skills and competences necessary for the qualification of business administrator. First of all during a traineeship a more general analysis of the company's activity is performed, then it is supplemented with more specific questions, and in the 4th year traineeship, information is obtained for formulating a particular problem and writing a Bachelor's Paper, then supplementing it with more specific questions. 2nd year traineeship assignments are mainly related to the overall evaluation of a company, external environment and competitor analysis, and planning processes in the company. 3rd year traineeship is based on the organizational structure and specific spheres of company activity, such as personnel policy, marketing and product sales, communication policy etc., while the assignments of the 4th year traineeship are specified by the supervisor of the Bachelor Paper in relation to the chosen theme of the Bachelor Paper and the specifics of the company.

The students of the Professional Bachelor study programme “Business Administration” are offered extensive traineeship opportunities both in Latvia, thanks to ISMA cooperation partners, for example, SEB Shared Service Center, Accenture, MSC Shared Service Center, Evolution Gaming Latvia, which regularly offer various positions in HR Department, Office Administration Department, in the customer service department, and in the project department, and abroad, for example companies in Clio (Bulgaria) and Animafest (Spain) regularly offer positions in the customer service department and HR department.

Most of these companies offer a variety of traineeships and positions where students can complete traineeships at different levels of study and for different traineeship assignments. Traineeship assignments are sent out to companies, so they can understand what the student shall do during the traineeship; regular business surveys are conducted, and traineeship seminars identify student demand and provide relevant engagement. Companies also offer permanent jobs to final-year students if they can prove themselves through traineeships, which demonstrates that students have sufficient theoretical and practical training in the labor market.

Students also pass traineeship abroad through the Erasmus Lifelong Learning Programme, where students are awarded a scholarship instead of a salary. It is also a great opportunity to familiarise

with the aspects of the foreign market and gain international experience even before graduation. ISMA has signed cooperation agreements on traineeship with several companies, such as Odeon Tours (Spain), I-Practice (Spain), Job Trust (Greece), Clio (Bulgaria), Turkiston Yulduzi (Uzbekistan), etc.

The key student selection criteria for participation in traineeship within the Erasmus+ Programme in accordance with ISMA Regulations on Student Mobility Erasmus+ Programme are the following:

- Students are transferred to the second year of study;
- Students have successful progress;
- Students have sufficient knowledge of the relevant foreign language;
- students have sufficient knowledge of the relevant foreign language.

The selection of students is coordinated by ISMA Council of Erasmus+ Programme, which consists of:

- Head of the Study Department,
- Vice-Rector for International Relations (Erasmus Coordinator),
- Representatives of the International Relations Department,
- Responsible for International Relations in Students' Self-government Body,
- Head of the Study Sector in Students' Self-government Body,
- Representative of International Business Communication Department,
- Head of Career Centre.

After receiving all traineeship applications from the students, ISMA Erasmus Coordinator proposes to convene the Council meeting to evaluate each student's application and decide who is nominated for traineeship within the Erasmus+ Programme.

ISMA is continuously developing career opportunities for its students and is looking for new traineeships to enable all students to enter the Latvian labour market. For example, new cooperation agreements were signed with Tele2 Shared Service Centre, Radisson Blu Latvia, etc. in 2019. The Head of the Career Centre meets with representatives of local and foreign employers regularly by encouraging them to offer paid traineeships as well. Students are invited to meetings where representatives of the Career Centre and the International Relations Department report on traineeship opportunities regularly, and this information is disseminated through the website, social media, and informative boards on campus premises. The representatives of Students' Self-government Body are also involved in the dissemination of information.

It should be noted that students have the right to find traineeship placement themselves, in which case they discuss their traineeship assignments with the employer independently, though the Career Centre is actively looking for new companies that can provide internships for both local and foreign students.

Difficulties encountered in working with employers:

- the student is not admitted to practice due to academic debts;
- difficulties in finding a placement for a foreign student due to insufficient knowledge of the official language;
- student wants higher salary during the traineeship;
- in small businesses there is not enough staff to train trainees, so the employer demands more knowledge from the trainee when starting a traineeship;
- students' insufficient practical knowledge.



In total, ISMA cooperates with 32 employers in Latvia, while, within the Erasmus+ projects, ISMA cooperates with 11 employers.

In compliance with the Traineeship Regulations, ISMA study plan determines the traineeship of the 2nd, 3rd and 4th year students of ISMA Fergana Branch. As students study in Fergana, Uzbekistan, most of them choose to do traineeship in Fergana. The Fergana Branch has signed cooperation agreements with several companies operating in the field of tourism. When looking for cooperation partners, the main emphasis is on the fact that the traineeship in the company corresponds to the content, set goals and planned outcomes of the ISMA Fergana Branch study programme "Business Administration in Tourism". Cooperation agreements are concluded with such companies as three- and five-star hotels, for example - Club Hotel 777 and TAJ MAHAL Hotel, travel agencies, such as Rahmat Turizm, and insurance companies - Al-Fergana Tur, Aysel-Invest, Fergana Golden Valley Service, etc.. Students are assigned a traineeship supervisor at ISMA Fergana Branch, who introduces them to the traineeship assignments to be implemented at the specific traineeship placement and presented in the traineeship report at the end of the traineeship.

In addition, students of the ISMA Fergana Branch have the opportunity to participate in internship abroad within the framework of the ERASMUS programme. The annual international conference "Internship and Employment" is organized in November. In the framework of the conference students get acquainted with potential employers from Latvia and abroad, gain more knowledge in the field of corporate governance, personnel record keeping, and marketing, they learn the development trends and demand on the Latvian and foreign labour markets. Among the foreign cooperation partners are the following ones: "Animafest Experience", Spain, "Odeon Tours", Spain, "Veton 2011 Food", Bulgaria, "TUI Hellas S.A.", "Job Trust" Greece. The major cooperation partners in Latvia are: "Radisson Blu Hotel Latvija", "Mogotel Latvija", "Evolution Latvia". The conference is broadcast to students of the Fergana branch on the online Zoom platform and students are given the opportunity to ask questions in live chat on the issues they are interested in. Thus, students who plan to complete their studies in Latvia can get acquainted with a particular foreign or Latvian company and consider their choice. If a student meets all the requirements for participation in traineeship mobility, they can undertake traineeship in foreign or local companies with which ISMA has concluded a cooperation agreement on the provision of traineeship within the framework of the study programme.

## **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 Professional Bachelor study programme "Business Administration", in order to obtain a professional Bachelor's degree, students develop and defend Bachelor's theses. The topics for the development of final works are available on the ISMA website, in the section "Methodological Materials". The topics are listed according to their scientific supervisors and Departments. Each year, it is the responsibility of the scientific supervisors and Directors of study programmes to review the existing topics and, if necessary to adapt them to changes in the labour market and make modifications to the subject definitions. When formulating the topics, it is the responsibility of the scientific supervisors and Directors of study programmes to take into account the views of employers' representatives on current market developments and desirable scientific-practical innovations, as well as scientific-theoretical analyses that could be applied in the industry. Employers are regularly interviewed through questionnaires, in-person meetings, and during the

annual Internship and Employment Conference. Employers' representatives are invited each year to participate in the defence commission, where they actively express their views and take part in discussions.

When submitting their Papers for defence, students are also invited to submit a feedback from their employer stating whether the proposed innovations can be or are being used to improve the efficiency of the company. In addition, it is also appreciated if the research results are published in a collection of scientific articles, such as the annual scientific theses published by ISMA International Conference IT & Management.

An essential factor in the development of a Bachelor's Paper is that, when coordinating the topic of the final work, the scientific supervisor deliberately formulates the 4th year traineeship assignments in such a way as to maximize the student's involvement in the practice and allow using the acquired knowledge, skills and competences. In this way, students are stimulated to become more involved in the traineeship process, interview employers and obtain sufficient information for the Bachelor Paper with the purpose to offer the company to implement the economically justified proposals on the improvement of the company's operational efficiency.

The following factors are taken into account when formulating the themes of Bachelor Papers:

- Cooperation of a student with the traineeship placement company or meeting the requirements of the current employer for the necessary analysis / developed innovations;
- In-depth understanding of the business processes of the researched company, its structure, financial performance, range of product / service offerings, communication and promotion policy, overall development strategy, HR, competitor and industry analysis, industry trends, risks, global political and social impact, etc. ;
- Concluding a Bachelor Paper it is a minimum requirement to offer a set of recommendations that can significantly impact the efficiency of the business, such as increasing competitiveness and / or increasing profits.

When evaluating the topics of students' Bachelor papers for the last three years and their relation to the labour market, it should be noted that all defended papers are related to current business issues, such as the improvement of service quality, attraction of new customers, competitiveness improvement, development of quality management system, etc. Some examples of the themes of final work with the grades obtained are summarized in the table below.

*Table Nr.3.2.2.*

*Examples of defended Bachelor Papers (2013-2019)*

<b>Theme in Latvian</b>	<b>Theme in English</b>	<b>Grade received, the year of defence</b>
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Jaunu klientu piesaistes mārketinga pasākumu kompleksa izstrāde viesnīcai "Wellton Elephant Hotel"	Development of the Complex of Marketing Activities to Attract New Customers to the Hotel "WelltonElefant Hotel"	8 (2015)
SIA "Nekustamā īpašuma pārvaldība" uzņēmējdarbības pilnveidošana	Improvement of Business Efficiency of SIA "Nekustamā īpašuma pārvaldība"	7 (2015)
Uzņēmuma "ARBAT-RIGA" motivācijassistēmas pilnveidošana	Improvement of the Motivation System of the Enterprise "ARBAT-RIGA"	8 (2015)
Komunikācijas politikas pilnveide uzņēmumam SIA "Universe Corporation"	Improvement of Communication Policy at the Enterprise SIA "Universe Corporation"	9 (2016)
Iekšējās komunikācijas procesu pilnveide VP RRP Rīgas Brasas iecirknī	Improvement of the Process of Internal Communication at VP RRP Riga Brasa Station	9 (2016)
Uzņēmuma "X" reklāmas darbības pilnveidošana	Improvement of the Advertising Activities of the Enterprise "X"	8 (2017)

Uzņēmuma SIA "VK SERVISS" pārdošanas darbības pilnveidošana	Improvement of Sales Activities of the Enterprise SIA "VK SERVISS"	7 (2017)
Pakalpojumu kvalitātes uzlabošanas iespējas restorānā "Double Coffee"	Opportunities for the Improvement of the Quality of Services at the Restaurant "Double Coffee"	10 (2018)
Uzņēmuma A/S "Konig Distribution" konkurētspējas uzlabošana	Improvement of Competitiveness of the Enterprise A/S "Konig Distribution"	9 (2018)
Pasākumu izstrādāšana "Evolution Gaming" personāla vadības un apmācības sistēmas pilnveidošanai	Development of Actions for the Improvement of the Control System and Training of Personnel in the Company "Evolution Gaming" in Latvia	7 (2018)
Jaunizveidota uzņēmuma IK "Radošā studija KuMode" virzīšana tirgū	Promoting the Newly Launched Company IK "Creative Studio KuMode" on the Market	9 (2019)

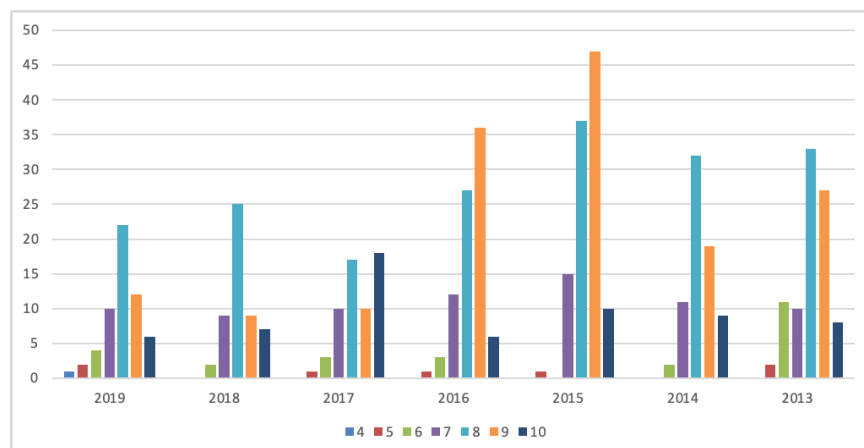
Restorāna Piazza Italiana sortimenta politikas pilnveidošana	Improvement of the Assortment Policy of the Restaurant Piazza Italiana	7 (2019)
Kvalitātes vadības sistēmas pilnveidošana uzņēmumā	Improvement of Quality Management System at an Enterprise	10 (2019)
PIA "Karatau" personāla motivācijas un stimulēšanas sistēmas pilnveidošana	Improving the System of Motivation and Stimulation of Personnel of Karatau LLP	10 (2019)
Personāla vadības sistēmas pilnveidošana uzņēmumā SIA "CD-G"	The Improvement of the Personnel Management System in the Enterprise SIA "CD-G"	9 (2019)

These Bachelor Papers were successfully defended and the information used for research was obtained from the students' employers, mainly during traineeships. Much of the research carried out in the Bachelor's Papers and the resulting proposals were economically justified and used in the activities of certain companies, which is evidenced by the feedback provided by the employers, which accompanies the submitted final works. Thus, it is possible to state that ISMA students apply not only theoretical knowledge acquired during their studies, but also practical skills in choosing the topic of their Bachelor Papers and are competent to determine the demand of the labour market and the tendencies of industry development according to professional tasks.

In most cases, the interrelation between the chosen topics of the final works and a current employer or the chosen traineeship placement is assured, however, a student does not always have the opportunity to draft a Bachelor's Paper based on the company where the undergraduate traineeship was completed. This problem is urgent, and ISMA Career Centre tries to assist students in solving this issue by addressing employers to enable students to complete traineeships and meet the objectives set by the supervisor to draft the Bachelor Paper. Unfortunately, employers are not always responsive and willing to provide the necessary information, which makes it difficult for students to carry out a full analysis of the company, which can even lead to a change in the topic of

their Bachelor Paper. Moreover, ISMA Career Centre cannot provide traineeships for all students, especially foreign students, as most companies require knowledge of the state language, which foreign students lack for performing specific work tasks. This creates difficulties in obtaining primary data from a particular company. In such cases, students use publicly available information, for instance, Lursoft databases, etc., as much as possible.

Analyzing the results of the defence of the final works, it can be said that the average grade of 8.12 points (out of the 10 maximum possible) allows concluding that the contents of the Papers complies with the evaluation criteria.



*Fig. Nr.3.2.2. Bachelor Papers evaluations by years*

As can be seen, in comparison to the results of 2015-2016, the evaluation grades of final works have fallen but become more diverse in recent years; it should be noted that evaluation objectivity is increasing, which is reflected in a slight decrease in the average grade. Students are required to participate in research or conferences, as well as whether databases or scientific research are used is taken into account.

## 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.

Following the recommendations of the Study Accreditation Commission of April 27, 2016 "Mandatory questions for students, employers and graduates", in 2016 ISMA developed unified student, employer and graduate questionnaires for all study programmes, allowing to evaluate not only a given study programme, but the work of the HEI as a whole. The questionnaire takes place every year, so it is possible to find out as soon as possible where and what changes should be introduced in the study process, as well as to follow the dynamics of students' opinions.

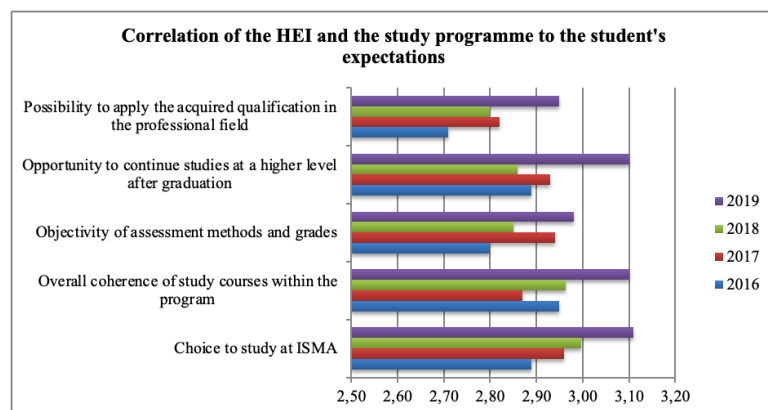
### 2.6.1 Analysis and assessment of the outcomes of the surveys conducted among the students and the use of these outcomes for the improvement of the content and quality of studies

The evaluation of student survey outcomes is one of the most important evaluation criteria of the study programme quality. The main parts of the Questionnaire are the following:

- Correspondence of the HEI and the study programme to the student's idea;
- Assessment of the quality of the study process;

- Assessment of the work of the academic staff;
- Assessment of the international cooperation of the study programme and students' involvement in scientific research;
- Assessment of the observance of the principles of democracy in the HEI.

Overall, the achievements of students of the Professional Bachelor study programme “Business Administration” are rated as good. Rating scale used: 1-poor, 2-satisfactory, 3-good, 4-very good. The answers to the questions in the first content block on the level to which the HEI and the study programme meet students' expectations are summarized in *Fig. Nr. 3.2.3*



*Fig. Nr. 3.2.3. Correlation of the HEI and the study programme to the student's expectations*

Over the years, response results, in general, have fluctuated very little. Overall, students have given a positive evaluation of both the HEI and the study programme. Students were most satisfied with their choice to study at ISMA. This is an indication that students are generally satisfied with the educational institution, which is highly important for ISMA. Evaluation of the objectivity of assessment methods and grades, which had been lower in previous years, improved last year. A possible explanation for the improvement could be the fact that the descriptions of study courses and the study programme have been improved. They reflect in detail how students' work in a particular course is evaluated. A significant improvement is the inclusion of an evaluation of students' ability to apply the acquired qualification in the professional field. During the implementation of the study programme students' recommendations regarding the involvement of industry professionals in the study, the process was taken into account. The content of the study courses was supplemented by the topics and methods that allow students to better understand how the acquired knowledge can be applied in practice.

The analysis of students' assessment of the quality of the study process (see *Fig. 3.2.4*) shows that, as in previous years, among the most highly rated are the study courses curriculum, the possibility to use the Internet and the qualification and professionalism of the academic staff.

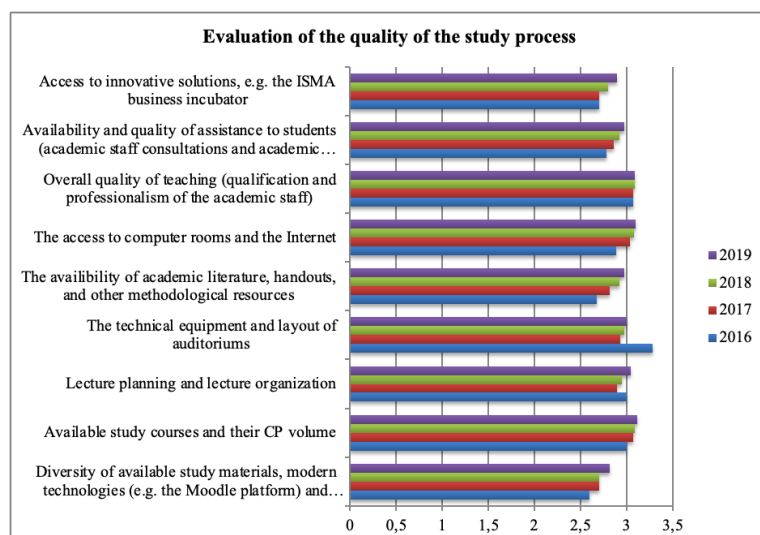


Fig. Nr. 3.2.4. Evaluation of the quality of the study process

The availability of study materials and academic literature has received the lowest rating. Students' opinions have been taken into consideration and the library of the HEI has been supplemented with academic literature that is relevant to the study programme "Business Administration". The rise of this rating in the academic year 2019/2020 is a positive indicator. There is a similar rise in the rating of the diversity of study materials and the quality of the Moodle platform. ISMA Study Direction Council has raised the issue of developing study materials and making them available on the Moodle platform. Additionally, it is planned to continue updating the textbooks and to work intensively on improving the Moodle platform. The work to encourage students' involvement in the Business Incubator remains a priority and the focus should be on informing students, as some students note that they lack information about this possibility.

The evaluation of the quality of the work of the teaching staff is summarized in Fig. Nr. 3.2.5

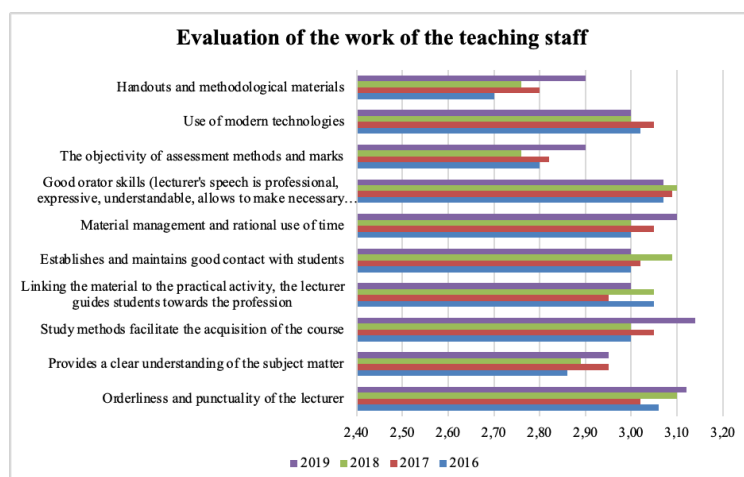


Fig. Nr. 3.2.5. Evaluation of the work of the teaching staff

The students greatly appreciate both the lecturers' readiness to provide the necessary counselling and the fact that the knowledge that students acquire while studying at ISMA is relevant and versatile. An important improvement is the increased rating of the incorporation of the methodological materials and recommendations for students' independent work in the course descriptions. There is a similar increase in the assessment of the use of study methods. It should be noted, however, that the assessment of student involvement in scientific research has not improved significantly compared to the previous year. Teachers should continue to motivate students to engage in the study of the most interesting and practical issues. The ISMA Annual



Student Conferences are an optimal platform for students involvement in research. This is also confirmed by the students' answers regarding international cooperation at the HEI and the students' involvement in scientific research.

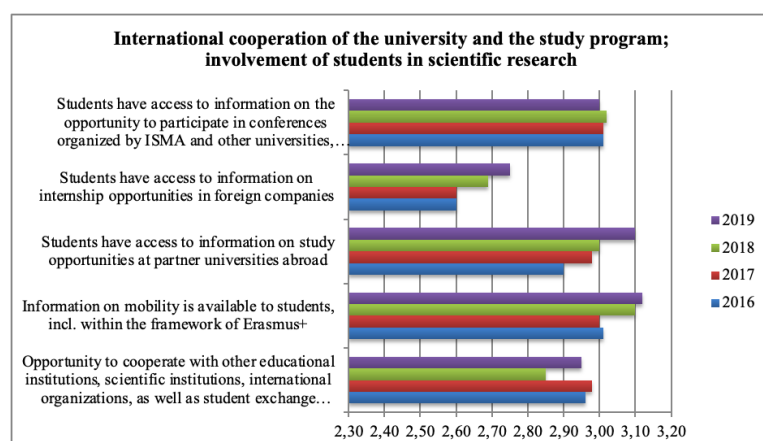


Fig. Nr. 3.2.6. Evaluation of the international cooperation of the HEI and the study programme; involvement of students in scientific research

Likewise, the improvement of the rating of information available to students about opportunities to participate in conferences organized by ISMA and other universities has not been taken into consideration. This issue has also been brought to the attention of ISMA Study Direction Council. Overall, the students' awareness of the cooperation opportunities of ISMA has improved. A significant improvement is the students' awareness of traineeship opportunities abroad and mobility within the Erasmus programme. However, it should be noted that the actual mobility of students in the study programme is low.

According to the students, observance of the principles of democracy at ISMA is considered to be relatively good (see Figs. 3.2.7 and 3.2.8.).

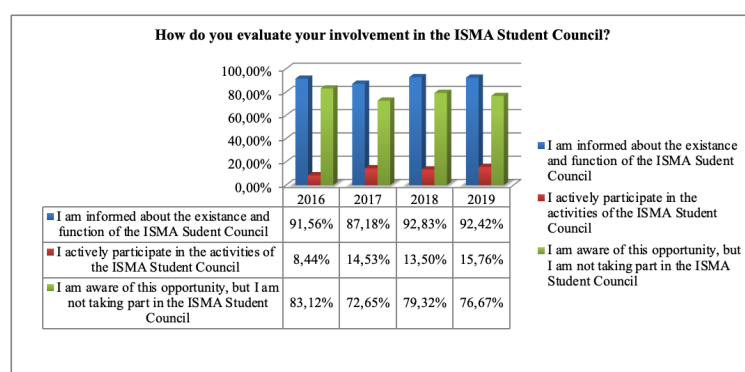


Fig. Nr. 3.2.7. The results of a student survey evaluating the students' involvement in ISMA Students' self-government Body

As previously mentioned, sometimes students note that they lack information on some issues, but regarding involvement with ISMA Students' Self-government Body and the improvement of the study process, students acknowledge that they are aware of such opportunities, but are less involved. Hereby it can be concluded that it is due to low participation and activity on the students' part.

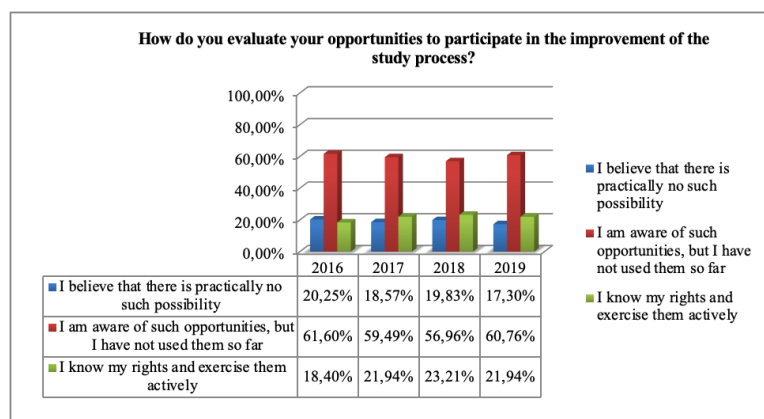


Fig. Nr. 3.2.8. The results of a student survey evaluating the students' opportunities to participate in the improvement of the study process

The achievements of ISMA Students' self-government Body must also be recognized. This type of activity is especially important for students of undergraduate programs.

### 2.6.2 Analysis and evaluation of ISMA graduate survey results, their use in the improvement of study content and quality

In order to objectively evaluate the quality of the study process, to analyse the competitiveness of graduates in the labour market and to reflect the graduates' evaluation of the strengths and weaknesses of the study process, the HEI regularly conducts graduate surveys and considers their recommendations. Between 2016 and 2019, 11 graduates were interviewed.

Overall, continuing the trend of previous years, the graduates' evaluation of the quality of the study process of ISMA Professional Bachelor study programme "Business Administration" is positive. In their recommendations for the improvement of the study programme, the graduates note that it is desirable to attract a larger number of professionals who are active in the field, who understand the theoretical aspects of entrepreneurship, as well as the specifics of the industry and are able to offer solutions for the improvement of business administration practices. When answering the questions about the study programme, the graduates appreciated the quality of the acquired knowledge and their ability to apply the acquired knowledge in their work.

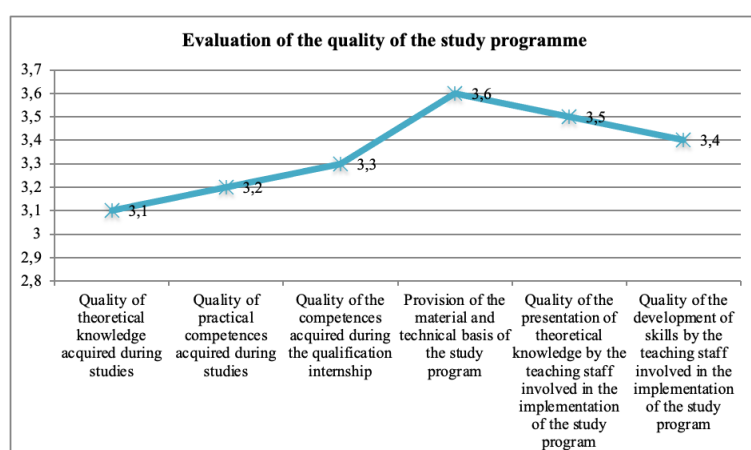
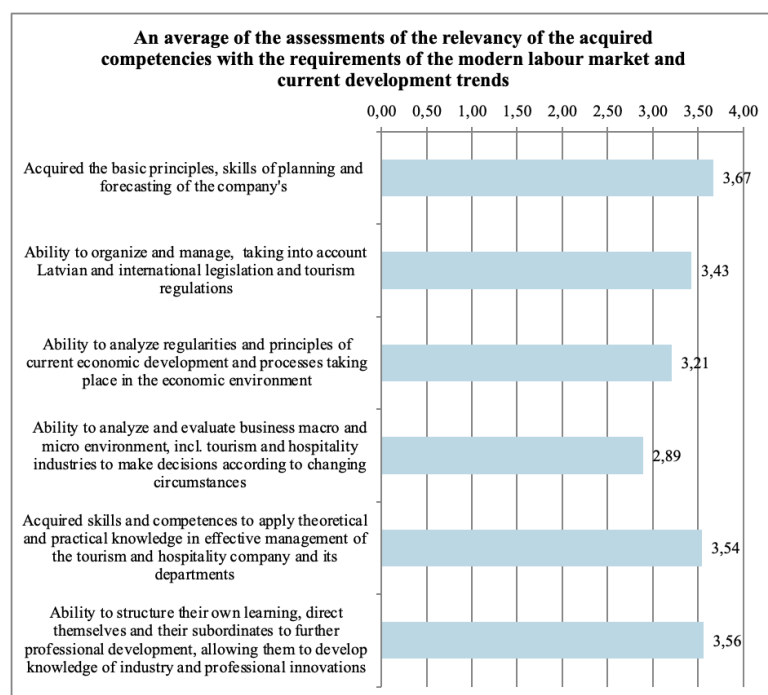


Fig. Nr. 3.2.9 The results of a graduate survey evaluation the quality of the study programme

Practical competencies acquired during their studies and the quality of competences acquired during their qualification traineeship received the highest evaluation from the graduates. The graduates noted that the tasks performed during the traineeship helped to understand the specifics of entrepreneurship and encouraged them to start their activity in this field after graduation.

Figure 3.2.10 shows the average evaluation rating that the graduates gave for the quality of

competences relevant to the profession of Business administrator during their studies and in their professional activities. It is very important that competencies related to the ability to perform the duties of a manager responsibly and independently received high evaluation. The average rating equals 3.54. Likewise, the ability to adapt to plan and manage the operation of an enterprise is also evaluated highly. The average rating is 3.67.



*Fig. Nr. 3.2.10. An average of the assessments of the relevancy of the acquired competencies with the requirements of the modern labour market and current development trends*

Therefore, it can be concluded that the graduates have acquired the competencies necessary for the profession of Business administrator and are able to use the knowledge acquired during their studies in their professional activities.

Graduates also openly give suggestions on how to improve the study process and are keen to address specific issues. For example, the graduates are involved in organizing student traineeships - by offering traineeship placements, by acting as traineeship supervisors, and by participating in Bachelor Paper defence commissions.

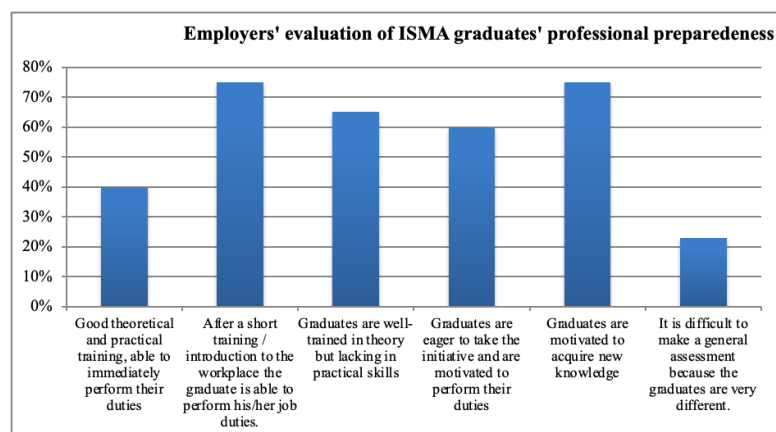
Assessing the importance of their education in finding an existing job or starting their own business, graduates note that studying at ISMA has enabled them to establish an effective communication system with company employees. They have learned to articulate goals and priorities, to go into and understand business problems, and have encouraged them to start their careers in this field.

It should be noted that most of the respondents continue their studies at ISMA Master programme. An additional positive aspect is the readiness of graduates to continue co-operation with ISMA, both by offering traineeship placements to students and co-operating in the research of topical issues in the field of entrepreneurship.

### **2.6.3 Analysis and evaluation of the results of the employers' survey, and their use in improving the content and quality of the study programme**

Like in previous self-evaluation periods, the HEI carries out a survey of employers to determine the qualitative achievements of ISMA Professional Bachelor study programme "Business Administration", its usefulness in the professional field, as well as to forecast future employment opportunities for graduates.

According to the survey results, most of the surveyed employers are satisfied with the professional preparedness of ISMA students.



*Fig. Nr. 3.2.11. Results of the employers' survey evaluating the professional preparedness of ISMA graduates*

It should be noted that the question of employees' willingness to acquire new knowledge is particularly relevant when assessing employment prospects. Employers rated this skill as very good and good. These results suggest that graduates of this ISMA study programme are motivated to acquire new knowledge and are ready to respond to the challenges of the labour market. The answers to the remaining questions also confirm that the graduates are competent and meet the requirements of employers.

Employers' assessment of the graduates' practical preparedness indicates that the HEI should continue to improve its students' practical knowledge. Among the suggested improvements to the programme, there was a repeated recommendation to pay more attention to the analysis of practical situations, examples and to assign students more practical tasks. Employers advised the introduction of a practical exercise related to the management of the enterprise. This recommendation is very important for the development of the study programme; therefore, it was taken into consideration. The study course "Entrepreneurship" was supplemented with practical assignments, which ensure the ability of graduates to act independently and make informed decisions in situations related to the management of an enterprise.

The average score of ratings given by employers to ISMA graduates for compliance with the learning outcomes defined by the European Qualifications Framework (EQF) are shown in Table No. 3.2.3. Overall, the ratings are good. The assessment of the fourth question is of particular importance (average rating - 3.35). This score confirms that ISMA graduates, in addition to acquiring professional competencies, understand the importance of the profession of business administrator in a broader social context. This is consistent with the formulation of the goal defined in the study programme, which is to successfully train socially responsible managers of the enterprise.

In 2016-2019 ISMA and its branches conducted surveys of students. Questionnaires were distributed to students in paper form. They were offered the opportunity to submit the questionnaire anonymously (throwing them in the box) in order to increase the reliability of the questionnaire results. In 2020-2021 the on - site survey did not take place as the on - site study process was interrupted several times due to the pandemic.

However, it should be noted that students' opinions were also collected during the pandemic, they had the opportunity to regularly contact with the lecturers online, submit suggestions and complaints to the Study Department, Student Self-government body, and Vice-rector for Studies, as

well as to communicate in Moodle and social media.

It should be noted separately that students of ISMA Fergana Branch regularly express their opinion by communicating with local curators and Latvian administrative staff, as well as with the academic staff through the Telegram application. Consequently, the collection and analysis of opinions continued during the pandemic.

In case the on-site studies does not take place due to the pandemic, the ISMA administration has decided to develop a digital survey tool and continue to interview students online.

Employer surveys are conducted regularly. The content of the study programme and promotion plans are discussed with the representatives of such leading companies as Accenture Latvia, Evolution Latvia, with the representatives of Fergana Golden Valley Service of Uzbekistan, etc. The Director of the study programme regularly receives a summary of information on the latest trends, participates in seminars and conferences related to business topics.

The pandemic also served as a means communication improvement, as many seminars and conferences organized by business representatives took place online. For example, Social Entrepreneurship Masterclasses and Forums were held in December 2020, the webinar “Practical e-solutions for everyday business” was held in April 2021.

In addition, annual meetings with the representatives of companies from Latvia, Spain, Bulgaria, Greece and other state-owned companies were held remotely in the autumn of 2020 during the online Internship and Employment conference.

The survey of Uzbek employers also takes place on a regular basis, both through contacts with the administrative staff of ISMA Fergana Branch and through online meetings with ISMA administration in Riga. Uzbek employers pay special attention to the requirements to focus on good foreign

language skills for prospective graduates, which was also achieved by providing the study process in English. They are also satisfied with students' acquaintance with business trends in the European Union labour market by participating in the online conference Internship and Employment.

It should be noted that the views of Uzbek employers, such as the leading Fergana travel agency Al-Fergani Tours or the management of the large Fergana hotel Taj Mahal, provide integral support for the implementation of the programme in the Branch. Such major employers are very positive about the quality of the programme and the prospects of graduates to find employment in their companies.

Speaking about the operation of the Latgale Branch and connection with local employers, it should be noted that the cooperation is based on the representatives of local companies. For example, in the summer and autumn of 2020, the Director of the study programme, the Vice-rectors for studies and for public relations visited the city of Daugavpils and met with the representatives of SIA "East Metal" and SIA "Intergaz" to discuss cooperation opportunities in the Latgale region. The Director of the study programme also visited other cities of Latgale to meet the representatives of the tourism, hospitality and catering industry in Preili, Aizkraukle, and summarized the obtained opinions and suggestions. Unfortunately, we were forced to suspend the study programme promotion plans in the region due to the pandemic.

Regarding the results of the survey in the years 2016-2019, as well as online conversations during the pandemic and the differences of the results among the locations of studies, the following should be noted:

- In general, students in Riga, Fergana and Daugavpils appreciate both the HEI and the study programme. Of all the points, students have appreciated their choice to study at ISMA. This shows that students are generally satisfied with the educational institution, which is very important for ISMA. The assessment of the objectivity of assessment methods and grades, which was lower in previous years, has improved in the last year.
- Correspondence of the HEI and the study programme to a student's ideas - this option is highly valued by the students of Fergana, noting, first of all, the possibility to apply the acquired qualification in the course of work. Students in Riga, in turn, value the opportunity to continue their studies at the highest level after graduation. Students from all the three cities are equally positive about their choice to study at ISMA.
- Regarding the quality of the study process, especially during the pandemic, it should be mentioned that students in Fergana complained the most about connection problems, lack of the Internet and other technical issues, as the Internet connection in Uzbekistan is often unstable. However, during the pandemic, students evaluate the quality of teaching, even remotely, as positively as the students in Latvia. It should be noted that ISMA administration tries to minimize the consequences of the pandemic: it is offered to participate in lectures at ISMA premises with fast and stable Internet connection, to receive online consultations, watch recorded video lectures at ISMA premises, and other additional tools to master the learning material.
- Compared to 2016, students evaluated more positively the availability of learning materials in both 2019 and 2020-2021. In 2019, a large replenishment of book collections took place, books by leading authors were purchased, including in English, and the collections in Riga and at the Branches were replenished. In addition, 2 co-operation agreements were signed in Fergana: with the Information Centre and the library on purchasing the learning materials recommended by ISMA, thus giving local students free access to modern learning materials not only in Uzbek but also in English.
- The students of Fergana Branch also appreciated the move to the new premises in 2020, which is also immediately reflected in the overall level of satisfaction with the quality of their

studies.

- Considering the results of the survey, in Daugavpils the students are the least satisfied with the quality of lecturers' work. Possibly, this is due to the fact that lecturers come from Riga and local students lack communication and support. The ISMA administration, very well aware of this problem, planned to visit Daugavpils regularly, control the study process, communicate personally with students and support their integration into ISMA social life in every way. Unfortunately, these plans were temporarily suspended by the pandemic.
- Students in Riga and Fergana highly appreciate both the responsiveness of the lecturers to provide the necessary consultations and the fact that they acquire the modern and versatile knowledge while studying at ISMA. A significant improvement is observed in the high evaluation of the methodological materials and recommendations included in the study course descriptions for students' independent work. There is a similar increase in the assessment of the application of studying methods.
- In Fergana students are as active in the local student self-government life as students are in Riga. They are very positive about a number of entertainment and unifying events that ISMA has regularly held before the pandemic. As the state of emergency in Uzbekistan was cancelled in early spring 2021, Fergana students were very active in returning to student self-government activities, organizing at ISMA a Navruz celebration and other events. They value this opportunity provided by ISMA almost as much as the study process itself, and the ISMA administration, being aware of this local specificity, tries to support students' wishes to organize and participate in events. Unfortunately, Daugavpils students are not so satisfied with their involvement, which can also be explained by their smaller number. However, this is a gap known to ISMA administration, which is planned to close immediately after the end of the pandemic.
- The opportunity to participate in the improvement of the study process is highly valued by students in Riga. This is logical, because the representatives of the Student Self-Government in Riga participate in the meetings of ISMA Senate and can really influence the study process. ISMA administration is aware of the need to involve more students at the Branches and is trying to achieve this by, for example, a remote Senate meeting which was held during the pandemic, where students from the Branches are given the opportunity to participate.

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

The organization of teaching staff and student mobility at ISMA is managed by the International Relations Department, which has been established to ensure the international cooperation of ISMA with higher education institutions, organizations, and associations in other countries. The International Relations Department organizes students' traineeships in foreign companies as well as studies in their specialisation at foreign universities. Any ISMA student can participate in a traineeship in one of the EU countries once during the entire study period under the Erasmus programme and obtain a scholarship provided by the programme. Each year, students have the opportunity to obtain detailed information on the traineeship and its conditions, as well as to meet partners who offer employment opportunities by attending the ISMA Annual International Conference "Internship & Employment".

Erasmus + provides students of higher education institutions with the opportunity to gain

international experience and knowledge while studying at one of the partner higher education institutions or to practice in foreign companies or at other relevant working places.

**Study mobility objectives are:**

- to provide students an opportunity to spend a certain period of study studying at a higher education institution in another Member State;
- to provide students an opportunity to gain valuable academic, language, and cultural experience while studying in other European countries;
- promote cooperation between higher education institutions and improve the study environment in host universities;

**Traineeship mobility objectives are:**

- to provide students and recent graduates an opportunity to gain practical experience at a company or organization in another European country;
- to help students adapt to the requirements of the EU labour market;
- to provide students and recent graduates an opportunity to develop specific skills, including language skills, and to improve their understanding of economic and social culture;
- promote cooperation between universities and business;
- to promote the development of well-qualified, open-minded, and internationally experienced young people - emerging professionals.

After the mobility:

- the host institution shall provide the student and the ISMA with a transcript of records attesting that the agreed program has been completed;
- ISMA, through ECTS or an equivalent credit system, academically recognizes mobility period studies as required by the learning agreement;
- the period of mobility shall also be mentioned in the Diploma Supplement.

**During the studies abroad:**

- the student must comply with the terms and conditions of the Erasmus grant agreement and the terms of the study contract;
- any changes to the learning agreement must be immediately agreed in writing by the student with ISMA and the host university;
- the student must spend the full agreed period of study at the foreign higher education institution, take the necessary examinations or other assessments, and comply with the rules and procedures of the higher education institution;
- at the end of the mobility period, the student must receive a transcript of records signed by the foreign higher education institution. It lists the study courses taken and summarizes the obtained credits and grades;
- ISMA provides full academic recognition of successfully completed study courses (using the ECTS credit system);
- during the Erasmus study period abroad, the student is not exempt from ISMA tuition fees.

Students can start their studies from the second year of studies onwards, and recent graduates of higher education institutions may undertake traineeship no later than one year after graduation. The duration of the mobility period is between 3 months and 12 months for studies and between 2 months and 12 months for placements. In the period from 2013 to 2019, outgoing mobility opportunities have been used by 164 students of ISMA Professional Bachelor study programme Business Administration (see Table 3.2.4).

*Table Nr.3.2.4.*



### *Outgoing student mobility by years*

	2013	2014	2015	2016	2017	2018	2019
Traineeship mobility	4	6	28	16	12	15	15
Study mobility	26	4	15	9	4	7	3

As it can be seen, students are keen to use both traineeship and study opportunities in mobility programmes in different countries. The number of countries visited during this period is around 20 countries, including nearby Estonia, Lithuania, Poland and more remote countries like Spain, Bulgaria Turkey, Cyprus, Portugal. Analysing the dynamics of outgoing mobility, there is a tendency to go abroad for traineeship more often than for studies in partner universities. This is mainly due to the students' desire for practical experience, to strengthen their foreign language skills, as well as to test their opportunities to work and gain permanent employment in one of the European countries. Complete information on student mobility dynamics is provided in Annex 2.5.3.

The incoming student mobility is slightly lower - 127 students enrolled in ISMA Professional Bachelor study programme Business Administration in the reporting period - but this figure is also encouraging as it shows that the study opportunities offered by ISMA also seem attractive to German, Romanian or Ukrainian students coming from these and other countries (see Annex 2.5.3).

Overall, student mobility is positive, as ISMA students travel to multiple countries each year, and students arrive in Riga to take advantage of the opportunities offered by the Professional Bachelor study programme Business Administration. It is not usually a problem to get involved in the study process, as both ISMA students and faculty are used to seeing representatives from different countries in classes, as there are many long-term students. In addition, these ISMA long-term students can successfully help temporary immigrants better understand and adapt to the differences in the study process, everyday life or culture in Latvia.

## **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.**

Implementation of the Professional Bachelor study programme “Business Administration” takes place in the modern, well-equipped premises in Lomonosova Street 1, where the building has been

completely renovated with comfortable, bright, heated and ventilated classrooms, a library and a café. The classrooms are equipped with state-of-the-art technology for conducting lectures and seminars - computers, projectors, televisions, interactive whiteboards - which are useful both as a lecture aid and as a tool for evaluating study results. For example, student presentation skills are trained and tested by presenting in many courses group and individual work using projectors and appropriate presentation software. The implementation of the study programme does not require specially equipped laboratories or other specific resources.

To provide students with an appropriate environment for high learning outcomes, appropriate facilities are used for different classes, such as multiple classrooms with easy-to-move chairs with attached desk notes, making it easy to organize work in pairs, larger or smaller groups, when needed.

The students have free access to the library with a total area of 286m<sup>2</sup> with a wide range of books and scientific articles, which are regularly updated. The university subscribes to the electronic resource platform EBSCOhost, which students can use to connect from any computer in a convenient place and time, which provides free access to information, preparation for exams, study and graduation theses. ISMA staff regularly publishes scientific articles in freely available scientific collections such as ResearchGate.net and Academia.edu. ISMA students are also encouraged to register for resources and use freely available information for scientific purposes.

In 2021 ISMA has signed a cooperation agreement with ATTA Centre - the largest conference centre in Latvia. Due to the pandemic, the installation in the new premises had to be suspended, however, it is planned that ISMA students in Riga will start the 2021/2022 academic year in the new premises with the total area of **2080 m<sup>2</sup>** and **6** auditoriums. It is also planned to continue to use part of the existing auditoriums and administrative premises in the existing premises - buildings 6 and 7 at Lomonosova Street, 1.

In 2021 isma.lv website was renewed providing more convenient and faster communication with students and those who just want to join ISMA. ISMA students also have the opportunity to receive internal information, such as academic staff contacts or the lecture schedule for their group by logging in to the portal my.isma.lv.

At Fergana Branch lectures take place in the renovated historic building - former Fergana Officers' House. This building has been allocated by Fergana City Council for ISMA Fergana Branch, and the repairs have been carried out by ISMA itself. The building has been completely renovated, it is equipped with 11 auditoriums, including 2 computer classes with 21 computer.

In the Latgale branch, lectures take place at the address Kandavas Street 17, using the premises of the Centre Secondary School. There were renovation works in the building. In total, the study process in Latgale branch takes place in 4 auditoriums, including 2 computer auditoriums with 16 computers in each auditorium (32 computers in total).

At all locations of the implementation of ISMA study process students have equal rights to the online resources available at ISMA, including:

- ISMA cloud service Moodle contains lecture materials, assignments, recorded video lectures;
- ISMA electronic library contains digital books;
- ISMA students have access to a collection of International Monetary Fund publications;
- ISMA students have access to EBSCO's leading research database;
- ISMA students have access to online scientific publication resources, such as Academia.Edu, Research Gate, etc.;

- ISMA students have access to 25 open access scientific databases and platforms, such as Google Scholar, Index Copernicus, Open Research Library, etc.

- ISMA students have the opportunity to get acquainted with regular online publications of ISMA scientific journal "Economics and Education", as well as with the theses and abstracts of ISMA conferences "Information Technologies and Management" and "Open Learning and Distance Education". ISMA website provides links to publications and monographs of partner institutions, where the works of ISMA lecturers and doctoral students are published, for example - a reference to the international monograph "Intellectual Challenges to Economic Globalism" and others.

### Resources available to ISMA students at Latgale Branch

- Latgale Branch teaching aids fund contains 294 units. In addition to these funds, students have the right to request study materials, scientific publications and other sources in the reading room of Daugavpils University on the basis of the agreement with Daugavpils University from 03.12.2019, which is concluded for five years.

### Resources available to students at ISMA Fergana Branch

- In addition to the learning materials listed in the library at the Fergana Branch, students have the opportunity to use the resources of the Fergana University, thanks to the Memorandum of Understanding signed in 2017 for an indefinite period.
- On November 15, 2019, a cooperation agreement was concluded between the ISMA Library and the Information Resource Centre of Fergana State University. Thanks to these agreements, ISMA students make unlimited use of the resources of the Information Centre. It should be noted that the staff of the Information Centre purchased a number of modern books in the fields of business, tourism and hospitality in English at the request of ISMA.
- Also on November 15, 2019 a co-operation agreement was signed between ISMA Fergana Branch and the Fergana Regional Information Library Centre named after Ahmad Fargoni, as a result of which the local library also purchases a number of current books in the fields of business, tourism and hospitality, which can be requested by students at Fergana Branch.

The range of available literature that most directly relates to the needs of the Professional Bachelorstudy programme "Business Administration" is shown in Table 3.2.5.

Table Nr.3.2.5.

*Available literature for the study program "Business Administration"*

Topics	Riga					Daugavpils					Fergana				
	Title	Number of units	Languages			Title	Number of units	Languages			Title	Number of units	Languages		
			Latvian	English	Other, incl.Russian			Latvian	English	Other, incl.Russian			Latvian	English	Other, incl.Russian
Economics, Insurance, Accounting	369	544	152	33	359	9	18	12	4	4	3	5		3	2
Management	538	688	135	95	458	28	44	24	8	12	2	4		4	
Marketing	254	418	134	46	238	14	16	10	2	6	4	4		4	
Tourism and Hospitality	437	599	119	51	429	24	28	10	14	4	12	12		8	4
Restaurant Business	82	168	67	16	85	10	16	8	2	6	3	3		3	

Entrepreneurship	304	406	190	28	188	26	30	16	10	4	4	8	4	2
Law	284	519	127	12	380	8	12	6	2	4	1	1	1	
Logistics	44	76	9		67	10	14	8	4	2	1	1	1	
Social Sciences	417	564	195	42	327	20	23	8	14	1	2	2	2	
Finances and Banking	213	327	78	13	236	18	36	14	12	10	2	2	1	1
Mathematics	117	186	32	11	143	7	11	3	2	2	2	2	1	1
Computer Sciences	591	649	71	49	529	14	18	4	8	6			2	
Real Estate	69	73	33	1	39		4	2	2					
Design	77	81	25	4	52		1		1					
Music	8	8		5	3		1		1					
Scientific Research	27	33	2	5	26	14	22	2	16	4	7	7	5	2
Total in each library:	3831	5339	1369	411	3559	202	294	127	102	65	43	51	39	12

More information on the infrastructure and logistics facilities can be found in section II, Chapter 3, clauses 3.1 to 3.3.

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

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

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

The composition of the teaching staff involved in the Professional Bachelor study programme “Business Administration” is relatively stable, but since the previous accreditation of the study direction, there have been changes in the composition of the teaching staff and in the numerical indicators).

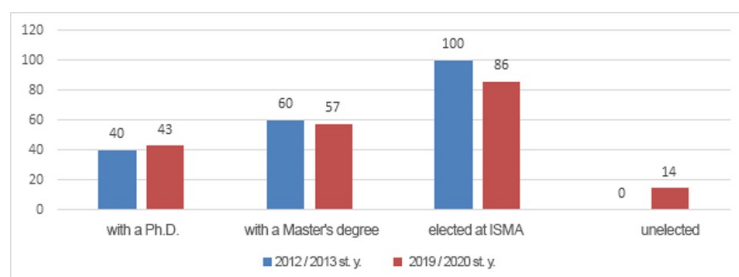


Fig. Nr. 3.2.12. Percentage of teaching staff

Several ISMA academic staff members have been involved in the implementation of the study programme for a long time, for example, A.Mrochko, I.Linde, V.Riashchenko, D.Zmičerevska. However, several lecturers have significant experience in pedagogical work and practical entrepreneurship, for example, I. Berzina, D.Lapkis.

The members of the teaching staff involved in the implementation of the study programme have obtained a doctoral degree – T.Odinokova, I.Linde. Although some of the teaching staff have not yet completed their doctoral studies, their practical work experience is very important and valuable in the study process, providing students with a clear idea of how to apply theoretical knowledge in practice; moreover, practically all teaching staff are active in the field of scientific research (these aspects are also analysed in sections 4.2 and 4.5).

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

In accordance with Section 27 of the Law on Higher Education Institutions, the academic staff of ISMA is composed of: professors, associate professors, docents, leading researchers, lecturers, researchers, assistants. Academic positions at ISMA are filled in compliance with the legislation of the Republic of Latvia, in accordance with the electoral procedure, which is stipulated in the “ISMA Regulations on the Election to Academic Positions”. The regulations include the qualification and eligibility criteria for the teaching staff in accordance with Sections 28, 30, 32, 36, 37, 38 and 40 of the Law on Higher Education Institutions.

26 lecturers are involved in the implementation of the Professional Bachelor's study programme "Business Administration". 22 of them, or 85% of the total number, are responsible for teaching study courses both in English in Latvian groups, 2 lecturers teach only in the groups where the language of instruction is English, and 2 – teach in the groups with the Latvian language of instruction.

5 lecturers, or 20%, of the academic staff involved in the programme implementation are guest lecturers. The distribution of the other 21 elected academic staff looks the following:

- 4 lecturers (19% of the elected academic staff);
- 8 docents (38%);
- 5 associate professors (24%);
- 4 professors (19%).

At ISMA Latgale Branch the study process is implemented by the lecturers who teach in Latvia, and their total number is 24, or 92% of the academic staff of the study programme.

At ISMA Fergana Branch the study process is implemented by the lecturers who teach in Latvia English flow also, and their total number is 24, or 92% of the academic staff of the study programme.

As can be seen in Annex 2.3.2, the CVs of the teaching staff involved in the implementation of the

study programme carries out the study courses in which their experience is most significant. For example, K. Hamrun ("Accounting and Taxes") is an experienced practicing accountant, M.Grichuk and T.Lapaine ("Business English") are long-time translators, D.Lapkis ("Social Entrepreneurship ") is the Director of the International Social Entrepreneurship Accelerator "NewDoor" and a dedicated social entrepreneur.

Attracting practitioners to the study process is one of the priorities of the study programme as it is a significant competitive asset that is valued by ISMA students. That is why visiting lecturers are regularly invited not only to complete the full course but also to discuss specific topics. Some of these lectures are organized for specific groups of students within the course; some are widely available to anyone interested in ISMA. In Annex 3.2.2.12. a list of invited practitioners - entrepreneurs, specialists who have been involved in the study process is compiled.

The teaching staff actively participates in the improvement of the study programme, in the updating of study courses, in methodological work, as well as in continuous self-improvement courses, seminars, further studies, participates in scientific research, conferences, projects. The results of the research are incorporated into the study courses, also introducing students to the latest trends in the field (see also Section 4.5).

**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.**

Taking into account that ISMA management actively motivates engagement of teaching staff in science and research, also supporting and stimulating them financially, and that several annual conferences are held at the university, which staff is encouraged to attend, almost all faculty members involved in the program are actively engaged in research, participate in conferences,

write articles and publications, participate in various projects both in Latvia and abroad. The process and results of scientific activities are integrated into the study process both by introducing students to the latest discoveries, methods and models of management science and by encouraging the participation of students in the development of research.

The complete summary of the scientific activities of the teaching staff is provided in Annex 2.4.1. Annex 2.3.2. contains CVs of all the teaching staff. Some examples that are relevant to the study process of the Professional Bachelor study programme "Business Administration" and to the improvement of the study courses are summarized in Table 3.2.6.

*Table Nr. 3.2.6. Examples of the scientific activity of the teaching staff used to improve the study process*

<b>Teaching staff involved</b>	<b>Research/publication/project/practical work</b>	<b>Related study courses</b>
V.Riashchenko	Shamshina T., Koryuhina C., Riashchenko V., Bezpartochna O.(2019) Gamification. Haven't we overplayed? Organizational-economic mechanism of management innovative development of economic entities: collective monograph/edited by M.Bezpartochnyi, in 3 Vol./ Higher School of Social and Economic. - Przeworsk, Poland, pp.275-287	Start-up BusinessAdministration
V.Riashchenko	Innovative approaches in the management of competitiveness of businesses. Collective monograph, edited by A. Berezin, M. Bezpartochnyi - Bezpartochnyi M., Živitere M., Riashchenko V. Use of cluster analysis to ensure the effective functioning and development of retail. Latvian Academy of Sciences. Riga: «Landmark» SIA, 2016. – Vol. 2 – 196 p., V.Riashchenko, M.Živitere The Development of the innovative capacity of Latvia. 11th International Technology, Education and Development Conference, March 6-8, Valencia (Spain). Pages 10071–10074. ISBN: 978-84-617-8491-2	Innovation Managenment

O.Verdenhofa	R.Kopitovs, O.Verdenhofa, R.Djakons Comprehension of management problems forms understanding of business tasks.- The 12th International Conference „Information Technologies and management 2014”. April 16-17, 2014, Riga, Information Systems Management Institute.	Personnel Mangement and Record Keeping
I.Berzina	Development of Socially Responsible Communication Model (Based on New Website Development), 2016-2018, SIA "ALFOR" Development of Customer Loyalty Program for Latvian and Estonian Market, 2016-2018, SIA "ALFOR"	Public Realtions Management
I.Linde	I.Linde INTED2012 Proceedings, (6th International Technology, Education and Development Conference), Valencia (Spain), March 5-7, 2012; OPTIMIZATION STRATEGIES AND MANAGEMENT PROBLEMS OF HIGHER EDUCATION; 4798-4804 p. ISBN: 978-84-615-5563-5 The 13th International Conference Information Technologies and Management, ISMA, Riga, Latvia 16.-17. April, 2015; Analysis of consistency of calculation of an estimate of the higher education institution ranking, 358-359 p.; Program and theses, Riga, ISMA, 2013, ISBN 1691-2489.	Total Quality Management Research Work 2 Project Management Course Paper 2
J.Dehtjare	J.Dehtjare, V.Riashchenko Marketing the Social Entrepreneurship. - Applied Research in Health and Social Sciences: Interface and Interaction, 2015, No. 12 ISSN 1822-3338	Marketing Event Management

Research findings and lessons learned from the preparation of publications are translated into relevant study courses, for example through case studies, tools and technologies for research or decision making, or as examples of good practice.

**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).**



Understanding the importance of teaching staff cooperation, ISMA implements this collaboration in three blocks:

1. Cooperation of the teaching staff in the development and updating of study programmes and study course descriptions.
2. Cooperation of the teaching staff in the improvement of methodological work.
3. Collaboration of the teaching staff in scientific research creativity.

To ensure interdisciplinary relation and harmonisation of common requirements for the achievement of learning outcomes, and to eliminate an unnecessary overlapping of study content, the content of the study courses is regularly discussed and approved by the lecturers and the Study Direction Council members involved in the study programme. This is done at Council meetings, Departments meetings, and also at individual informal meetings of teaching staff where lecturers share information and coordinate their work and study courses.

Teaching staff regularly share their experience in using new, modern teaching methods, e-learning opportunities, developing creative thinking, and similar issues as part of the annual Open Learning and Distance Education conference, held for the 18th time in January 2020. During the conference there is an opportunity to get acquainted with the latest research and discoveries by listening to presentations of the speakers, as well as to meet in person with colleagues from different educational institutions of Latvia and abroad and other organizations.

Since April 2019, ISMA has launched a new initiative, which is also aimed at promoting lecturers' cooperation in pedagogical-methodological work. April 23-26, 2019 ISMA hosted the first Erasmus + Staff Teaching and Training Week at ISMA University. In an informal setting, participants had the opportunity to discuss current issues in higher education, develop recommendations for student mobility, and share experiences on the specificities of learning delivery in Ukraine, Lithuania, Portugal and other countries. This ISMA initiative has received a lot of response from the teaching staff and it is planned to develop this initiative by inviting visiting lecturers to conduct seminars and lectures on current issues in different fields both for students and teaching staff.

The cooperation of the academic staff in the field of scientific creativity is carried out in accordance with the linking of ISMA study programmes implemented in the study direction "Management, Administration and Real Estate Management". Collaborative research includes such areas as innovative management solutions to enhance business competitiveness, human resource management and human capital development in companies, social entrepreneurship issues and solutions, and other research related to the specifics of curricula. Full information on the research conducted by the teaching staff can be found in the CVs of the teaching staff (Annex.2.3.2) and in Annex 2.4.1, where the information on the scientific research of the teaching staff is summarised.

The ratio of the number of students and lecturers in 2021 is as follows:

- a total of 26 teaching staff and 855 students in 2021, i.e. 33 students per lecturer;
- The senior course in the Fergana branch is the third, a total of 56 students in 2021, the program is implemented by 19 lecturers, i.e. 3 students per lecturer;
- In 2021, 17 students are studying in the second and third year in Latgale branch, 16 lecturers are involved.

# 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	3.2.1_Statistics_students_UD-Bak.xlsx	3.2.1_Studejoso_statistika_UD-Bak.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3.2.9_Compliance_with_EDU_Standard_Bak.xlsx	3.2.9_Atbalstiba_izglitiba_standartam_Bak.xlsx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3.2.10_Compliance_Prof_Standart_Bak.xlsx	3.2.10_Atbalstiba_profesijas_standartam_Bak.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	3.2.2_Mapping_Bak.xlsx	3.2.2_Kartejums_Bak.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	3.2.3_Study Plan-BA Bac.xlsx	3.2.3_Studiju_plans_UD_Bak_LV.xlsx
Descriptions of the study courses/ modules	3.2.4_Study_Courses_Bak.docx	3.2.4_Studiju_kursu_apraksti_Bak.doc
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	3.2.5_Diploma_Bak-2021.pdf	3.2.5_Diploma_Bak-2021.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	3.6_Aknowledgement_continuing_Edu_Bak_Tur_Mag.pdf	3.6_Apliecinajums_izglitiba_turpinasanai_Bak_Tur_Mag.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	3.7_Aknowledgement_compensation.pdf	3.7_Apliecinajums_kompensacija.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 <a href="http://www.europass.lv">www.europass.lv</a> ), if the study programme or any part thereof is to be implemented in a foreign language.	3.2.11_Compliance_Foreign_Language_Bak.pdf	3.2.11_Apliecinajums_svesvalodas_Bak.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	3.2.8_Study_Contract_Bak.pdf	3.2.8_Studiju_ligums_Bak.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Business Administration (51345)

Study field	<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>Marga</i>
Surname of the study programme director	<i>Živitere</i>
E-mail of the study programme director	<i>marga.zivitere@isma.lv</i>
Title of the study programme director	<i>Dr.oec., prof., acad., expert Science of Academy Latvia</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare versatile researchers in the field of economics and business who meet the requirements of modern research creativity, develop innovative ideas and facilitate the transfer of research results to the national economy, thus promoting economic growth, social development and well-being of society.</i>
Tasks of the study programme	<i>1. To ensure a dynamic, interactive and versatile academic environment by promoting the research creativity of young scientists, their active participation in the improvement of the study process, and to motivate students for lifelong learning.</i> <i>2. To create a study process aimed at independent, critical analysis, synthesis and evaluation, which ensures the integration of the latest scientific discoveries in the field of economics and business and their practical application in the national economy, as well as promotes the development of research competencies.</i> <i>3. To promote the participation of young scientists in the research of topical problems of the field, ensuring active cooperation with other Latvian and foreign educational institutions, scientific institutions and representatives of the field.</i>
Results of the study programme	<i>Doctor's degree study programme in the field of business administration provides for further acquisition of theoretical knowledge and research skills preparing the students for independent research activities. The structure and content of the doctor's degree study programme promotes the acquisition of in-depth knowledge, extended skills and competencies to be applied in scientific research:</i>
Final examination upon the completion of the study programme	<i>Doctoral examination</i>

## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>

Admission requirements (in English)	<i>Enrolment in the Doctoral study programme is available for the persons who have Master's Degree in Business Administration, Public Management, or Education Management, or professional Master's Degree in Business Administration, or Master's Degree in other fields of science if their working experience in the field of entrepreneurship management is not shorter than two years.</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
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### 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>Master's degree in social sciences in business administration, public management, education management. Master's degree (or equivalent higher education) in other fields of science, and work experience in business of at least two years. For the studies implemented in English: a document certifying the required level of the English language proficiency</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
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### 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**

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#### Form, way, duration (if less than a year, in months) and language of implementation

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Full-time intramural, 4 years	Until present, part-time studies have also been offered, but since 2015, no one has applied.	Latvian, English
Place of the implementation of the study programme	1/7 Lomonosova Str., Riga, LV-1019, Latvia	
Admission requirements	<p>Admission requirements are updated every academic year by the decision of ISMA Senate.</p> <p>Persons with a Master's degree or education equivalent to the level of a Master's degree that meets the requirements for previous education are admitted to the doctoral study programme. Applicants who do not have a Master's degree issued by the Republic of Latvia, but have an educational document that corresponds to such a level of education, must equate the previously acquired higher education at the Academic Information Centre. Persons who have acquired previous education abroad may apply for studies at ISMA, if the conformity assessment of the educational documents of these persons has been performed by the Academic Information Centre.</p> <p>Starting with the 2019/2020 academic year, the extended application prepared by the applicant regarding the topicality of their possible doctoral thesis is evaluated in the admission process.</p> <p>When applying for studies in English, it is necessary to attach a certificate of knowledge of English (IELTS, TOEFL certificate or an identical document, or a confirmation from the university that the previous language of study was English).</p> <p>Information on the admission process and procedures are available in the section "Admission"<a href="https://www.isma.lv/images/2021_2022_lat_ISMA_Uznemsanas_noteikumi.pdf">https://www.isma.lv/images/2021_2022_lat_ISMA_Uznemsanas_noteikumi.pdf</a></p>	

Other higher education institution study programme, where, in case of closing of the study programme, ISMA provides students with an opportunity to continue education.	Ventspils University of Applied Sciences, BA School of Business and Finance (Banku augstskola)
Aim of the study programme	To prepare versatile researchers in the field of economics and business who meet the requirements of modern research creativity, develop innovative ideas and facilitate the transfer of research results to the national economy, thus promoting economic growth, social development and well-being of society.
Objectives of the study programme	<ol style="list-style-type: none"> <li>1. To ensure a dynamic, interactive and versatile academic environment by promoting the research creativity of young scientists, their active participation in the improvement of the study process, and to motivate students for lifelong learning.</li> <li>2. To create a study process aimed at independent, critical analysis, synthesis and evaluation, which ensures the integration of the latest scientific discoveries in the field of economics and business and their practical application in the national economy, as well as promotes the development of research competencies.</li> <li>3. To promote the participation of young scientists in the research of topical problems of the field, ensuring active cooperation with other Latvian and foreign educational institutions, scientific institutions and representatives of the field.</li> </ol>

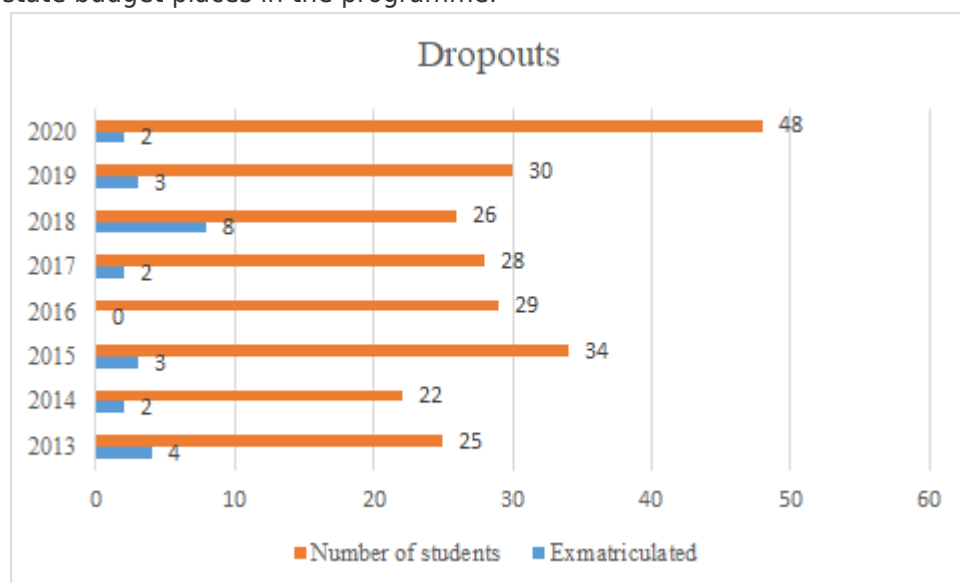
Learning outcomes of the study programme to be achieved	<p>Doctor's degree study programme in the field of business administration provides for further acquisition of theoretical knowledge and research skills preparing the students for independent research activities. The structure and content of the doctor's degree study programme promotes the acquisition of in-depth knowledge, extended skills and competencies to be applied in scientific research:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. the latest scientific theories in the fields of economics and business ;</li> <li>2. innovation and knowledge in the fields of economics and business;</li> <li>3. contemporary research methods in the fields of economics and business;</li> <li>4. methods of research of interdisciplinary problems;</li> <li>5. methods and results of the economy research in the conditions of globalization;</li> <li>6. management problems in multicultural environment;</li> <li>7. solving of research or development tasks at companies, institutions and organizations.</li> </ol> <p>Skills: the ability to</p> <ol style="list-style-type: none"> <li>1. independently assess the applicability of research methods;</li> <li>2. select the appropriate methods for scientific research;</li> <li>3. approbate the results of international research;</li> <li>4. carry out original research;</li> <li>5. implement scientific projects;</li> <li>6. formulate research results and prepare internationally cited publications;</li> <li>7. solve significant research / innovation tasks;</li> <li>8. present and discuss research results;</li> <li>9. use research results in preparing new study courses and interest students to focus on scientific research;</li> <li>10. explain research results to the general public, to stimulate and facilitate discussion on them;</li> <li>11. offer enterprises innovation which is based on scientific research.</li> </ol> <p>Competences: the ability to</p> <ol style="list-style-type: none"> <li>1. develop scientific theories and ideas in the field of economics and business</li> <li>2. independently evaluate the applicability of research methods</li> <li>3. choose the most relevant methods of scientific research</li> <li>4. approbate the results of international research</li> <li>5. perform original research</li> <li>6. formulate research results and prepare internationally cited publications</li> <li>7. present and discuss research results;</li> <li>8. explain the research results to the general public</li> <li>9. use research results in preparing new study courses</li> <li>10. perform scientific projects</li> <li>11. achieve results in compliance with international criteria</li> <li>12. independently put forward research ideas</li> <li>13. critically evaluate research results</li> <li>14. solve significant research / innovation tasks</li> <li>15. implement science and research based solutions at enterprises</li> <li>16. engage local and international scientists in joint research</li> <li>17. attract investors to finance research</li> </ol>
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All these changes have been introduced gradually, the last ones were introduced in 2019.

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

Assessing the number of students since the previous accreditation of the study programme, it is seen that the number of students in the period from 2013 to 2019 is relatively stable with an increasing trend. In 2013 and 2014, the dominating number of students was from Latvia. The largest number of students was reached in 2015; it was 32 students, as 12 students from the Republic of Kazakhstan (KR) enrolled. This is related to the establishment of ISMA representative office in the Republic of Kazakhstan. It should be mentioned that at that time the study programme was also implemented in Russian.

Simultaneously with the relatively stable number of enrolled students, there is a relatively large number of dropouts. When analysing the reasons for the dropouts, the financial insufficiency must be noted first. All students of the study programme cover the tuition fees themselves, there are no state budget places in the programme.



It should be noted that many foreign students are not ready for the study process and requirements set by ISMA. This is related to the problems of the implementation of the academic plan of studies. First of all, it is the insufficient level of basic education (relatively weak knowledge of foreign languages and insufficient skills to qualitatively use information technology research methods). Being unable to fulfil the study plan in time, some students decide to leave their studies, and some are exmatriculated due to academic or financial debts.

The number of doctoral graduates is also low. In the reporting period out of 16 graduates (students who have fulfilled the requirements of the programme and prepared doctoral theses for defence) only 8 obtained the doctoral degree, as ISMA does not have its own doctoral council, and the defence of promotional theses takes place in another institution of a student's choice.

### **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.**

ISMA doctoral study programme "Business Administration" code shall be 51345 in compliance with the Cabinet Regulations No. 322 of June 13, 2017 "Regulations on the Classification of the Latvian Education", and the programme is in the sector "Ekonomika un uzņēmējdarbība" ("Economics and



Entrepreneurship"), sub-sector "Uzņēmējdarbības vadība" ("Entrepreneurship management") in compliance with the Cabinet Regulations No.49 of January 23, 2018. "Noteikumi par Latvijas zinātnes nozarēm un apakšnozarēm" ("Regulations on Latvian Science Sectors and Sub-Sectors"). Thus, students are expected to be awarded a doctoral degree (Ph. D.). As the higher education institution does not have its own promotion council, the degree is awarded by the higher education institution in the promotion council of which a student chooses to defend their thesis.

The principles of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF) are maximally observed within the implementation of the study programme and in the development plan. In accordance with the requirements of the 8th level of the LQF, the learning outcomes of mastering the doctoral study programme are also formulated:

<b>Latvian Qualifications Framework 8th level descriptors</b>	<b>ISMA doctoral study programme "Business Administration" defined learning outcomes</b>
<b>Knowledge (knowledge and understanding)</b>	<b>Knowledge</b>
Able to demonstrate that has knowledge of and understands most topical scientific theories and insights, has mastered research methodology and contemporary research methods in the concrete branch of science or professional field and in the interface of various fields	<ol style="list-style-type: none"> <li>1. The latest scientific theories in the fields of economics and business</li> <li>2. Innovation and knowledge in the fields of economics and business.</li> <li>3. Contemporary research methods in the fields of economics and business.</li> <li>4. Methods of research of interdisciplinary problems.</li> <li>5. Methods and results of the economy research in the conditions of globalization.</li> <li>6. Management problems in multicultural environment.</li> <li>7. Solving of research or development tasks at companies, institutions and organizations</li> </ol>
<b>Skills (ability to apply knowledge, communication, general skills)</b>	<b>Skills</b>

Able to assess and select independently appropriate methods for scientific research, has contributed to the expansion of the limits of knowledge or given new understanding of the existing knowledge and its use in practice, by carrying out an original research of major scope, part of which is on the level of internationally cited publications Able to communicate both orally and in writing about one's own field of scientific activity (one's own branch) with wider research community and the general public Able to improve one's scientific qualification independently, by implementing scientific projects, attaining achievements meeting the international criteria of the branch of science, to manage research or development tasks in companies, institutions and organisations, requiring extensive research knowledge and skills

1. Is able to independently assess the applicability of research methods.
2. Is able to select independently the appropriate methods for scientific research.
3. Is able to appraise the results of international research.
4. Is able to carry out original research.
5. Is able to implement scientific projects.
6. Is able to formulate research results and prepare internationally cited publications.
7. Is able to solve significant research / innovation tasks.
8. Is able to present and discuss research results.
9. Is able to use research results in preparing new study courses and interest students to focus on scientific research.
10. Is able to explain research results to the general public, to stimulate and facilitate discussion on them.
11. Is able to offer enterprises innovation which is based on scientific research.

**Competence (analysis, synthesis and assessment)**

**Competences**

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Able, by performing independent critical analysis, synthesis and assessment, to solve significant research or innovation tasks, to set independently research idea, to plan, structure and manage large-scale scientific projects, including projects in international context

1. Ability to develop scientific theories and ideas in the field of economics and business
2. Ability to independently evaluate the applicability of research methods
3. Ability to choose the most relevant methods of scientific research
4. Ability to approbate the results of international research
5. Ability to perform original research
6. Ability to perform scientific projects
7. Ability to formulate research results and prepare internationally cited publications
8. Ability to present and discuss research results
9. Ability to use research results in preparing new study courses
10. Ability to explain the research results to the general public
11. Ability to achieve results in compliance with international criteria
12. Ability to independently put forward research ideas
13. Ability to critically evaluate research results
14. Ability to solve significant research / innovation tasks
15. Ability to implement science and research based solutions at enterprises
16. Ability to engage local and international scientists in joint research
17. Ability to attract investors to finance research

The aim of the study programme is to prepare versatile researchers in the field of economics and business who meet the requirements of modern research creativity, who develop innovative ideas and facilitate the transfer of research results to the national economy, thus promoting economic growth, social development and well-being of the society. This aim is set in compliance with the competence of the level 8 of EQF – “Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research”.

Since 2019, to ensure the more successful achievement of the aim, the extended application prepared by an applicant regarding the topicality of their possible doctoral thesis has been evaluated in the admission process.

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

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

In compliance with ISMA mission and strategic development plan for 2018-2023 (approved by ISMA Senate, decision No.3-18, June 27, 2018) the mission of the doctoral study programme is to provide modern academic and professional education and research in order to prepare business managers and the economy specialists who are able to manage and create science-intensive, high value-added production companies, to restructure traditionally operating companies, as well as to promote the functioning of a dynamic, knowledge-based, competitive economy. The doctoral programme provides students with further acquisition of theoretical knowledge and research skills, preparing them for independent scientific research activities in the chosen field or sub-branch of science.

Doctoral study programme "Business Administration" (code 51345) in the sector "Economics and Entrepreneurship", sub-sector "Entrepreneurship management" to receive the Doctor of Science degree is designed to be dynamic and ensure the doctoral students the acquisition of knowledge of how to reflect and study the changes in economics / management; the programme also covers the most topical issues according to the national economic and international situation, including education and science.

The research directions and areas, which are recommended for ISMA doctoral students, focus on management problems, first of all, - macroeconomics, i.e. production factors, their long-term development and efficiency in connection with the constant changes in the composition and structure of person-oriented production factors – creative intellectual factors: entrepreneurship, knowledge and information dominant in the production resources as a whole.

Secondly, in the group of microeconomic topics, the recommendations are related to the problems of management science in the use of production resources, their efficiency, as well as to topical issues in certain sectors and spheres of the economy, such as trade and services.

In accordance with the internal procedures of ISMA, the topicality of the study programme is monitored by the Council of the respective study direction (ISMA "Regulations on ISMA Study Directions Council", approved at the Senate meeting on December 29, 2016). The study plan, study course content, research assignments, etc. are updated. Descriptions of the study courses are updated and reviewed by the relevant departments at least once a year, usually before the beginning of the academic year or more often if necessary. The study plan is approved at least once a year by the ISMA Senate. The updated study plan of the doctoral study programme was approved at the ISMA Senate meeting on August 16, 2019.

**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 doctoral programme provides students with further acquisition of theoretical knowledge and research skills, preparing them for independent scientific research activities in the chosen field or sub-branch of science. The structure and content of the doctoral study programme promotes the acquisition of knowledge, scientific cognition and in-depth skills in the use of scientific findings.

Thus, for example, knowledge of contemporary research methods in the fields of economics and business is provided not only in the study course Research Methods, but also in all other study subjects (see Appendix 3.5.2).

Thus, the acquisition of knowledge, skills and competence which are necessary for a highly qualified specialist in the field of management, is ensured corresponding to the EQF level 8. The development and implementation of the study programme comply with the already defined current requirements of the national economy and the demand of the labour market, as well as according to the formulated aims of the programme and the objectives arising from them. Thus, the content of the programme (the layout of the study courses) is based on the achievement of the aim and learning outcomes - the acquisition of the specified knowledge, skills, competencies, and ensures the realization of the aims of the study programme.

The study programme is structured in parts A, B and C. Part A (compulsory part) of the study programme includes theoretical courses in the amount of 14 CP, research work in the amount of 118 CP and a doctoral examination in the amount of 8 CP. Part B (limited elective part) is 8 CP - a student has the opportunity to choose business environment or resource management, Part C (free elective part) is 4 CP.

The doctoral student's achievements are assessed in knowledge tests within separate study courses and in an integrated examination at the end of the study programme. In Part C, the doctoral student has the opportunity to obtain credit points for the acquisition of theoretical courses or practical academic activities, or entrepreneurship.

The content of the study courses is discussed and approved in cooperation with the academic staff involved in the study programme and the members of the Study Direction Council, thus ensuring interdisciplinary connection and harmonisation of common requirements for the achieving of learning outcomes, and for the eliminating of unnecessary duplication of content.

### **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.**

Various and diverse study methods and forms can be used in the process of the implementation of the doctoral study programme "Business Administration": lectures, seminars, case studies, discussions, presentations, independent and group work, etc. Together with the contact hours, students perform independent work in accordance with the planning of the study courses.

Teachers regularly share their experience in using new, modern teaching methods, acquiring e-environment opportunities, developing creative thinking and the like, including within the framework of the annual conference “Open Learning and Distance Education”, which took place for the 18th time in January 2020.

Teaching methods and forms are chosen by the academic staff in accordance with the specifics and role of their study course in the study programme, practical activities within the study process, as well as with the principles of student-centred education, which supports students' opportunities to influence their learning process. Following the aforementioned, ISMA lecturers accept the challenge to create a modern, open and innovative study process.

Ensuring the topicality of the study content, visiting lecturers - professionals are also involved in the implementation of the study process to introduce current events in the field, discuss specific examples of practical activity, and to consult students during practical research.

The evaluation of the learning outcomes achieved by the students in the study process takes place in accordance with the ISMA regulations “ISMA Procedures for the Organisation of Testing ” (the latest wording is approved by the Senate meeting on December 19, 2019, protocol No.5-19).

A large part of the examinations is taken by students in writing. At the discretion of the lecturer, it is also possible to take the tests orally or by developing a practical work. Assessment takes into account the students' progress during mastering the study course (success in tests, activity in seminars, development of independent works, preparation of reports, etc.), applying the cumulative assessment method, which provides for gradual final assessment of several types of student performance. Throughout the study process, the basic principles of assessment are followed - the principle of openness, obligatory assessment, possibility to review the assessment, diversity of testing types used in assessment.

The final stage in the acquisition of the study programme is the development of the doctoral thesis and preparation for defence.

The specific feature of the ISMA doctoral study programme is that the higher education institution does not have its own promotion council, and the defence of doctoral theses takes place in another institution of a student's choice. ISMA has concluded separate cooperation agreements on the development and implementation of doctoral level programmes, collaboration and student transfer.

Ventspils Augstskola/ Ventspils University of Applied Sciences	Cooperation in the preparation of pedagogical and scientific staff, implementation of joint studies, methodological and research projects, scientific and other events, as well as in the event of liquidation of ISMA study programmes	23.01.2020 – for an unspecified period of time
Baltijas Starptautiskā akadēmija/ Baltic International Academy	Cooperation in the preparation of pedagogical and scientific staff, implementation of joint studies, methodological and research projects, scientific and other events, as well as in the event of liquidation of ISMA study programmes	28.01.2020 - for an unspecified period of time

Banku Augstskola/ BA School of Business and Finance	Cooperation in the preparation of pedagogical and scientific staff, implementation of joint studies, methodological and research projects, scientific and other events, as well as in the event of liquidation of ISMA study programmes	03.03.2020 - for an unspecified period of time
Vasil Levski National Military University (Bulgaria)	Collaborate in the development and implementation of doctoral level programmes	06.04.2017- for an unspecified period of time
D.A. Tsenov Academy of Economics (Bulgaria)	Collaborate in the development and implementation of doctoral level programmes	13.09.2017.-13.09.2022.
KIMM Kazakhstan Institute of Marketing and Management Limited Liability Partnership	Collaborate in the development and implementation of doctoral level programmes	09.05.2016. - 09.05.2021.
RISEBA / "RISEBA" University of Business, Arts and Technology	Admission of doctoral students of ISMA Business Administration doctoral study programme for defence in RISEBA Promotion Council.	07.10.2011.- for an unspecified period of time
BA Turība	The aim of the cooperation is to promote the scientific research development of both universities, as well as cooperation in the implementation of scientific research and raising the quality of doctoral studies.	01.10.2010.- for an unspecified period of time

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

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

## **final theses.**

Evaluating the topics of doctoral students' theses in 2013-2019 and their relation to the labour market, it should be noted that all topics are related to the study of current business problems, for example:

- The problem of decision making in commercial companies;
- The role of venture capital in innovation;
- Analysis and forecasting of the competitive environment;
- Stimulating the innovation activity of small and medium-sized enterprises;
- Management of the economic environment of Latvian business;
- Innovation methods in human resource management;
- Solving intercultural problems in the management of international companies;
- Higher education as a service;
- Intellectual potential management of a higher education institution.

The themes of the promotional theses are mainly selected as a study of topical problems of specific areas of business economics with the aim to develop new scientific theoretical findings and prepare scientifically based recommendations for decision-making in the field of management. It is usually a link to the student's field of activity. Thus, it is possible to state that ISMA students, when choosing the final topic and research objects, base the choice not only on the unsolved theoretical problem of management science, but also on the study of labour market development trends / current problems.

### **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 assess the quality of teaching of the academic staff, as well as to create feedback from students and improve the connection of the study process with the actualisation of economic problems, integration and internationalization of research, a standardized anonymous survey of all doctoral students was conducted after the first year of studies.

Students as respondents were asked the three questions with the possibility to choose one of the three answer options for each study course.

**Question 1:** Can the content of the study course be used for the development of your promotional thesis?

*Answer options: completely agree, partially agree, disagree*

**Question 2:** Are you satisfied with the quality of the study course teaching?



Answer options: completely agree, partially agree, disagree

**Question 3:** Was it possible to get a consultation?

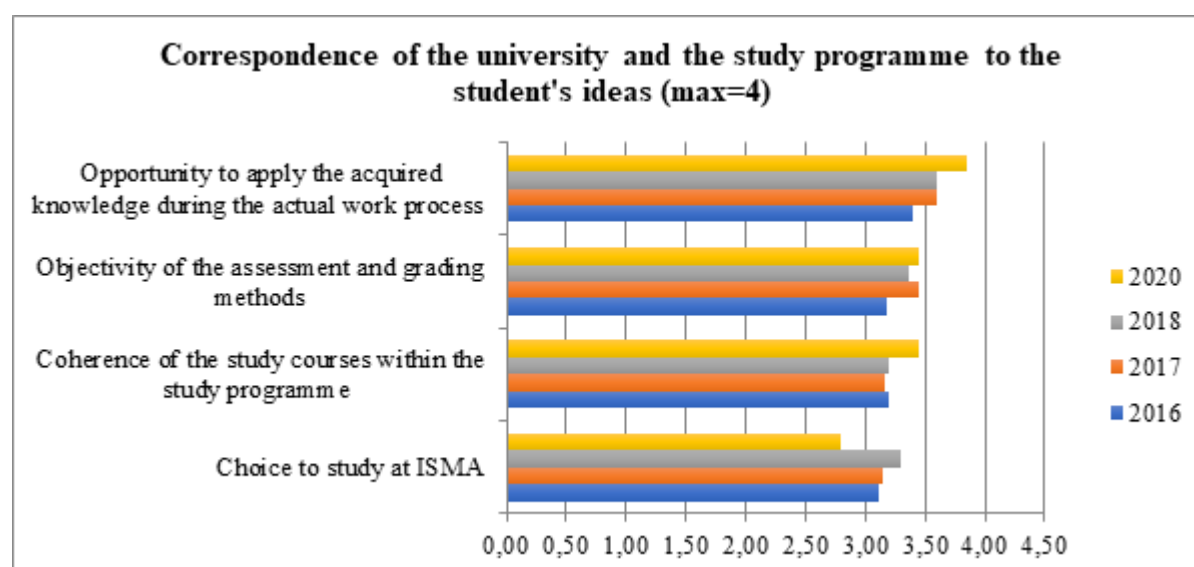
Answer options: completely agree, partially agree, disagree

The summation of respondents' answers and the calculation of interest for all the three questions show that the majority of respondents (from 75 to 90 percent) chose the first answer option (completely agree), i.e. they expressed positive assessment. Between 8 and 20 percent of respondents gave partially positive answers (partially agree) to all the three questions. Among the negative answers, on which we focus our attention, there are the answers to the first question "Can the content of the study course be used for the development of your doctoral thesis?". When compiling the schedule of classes for the second year of studies, the academic staff representatives try to take this aspect into account by making minor updates in the content, descriptions and work organisation of the study courses.

### **Outcomes of the surveys conducted among the students and graduates of the doctoral study programme Business Administration**

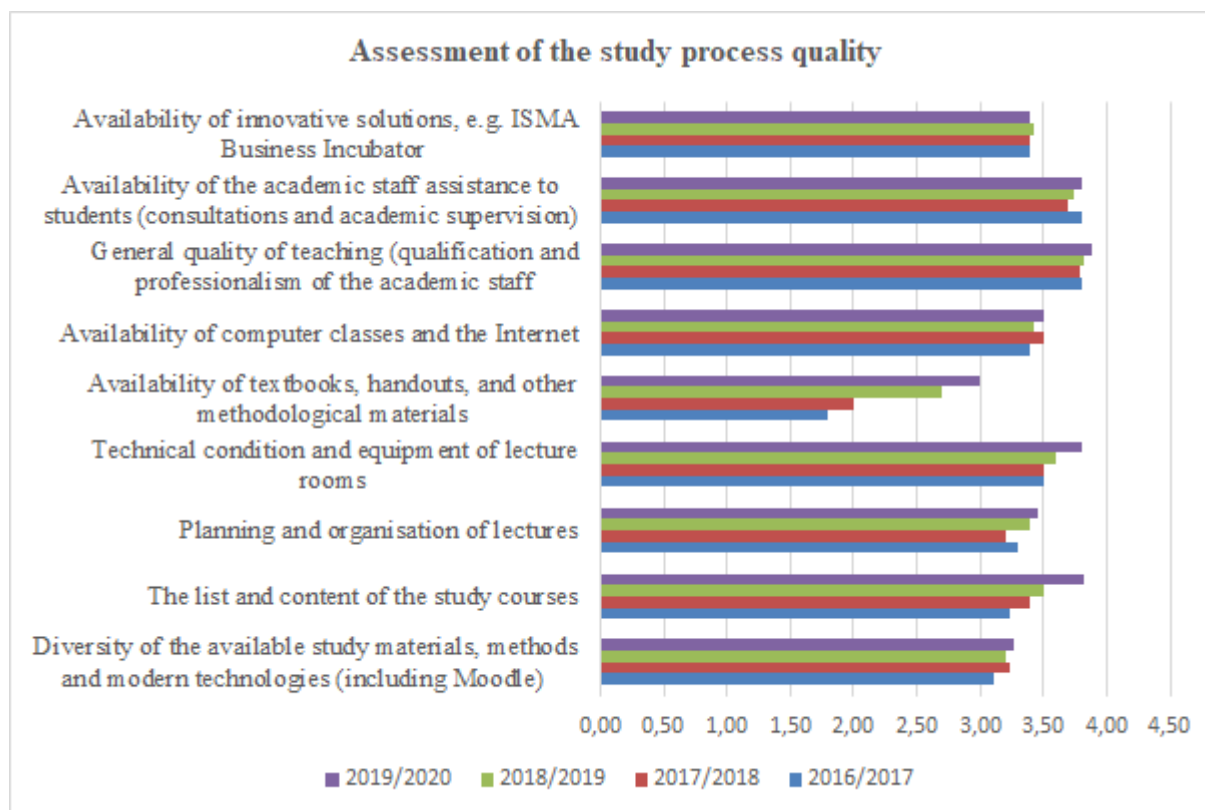
The survey among the students and graduates of the doctoral study programme "Business Administration" has been conducted with the aim to find out their opinion on the issues related to the study programme, process, study courses, quality of lecturers' work, international cooperation and involvement in student self-government and study process improvement,

In the comparative section the opinion of students and graduates on the compliance of the study programme with their ideas has slightly improved in all criteria for the last four years:



It can be seen that students and graduates value the opportunities to apply the acquired qualification in the course of real work. The rates for choosing to study at ISMA are the lowest, but above average. ISMA does not have its own promotion council, which is also the reason why this result is the lowest every year, especially during an emergency situation.

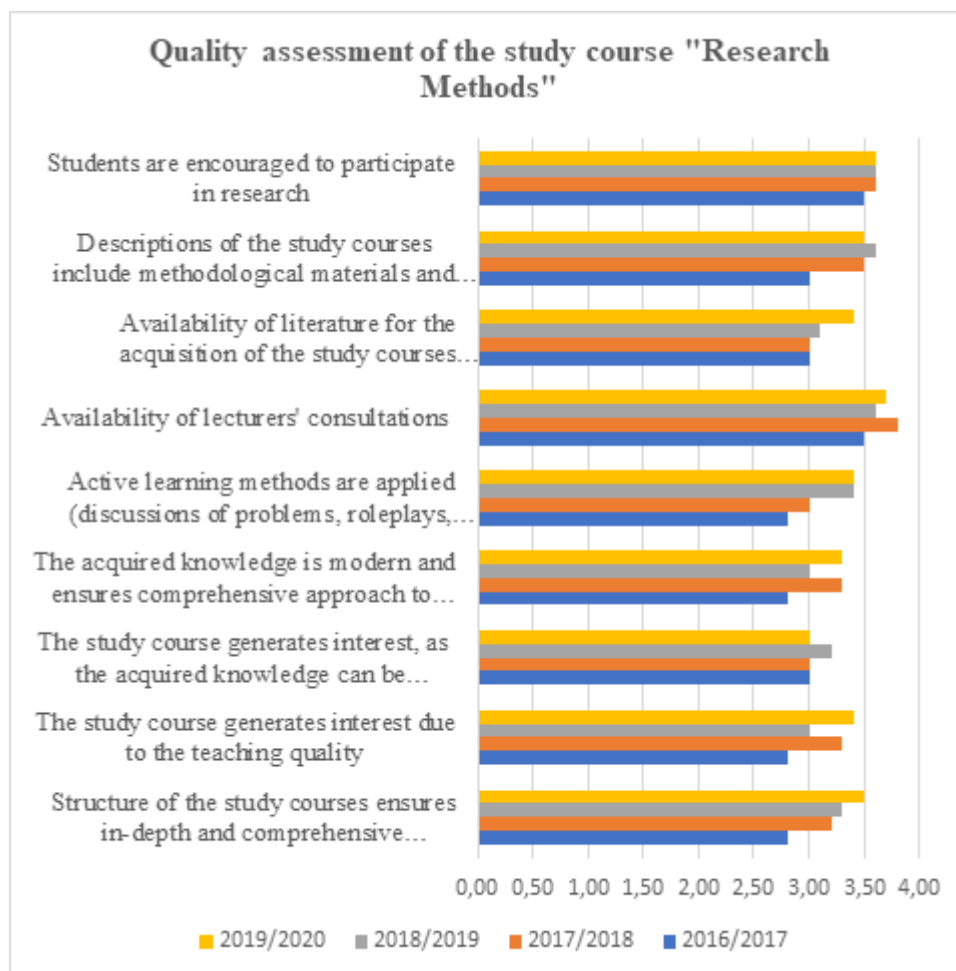
The compliance of students and graduates' ideas in all criteria is generally assessed as high. The evaluation of the quality of the study process from the point of view of students and graduates is improving every year:



Since 2016, students and graduates have highly valued such indicators of the quality of the study process as the general quality of teaching and assistance to students - consultations provided by the academic staff and management. Relatively lower indicators in the assessment are in the criterion of availability of study materials, which is also visible in 2019/2020. The assessment provided by students and graduates has improved in all criteria, which indicates a gradual improvement of the study process. Students and graduates have highly appreciated the improvements in the list and scope of the study course, as well as the technical condition and equipment of the lecture rooms. The use of computer classes and the Internet is also appreciated.

In their proposals in the survey, students and graduates expressed a desire to diversify the available study materials and study methods, which is not related to the use of modern technologies, but directly to the pedagogical work of a lecturer.

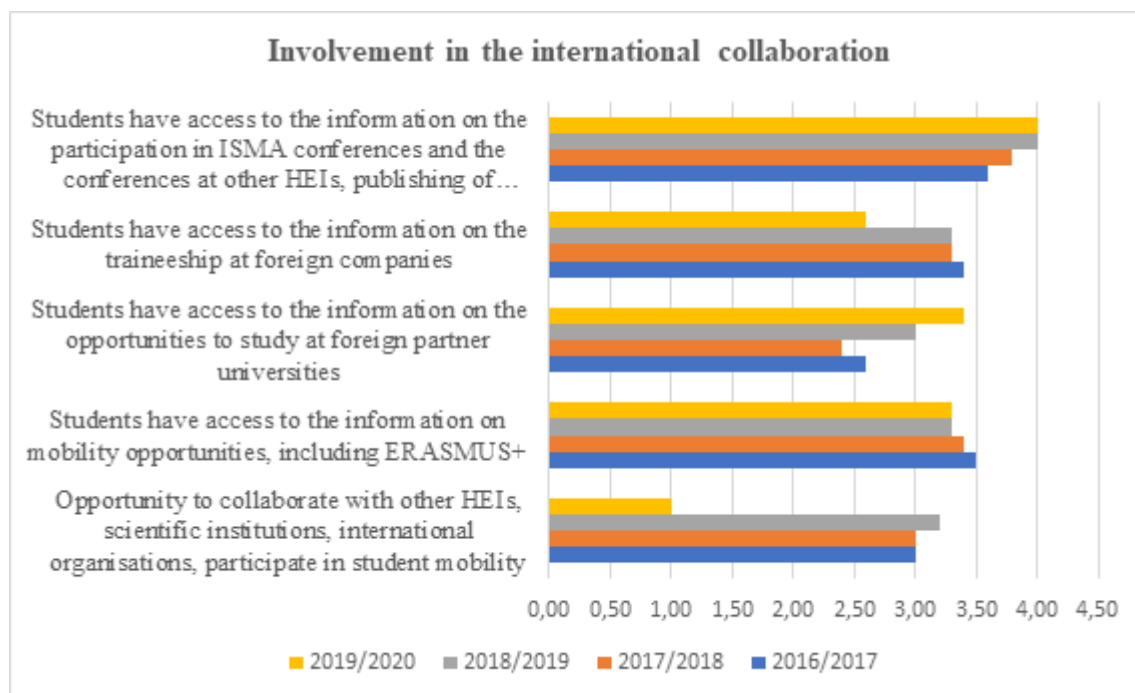
The evaluation of the quality of study courses differs from year to year, which is directly related to the quality of the description and content of the study courses. Considering the students and graduates' references to the study course "Research Methods" (now "Research Methods in Management and Research Design"):



The considerable increase in the quality of the study course from the point of view of students and graduates can be related to the regular improving of the content of the study course. Students and graduates give the highest evaluation in such study course criteria as the opportunity to consult with lecturers, the modernity of the acquired knowledge - a versatile approach to the interpretation of content, and students' opportunities to engage in scientific research. According to students and graduates, the biggest improvements are observed in such study course quality criteria as the quality of study course descriptions, improvements in the study course structure, which ensure deep and versatile acquisition, as well as the variety of methods and modernity of knowledge provided.

In their proposals for improving the quality of the study course, students and graduates also most often mentioned the frequency and diversity of the application of active learning methods, including more discussions and students' creative activity.

The opinion of the graduates on the issues related to the university, the international cooperation of the study programme and the involvement of students in scientific research are reflected in the figure:

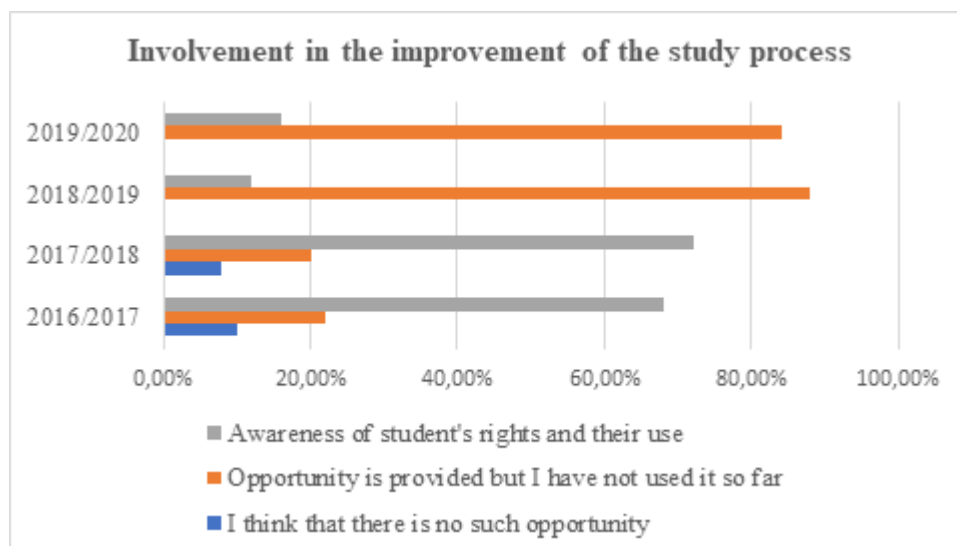


In recent years, the availability of information about internship / internship opportunities in foreign companies has significantly improved, as well as information about opportunities to participate in conferences organised by ISMA and other universities and to publish in scientific collections of articles. Relatively lower evaluation is in the criterion of opportunities to cooperate with other educational institutions, scientific institutions, international organisations, as well as opportunities for student mobility to other universities, especially in the conditions of the global pandemic.

It can be seen that the international cooperation of the university, the study programme and the involvement of students in scientific research are mostly related to the quality and availability of information, therefore it is necessary to continuously improve and perfect the forms and channels of internal and external information exchange.

Most students admit that they are aware of ISMA student self-government, but are not actively involved in it. Participation and activities in the university student self-government are closely related to the students' motivation and interest, therefore it is necessary to popularise the student self-government and motivate students to actively participate in its activities.

Graduates' perceptions of opportunities to participate in the improvement of the study process are slightly improving every year.



It is clear that most students and graduates know their rights to participate in the improvement of the study process, but do not use them. Compared to the graduates of 2016/2017, the number of students who believe that they are unable to participate in the improvement of the study process has decreased. It must be acknowledged that the active participation of students in the improvement of the study process has served as a basis for the continuous improvement of ISMA activities in all criteria related to the study process.

It can be stated that both students and graduates assess the conformity of the acquired competencies to the requirements of the modern labour market as very high. After doctoral studies the sphere of graduates' professional activity plays an important role in the assessment of acquired competencies. As can be seen by the graduates' place of work and position, all the surveyed graduates of the Doctoral study programme "Business Administration" perform their professional activities in the university environment, performing both administrative functions and scientific and pedagogical activities.

## 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.

It should be noted that when concluding inter-university cooperation agreements, the International Relations Department of ISMA usually prepares standard agreements providing for co-operation within all ISMA programmes, i.e. multi-programme agreements, which do not have a separate definition of operation within each program. This is mainly due to the institutional structure and size of ISMA - a relatively small private institution, where the structure does not provide for a division into faculties, but focuses on departments. Accordingly, all departments, as well as other structural units, are located in a single territory and the academic staff and administrative personnel, who are involved in individual programmes, operate on a consolidated basis. Consequently, agreements on inter-institutional co-operation, which provide for the development of joint projects, reciprocal visits of visiting lecturers, co-operation in conferences, etc. are not divided and appropriately signed according to separate programmes, unless otherwise provided. For example, in situations where there is co-operation in the development of a double diploma programme or for the transfer of students in case of termination of the study programme.

It should also be noted that mutual cooperation with the EU and its partner countries has been further enhanced in recent years through the use of Erasmus and Erasmus + programmes and funding. Accordingly, the Erasmus + agreements already largely reflect the above-mentioned cooperation (visiting lecturer visits, administrative personnel visits, work on joint projects, etc.). Thus, if an Erasmus + Bilateral Agreement is concluded, we do not conclude a normal cooperation agreement with overlapping functions. It should be mentioned that when concluding the Erasmus + Bilateral Agreement, the division into programmes is a mandatory article of the Erasmus + requirements and in this case they are also indicated accordingly:

No.	Partner institution	Subject of cooperation within ERASMUS/ERASMUS+ * Levels of cooperation (short -college, 1 - prof.Bachelor, 2- Master, 3 - doctoral)	Duration of agreement
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		Cooperation within programmes	* Levels of cooperation	
Bulgaria				
1	Vasil Levsky National Military University	Business and Administration (broad programmes), Management and Administration (ex Tourism and Catering) Travel, Tourism and Leisure	1,2,3	15/16-20/22
2	Prof.Dr.Assen Zlatarov University	Business Administration, Tourism, Computer Science	1, 2, 3	14/15-20/21
3	University of Agribusiness and Rural Development	Business Administration, Tourism, Computer Science	short, 1, 2, 3	14/15-20/21
5	UNWE, University of National and World Economy	Business and Management	1, 2, 3	14/15-20/21
7	The D.A. Tsenov Academy of Economics	Business Administration	1, 2, 3	17/18-20/21
13	Institute of Technology and Business in České Budějovice	Business Administration	1, 2, 3	17/18-20/21
Finland				
19	University of Eastern Finland	Business Administration, Management and Tourism, Computer Science	1, 2, 3	14/15-20/21
Germany				
22	Bamberg University	Business Administration, Tourism, Computer Science	BA 1.2.3.,	14/15-20/21
Greece				
27	Technological educational institute (TEI) of Crete	Business Administration, Tourism, Computer Science	BA 1, 2, 3	14/15-20/21
28	TEI Piraeus	Business Administration, Tourism, Computer Science	BA 1.2.3.,	14/15-20/21
Italy				

30	Università degli Studi di Napoli "Parthenope", Dipartimento di Scienze e Tecnologie	Information and Communication Technologies	1, 2, 3	14/15-20/21
31	Salento university	Computer Science	1, 2, 3	14/15-20/21
33	Università degli Studi di Teramo	BA, Management and Administration, Travel and Tourism	1, 2, 3	14/15-20/21
Lithuania				
36	Kaunas University of Technology, School of Economics and Business, Faculty of Informatics	Business Administration, Information and Communication Technologies	BA 1, 2, 3	15-21
37	Klaipeda University	Business Administration, Tourism, Computer Science	short, 1, 2, 3	14/15-20/21
39	SMK University of Applied Social Sciences	Business Administration, Tourism, Computer Science	short, 1, 2, 3	15/16-20/21
42	Vilniaus Universitetas (Kaunas Faculty of Humanities)	Business Administration, Information and Communication Technologies	1,2,3	14/15-20/21
45	Vilnius Gediminas Technical University	Business Administration	1,2,3	14/15-20/21
Poland				
53	Opole University	Business and Administration, Management and Administration (ex Tourism and Catering), Travel, Tourism and Leisure, Computer Science	Business 1,2,3	15/16-20/21

### 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.**

Implementation of the study programme “Business Administration” takes place in the modern, well-equipped premises in Lomonosova Street 1/7, where the building has been completely renovated with comfortable, bright, heated and ventilated classrooms, a library and a café. The classrooms are equipped with state-of-the-art technology for conducting lectures and seminars - computers, projectors, televisions, interactive whiteboards - which are useful both as a lecture aid and as a tool for evaluating study results. For example, student presentation skills are trained and tested by presenting in many courses group and individual work using projectors and appropriate presentation software. The implementation of the study programme does not require specially equipped laboratories or other specific resources.

To provide students with an appropriate environment for high learning outcomes, appropriate facilities are used for different classes, such as multiple classrooms with easy-to-move chairs with attached desk notes, making it easy to organize work in pairs, larger or smaller groups, when needed.

The students have free access to the library with a total area of 286m<sup>2</sup> with a wide range of books and scientific articles, which are regularly updated. The university subscribes to the electronic resource platform EBSCOhost, which students can use to connect from any computer in a convenient place and time, which provides free access to information, preparation for exams, study and graduation theses. ISMA staff regularly publishes scientific articles in freely available scientific collections such as ResearchGate.net and Academia.edu. ISMA students are also encouraged to register for resources and use freely available information for scientific purposes.

The range of available literature that most directly relates to the needs of the study programme “Business Administration” is shown in table:

Topics	Literature		Division by languages		
	Title	Number of units	Latvian	English	Other
Economics and finances	582	871	230	46	595
Management science	538	688	135	95	458
Entrepreneurship	1176	1765	536	108	1121
Marketing	298	494	143	46	305
Other social sciences	417	564	195	42	327
Scientific research	27	33	2	5	26

More information on the infrastructure and logistics facilities can be found in section II, Chapter 3, clauses 3.1 to 3.3.



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

Teacher staff members regularly share their experience in using new, modern teaching methods, acquiring e-environment opportunities, developing creative thinking and discussing similar issues within the annual conference "Open Learning and Distance Education", which was held for the 18th time in January 2020. During the conference there is an opportunity to get acquainted with the latest research and discoveries, listening to speakers, as well as meet in person with colleagues from various Latvian and foreign educational institutions and other organisations.

Starting from April 2019, ISMA has launched a new initiative, which is also aimed at promoting the cooperation of lecturers in pedagogical-methodological work. On April 23-26, 2019, ISMA hosted the first Erasmus + Staff Teaching and Training Week at ISMA University of Applied Sciences. In an informal atmosphere, the participants had the opportunity to discuss the most topical issues of higher education, to develop recommendations for promoting student mobility, as well as to share experiences on the specifics of the implementation of the learning process in Ukraine, Lithuania, Portugal and other countries. The ISMA initiative received a great response from the teaching staff, and it is planned to develop this initiative by inviting visiting lecturers to lead seminars and lectures for students and lecturers on current issues in various fields.

ISMA professors actively use Erasmus + opportunities and give lectures at foreign universities:

Nr	Name	Surname	Country	Name of the University
2019				
1	Viktors	Gopejenko	Greece	Technological Educational Institute of Crete
2	Ivars	Linde	Bulgaria	St.Cyril and St.Methodius University of Veliko Tarnovo
3	Jevgenija	Dehtjare	Greece	Technological Educational Institute of Crete
4	Olga	Verdenhofa	Lithuania	Klaipėdos valstybinė kolegija (KVK)
5	Valentīna	Djakona	Lithuania	Klaipėdos valstybinė kolegija (KVK)
6	Deniss	Djakons	Ukraine	Cherkasy state business-college
7	Antonina	Djakona	Ukraine	Cherkasy state business-college
2018				
1	Viktors	Gopejenko	Greece	Technological Educational Institute of Crete
2	Inese	Spīča	Italy	Accademia Di Belle Arti Di Brera

3	Jeļena	Lukjanova	Bulgaria	University of Veliko Turnovo St Cyril and St. Methodius
4	Olga	Verdenhofa	Lithuania	Klaipėdos valstybinė kolegija (KVK)
5	Valentina	Djakona	Lithuania	Klaipėdos valstybinė kolegija (KVK)
6	Deniss	Djakons	Lithuania	Klaipėdos valstybinė kolegija (KVK)
7	Marga	Živitere	Lithuania	Klaipėdos valstybinė kolegija (KVK)
8	Viktors	Gopejenko	Lithuania	Klaipėdos valstybinė kolegija (KVK)
9	Ivars	Linde	Lithuania	Klaipėdos valstybinė kolegija (KVK)
10	Antonina	Djakona	Poland	Wyższa Szkoła Administracyjno-Społeczna
11	Viktorija	Riashchenko	Italy	Accademia Di Belle Arti Di Brera
12	Olga	Verdenhofa	Kazakhstan	Karaganda Economic University of Kazpotrebsoyuz
13	Viktoriia	Riashchenko	Ukraine	Higher Educational Establishment of Ukoopspilka Poltava University of Economics and Trade Puet
2017				
1	Inese	Spīča	Portugal	Instituto Universitário da Maia
2	Valentina	Djakona	Bulgaria	Vassil Levski National Military University
3	Antonina	Djakona	Bulgaria	St. Cyril and St. Methodius University of Veliko Turnovo
4	Olga	Verdenhofa	Bulgaria	Vassil Levski National Military University
5	Olga	Verdenhofa	Ukraine	Cherkasy state business-college
2016				
1	Viktoriia	Riashchenko	Lithuania	Klaipėdos valstybinė kolegija
2	Viktors	Gopejenko	Italy	Universita Del Salento
3	Jurijs	Šuņins	Finland	Ita-Suomen Yliopisto
4	Valentina	Djakona	Bulgaria	St. Cyril and St. Methodius University of Veliko Turnovo

5	Olga	Verdenhofa	Bulgaria	St. Cyril and St. Methodius University of Veliko Turnovo
6	Deniss	Djakons	Poland	Wyzsza Szkola Administracyjno-Spoleczna w Warszawie
2015				
1	Marga	Živitere	Lithuania	Klaipedos valstybine kolegija
2	Viktoriia	Riashchenko	Lithuania	Klaipedos valstybine kolegija
3	Jevgenija	Dehtjare	Lithuania	Klaipedos valstybine kolegija
4	Viktoriia	Riashchenko	Lithuania	Klaipedos valstybine kolegija
5	Olga	Verdenhofa	Bulgaria	St. Cyril and St. Methodius University of Veliko Turnovo
6	Viktors	Gopejenko	Lithuania	Klaipedos valstybine kolegija
7	Olga	Verdenhofa	Lithuania	Klaipedos valstybine kolegija

### 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.

As of October 15, 2019, the total quantitative indicator of the teaching staff had slightly decreased, i.e. only 14 professors were involved in the implementation of the programme, which is a decrease of 24%. However, at the same time, the analysis of the teaching staff shows that there are significant qualitative changes in their composition. First of all, it should be emphasized that all the teaching staff participating in the implementation of the doctoral study programme have a doctoral degree, i.e. 100% and 87% of them are full-time employees. Secondly, out of all the teaching staff, there are 6 Latvian Council of Science experts, of which the study courses of parts A and B are taught by 5 LCS social science experts, who are elected at ISMA.

During this period, the competences and compliance with formal requirements to ISMA academic staff were regularly assessed and steps were taken to raise the level of qualifications of the selected candidates, first by sending them to traineeships at the EU universities, mainly under ERASMUS, and by updating staff and increasing the proportion of the academic staff elected at ISMA. As a result of the competition, they were elected and transferred from the University of Latvia to ISMA to work as an associate professor (now professor and LCS expert Dr.oec. Inese Spīča) and

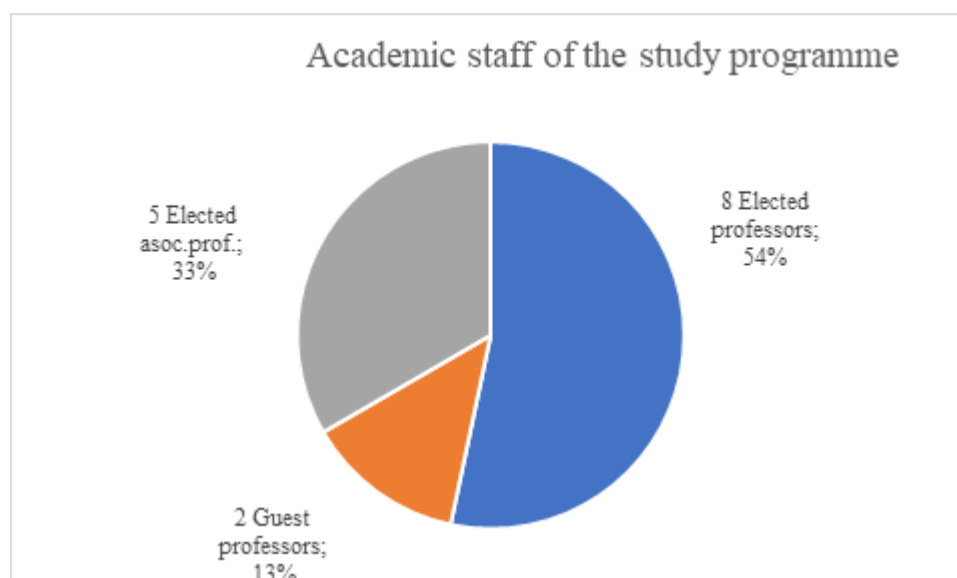
from the International Baltic Academy - Dr.oec. Olga Lukashina. It should be emphasized that Elīna Konstantinova, who was elected a full-time assistant professor at ISMA (graduated from the Latvia University of Agriculture in 2009 and obtained a doctoral degree in economics), is now a full-time professor at ISMA and an LCS expert. Victoria Riaschenko (dr.oec., LCS expert) has been re-elected at ISMA as the main place of work. It should also be noted that D. Djakons, A. Djakona, V. Djakona and I. Linde, who have graduated from the ISMA doctoral programme and obtained a scientific degree, have become involved in the study process as new lecturers.

The analysis of changes in the composition of the teaching staff in the reporting period shows the qualitative development and stabilization of it. The involvement of the above-mentioned LCS experts in the ISMA doctoral study programme - the academic staff completed in September 2019/2020 - fully ensures the quality of the study process.

Thus, in the current situation, the study programme "Business Administration" for obtaining a doctor of science degree is provided with highly qualified academic staff - all the lecturers have a doctoral degree, which is optimal.

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

In accordance with Section 27 of the Law on Higher Education Institutions, the academic staff of ISMA is composed of professors, associate professors, docents, leading researchers, lecturers, researchers, assistants. Academic positions at ISMA are filled in compliance with the legislation of the Republic of Latvia, in accordance with the electoral procedure, which is stipulated in the "ISMA Regulations on the Election to Academic Positions". The regulations include the qualification and eligibility criteria for the teaching staff in accordance with Sections 28, 30, 32, 36, 37, 38 and 40 of the Law on Higher Education Institutions.



As can be seen from the attached curriculum vitae (CV) of the teaching staff, the teaching staff involved in the study programme implements those study courses in which their research results and experience are significant. Thus, for example, prof. I. Spīča (lecturer of the study courses "Current Problems of Management", "Business Environment Management") is the Director of the accredited scientific institution "Business Competence Centre" and a member of the Board of the marketing communication and management consulting company, prof. M. Živitere ("Research Methods in Management Science and Research Design") has rich experience in the development of publications - only in the last 6 years the total number of scientific activities is 137, including: brochures - 3; scientific articles - 95; teaching-methodological publications - 42.

The involvement of practitioners in the study process is one of the priorities of the study programme, as it is a significant competitive advantage for the employment of graduates and ensures investment in economic development. Thus, for example, prof. E. Konstantinova ("EU funds and project management") is a member of the Board / project manager of SIA BaltLine Globe and project manager of SIA Eirokonsultantu nams, and prof. O. Lukashina ("Financial Management") is an experienced tax system consultant.

In recent years, the qualification of the teaching staff involved in the implementation of the study programme (academic staff, visiting professors, associate visiting professors) complies with the conditions of the study programme implementation and the requirements of regulatory enactments (Rector's certifications in the Annexes). The completed composition of the academic staff involved in the implementation of ISMA doctoral study programme fully ensures a high-quality study process.

At the same time, the issues of attracting visiting professors from other Latvian and foreign universities are being addressed for managing and consulting doctoral theses. Mutual agreement is reached with prof. Iryna Kalenyuk (Director of the Institute of Economic Development Studies SHEE "Kyiv National Economic University named after Vadym Hetman", Ukraine) and M. Petrova (Director of the Distance Education Department St. Cyril and St. Methodius University of Veliko Tarnovo, Bulgaria), who have significant experience in the scientific management of doctoral theses. Of foreign universities, a cooperation agreement on professorship and student exchange has been concluded with Vilnius University (ERASMUS), ISM (LT), University of Barcelona (Spain), University of Kiev, as well as networking (ERASMUS cooperation agreements, professorship exchange, program comparison) and collaboration development with several other universities takes place.

Thus, in the current situation, the doctoral study programme "Business Administration" is provided with highly qualified academic staff - all lecturers have a doctoral degree. However, the stable maintenance and increase in the number of matriculated students in recent years indicates the need to increase the number of adequate academic staff. In addition, the need to renew the professorship within the next six years is considerable.

The policy of selection, renewal, training and development of the academic staff is one of the main components of the long-term planning document "ISMA operation and development long-term strategy for 2009-2016" (Approved at ISMA Senate meeting of June 27, 2018, decision No. 3-18). (1.3.2.). The policy is prepared on the basis of the ISMA current situation - achievements and feasibility assessment, and is specified and updated every year.

The basic principle of the personnel selection, renewal, training and development policy is in compliance with the legislation and the current requirements of the third level higher education - doctoral study programmes. Based on this, there are also criteria set for job applicants. The main ones are as follows: 1) the applicant's scientific degree / doctoral studies; 2) results of scientific activity in accordance with the ISMA doctoral study programme and readiness to conduct active

scientific research, 3) good knowledge of the state language and English; 4) pedagogical work experience in higher education institutions and / or work experience in the field of business management, 5) students' feedback on the quality of classes.

- When nominating candidates, in case of equal indicators, preference is given to ISMA applicants in order to motivate the staff to move up the career ladder.

Thus, first of all, the teaching staff of ISMA who have already obtained a doctoral degree are considered:

- Olga Verdenhofa (2017);
- Jeļena Lukjanova (2019);
- Tatjana Odinokova (2019).

The system of training new top-level specialists ensures compliance with the replacement of specific professors.

The preparation and training of new teaching staff also takes other forms:

- special methodological classes / conferences at the university (departments and methodological commission);
- training of academic staff - qualification raising courses, internships and lectures at foreign universities;
- methodological sections, activities of professor groups, etc.

Based on previous experience, we have planned to continue attracting highly qualified and experienced academic staff from other universities as needed.

Thus, we can conclude that the policy of selection, renewal, training and development of the academic staff for the next six years has been carefully planned (section of the long-term planning document "ISMA Development Strategy" for 2018-2023), and considerable work has been done to ensure the compliance of the study process with modern requirements. However, there are still untapped opportunities in this field, such as target doctoral studies not only in Latvian but also in foreign universities, development of joint doctoral study programmes of several universities, etc.. ISMA has carried out fruitful activities in this area.

**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).**

Marga Živitere	<ul style="list-style-type: none"> <li>· Oborenko Z., Rivza B, Zivitere M., Konstantinova E. (2019). Enhancing Vocational Rehabilitation to Meet Labour Market Demands: Perspective of Latvia. In: 6th International Multidisciplinary Scientific Conference on SOCIAL Sciences and Arts SGEM 2019, Conference Proceedings, Vol.6, Issue 2, pp. 503-510, DOI: 10.5593/SWS.ISCESS.2019.2</li> <li>· Oborenko Z., Zivitere M., Konstantinova E. (2019). Employment and People with Disabilities: Issues and Solutions in the Ventpils City of Latvia. In: 6th International Multidisciplinary Scientific Conference on SOCIAL Sciences and Arts SGEM 2019, Conference Proceedings, Vol.6, Issue 2, pp. 495-502, DOI: 10.5593/SWS.ISCESS.2019.2</li> <li>· Zivitere M., Konstantinova E, Oborenko Z. (2019) Problems of the Ventpils Region Labour Market and Proposals for Situation Improvement (Ventpils novada darba tirgus problēmas un priekšlikumi situācijas uzlabošanai) 13th International Scientific Conference SOCIETY. INTEGRATION. EDUCATION. 24.-25 May 2019, Rēzekne, Latvia. Conference Proceedings, pp. 574-585 (iesniegts indeksācijai datu bāzē SCOPUS).</li> <li>· Zivitere, M., Riiashchenko, V., Oborenko, Z.(2019). Tourism for all: accessible tourism in Latvia. In: Development and Transformation Process in the Tourism Industry under the Condition of Globalization. Collective Monograph Editor Dr. Remigijus Kinderis, ISBN 978-609-454-384-5 (Online). Klaipeda State University of Applied Sciences, Lithuania 2019 p.23-30</li> <li>· Kopitov R, Zhiivitere M, Riashchenko V. (2019) Enhancing business safety: improving value-based management. In: Security of the XXI century: National and Geopolitical aspects, collective monograph. In editor I.Markina, Dr.oec. (Economics), prof. Nemoros S.r.o. Prague, 2019 p. 115-126</li> <li>· Zivitere M., Riashchenko V., Oborenko Z. (2019). Tourism for all: Accessible Tourism in Latvia. Ed. Dr. Remigijus Kinderis. The collective monograph "development and transformation processes of the tourism industry under the conditions of globalization" 2019, Lithuania 23-39 p. // <a href="http://ebooks.kvk.lt/kalba-2/">http://ebooks.kvk.lt/kalba-2/</a></li> <li>· Zivitere M., Almar N. (in press) <b>Optimization of data management system between organisations (JBE20191029-1)</b> Paper Acceptance Notice JBE20191029-1 from Journal of Business and Economics, USA (ISSN2155-7950) for publication, Academic Star Publishing Company, USA</li> <li>· Алмар Н.А., Живитере М.И. Оптимизация системы управления данными между организациями (Optimization of data Management System between Organizations). In: Modern Economy Success (включен в список ВАК с 12.02.2019г., РИНЦ (Elibrary.ru) и в Международную базу данных AGRIS eLibrary.ru) 2019, № 4 с.117-122 (nav citēts)</li> </ul>
Elīna Konstantinova	<ul style="list-style-type: none"> <li>· E. Konstantinova, L. Brunina, A. Persevicā, A. Zvaigzne (2018). Economic Valuation of Ecosystem Services: a Case Study for Sustainable Management of Degraded Peatlands in Latvia. Environment. Technology. Resources. Rēzekne, Latvia Proceedings of the 12th International Scientific and Practical Conference. Volume I, 110-113, 2019., Citēts: <i>Elesvier SCOPUS</i></li> <li>· E. Konstantinova, L. Brunina, A. Persevicā (2018). Sustainable Management of Peat Extraction Fields. Environment. Technology. Resources. Rēzekne, Latvia Proceedings of the 12th International Scientific and Practical Conference. Volume I, 114-117, 2019., Citēts: <i>Elesvier SCOPUS</i></li> <li>· Konstantinova E., Brunina L., Peršēvica A., Hoņavkol. (2017). Assessment of ecosystem sand ecosystem services for sustainable land use management in Latvia. Engineering for rural development. 16th International Scientific Conference Proceedings, Volume 16, Jelgava 2017, 1145-1150, Citēts: <i>Elesvier SCOPUS</i>, <i>Thomson Reuters Web of Science</i>.</li> <li>· Konstantinova E., Brūniņa L., Peršēvica A., Živitere M. (2017). Assessment of ecosystem services for sustainable development and land use management. "SOCIETY. INTEGRATION. EDUCATION." Proceedings of the International Scientific Conference May 26th-27th, 2017, Volume IV, Rēzekne 2017, 257-269., Citēts <i>Thomson Reuters Web of Science</i></li> <li>· Brūniņa L., Konstantinova E., Peršēvica A. (2016). Necessity of mapping and assessment of ecosystem services in planning and decision making process, "SOCIETY. INTEGRATION. EDUCATION." Proceedings of the International Scientific Conference May 27th-28th, 2016, Volume IV, Rēzekne 2016, 234-244., Citēts <i>Thomson Reuters Web of Science</i></li> <li>· Arhipova I., Konstantinova E., Belmane N., Kristaps G. (2019) Ecosystem Services Economic Valuation Model: Case study in Latvia. 22nd EBES Conference – Rome proceedings. May 24-26, 2017. Rome, p. 1417-1426. Raksts publicēts <i>Springer's series Eurasian Studies in Business and Economics</i>, Citēts: <i>Elesvier SCOPUS</i></li> <li>· ■ Zivitere M., Oborenko Z., Konstantinova E. (2016). Disability Management in the workplace: Problems and Trends in Latvia. 6th International Interdisciplinary Scientific Conference "SOCIETY &lt; HEALTH, WELFARE" November 23-25, 2016, RSU, Abstracts, 143. lpp. Citēts <i>Elesvier SCOPUS</i></li> <li>· ■ Brūniņa L., Konstantinova E. (2012). Estimation of potential impact of coastal erosion protection in Latvia. No: XVIII Starptautiskā zinātniskā konference "Research for Rural Development 2012", Konferenču rakstkrājums, Latvija, 16.-18. maijs, 2012. Annual 18th ISCR Research for Rural Development 2012 Volume 1, ISSN 1691-4031 (print), ISSN 2255-923X (online). Citēts <i>EBSCO Academic Search Complete</i>, <i>Thomson Reuters Web of Science</i>, <i>Elsevier SCOPUS</i>.</li> <li>· ■ Konstantinova E., Rosa A. (2013). Development of conceptual model for coaching to improve the efficiency of organization. No: 2013 International Academic Conference organized by International Institute of Social and Economic Sciences on September 1-4, 2013 in Prague, the Czech Republic, Conference Proceedings II (3), Published by International Institute of Social and Economic Sciences (IISSES), 117.124. lpp., ISBN 978-80-905241-7-0., <a href="http://iises.net/proceedings-of-the-7th-international-academic-conference.html">http://iises.net/proceedings-of-the-7th-international-academic-conference.html</a></li> <li>· ■ Brūniņa L., Konstantinova E. (2013). Assessment of coastal erosion management and implementation models in Latvia. Baltic Sea Science Congress 2013. New Horizons for Baltic Sea Science, Klaipeda, Lithuania. Abstract Book, 144 lpp., ISBN 978-9986-31-417-2.</li> </ul>
Olga Lukašina	<ol style="list-style-type: none"> <li>1). Olga Lukašina «Ceļvedis Latvijas nodokļu likumdošanā». Praktisks palīg līdzeklis. -167 lpp. Rīga,., 2019. janvāris, Rīga, SIA „INFO TILTS” ISBN 978-9934-8761-9-6.</li> <li>2). Olga Lukašina, Jekaterina Juhimēca. „Komercdarījumu grāmatvedības uzskaitē un nodokļu piemērošana” – 192 lpp. 2019. marts; Rīga, SIA „Lietišķās informācijas dienests”. - ISBN 978-9984-896-21-2</li> </ol>

Valentina Djakona	<p>1. Čelika M., Djakona V., Verdenhofa O., Dehtjare J. Management of intellectual capital in the conditions of transforming education ATEE conference proceedings. LU University, June 7th -8th, 2019. Theses submitted.</p> <p>2. Валентина Михайловна Дьякон, Особенности построения комплексной системы управления интеллектуальным капиталом предприятия, ИК на НВУ "Васил Левски", Сборник доклады от ГУНК, 20-21.10.2016, том 7, с.109-118; ISSN 1314-1937.</p> <p>3. Dyakona Valentina, Petrova Mariana, Dimitrova Sevdalina, ASSESSMENT-BASED MANAGEMENT OF ENTERPRISE'S INTELLECTUAL CAPITAL, №3(7), March 2016, Proceedings of the II-nd International Scientific and Practical Conference "Innovative Technologies in Science" (February 25 – 26, 2016, Dubai, UAE)", ISSN 2413-1032, p.68-74 Indexed in: Google Scholar, EBSCO A-to-Z, РИНЦ, OCLC WorldCat, Open Access Infrastructure for Research in Europe (OpenAIRE), Bielefeld Academic Search Engine (BASE), Registry of Open Access Repositories (ROAR), Research Papers in Economics (RePEc), EBSCO Discovery Service, Cyberleninka, Socionet.</p> <p>4. Петрова, М.М., ДЪЯКОНА, В., Димитрова, С.И., СИСТЕМА УПРАВЛЕНИЯ ИНТЕЛЛЕКТУАЛЬНЫМ КАПИТАЛОМ ПРЕДПРИЯТИЯ, International Journal of Innovative Technologies in Economy. ISSN 2412-8368(p) ISSN 2414-1305 (Online) Издательство: ROST (Dubai), Номер: 1 (3) Год: 2016 Страницы: 16-21. Indexed in: Google Scholar, РИНЦ.</p> <p>5. Dyakona Valentina, The essence and the stages of conducting the monitoring of the development of a company's intellectual capital, Ekonomiks&amp;Edukation – International Scientific Journal. ISSN 2500-946X, Publisher: ISMA University Riga, 2016 Vol. 1, Issue 2, 2016 p. 19-23.</p> <p>6. Dyakona Valentina —Genesis of the Theory of Intellectual Capital and Its Importance in Modern Economy]], Information Technologies, Management and Society. ISMA University ISSN 1691-2489, ISSN 2255-9345, April, 2015 Riga, Volume 8, No.1 p. 68-71.</p> <p>7. Одинокова Т. Д., Лукьянова Е., Валентина Дьякон. Инновационная активность малых и средних предприятий как фактор экономического роста, сп.Диалог, бр.2, 2018 Indexed in: ErihPlus CEEOL, EBSCO Publishing, Google, BASE, RePEc - Research Papers in Economics</p>
Jeļena Lukjanova	<p>1.Одинокова Т. Д., Лукьянова Е., Валентина Дьякон. Инновационная активность малых и средних предприятий как фактор экономического роста, сп.Диалог, бр.2, 2018 Indexed in: ErihPlus CEEOL, EBSCO Publishing, Google, BASE, RePEc - Research Papers in Economics</p> <p>2. Лукьянова Е., Одинокова Т. Д. Инновации как главный вызов сферы оздоровительного туризма в Латвии/ Innovations as the main challenge in the field of health tourism in Latvia. Международная Научная Конференция ДИЛЕММЫ/ 19 ноября 2018, Modlińska 51, 03-199 Варшава, Польша</p> <p>3. Lukjanova, J. Problems and Trends of Regional Tourism Development in Latvia. Economics. Ecology. Socium 2019, 3, 1-11. Institute of Market Problems and Economic-and-Ecological Research of the National Academy of Sciences of Ukraine, Odessa, Ukraine. ISSN-L: 2616-7107 Indexed in: Google Scholar, Index Copernicus International; POL-index; Directory of Open Access Journals (DOAJ); Vernadsky National Library of Ukraine; Polska Bibliografia Naukowa; BASE / Bielefeld Academic Search Engine; Google Academy (Google Scholar); ROAD /Directory of Open Access scholarly Resources; Directory of Research Journals Indexing; WorldCat (OCLC).</p> <p>4.J. Lukjanova, O. Sushchenko and O.Zyma. Educated and competent staff as important factor of innovation development of machine-building and metalworking industry in Latvia. MATEC Web Conf. Volume 297, 2019/ X International Scientific and Practical Conference "Innovations in Mechanical Engineering" (ISPCIME-2019). - <a href="https://doi.org/10.1051/mateconf/201929706006">https://doi.org/10.1051/mateconf/201929706006</a></p> <p>5. Lukjanova J. The role of health tourism in reducing the number of occupational diseases and accidents in the mechanical engineering and metalworking sectors in Latvia. MATEC Web Conf. Volume 297, 2019 X International Scientific and Practical Conference "Innovations in Mechanical Engineering" (ISPCIME-2019). - <a href="https://doi.org/10.1051/mateconf/201929707007">https://doi.org/10.1051/mateconf/201929707007</a></p> <p>6. Lukjanova J. Problems of using information technologies in educational process in latvian schools. -</p> <p>Сб. трудов V Междунар. науч.-практ. конф., 15-16 ноября 2019 г., г. Стерлитамак / отв. ред. С.С. Салаватова. – Стерлитамак: Стерлитамакский филиал БашГУ, 2019. – 183 с. ISBN 978-5-86111-688-6</p> <p>7.J.Lukjanova. Latvian experience of industrial former zones use and objects of industrial herities for recreational purposes. - V Международная научно-практическая Интернет-конференция</p> <p>8. Рекультивация выработанного пространства: проблемы и перспективы. - Белово, Кемерово, Новосибирск, Шумен, 1-10 декабря 2019</p> <p>9.J.Lukjanova. Competitiveness increase as a condition of the health development tourism in Latvia. - "Biznesa kompetences", zinātnisko rakstu krājums., 11.starprautiskā zinātniski praktiskā konference "Biznesa kompetence", 2019. Rīgā</p>



Jevgenija Dehtjare	<p>1.1 J.Dehtjare, V. Rjaschenko. Outsourcing in Latvia: challenges and benefits. – Science and Processes of Education, No 1(18), Lithuania, 2014. – pg. 30-35. ISSN 2345-0681 (IndexCopernicus datu bāzē <a href="http://journals.indexcopernicus.com/masterlist.php?q=2345-0681">http://journals.indexcopernicus.com/masterlist.php?q=2345-0681</a>)</p> <p>1.2 Dehtjare J., Rjaschenko V. Marketing the Social Entrepreneurship. - Applied Research in Health and Social Sciences: Interface and Interaction, 2015, No. 12 ISSN 1822-3338</p> <p>1.3 Dehtjare J. Digitalization of the Hospitality Industry and its Impact on Education. Collective monograph "Development and Transformation Processes in the Tourism Industry Under the Conditions of Globalization". Klaipeda State University of Applied Sciences. 2019 – E-book proceedings, ISBN 978-609-454-384-5., 106-113 pg. (Internet, <a href="http://ebooks.kvk.lt/info/1811/development-and-transformation-processes-in-the-tourism-industry-under-the-conditions-of-globalization/">http://ebooks.kvk.lt/info/1811/development-and-transformation-processes-in-the-tourism-industry-under-the-conditions-of-globalization/</a>)</p> <p><b>Raksti zinātnisku konferenču rakstu krājumos:</b></p> <p>1.1 V. Rjaschenko, J.Dehtjare. Modern Concepts of Trade and HoReCa Rebranding. 3. Starptautiskā zinātniski praktiskā konference „Tirdzniecības tirgvedība”, 26.11.2014., Rīga – 8 pg. (CD proceedings)</p> <p>1.2 J.Dehtjare. Modern Tendencies of the World Tourism. – The 12th International Conference „Information Technologies and management 2014”. April 16-17, 2014, Riga, Information Systems Management Institute. – CD proceedings, 10 pg.</p> <p>1.3 J.Dehtjare, V. Rjaschenko. Social entrepreneurship: issues and trends. - The 13th International Conference „Information Technologies and management 2015”. April 16-17, 2015, Riga, Information Systems Management Institute – CD proceedings, 6 pg.</p> <p>1.4 Dehtjare J. Digital Technologies in Tourism – a Key to Competence. "Biznesa kompetences", zinātnisko rakstu krājums., 10.starptautiskā zinātniski praktiskā konference "Biznesa kompetence", 12.12.2018. Rīgā – gatavojas publicēšanai 2019.gadā – 9 lpp.</p> <p>1.5 J.Dehtjare, V. Rjaschenko. Marketing Mix as a Tool to Ensure Sustainable Competitiveness for a Private Higher Education Institution in Latvia. - The 17th International Conference „Information Technologies and management 2019”. April 25-26, 2019, Riga, Information Systems Management Institute – CD proceedings, 5 pg.</p> <p>1.6 V. Rjaschenko, J.Dehtjare. Modern universities: the main directions of development strategies - The 17th International Conference „Information Technologies and management 2019”. April 25-26, 2019, Riga, Information Systems Management Institute – CD proceedings, 5 pg.</p> <p>1.7 Dehtjare J., Rjaschenko V. Trends of Social Entrepreneurship. - Economics and Education. Submitted, to be published in November 2019</p> <p>1.8 Dehtjare J., Gehtmane-Hofmane I., Korjuhina J. An application of modern technological solutions in order to enhance the process of distance learning. ATEE conference proceedings. LU University, June 7th -8th, 2019. Submitted., to be indexed in WoS.</p> <p>1.9 Rjaschenko V., Dehtjare J. Competence approach in higher education. ATEE conference proceedings. LU University, June 7th -8th, 2019. Submitted., to be indexed in WoS.</p> <p>1.10 Djakona V., Dehtjare J. Управление интеллектуальным капиталом в условиях трансформирования образования ATEE conference proceedings. LU University, June 7th -8th, 2019. Submitted., to be indexed in WoS.</p> <p>1.11 Galkina J., Verdenhofs O., Djakona V., Dehtjare J. Problems of improving the market mechanisms to regulate the market of educational services. Publication is in a preparatory stage. ATEE conference proceedings. LU University, June 7th -8th, 2019. Submitted., to be indexed in WoS.</p>
Viktorija Rjaschenko	<p>1. V. Riashchenko, M. Zivitere, I. Markina (2013). The Concept of Professional Motivation of Business Students. 4th International Conference on New Horizons in Education, Volume 106, 10 p. 2652-2660. Imprint: ELSEVIER. ISSN: 1877-0428</p> <p>2. Marga Živitere, Viktorija Riashchenko. Mechanical Implementation Of Business Process Reengineering – Innovative Infotechnologies for Science, Business and Education, ISSN 2029-1035 – 1(14) 2013 – Pp. 30-35.</p> <p>3. J. Dehtjare, V. Rjaschenko (2014). Outsourcing in Latvia: challenges and benefits. Science and Processes of Education, No 1(18), p. 30-35. (EBSCOhost, IndexCopernicus, Scientific Journal Impact)</p> <p>4. V. Riashchenko, M. Zivitere, I. Markina (2015). Teacher – pedagogical creativity and developer promoter. Original Research article Procedia Social and behavior science. Volume 174, 12 February 2015, Pages 4068-4073. Imprint: ELSEVIER. ISSN: 1877-0428</p> <p>5. Наукові розробки, передові технології, інновації [збірник наукових праць та тез наукових доповідей за матеріалами III Міжнародної науково-практичної конференції]. - Сьомич М., Рясченко В. Правове забезпечення діяльності підприємництва аграрного сектору України — Прага-Будапешт-Київ, — К.: НДІСР. — 2016. — 280 с. - <a href="http://sried.in.ua/uploads/magazine/konf-05-2016.pdf">http://sried.in.ua/uploads/magazine/konf-05-2016.pdf</a></p> <p>6. Mechanisms and models of development of entities tourism business. Collective monograph, edited by A. Berezin, M. Bezpartochnyi - Bezpartochnyi M., Krēšlīņš K., Riashchenko V. Methodological tools for assessing suppliers of trade enterprises. ISMA University. Riga, 2016. – 254 p.</p> <p>7. Innovative approaches in the management of competitiveness of businesses. Collective monograph, edited by A. Berezin, M. Bezpartochnyi - Bezpartochnyi M., Živitere M., Riashchenko V. Use of cluster analysis to ensure the effective functioning and development of retail. Latvian Academy of Sciences. Riga: «Landmark» SIA, 2016. – Vol. 2 – 196 p.,</p> <p>8. V. Riashchenko, M. Zivitere (2017). The Development of the innovative capacity of Latvia. 11th International Technology, Education and Development Conference, March 6-8, Valencia (Spain). Pages 10071-10074. ISBN: 978-84-617-8491-2</p> <p>9. V. Riashchenko, C.Koryuhina, T. Shamshina (2016). Organizational-economic conditions for the development of youth tourism. Economics and Region, № 5 (60) – 2016 – PoltNTU - <a href="file:///D:/vrjashch/Downloads/%D0%97%D0%B1%D1%96%D1%80%D0%BD%D0%B8%D0%BA%20%E2%84%96(60)%20(1).pdf">file:///D:/vrjashch/Downloads/%D0%97%D0%B1%D1%96%D1%80%D0%BD%D0%B8%D0%BA%20%E2%84%96(60)%20(1).pdf</a></p> <p>10. V. Rjaschenko (2017). Environment. Technology. Resources. 11th International Scientific and Practical Conference. Promoting social entrepreneurship product. Conference papers are indexed in the SCOPUS database. Rezekne Academy of Technologies June 15, 2017 – June 17, 2017</p> <p>11. Riashchenko V. Innovative activity in latvia: problems and prospects Collective monograph, edited by Markina I. A., Aranchiy V.I., Safonov Y. M., Lepeyko T. I. and other Management of the 21st century: globalization challenges: [monograph] / in edition I.A. Markina. – Poltava: Publisher house «Simon». – 2017. – 728 p. ISBN 978-966-2989-65-6</p> <p>12. Zhivitere M., Riashchenko V., Radin M. Complex mechanism development of organization design. Collective monograph, edited by Markina I., Aranchiy V., Safonov Y. and others. Management of the 21st century: globalization challenge. — Prague. — Nemoros.r.o. — 2018. — Czech Republic. — 508 p.</p> <p>13. Riashchenko V., Zhivitere M., Radin M. Methodology of reengineering business processes in conditions of implementation of contemporary management methods of the enterprise. . Collective monograph, edited by Markina I., Aranchiy V., Safonov Y. and others. Management of the 21st century: globalization challenge. — Prague. — Nemoros.r.o. — 2018. — Czech Republic. — 508 p.</p>

Olga Verdenhofa	1. O. Djakona, R. Djakons, R. Kopitovs. Comprehension of management problems forms understanding of business tasks.– The 12 <sup>th</sup> International Conference „Information Technologies and management 2014”. April 16-17, 2014, Riga, Information Systems Management Institute.
	2. O. Verdenhofa. Современное развитие автономии университетов. – 7. Starptautiskā zinātniski praktiskā konferencē Biznesa kompetences, Rīga, 2015. gada 25. novembrī.
	3. O. Verdenhofa. Роль автономии университетов в обеспечении конкурентоспособного образования. – 7. Starptautiskā zinātniski praktiskā konferencē Biznesa kompetences, Rīga, 2015. gada 26. novembrī.
	4. O. Verdenhofa. Формы автономии университетов. – 7. Starptautiskā zinātniski praktiskā konferencē Biznesa kompetences, Rīga, 2015. gada 27. novembrī.
	5. O. Verdenhofa. Обеспечение автономии учебных заведений в системе регуляторных механизмов. – XVI Міжнародная науково-практична конференція «Конкурентоспроможність національної економіки», 7-8 April, 2016, p. 97 -101, Kiev, Ukraine.
	6. O. Verdenhofa. Features of regulation of the market of educational services. Университетска научна конференция «Социални, стопански и правни науки», 20-21 October, Veliko Tarnovo, 2016, p. 99-108.
	7. R. Djakons, O. Verdenhofa. Европейська вища освіта як основа освітнього туризму. Міжнародная науково-практична конференція “Інтернаціоналізація вищої освіти України: концептуальні засади, здобудки, проблеми, перспективи розвитку», MNTU, 15-16 December, 2017, Kiev Ukraine.
	8. Čelika M., Djakona V., Verdenhofa O., Dehtjare J. Management of intellectual capital in the conditions of transforming education ATEE conference proceedings. LU University, June 7 <sup>th</sup> -8 <sup>th</sup> , 2019. Theses submitted.

**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).**

#### **Elīna Konstantinova**

- **Demonstration of climate change mitigation potential of nutrients rich organic soils in Baltic States and Finland (LIFE OrgBalt)**, LIFE18 CCM/LV/001158 Eiropas Komisijas LIFE programma, 2019.-2023.g. (3 352 748.00 EUR) - leader researcher / socio-economic expert
- **Water reuse policies advancement for resource efficient European regions, Aquares (PGI05592)**, INTERREG EUROPE programme, ERDF, 2018.-2022. (1 835 546 EUR) – expert
- **Assessment of ecosystems and their services for nature biodiversity conservation and management/Ekosistēmu un to pakalpojumu novērtējums**, LIFE13 ENV/LV/000839, Eiropas Komisijas LIFE programma, 2014.-2020.g. (753 000 EUR) - leader researcher / socio-economic expert
- **Sustainable and responsible management and re-use of degraded peatlands in Latvia/Izstrādāto kūdras purvu ilgtspējīga un atbilstīga izmantošana Latvijā**, LIFE14CCM/LV/001103, Eiropas Komisijas LIFE programma, 2015.-2019.g. (1 828 000 EUR) - leader researcher / socio-economic expert
- **Pētījums “Ventspils pilsētas un novada iedzīvotāju bezdarba iemesli un priekšlikumi situācijas uzlabošanai”**, Ventspils pilsētas domes pētījums sadarbībā ar Ventspils augstskolu, 2017.gads (3000 EUR) – researcher / expert
- **Piekrastes biotopu apsaimniekošana dabas parka “Piejūra”**, LIFE CoHaBit LIFE15 NAT/LV/000900, Eiropas Komisijas LIFE programma, (~970 067 EUR), 2016.-2020. - leader researcher / socio-economic expert
- **Pētījums „Eiropas Komisijas iniciatīvas JESSICA ieviešanas iespēju Rīgas domes pilsētvides attīstības un atjaunošanas projektu īstenošanai izvērtēšana”** ietvaros, Rīgas domes Pilsētas attīstības departaments, 2013.gads (19000 EUR) – expert
- **Novērtēšanas pētījums „Aktīvā nodarbinātības pasākuma “Apmācība darba iemaņu iegūšanai un uzturēšanai, ja darba devējs ir pašvaldība” rezultātu novērtējums”** izstrāde, NVA Nr.2010/61\_ESF, 2011.gads (10000 EUR)– expert

- ESF līdzfinansēta pētījuma vadība „**Darba tirgus pieprasījuma vidēja termiņa un ilgtermiņa prognozēšanas un uzraudzības sistēmas attīstība**”,  
1DP//1.3.1.7.0/10/IPIA/NVA/001, 2013.gads (17000 EUR) – project manager

## **Viktors Gopejenko**

01.12.2010-30.11.2014. The 7th European Framework Project (N 247007) CACOMEL - Nano-carbon based components and materials for high frequency electronics (V.Gopejenko, J.Šuņins)

30.01.2013-31.12.2014. *Project Number - 530340-TEMPUS-1-2012-1-AZ-TEMPUS-JPHES ECDL National Operator and Test Centers in Azerbaijan (V.Gopejenko)*

01.07.2015-31.12.2015 ERAF STRAT Ventspils, VeA Nr. 2015/0029/2DP/2.1.1.3.3/15/ IPJA/VIAA/012. (V.Gopejenko, J.Šuņins, A.Djakone, D.Djakons )

2014.-2015.- Belarus-Latvia Bilateral Project Correlation of electromagnetic, mechanical and heat properties of aerogels and polymer composites with nanocarbon inclusions (2014-2015); Nr. LV-BY/2015 (V.Gopejenko, J.Šuņins)

Call ID: FP7-PEOPLE-2009-IRSES Instrument: MC-IRSESTitle: Nano-carbon based components and materials for high frequency electronics Acronym: CACOMEL LU CFI theoretical group, ISMA research group **Projekta vadītājs/ izpildītājs Scientific Supervisors/ Participant** . Yuri N. Shunin (ISMA)Project coordinator: **Sergey Maksimenko** Institute of Nuclear Physics of BGU, Belarus 2010/2014.

2017.-2020 - ERAF Project „Methods and Tools for the Design in Reconfigurable Environment” Nr. 1.1.1.1/16/A/234 (V.Gopejenko)

1.11.2019-31.10.2021. Project 2019-1-LT01-KA203-060730. Future competences pathways for marketing and ICT education (V.Gopejenko, D.Zmičerevska)

## **Marga Živitere**

Ventspils pilsētas domes pasūtījums un finansējums Ventspils Augstskolai (2017) *“Ventspils pilsētas un novada darba devēju viedokļa noskaidrošana par nodarbinātības esošajām problēmām un vajadzībām tirpmako 3-5 gadu periodam”*. Pakalpojuma Līgums Nr. 1-98/1941, 2017.gada 15.aprīlī, izpildes termiņš līdz 2017.gada 20.augustam. M. Živitere Pasūtījuma izpildes VeA darba grupas vadītāja, 2017.gada 5.jūnija līgums Nr. A 17-79 Ventspilī.

*“Zinaatne un inovācijas” // Projekta dalībniece 2015 VeA Līg. Nr.32/15-P. Projekta ietvaros “Ventspils Augstskola kā zinātniskās institūcijas ekselences un kapacitātes stiprināšana”, līguma nr. 2015/0029/2DP/2.1.3.3./15IPJA/viaa/012 – ERAF STRAT*

EU Tempus programme project “Armenian Coordination Agency ‘University-Employer’” (ARARAT) Project Nr. 530321-TEMPUS-1-2012-1-AM-TEMPUS-SMHES 2012/ 2016 (*Projekta dalībniece*)

EU Tempus programme project “Students self-governance & Democratic Involvement in Kazakhstan” (STUDIK) Project Nr.516802-TEMPUS-1-2011-1-KZ-TEMPUS-SMGR 2013/ 2016 (*Projekta dalībniece*)

EU LLP programme “European Platform for Communities of Practice in Lifelong Learning” (DISCUSS) Project Nr. 543377-LLP-1-2013-1-DE-KA4-KA4MP 2013/ 2015 (*Projekta dalībniece*)

EU Tempus programme project [“Higher Education System Development for Social Partnership Improvement and Humanity Sciences Competitiveness”](#) (HESDESPI) Project Nr. 159338-TEMPUS-1-2009-1-LV-TEMPUS-SMHES 2010 /2013(*Projekta dalībniece*)

LIFE Klimata pārmaiņu samazināšanas projekts “Demonstration of climate change mitigation

potential of nutrients rich organic soils in Baltic States and Finland/ Klimata pārmaiņu mazināšanas pasākumu demonstrācija bioloģiskajām vielām bagātinātās organiskajās augsnēs Baltijas valstīs un Somijā”, LIFE OrgBalt, 2019-2023 – iesniegts apstiprināšanai Eiropas Komisijā – leader researcher / socio-economic expert

Water reuse policies advancement for resource efficient European regions/Ūdens atkārtotas izmantošanas politika resursu efektīvu Eiropas reģionu attīstībai, Aquares (PGI05592), INTERREG EUROPE programme, ERDF, 2018-2022 – leader researcher / socio-economic expert

Sustainable and responsible management and re-use of degraded peatlands in Latvia/Izstrādāto kūdras purvu ilgtspējīga un atbilstīga izmantošana Latvijā, LIFE14CCM/LV/001103, Eiropas Komisijas LIFE programma, 2015.-2019.g. (1 828 000 EUR) - leader researcher / socio-economic expert

Dr.oec. prof. **Inese Spīča**

Starptautiska projekta *Baltic Journal of Business Environment* vadītāja, 2012-2019;

Starptautiska projekta *Baltic Journal of Marketing* vadītāja, 2012-2019;

Starptautiska projekta *Business Competences. Trade Marketing. Business Environment* vadītāja, 2012-2019;

Zinātniskās institūcijas Biznesa kompetences centrs zinātnisko projektu vadītāja:

Tirdzniecības tirgvedība (2012.-2019)

Uzņēmējdarbības vide (2013.-2019)

Bioekonomika (2016.-2019)

”Trīs konferences” 2016.-2019. vadītāja

**Dr.oec. Jevgenija Dehtjare**

Erasmus IP ITSmart 2013-1-IT2-ERA10-52938/I LECCE01, Salento universitātes (Itālija) vadībā, 20.07.14.-02.08.14

### **Projects:**

Programme: Erasmus+

Key Action: KA1 - Learning Mobility of Individuals

Action Type: **KA107** - Higher education student and staff mobility between Programme and Partner Countries

Call Year: 2016, 2017, 2019

Status: beneficiary

Partners:

2016 - UNIVERSITY OF INTERNATIONAL BUSINESS TOO (Kazakhstan), Karaganda Economic University of Kazpotreboysuz (Kazakhstan), M AUEZOV SOUTH KAZAKHSTAN STATE UNIVERSITY (Kazakhstan), SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS (Ukraine), Cherkasy state business-college (Ukraine).

2017 - KARAGANDA ECONOMIC UNIVERSITY OF KAZPOTREBSOYUZ (Kazakhstan), HIGHER

EDUCATIONAL ESTABLISHMENT OF UKOOSPILKA POLTAVA UNIVERSITY OF ECONOMICS AND TRADE PUET (Ukraine), SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS (Ukraine), Cherkasy state business-college (Ukraine).

2019 - Universidade Tiradentes (Brazil), MODERN UNIVERSITY FOR BUSINESS AND SCIENCE (Lebanon), AZM University for Science and Arts (Lebanon), UNIVERZITET DONJA GORICA PODGORICA (Montenegro), SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS ((Ukraine), Cherkasy state business-college (Ukraine).

Mobility of students of all levels, academic staff and non-academic staff - International Credit Mobility (ICM) projects aim to help participants acquire key skills, support their professional development and deepen their understanding of other cultures. ICM aims to increase the capacities, attractiveness and international dimension of the organisations taking part. International ties between institutions will be strengthened, giving the partners the opportunity to increase their visibility at local and global levels.

Programme: Erasmus+

Key Action: KA2 Cooperation for innovation and the exchange of good practices

Action Type: **KA203** Strategic Partnerships for higher education

Call Year 2019

Project Title: **Future competences pathways for marketing and ICT education**

Status: partner

Partners: VILNIAUS UNIVERSITETAS (Lithuania), INFORMACINIŲ TECHNOLOGIJŲ INSTITUTAS (Lithuania), INSTITUTO POLITECNICO DE TOMAR (Portugal), UNIVERSITATEA POLITEHNICA DIN BUCURESTI (Romania).

**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.**

Taking into account that ISMA organizes several annual conferences, in which lecturers are encouraged to participate, almost all lecturers involved in the study programme are actively engaged in scientific research, participate in conferences, develop articles and publications, take part in various projects both in Latvia and abroad. The process and results of scientific activity are integrated into the study process both by acquainting students with the latest discoveries, methods, and models in the field of management science, and by promoting students' participation in the development of research.

A full summary of the lecturers' scientific activities can be found in the Annex, which contains the

curriculum vitae (CV) of the lecturers. Some examples, which are important for the study process and the improvement of study courses, are summarized in the table:

Teaching staff involved	Research/publication/project/practical work	Related study courses
O.Lukašina	Lukašina O. (2019.) Ceļvedis Latvijas nodokļu likumdosanā. Praktisks palīgīdzeklis. Rīga, SIA „INFO TILTS” ISBN 978-9934-8761-94-6. - 167 lpp.	A Financial Management
O.Lukašina	Лукашина О., Байков А. (2014) <i>Предпринимательское право</i> . Учебно-практическое пособие для студентов специальности «управление предпринимательской деятельностью». Rīga: SIA „JUMI” ISBN 9984-30-35-8. - 200 lpp. // <a href="http://bsa.edu.lv/biblioteka/izdaniya.html">http://bsa.edu.lv/biblioteka/izdaniya.html</a>	A Financial Management
O.Lukašina	Olga Lukašina, Jekaterina Juhimeca. „Komerccdarījumu grāmatvedības uzskaitē un nodokļu piemērošana” – 192 lpp. 2019.marts; Rīga, SIA „Lietišķās informācijas dienests”. - ISBN 978-9984-896-21-2	A Financial Management
O.Lukašina	Grāmatvedība un nodokļi uzņēmējdarbībā - personām (grāmatve8888žiem), kas grib paugstināt kvalifikāciju =40st 2015-2019 .;	A Financial Management
O.Lukašina	Olga Lukašina, Jekaterina Juhimeca. „Komerccdarījumu grāmatvedības uzskaitē un nodokļu piemērošana” – 192 lpp. 2019.marts; Rīga, SIA „Lietišķās informācijas dienests”. - ISBN 978-9984-896-21-2	A Financial Management
Lukashina, O., Oborenko, Z., Zivitere, M	Extinguishing Financial Liabilities with Equity Instruments: Theory and Practice Problems. Theses. Procedia Economics and Finance 00 (2014) 000–000 Available online at <a href="http://www.sciencedirect.com">www.sciencedirect.com</a>	A Financial Management
Zhivitere, M. Riaschenko V	Promoting social entrepreneurship product. 11th International Scientific and Practical Conference on Environment. Technology. Resources; Rezekne Academy of Technologies, Faculty of Engineering, Rezekne; Latvia; 15 June 2017 through 17 June 2017. Vide. Technological. Resource - Environment, Technology, Resources, Volume 1, 2017, Pages 309-315; The publication is available in electronic form at: <a href="http://journals.rta.lv/index.php/ETR/article/view/2647/2716">http://journals.rta.lv/index.php/ETR/article/view/2647/2716</a>	B Business Resources Management  Scientific supervisor of promotional thesis

Zivitere M., Riashchenko V. & Linde I	The Development of the Innovative Capacity of Latvia // INTED2017, 11th International Technology, Education and Development Conference, Book Series: INTED Proceedings 10071-10075 ISBN: 978-84-617-8491-2, ISSN: 2340-1079 Proceedings Web of Science — Valencia, Spain Edited by L. Gómez Chova, A. López Martínez, I. Candel Torres IATED Academy, - p. 10071-10074. Available: PDF 2436 <a href="https://library.iated.org/authors/">https://library.iated.org/authors/</a>	B Business Resources Management  Scientific supervisor of promotional thesis
O.Lukašina, Z.Oborenko, M.Zhivitere	Olga Lukashina, Zaiga Oborenko, Marga Zhivitere . Extinguishing Financial Liabilities with Equity Instruments: Theory and Practice Problems. In the 3rd GLOBAL CONFERENCE on BUSINESS, ECONOMICS, MANAGEMENT and TOURISM, BEMTUR-2015. Available online at <a href="http://www.sciencedirect.com">www.sciencedirect.com</a> Science Direct Procedia Economics and Finance	B Business Resources Management  Scientific supervisor of promotional thesis
Oborenko Z., Rivza B, Zivitere M., Konstantinova E.	Enhancing Vocational Rehabilitation to Meet Labour Market Demands: Perspective of Latvia. In: 6th International Multidisciplinary Scientific Conference on SOCIAL Sciences and Arts SGEM 2019, Conference Proceedings, Vol.6, Issue 2, pp. 503-510, DOI: 10.5593/SWS.ISCESS.2019.2	B Business Resources Management
Oborenko Z., Zivitere M., Konstantinova E.	Employment and People with Disabilities: Issues and Solutions in the Ventspils City of Latvia. In: <i>6th International Multidisciplinary Scientific Conference on SOCIAL Sciences and Arts SGEM 2019</i> , Conference Proceedings, Vol.6, Issue 2, pp. 495-502, DOI: 10.5593/SWS.ISCESS.2019.2	B Business Resources Management  Scientific supervisor of promotional thesis
Zivitere M., Konstantinova E, Oborenko Z	Problems of the Ventspils Region Labour Market and Proposals for Situation Improvement. 13th International Scientific Conference SOCIETY. INTEGRATION. EDUCATION. 24.-25 May 2019, Rezekne, Latvia. Conference Proceedings, pp. 574-585.	B Business Resources Management  Scientific supervisor of promotional thesis

Konstantinova E., Brūniņa L., Peršēvica A., Živitere M	Assessment of ecosystem services for sustainable development and land use management. "SOCIETY. INTEGRATION. EDUCATION." Proceedings of the International Scientific Conference May 26th-27th, 2017, Volume IV, Rezekne 2017, 257-.269., Cit. Thomson Reuters Web of Science	B Business Resources Management  Scientific supervisor of promotional thesis
Kopitovs R., Zivitere M., Riashchenko V	<i>Enhancing Business Safety: Improving Value-Based Management</i> // Ministry of Education and Science of Ukraine, Poltava State Agrarian Academy. Enhancing Business Safety: National and Geopolitical Aspects. Collective monograph. In ed. Markina I. Nemoros s.r.o., Prague, 2019 – 115-126 p.	B Business Resources Management  Scientific supervisor of promotional thesis
V.Djakona	Assessment-based management of enterprise's intellectual capital, №3(7), March 2016, Proceedings of the II-nd International Scientific and Practical Conference ""Innovative Technologies in Science" (February 25 – 26, 2016, Dubai, UAE)", ISSN 2413-1032, p.68-74	Scientific supervisor of promotional thesis
V.Djakona	Особенности построения комплексной системы управления интеллектуальным капиталом предприятия, ИК на НВУ"Васил Левски", Сборник доклады от ГУНК, 20-21.10.2016, том 7, с.109-118; ISSN 1314-1937	Scientific supervisor of promotional thesis
V.Djakona, O.Verdenhofa, J.Dehtjare, M.Čelika	Management of intellectual capital in the conditions of transforming education ATEE conference proceedings. LU University, June 7th -8th, 2019. Theses submitted	Scientific supervisor of promotional thesis
V.Djakona	Система управления интеллектуальным капиталом предприятия, International Journal of Innovative Technologies in Economy. ISSN 2412-8368(p) ISSN 2414-1305 (Online) Издательство: ROST (Dubai), Номер: 1 (3) Год: 2016 Страницы: 16-21. Indexed in: Google Scholar, РИНЦ.	Scientific supervisor of promotional thesis
Z.Oborenko, M.Živitere	Potential of Non-Governmental Organisations in Social Entrepreneurship from the Perspective of a Regional City. In: Proceedings of 10th International Scientific Conference "Business and Management 2018" May 3–4, 2018, Vilnius Gediminas Technical University, Lithuania	B Business Resources Management Scientific supervisor of promotional thesis



Živitere, M.	Par maģistra darba izstrādi un aizstāvēšanu // Metodiskie norādījumi un ieteikumi. Ceturtais papildinātais un pārstrādātais izdevums (tulkojums angļu un krievu valodā). R.: ISMA, 2012. – 123 lpp	A Research Methods in Management Science and Research Design
I.Spīča	The Analysis of Indicators Characterising Innovations and Technological Business Environment in Latvia. Proceedings of the 14th European Conference on Innovation and Entrepreneurship. University of Peloponnese, Kalamata, Greece, 19-20 September 2019, 1004-1012.	B Business Environment Management Scientific supervisor of promotional thesis
I.Spīča	Business Environment model in Latvia. E-Proceedings of the International Conference Simulation-2016. National Academy of Sciences of Ukraine Pukhov Institute for Modelling in Energy Engineering, Kiev, Ukraine, 25-27 May 2016, 123-126.	B Business Environment Management
I.Spīča	Business Competences. Monograph. Edited by I.Spica. 4 [ vol ]. Business Competences Necessary for the Economic Recovery of Latvia. Riga. Business competence centre, 2012. 160 p.	A Entrepreneurship Management
I.Spīča	Latvijas uzņēmējdarbības vides pārvaldības rezultativitāte. 4th International Scientific Practical Conference “Business Environment” 02/12/2016, Riga, Latvia	B Business Environment Management
I.Spīča	Starptautisko tirdzniecību ietekmējošie uzņēmējdarbības vides faktori. 3rd International Scientific Practical Conference “Business Environment” 27/11/2015, Riga Latvia	B Business Environment Management
M.Živitere, V.Riashchenko	Mechanical Implementation Of Business Process Reengineering – Innovative Infotechnologies for Science, Business and Education, ISSN 2029-1035 – 1(14) 2013 – Pp. 30-35.	A Research Methods in Management Science and Research Design
M.Živitere, V.Riashchenko	Innovative approaches in the management of competitiveness of businesses. Collective monograph, edited by A. Berezin, M. Bezpartochnyi - Bezpartochnyi M., Živitere M., Riashchenko V. Use of cluster analysis to ensure the effective functioning and development of retail. Latvian Academy of Sciences. Riga: «Landmark» SIA, 2016. – Vol. 2 – 196 p.,	B Business Resources Management

V.Riashchenko M.Živitere	The Development of the innovative capacity of Latvia. 11th International Technology, Education and Development Conference, March 6-8, Valencia (Spain). Pages 10071-10074. ISBN: 978-84-617-8491-2	A Research Methods in Management Science and Research Design
V.Riashchenko M.Živitere	Methodology of reengineering business processes in conditions of implementation of contemporary management methods of the enterprise. Collective monograph, edited by Markina I., Aranchiy V., Safonov Y. and others. Management of the 21st century: globalization challenge. - Prague. - Nemoros.r.o. - 2018. - Czech Republic. - 508 p.	A Strategic Management B Business Resources Management
V.Riashchenko	Environment. Technology. Resources. 11th International Scientific and Practical Conference. Promoting social entrepreneurship product. Conference papers are indexed in the SCOPUS database. Rezekne Academy of Technologies June 15, 2017 - June 17, 2017	A Strategic Management
J.Dehtjare, V.Riashchenko	Marketing the Social Entrepreneurship. - Applied Research in Health and Social Sciences: Interface and Interaction, 2015, No. 12 ISSN 1822-3338	B Innovation Management
I.Linde	INTED2012 Proceedings, (6th International Technology, Education and Development Conference), Valencia (Spain), March 5-7, 2012; Optimization strategies and management problems of higher education; 4798-4804 p. ISBN: 978-84-615-5563-5	Scientific supervisor of promotional thesis
I.Linde	The 13th International Conference Information Technologies and Management, ISMA, Rīga, Latvijā 16.-17. aprīlī, 2015; Analysis of consistency of calculation of an estimate of the higher education institution ranking, 358-359 lpp.; Programma un tēzes, Rīga, ISMA, 2013, ISBN 1691-2489.	Scientific supervisor of promotional thesis
R.Kopitovs, O.Verdenhofa, R.Djakons	Comprehension of management problems forms understanding of business tasks. - The 12th International Conference „Information Technologies and management 2014”. April 16-17, 2014, Riga, Information Systems Management Institute.	Scientific supervisor of promotional thesis

Research results and obtained from the preparation of publications are incorporated into relevant study courses, for example through situation analysis, tools and technologies for research or decision-making, or as examples of good practice.

#### **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 ISMA academic staff is implemented in three blocks:

1. Cooperation of teaching staff in the development and updating of study programmes and study course descriptions;
2. Cooperation of teaching staff in the improvement of methodological work;
3. Cooperation of teaching staff in the field of scientific creativity.

Thus, for example, the study course "Research Methods" was developed and the corresponding topics are also taught by three doctors of sciences - M. Živitere, E. Konstantinova and V. Gopejenko.

To ensure interdisciplinary connection and harmonized requirements for the achievement of learning outcomes, as well as to avoid unnecessary duplication of content, the content of study courses is regularly discussed and approved in cooperation with the teaching staff and members of the Study Direction Council. This takes place both at the meetings of the Study Direction Council and the meetings of the departments, as well as when the teaching staff meet individually in an informal atmosphere in order to share information and coordinate activities within their study courses. Descriptions of study courses are updated every year and approved at departmental meetings.

If there are cases of negative feedback or complaints from students about any of the teaching staff members or the content of the study courses, it is immediately discussed by meeting of the Director of the study programme and the relevant teaching staff, and if necessary inviting the Head of the study direction or Vice-rector.

Teacher staff members regularly share their experience in using new, modern teaching methods, acquiring e-environment opportunities, developing creative thinking and discussing similar issues within the annual conference "Open Learning and Distance Education", which was held for the 19th time in January 2021. During the conference there is an opportunity to get acquainted with the latest research and discoveries, listening to speakers, as well as meet in person with colleagues from various Latvian and foreign educational institutions and other organisations.

Starting from April 2019, ISMA has launched a new initiative, which is also aimed at promoting the cooperation of lecturers in pedagogical-methodological work. On April 23-26, 2019, ISMA hosted the first Erasmus + Staff Teaching and Training Week at ISMA University of Applied Sciences. In an informal atmosphere, the participants had the opportunity to discuss the most topical issues of higher education, to develop recommendations for promoting student mobility, as well as to share experiences on the specifics of the implementation of the learning process in Ukraine, Lithuania, Portugal and other countries. The ISMA initiative received a great response from the teaching staff, and it is planned to develop this initiative by inviting visiting lecturers to lead seminars and lectures for students and lecturers on current issues in various fields.

In 2021, 15 doctors of sciences are involved in the implementation of the study programme, 48 doctoral students are studying, so there are 3.2 students per lecturer. There are 18 students studying at the fourth year of studies and their doctoral theses are supervised by 12 lecturers, thus there are 1.5 students per one professor.

# 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	3.5.1.Statistics_students_Dr.xlsx	3.5.1.Studentu_statistika_Dr.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.5.2.Dr-kartejums_EN.xlsx	3.5.2.Dr-kartejums_LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	3.5.3.Dr-plan_EN.xlsx	3.5.3.Dr-plāns_LV.xlsx
Descriptions of the study courses/ modules	3.5.4. KA Doktorantura ENG.docx	3.5.4. KA Doktorantura LV.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	3.5.5.Diploma_Dr.pdf	3.5.5.Diploms_Dr.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	3.6._Acknowledgement_continuing_Edu.pdf	3.6._Apliecinajums_izglitiba turpinasanai.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	3.7.Acknowledgement_compensation.pdf	3.7.Apliecinajums_kompensacija.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.	3.5.9.Acknowledgement_language_Dr.pdf	3.5.9.Apliecinajums_svesvaloda_Dr.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.	3.5.10.Acknowledgement_Council_of_Science.pdf	3.5.10.Apliecinajums_Zinatnes_padomes_eksperti_Dr.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	3.5.11.Acknowledgement_Section55_Dr.pdf	3.5.11.Apliecinajums_55_pants_Dr.pdf
Sample (or samples) of the study agreement	3.5.8.Study_contract_Dr.docx	3.5.8.Studiju_ligums_Dr.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Entrepreneurship in the Field of Real Estate (41345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Entrepreneurship in the Field of Real Estate</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Irēna</i>
Surname of the study programme director	<i>Germane</i>
E-mail of the study programme director	<i>irena.germane@isma.lv</i>
Title of the study programme director	<i>Mg.oec., Mg.paed.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare competent, socially responsible property managers, who are open to self-development and who, in the interests of real estate market participants, are able to ensure real estate management, maintenance and development in accordance with real estate management requirements and market development trends.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <li><i>- To provide students with comprehensive knowledge in real estate management, ensuring the development of professional and social competencies necessary for the activity of property manager in accordance with the requirements of the corresponding occupational standard and respecting the role of the profession in the social context.</i></li> <li><i>- To provide a modern and open organization of the study process, which is oriented on students' interests and values, respecting the principles of mutual tolerance, interaction and democracy, and to motivate students for further professional development and self-development.</i></li> <li><i>- To organize and develop cooperation with other educational institutions in Latvia and abroad, as well as with professional organizations and employers in order to improve the quality of the study programme.</i></li> </ul>

Results of the study programme	<ul style="list-style-type: none"> <li>- Is able to demonstrate comprehensive and specialized knowledge in the field of real estate management.</li> <li>- Based on the analytical approach, is able to perform practical tasks in real estate management.</li> <li>- Is familiar with the problems of the field and is able to solve the related issues.</li> <li>- Is motivated to seek effective solutions, is open to discussion and negotiation of real estate management and development strategies.</li> <li>- Understands and implements, in the bounds of one's professional duties, a socially responsible approach to real estate management.</li> <li>- Is able to ensure coordination and control of real estate management projects and is ready to develop his / her knowledge, skills and competences.</li> <li>- Is able to evaluate and improve one's own and other persons' activities, work in cooperation with others, plan and organize work to perform the tasks required in the property management profession.</li> <li>- Is able to formulate, describe and analyse practical problems of property management, select the necessary information and use it to solve clearly defined problems.</li> <li>- Is able to set and achieve the aims of real estate management and development and understand the role of the profession of property management in a broader social context.</li> </ul>
Final examination upon the completion of the study programme	Development and defense of Qualification Paper.

## Study programme forms

### Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Property Manager

### Places of implementation

Place name	City	Address
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Part time extramural studies - 2 years, 5 months - latvian

Study type and form	Part time extramural studies
Duration in full years	2
Duration in month	5
Language	latvian
Amount (CP)	80
Admission requirements (in English)	secondary education

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Property Manager</i>

### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
ISMA University College	RĪGA	LOMONOSOVA IELA 1 k-6, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### 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

In compliance with the recommendations and comments of experts of the previous accreditation of the study direction on the opportunities for the improvement of the study programme, the following changes have been made to the first level vocational higher education study programme "Entrepreneurship in the Real Estate" during the accreditation period. The following changes have been made in the parameters of the study programme since the previous accreditation certificate was issued: the professional qualification to be awarded, the aim and objectives, the form of implementation, and the Director of the study programme; the study programme was not implemented English and since 2019 no students have been admitted to the Russian language stream.

The changes have been approved by ISMA Senate in compliance with the Cabinet Regulations No. 141 "Noteikumi par pirmā līmeņa profesionālās augstākās izglītības valsts standartu" (Regulations on the State Occupational Standard of First-level Vocational Higher Education).

There are no students in the study forms and languages that are no longer being implemented.

Table No. 3.1.1. Changes in the indicators of the study programme

Name of the study programme	"Entrepreneurship in the Field of Real Estate"	Not changed
Name of the study programme in English	„Entrepreneurship in the Field of Real Estate"	Not changed
Code of the study programme per the Latvian Education Classification	41345	Not changed
Type and level of the study programme	First-level vocational higher education study programme	Not changed
Level of qualification to be acquired (NQF/EQF)	4th level vocational qualification/ 5th level NQF/EQF	Not changed



Code of the occupation in the classification of occupations	<i>The occupational qualification has been changed in line with the experts' and employers' recommendations for a clear positioning of the study programme.</i> The occupational qualification "Property Manager" 3345-12 was approved, instead of the former "Commercial activity Specialist" PS 0119 qualification, on August 27, 2014	Changed
Amount of the study programme (CP, preferably also ECTS)	80 CP (120 ECTS)	Not changed
Form, type, and duration of the study programme, as well as the language in which the study programme is implemented	Full-time intramural , 2 years, Latvian Part-time extramural , 2 years and 5 months, Latvian	Not changed
	Starting from January 1, 2019, in compliance with the changes in the Law on Higher Education Institutions the language of instruction is Latvian. English - not implemented Russian - since year 2019 no students have been admitted	Changed
	<i>To consolidate the study process, the decision has been made not to implement part-time studies.</i> Part-time intramural studies are <b>not implemented</b>	Changed
	<i>To ensure the most active participation of the students in the study process and the higher quality of acquisition of the study programme content, it was decided to not implement distance learning form of studies.</i> Distance studies are <b>not implemented.</b>	Changed
Place of implementation of the study programme	Lomonosova Street 1, bld.-7., Riga, Latvia	Not changed
Director of the study programme	Mg.oec., Mg.paed. Irēna Germane	Changed
Admission requirements	Persons, who acquired recognised in the Republic of Latvia general secondary or vocational secondary education, are matriculated at ISMA First-level vocational higher education study programme.	Not changed

The degree, professional qualification to be awarded or the degree and professional qualification to be awarded	Fourth level vocational qualification	Not changed
	Qualification – “Property Manager”	Changed
Aim of the study programme	To prepare competent, socially responsible property managers, who are open to self-development and who, in the interests of real estate market participants, are able to ensure real estate management, maintenance and development in accordance with real estate management requirements and market development trends.	Changed
Objectives of the study programme	<ul style="list-style-type: none"> <li>- To provide students with comprehensive knowledge in real estate management, ensuring the development of professional and social competencies necessary for the activity of property manager in accordance with the requirements of the corresponding occupational standard and respecting the role of the profession in the social context.</li> <li>- To provide a modern and open organization of the study process, which is oriented on students' interests and values, respecting the principles of mutual tolerance, interaction and democracy, and to motivate students for further professional development and self-development.</li> <li>- To organize and develop cooperation with other educational institutions in Latvia and abroad, as well as with professional organizations and employers in order to improve the quality of the study programme.</li> </ul>	Changed

Learning outcomes of the study programme to be achieved	<p>Learning outcomes are specified taking into account the competence approach and the requirements of the NQF/EQF framework, as well as the demands of the real estate market.</p> <ul style="list-style-type: none"> <li>- Is able to demonstrate comprehensive and specialised knowledge in the field of real estate management.</li> <li>- Based on the analytical approach, is able to perform practical tasks in real estate management.</li> <li>- Is familiar with the problems of the field and is able to solve the related issues.</li> <li>- Is motivated to seek effective solutions, is open to discussion and negotiation of real estate management and development strategies.</li> <li>- Understands and implements, in the bounds of one's professional duties, a socially responsible approach to real estate management.</li> <li>- Is able to ensure coordination and control of real estate management projects and is ready to develop his / her knowledge, skills and competences.</li> <li>- Is able to evaluate and improve one's own and other persons' activities, work in cooperation with others, plan and organize work to perform the tasks required in the property management profession.</li> <li>- Is able to formulate, describe and analyse practical problems of property management, select the necessary information and use it to solve clearly defined problems.</li> <li>- Is able to set and achieve the aims of real estate management and development and understand the role of the profession of property management in a broader social context.</li> </ul>	Changed
Final examination upon the completion of the study programme	Development and defence of Qualification Paper.	Not changed

**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.**

Evaluating the number of students since the previous accreditation of the study direction, it can be seen that the largest number of students was in 2015 and 2016. The decrease in the number of students in 2020 can be explained by changes in the Law on Higher Education Institutions, as a result of which no private higher education institutions have the right to implement the study process in Russian.

All students in the study programme cover their own tuition fee; there are no state budget places in the programme.

The graphical representation of the number of students is presented below. Fig. No 3.1.1. The overview of the number of students and graduates by year, courses, forms and languages is available in Annex 3.1.1.

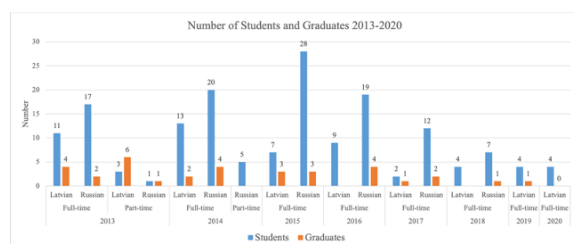


Fig. No. 3.1.1. Distribution of full-time and part-time students and graduates by years in Latvian and Russian flows

### 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 ISMA First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate", licensed in 2004 provides training for professionals who are authorized to perform the duties of a homeowner under the Law on Administration of Residential Buildings.

Persons who meet the ISMA admission requirements, these are persons, who acquired recognised in the Republic of Latvia general secondary or vocational secondary education are enrolled in the "Entrepreneurship in the Field of Real Estate" study programme.

The name of the study programme is First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate". The awarded 4th level vocational qualification "Property Manager" clearly defines the field where the aims and objectives of the study programme are set.

The aims and objectives are formulated in accordance with the skills, knowledge and competences specified in the Occupational Standard [1] for the qualification "Property Manager" to be acquired, as well as the competency approach and the requirements set in the NQF / EQF frameworks. In addition, the importance of housing management in the real estate market is also taken into account, as confirmed by the recognition in international human rights documents that everyone has the "right to housing".[2]

The UN International Covenant on Economic, Social and Cultural Rights and the UN Committee on Economic, Social and Cultural Rights General Comment No 4 on the right to decent housing, inter alia, set out the following requirements:

- access to services, materials and infrastructure - stable access to natural and shared resources, water supply systems, access to energy for cooking, heating, lighting, sanitation, hygiene, food storage and waste disposal systems;
- the suitability of the dwelling for living - the living space must be protected against cold, humidity, heat, rain, wind or other health hazards.

ISMA study programme "Entrepreneurship in the Field of Real Estate" responsibly interprets the requirements that must be met in accordance with international human rights standards. These requirements, which also correspond to the competencies defined in the LQF frameworks - to understand the place of the profession in a broader social context - are integrated into the aim, objectives and expected learning outcomes of the study programme.

After graduation, students can continue their studies in professional bachelor's study programmes at level 2

[2] See Article 16 of the European Social Charter - the right to housing

### **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 First level vocational higher education study programme "Entrepreneurship in the field of Real Estate" envisages the acquisition of the First level vocational higher education diploma and the fourth level professional qualification of property manager. By decision No. 168 the study programme "Entrepreneurship in the field of Real Estate" was accredited for six years.

The detailed information on the study programme "Entrepreneurship in the Field of Real estate" is available in the following documents:

- Study plan of the study programme "Entrepreneurship in the Field of Real Estate" (Annex No. 3.1.3 ).
- Descriptions of the study courses of the study programme "Entrepreneurship in the Field of Real Estate" (Annex No. 3.1.4).
- The list of the study courses of the study programme "Entrepreneurship in the Field of Real Estate" for the achievement of the learning outcomes of the study programme. (Annex No.3.1.2).

- Compliance of the study programme “Entrepreneurship in the Field of Real Estate” to the State Education Standard (Annex No. 3.1.9).
- Compliance of the study programme “Entrepreneurship in the Field of Real Estate” with the Occupational Standard (Annex 3.1.10).

As part of the development of Latvian housing policy, in the period of transition to the market economy, most state and municipal properties (including housing stock) were privatized, thus narrowing the direct influence of state and municipalities on the real estate market and its development, and allowing private owners to participate in these processes[1]. With the completion of the planned privatization of residential building, it became necessary to regulate in detail the mutual rights and obligations of apartment owners and managers.

Nowadays, real estate management is a responsible job that requires knowledge of a company's commercial operations as well as technical and legal knowledge. The content of ISMA study programme “Entrepreneurship in the Field of Real Estate” is being constantly updated in light of the changing and dynamic development of the industry.

In compliance with the Regulations on Study Direction Management, approved by ISMA Senate on December 29, 2016, the content of the study courses has been updated and approved by the correspondent Study Direction Council.

In compliance with the Regulations on Study Direction Management, approved by ISMA Senate on December 29, 2016, the content of the study courses has been updated and approved by the correspondent Study Direction Council.

The content of the study courses has been updated according to the following:

- Cabinet of Ministers Regulations No 141 from March 20, 2001 **“Noteikumi par pirmā līmeņa profesionālās augstākās izglītības valsts standartu” (Regulations on the State Standard of First Level Vocational Higher Education);**
- The requirements of the fourth level qualification occupational standard of “Property Manager”;
- - Employers' recommendations based on their meetings with students or speaking / participation in conferences, receiving feedback from internship placements, participation in qualification papers defence commissions and reviewing of qualification papers;
- Students and graduates 'surveys results;
- Recommendations within the framework of cooperation agreements with EU industry specialists on the current issues in the field of real estate management and their assessments on the relevance of the content of the study programme to the current issues of property management in the EU;
- Recommendations of graduates, employers and lecturers working groups established within the ISMA Study Direction Council of Management, Administration and Real Estate Management Study Direction.

The study courses are reviewed and updated once a year. The content of the study courses of the study programme “Entrepreneurship in the Field of Real Estate” is relevant and corresponds to the industry tendencies and the demands of the labour market. The updated study plan is approved on 24.02.2020 by ISMA Senate. Prot. No. 1-20

The changes made in the study programme in the period from the previous accreditation are reflected in Table No. 3.1.2

*Table No.3.1.2. Changes in the content of study courses*

Changes made	Changes in study courses during the period of accreditation	Substantiation
Updated: Name of the study course Amount of CP Study course description	Research methods and statistics 4CP	Recommendations of accreditation experts Requirements of Occupational Standard
	Introduction to studies and real estate economics 2CP	Requirements of Occupational Standard Recommendations of the working group
	Business communication in foreign language 4CP	Requirements of Occupational Standard Recommendations of the working group
	Legal regulation of real estate management in the Republic of Latvia and the EU 4CP	Requirements of Occupational Standard Recommendations of the working group Correction of the study plan
	Financial aspects of real estate management 4CP	Requirements of Occupational Standard Recommendations of the working group
	Accounting and taxes 2 CP	Requirements of Occupational Standard Recommendations of the working group
	IT in real estate management 4CP	Requirements of Occupational Standard Recommendations of the working group
	Real estate marketing 2CP	Requirements of Occupational Standard
	Management theory 2CP	Recommendations of the working group
	Business organization and planning 2 CP	Recommendations of the working group
	Energy efficiency of buildings and energy audit 2 CP	Requirements of Occupational Standard
	Buildings engineering communications, their service and maintenance 2 CP	Requirements of Occupational Standard
	Practical aspects of construction activities 2CP	Recommendations of the working group

Introduced: New study course New study course description	Labour law 2CP	Requirements of Occupational Standard Recommendations of the working group
	Construction projects development, planning and supervision 4CP	Requirements of Occupational Standard Recommendations of the EU cooperation partners
	Building structures, evaluation of buildings technical condition 2CP	Requirements of Occupational Standard
	Buildings engineering communications, their service and maintenance 4CP	Requirements of Occupational Standard
	Real estate management, maintenance and valuation 4CP	Requirements of Occupational Standard Recommendations of the working group
	Business communication and record-keeping 2 CP	Requirements of Occupational Standard Recommendations of the working group
	Management psychology and social responsibility 2CP	Requirements of Occupational Standard Recommendations of the working group Recommendations of the EU cooperation partners
Updated study course description	Qualification traineeship 16CP	Recommendations of accreditation experts Recommendations for traineeship placement heads and students Requirements of Occupational Standard
Updated methodological guidelines on the requirements for the development and design of self-study works	Qualification paper 8 CP	Recommendations of accreditation experts

According to the Information Report on Medium and Long-Term Labour Market Forecasts, made by the Ministry of Economics in June 2018, the labour market expects no change in labour demand and even decline of demand in some sectors, albeit with relatively rapid economic growth, because the growth must take place mainly from the rise of productivity.

According to Ervin Straupe, Chairman of the Board of "Rigas Nami" and industry expert, this has already affected property managers. He states that in the conditions of free-market activities it is necessary to understand that satisfied clients are the foundation of a company's existence. Productivity growth in property management is about building long-term partnerships with people



who always receive high-quality, comprehensive information on possible problem and management solutions.

M.Berghofer, Managing Director of the Interholz Haus und Grundbesitz GmbH in Germany, recognizes that the content of ISMA study programme "Entrepreneurship in the Field of Real Estate" meets the needs of modern property managers, and acknowledges that the content of the study courses meets the challenges of the industry and provides the necessary skills and knowledge in the areas of real estate management, such as the commercial legal administration of a company and technical management of real estate. Mr Berghofer assessed positively the fact that designing and updating ISMA study courses take into account that the task of a property manager is not only the management of a building but complex long-term cooperation process based on the residents' needs for safe and suitable housing.

[1] Skat. On the Privatization of State and Municipal Dwelling Houses ", which is included in Article 2 <http://likumi.lv/doc.php?id=35770> .

**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 development and implementation of the study programme are based on the interrelation of several aspects. The aims and objectives of the study programme are developed pursuing the requirements of Occupational Standard and in accordance with the development trends on the real estate market.

The content of the study programme (the division of study courses) is based on the achievement of the aims, learning outcomes and meeting the criteria defined in the Educational Standard; accordingly, the content of the study courses is designed to implement the knowledge, skills and competences defined in the Occupational Standard and to ensure the realization of the study programme objectives.

The content of the study courses has been discussed and approved within the cooperation of the academic staff involved in the implementation of the study programme and the members of the Council of the Study Direction. This ensures the interrelation of study courses and the relevance of requirements to the expected learning outcomes, and unnecessary duplication of content is excluded.

*Table No.3.1.2(1). Examples of the interconnectedness of the information contained in the courses of study, their relevance to the aim of the study programme as well as to the study outcomes to be achieved*

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Study programme objective and results to be achieved

Examples of the interconnectedness of the information contained in the courses of study, their relevance to the aim of the study programme as well as to the study outcomes to be achieved

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#### Information included in the study courses

The principle of continuity was respected in the design of the courses. For example, studying courses such as:

- Real estate management, maintenance and valuation;
- Buildings engineering communications, their service and maintenance;
- IT in real estate management,

requires prior knowledge, which students acquire in courses such as

- Introduction to studies and real estate economics;
- Practical aspects of construction activities.

In turn, study courses such as

- Energy efficiency of buildings and energy auditing;
- Managerial psychology and social responsibility,.

require prior knowledge, which is acquired in courses such as

- Practical aspects of construction activities
- Real estate management, maintenance and valuation;
- Management Theory;
- Real estate marketing.

Students undergo a Qualification traineeship and prepare the qualification thesis when they have fully completed all the study courses.

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#### Aim of the study programme

To prepare competent, socially responsible property managers, who are open to self-development and who, in the interests of real estate market participants, are able to ensure real estate management, maintenance and development in accordance with real estate management requirements and market development trends.

The criteria and values formulated in the study programme objectives were considered as an important reference point when designing the study courses and formulating their objectives. For example, *social responsibility* is included in courses such as:

- Managerial psychology and social responsibility;
- Management theory;
- Business organisation and planning.

In turn *respect for the interests of real estate market participants and the ability to ensure the management, maintenance and development of real estate in accordance with the requirements of real estate administration and market development trends* are included as an essential aspect in study courses such as:

- Real estate management, maintenance and valuation;
- Energy efficiency of buildings and energy audit;
- Buildings engineering communications, their service and maintenance;
- Building structures, evaluation of buildings technical condition.

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#### Study outcomes to be achieved

Learning outcomes are specified taking into account the competence approach and the requirements of the NQF/EQF framework, as well as the demands of the real estate market.

- Is able to demonstrate comprehensive and specialised knowledge in the field of real estate management.
  - Based on the analytical approach, is able to perform practical tasks in real estate management.
  - Is familiar with the problems of the field and is able to solve the related issues.
  - Is motivated to seek effective solutions, is open to discussion and negotiation of real estate management and development strategies.
  - Understands and implements, in the bounds of one's professional duties, a socially responsible approach to real estate management.
  - Is able to ensure coordination and control of real estate management projects and is ready to develop his / her knowledge, skills and competences.
  - Is able to evaluate and improve one's own and other persons' activities, work in cooperation with others, plan and organize work to perform the tasks required in the property management profession.
  - Is able to formulate, describe and analyse practical problems of property management, select the necessary information and use it to solve clearly defined problems.
- Is able to set and achieve the aims of real estate management and development and understand the role of the profession of property management in a broader social context.

In order to comprehensively assess the results of the study programme, students are required to undertake a number of practical assignments, for example, students' *ability to demonstrate comprehensive and specialised knowledge in the field of real estate management, knowledge of the issues in the field and ability to solve related issues* were reflected in such practical assignments as:

- Practical work "Planning and drawing up a maintenance plan for an apartment building".
- Group work "General meeting of apartment owners, chairing a general meeting, preparation of the necessary documents, decision-making, organisation of a survey".
- Carry out a video inspection of the building, prepare a presentation on the issues:
  - General characteristics of buildings and their structural elements.
  - Characteristics of the technical condition of buildings in a series of residential buildings.
  - Assessment of the deterioration of building structures in residential buildings

Learning outcomes focused *on motivation to seek effective solutions, to be open to negotiation and discussion on property management and development strategies, the ability to formulate, describe and analyse practical problems in building management, to select the necessary information and use it to solve clearly defined problems, to evaluate and improve one's own performance and that of others, to work in cooperation with others, to plan and organise work in order to carry out the necessary tasks in the building management profession* is reflected in practical activities such as:

- Develop an analysis of options for reducing utility bills.
- Paper/Essay on energy supply systems in residential buildings, their components - source, networks, consumers, characterisation of heat losses in apartment buildings.
- Develop a memorandum of cooperation for building managers, with the aim of optimising operating costs, ensuring quality building management services and increasing the value of real estate (considering regional specificities).

Learning outcomes aimed at the *ability to set and achieve objectives in the field of real estate management and development and to understand the role of the building management profession in a broader social context* are reflected in the course practical tasks such as:

- Managerial psychology and social responsibility.
- In the tasks of the Qualification traineeship.

**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.**

Various study methods and forms are used in the process of implementation of ISMA study programme “Entrepreneurship in the Field of Real Estate”. In general, when evaluating the practical implementation of the programme, it should be noted that similarly to the previous self-evaluation period, teaching methods and forms appropriate to the specifics of the study programme are used - lectures, seminars, discussions, brainstorming, case studies, presentations, independent work.

The academic staff regularly share their experience in the use of new, contemporary teaching methods, e-learning opportunities, creative thinking, and so on, including at the annual conference Open Learning and Distance Education, which took place for the 18th time in January 2020.

The lecturers choose study methods and forms according to the study course they teach, practical activity within the study process, the specific methods are used to improve students' competences and to achieve the aims of study courses and the study programme. The adherence to the principles of student-centred education at the HEI gives students additional powers and responsibilities. Supporting students' ability to influence their study process, ISMA lecturers take on the challenge of creating a modern, open and innovative idea-driven learning process.

Starting the study course the lecturer introduces the students to the theoretical background of the studies, discusses the topicality of the study course and, taking into account the student contingent and their needs, as well as the specifics of the course, agrees with the students on the choice of learning forms. Students are invited to work on practical issues, discuss them, or conduct situation analysis at seminars.

Lecturers motivate and support students to use various possibilities in planning and organising their independent learning, for example, to use study materials prepared by the lecturers of the respective study course in the electronic training system MOODLE. However, one should mention that even more, active use of the MOODLE system in the communication process between the academic staff and students is desirable not only by using the study materials posted there but also by passing interactive tests and other tests allowed in the study process and by communicating in the electronic environment.

The assessment of the learning outcomes of the students during the study process is carried out in accordance with ISMA Regulations “Procedures for the Organisation of Testing” (The Senate meeting approved the last wording on December 19 2019, protocol No 5-19). The regulations determine the potential types of examinations and intermediate testing, as well as the forms of the final examination (test or examination).

When starting teaching a particular group of students, a lecturer introduces the students with the planned learning outcomes. Students are informed about the conditions that must be met during the study course, how the knowledge is assessed, and how the final assessment is formed. This set of requirements is also included in the description of each study course.

The evaluation of students' achievements is performed through the assessment of:

- control works;

- tests;
- development and defence of students' projects;
- assessment of students' independent work at seminars, and their preparation and defence of reports;
- tests and examinations.

The assessment also takes into account the students' work during the semester (success in tests, active participation in seminars, drafting independent papers, preparation of reports, etc.) by applying the cumulative assessment method stipulating for gradual formation of final assessment from several types of student's learning.

Passing the state examination is the final stage of mastering the study programme, including elaboration and defence of qualification paper. A student can defend his/ her qualification paper only when all the contents of the study programme have been mastered and when a positive assessment has been obtained for each study course as well as for every objective during the traineeship.

*Table No.3.1.2(2) "Evaluation of assessment methods"*

Assessment methods	Relevance of assessment methods to the type of study delivery and to the study courses	Evaluation of assessment methods in terms of learning outcomes and programme objectives
<p>The assessment of the learning outcomes is carried out in accordance with ISMA Regulations "Procedures for the Organisation of Testing" (The Senate meeting approved the last wording on December 19 2019, protocol No 5-19). The regulations determine the potential types of examinations and intermediate testing, as well as the forms of the final examination (test or examination).</p> <p>A detailed set of assessment methods for each course of study, both full-time and part-time, is reflected in the course descriptions.</p> <p>In both full-time and part-time studies, the assessment of the qualification traineeship considers the relevance of the student's qualification traineeship's report to the set objectives of the placement, the assessment received from the supervisor in the enterprise, and the student's performance in defending the qualification traineeship.</p> <p>The assessment of the qualification paper shall take into account the feedback from the supervisor, the peer reviewer's assessment and the student's performance in defending the qualification paper.</p>	<p>The course descriptions set out the proportion of knowledge, abilities, skills and competences that a student is expected to acquire by studying a given course.</p> <p>There are no significant differences in the methods of assessing students in full-time and part-time modes of study within the study programme.</p> <p>The final examinations of the study course are taken during the session in person or remotely using IT communication facilities (Zoom, Moodle).</p> <p>Each course description specifies how the course assessment, relevant to the proportion of CPs (2 CPs or 4 CPs), is based on a test or an examination, and self-study work.</p> <p>Given that part-time students need more time to master the course content, the duration of the study plan varies. In full-time studies, it is 4 semesters. For part-time studies, it is 5 semesters. The constraints imposed during the pandemic have contributed to the development of communication skills between lecturers and students through the Zoom and Moodle platforms. This has also had an impact on the assessment methods of the study process. These newly acquired skills are being actively integrated into the study process and the methodology for assessing the results, thus bridging the gap between full-time and part-time study processes.</p>	<p>In order to ensure the objectivity of assessment methods in both full-time and part-time studies, as well as to facilitate the compliance of assessment methods with the guidelines defined in the study programme objective, ISMA conducts an analysis of the relevance of assessment methods.</p> <ul style="list-style-type: none"> <li>- Lecturers shall take into account the recommendations of employers when analysing the assessment methods of the courses of the study programme. For example, following employers' recommendations on the need to improve students' competences in solving practical problems, several practical assignments were introduced into the study programme.</li> <li>- An important aspect in the evaluation methods of the study process is the students' opinion. Students' evaluation of the course is reflected in student questionnaires. Students are encouraged to analyse the objectivity of the assessment methods and the grading process.</li> <li>- The analysis of the assessment process of students' qualification practices and qualification papers takes place within the ISMA Study Direction Council of Management, Administration and Real Estate Management Study Direction.</li> </ul>

**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.**

Qualification traineeship in the amount of 16 CP is the component of the study plan of the First-level vocational higher education study programme “Entrepreneurship in the Field of Real Estate”. The qualification traineeship aims to consolidate, deepen and systematize the knowledge and practical skills accumulated during the studies, to acquire and improve the competencies and abilities of a property manager specified in the Occupational Standard, as well as to form an understanding of the topicality of property manager in a broader social context. During the traineeship period students have an opportunity to collect and process the information and materials which are necessary for analytical and research work related to the topic of qualification paper.

The tasks of the qualification traineeship of the study programme are structured to promote the development of professional competencies in real estate technical, legal, financial and administrative-economic management. The tasks of the traineeship, their course and requirements for developing the report are reflected in the description of the traineeship (see Annex: Description of Study Courses). A student's traineeship assignments may be supplemented or adjusted in cooperation with the selected qualification traineeship supervisor according to the topic of the qualification paper to be developed.

Given the need for a wide range of competencies for real estate managers, working groups are organized within the Council of Studies to develop traineeship assignments. The working groups include the representatives of ISMA administrative and teaching staff (Director of the study programme, Leading Lecturers, Head of the Career Centre Manager, Head of International Relations Department, etc.) and local and foreign employers. This cooperation is implemented so that the tasks of the qualification traineeship reflect all aspects of knowledge, skills and competencies required for the work of property manager and promote students' professional readiness to enter the labour market. For example, Ingrida Mutjanko, Head of the Economics Department of the Riga City Council Housing and Environment Department, regularly participates in the discussion of traineeship assignments within the framework of the study programme “Entrepreneurship in the Field of Real Estate”.

A request to assess the topicality and relevance of present traineeship assignments to current EU real estate management has also been responded to by S. Berghofer, Certified Real Estate Manager at the Industrie- und Handelskammer für München und Oberbayern (IHK). His suggestion to supplement the traineeship assignments, incorporating the importance of the social dimension in the development of the competences of a property manager, was taken into account and incorporated into the traineeship assignments.

Before going to traineeship, traineeship workshops – meetings are organised for all the students, where the process of the traineeship, the necessity of traineeship objectives, and preparation of traineeship documents are explained. Students are informed about cooperation partners from Latvia and abroad with whom ISMA cooperates within the traineeship and employment. Students are introduced with section “Traineeship for Students” of ISMA website, where they can find the information they need about the traineeship, and as the section on current vacancies.

Every year at the end of November, ISMA organises the international conference “Internship and Employment”, where students get acquainted with potential employers from Latvia and abroad, gain additional knowledge in business administration, personnel management and marketing, development trends and demand on the Latvian and foreign labour market.

ISMA's constantly works on expanding students' career opportunities and increase the number of traineeship placements. However, it must be acknowledged that work needs to be done to expand the HEI's network of partners in the field of real estate management.

The Head of the Career Centre regularly meets with representatives of local and foreign employers encouraging them to offer paid traineeships as well. Students are invited to meetings where representatives of the Career Centre and the International Relations Department report on traineeship opportunities regularly, and this information is disseminated through the website, social media, and informative boards on campus premises. The representatives of Students' Self-government Body are also involved in the dissemination of information.

## **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 First-level vocational study programme “Entrepreneurship in the Field of Real Estate” students develop and defend their qualification papers. Having evaluated the topics of the final papers of the students in 2013-2019 and their relevance to the labour market, one must indicate that all the final papers defended are related to topical issues in real estate management, for instance:

- Development of an effective management system of residential buildings at SIA "Rīgas namu pārvaldnieks";
- - Development of a method of increasing the energy efficiency of residential buildings;
- Improvement of cooperation with apartment owners at the enterprise SIA "Daugavpils dzīvokļu un komunālas saimniecības uzņēmums";
- Improvement of real estate management at SIA "Real Estate";
- Analysis of the duties, rights and responsibilities of a residential building manager;
- Legal and economic issues of real estate management in Latvia;
- Analysis of multi-apartment residential building management of the company "Uzvaras bulvāris 5".

The analysis of the problems studied in the qualification papers is adapted to the specifics of particular companies and thus the developed recommendations can be applied to improve the performance of a particular company. This is confirmed by the feedback provided by the employers, which is attached to the submitted final work. Practical solutions offered by the students and included in the qualification papers prove that “during study process students acquire sufficient theoretical knowledge to perform the tasks defined in the Occupational Standard for real estate managers, and have acquired and improved the skills and competencies necessary for the position of property manager”.

Understanding that the development of qualification paper requires a broad insight in the specifics of enterprise activity, students are motivated to relate the theme of their qualification paper with the enterprise of their traineeship placement. Unfortunately, employers are not always helpful and

ready to provide the necessary information, which makes it difficult for students to carry out an in-depth analysis of the company's operations and to make comprehensive proposals for solving a particular problem.

Having analysed the evaluation of qualification papers in the period of 2013-2019, it should be noted that all qualification papers have been evaluated positively and their evaluation is slightly higher than the evaluation obtained by the student for performing the assignments of the qualification traineeship. This shows that, after completing and defending their qualification traineeship, students have enhanced their knowledge, skills and competences in real estate management and improved their skills in information selection and analysis, as well as research and development of problem areas required to successfully obtain the qualification.

The information on the evaluation of qualification traineeship and qualification papers is reflected in the Fig.3.1.2.

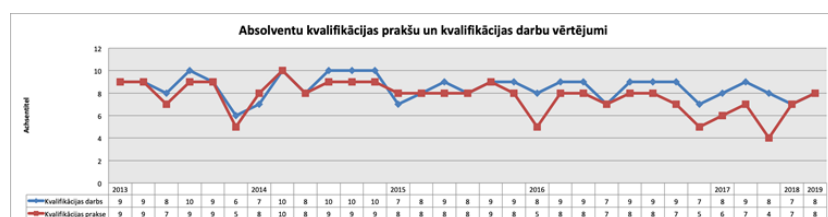


Fig. No. 3.1.2. Graduate qualification traineeship and qualification paper evaluations

## 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.

Following the recommendations of the Study Accreditation Commission of April 27, 2016 "Mandatory questions to be included in the survey of students, employers and graduates", in 2016 ISMA Senate meeting approved the Student, Employer and Graduate Questionnaire. **ISMA** has developed a **unified questionnaire** for all study programmes, which allows evaluating not only the study programme in question but the work of the HEI as a whole. The questionnaire takes place every year, so it is possible to follow and evaluate the dynamics of students' opinions and determine where and what changes should be introduced in the study process.

### 2.6.1. Analysis and assessment of the outcomes of the surveys conducted among the students and the use of these outcomes for the improvement of the content and quality of studies

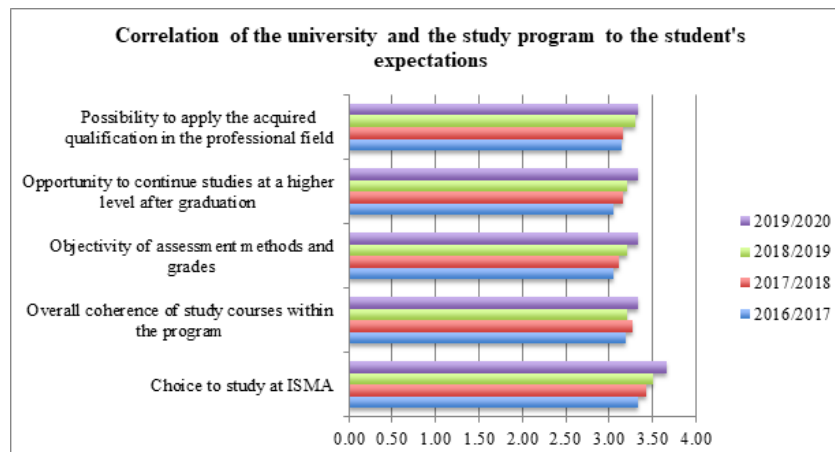
The evaluation of student survey outcomes is one of the most important evaluation criteria of the study programme quality.

The main parts of the Questionnaire are the following:

- Correspondence of the HEI and the study programme to the student's idea.
- Assessment of the study process quality.
- Assessment of the work of the academic staff.
- Assessment of the international cooperation of the study programme and students' involvement in scientific research.
- Assessment of the observance of the principles of democracy in the HEI.



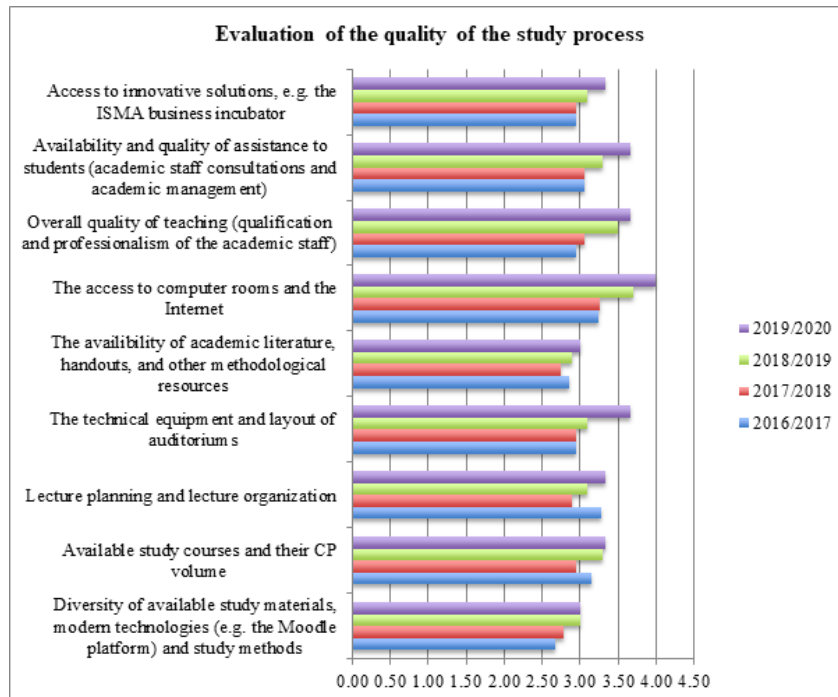
Overall, the achievements of students of the first level professional higher education study program “Entrepreneurship in Real Estate” are rated as good. The answers to the questions in the first content block on the level to which the university and the study program meets the expectations of the students are summarized in *Fig. No. 3.1.3*.



*Fig. No. 3.1.3. Correlation of the university and the study program to the student's expectations*

Over the years, response results have fluctuated very little. Overall, students have given a positive evaluation both to the university and to the study program. Students were most satisfied with their choice to study at ISMA. This is an indication that students are generally satisfied with the educational institution, which is highly important for the university. Evaluation of the objectivity of assessment methods and grades, which had the lowest rating in previous years, has improved in recent years. A possible explanation for the improvement could be the fact that the descriptions of study courses and the study program were improved. They reflect in detail how students' work in a particular course is evaluated. A significant improvement is the inclusion of students' evaluation of the possibility to apply the acquired qualification in the professional field. During the realization of the study program students' recommendations regarding the involvement of industry professionals in the study process were taken into account. The content of the study courses was amended by adding topics and methods that allow students to better understand how the acquired knowledge can be applied in practice.

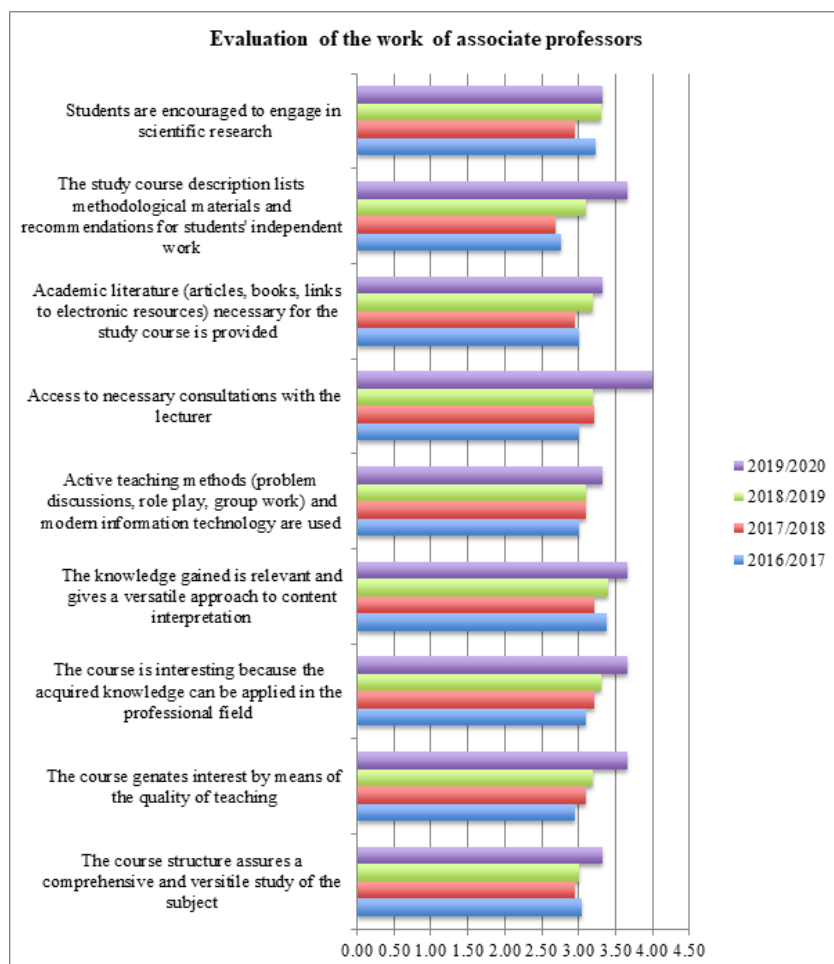
The analysis of students' assessment of the quality of the study process (see *Fig. 3.1.4*) shows that, as in previous years, among the most highly rated are the layout of ISMA premises, the possibility to use the Internet and the qualification and professionalism of the academic staff.



*Fig. No. 3.1.4. Evaluation of the quality of the study process*

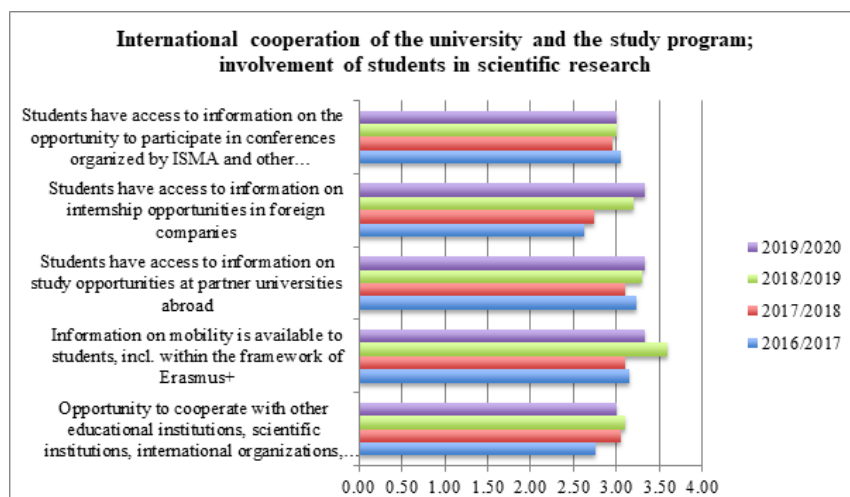
The availability of study materials and academic literature has received the lowest rating. Students' opinions have been taken into consideration and the library of the university has been supplemented with academic literature that is relevant to the students of the study program "Entrepreneurship in the Field of Real Estate". The rise of this rating in the academic year 2019/2020 is a positive indicator. There is a similar rise in the rating of the diversity of study materials and the quality of the Moodle platform. The ISMA Study Board has raised the issue of developing study materials and making them available on the Moodle platform. Additionally, it is planned to continue updating the textbooks and to work intensively on improving the Moodle platform. The work to encourage students' involvement in the Business Incubator remains a priority and the focus should be on informing students, as some students note that they lack information about this possibility.

The evaluation of the quality of the work of associate professors is summarized in *Fig. No. 3.1.5*.



*Fig. No. 3.1.5. Evaluation of the work of the teaching staff*

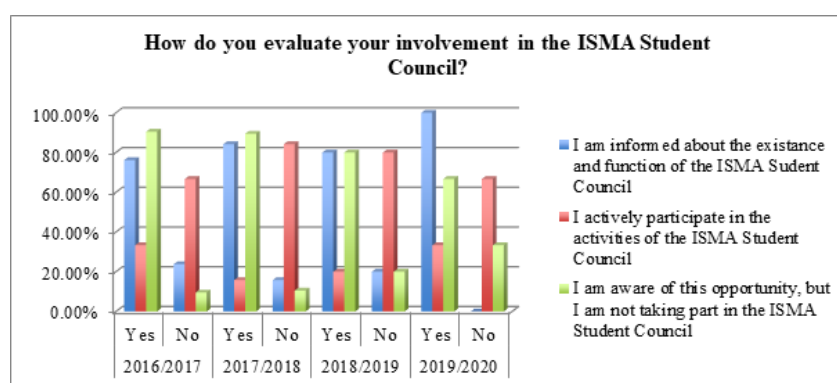
The students greatly appreciate both the lecturers' readiness to provide the necessary counselling and the fact that the knowledge that students acquire while studying at ISMA is relevant and versatile. An important improvement is the increased rating of the incorporation of the methodological materials and recommendations for students' independent work in the course descriptions. There is a similar increase in the assessment of the possibility to apply the acquired knowledge in the professional field. It should be noted, however, that the assessment of student involvement in scientific research has not improved significantly compared to the previous year. Teachers should continue to motivate students to engage in the study of the most interesting and practical issues. The ISMA Annual Student Conferences are an optimal platform for student involvement in research. This is also confirmed by the students' answers regarding international cooperation at the university and the students' involvement in scientific research.



*Fig. No. 3.1.6. Evaluation of the international cooperation of the university and the study program; involvement of students in scientific research*

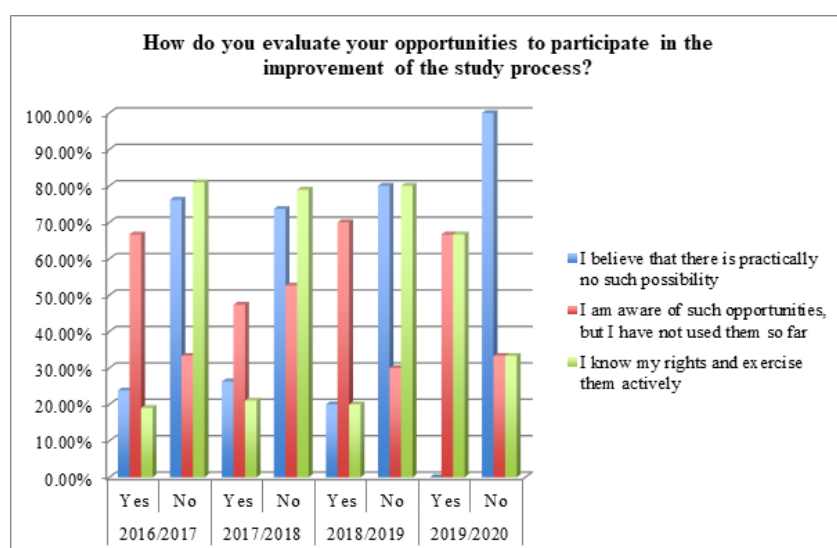
Likewise, the improvement of the rating of information available to students about opportunities to participate in conferences organized by ISMA and other universities is insignificant. This issue has also been brought to the attention of the ISMA Study Board. Overall, the students' awareness of the cooperation opportunities of the university has improved. A significant improvement is the students' awareness of internship opportunities abroad and mobility within the Erasmus programme. However, it should be noted that the real mobility of students in the study program is low. This can be explained by the fact that this is a two-year study program and its content is closely related to the situation in the real estate sector in Latvia.

According to the students, observance of the principles of democracy in ISMA is considered to be relatively good (see *Figs. 3.1.7 and 3.1.8.*).



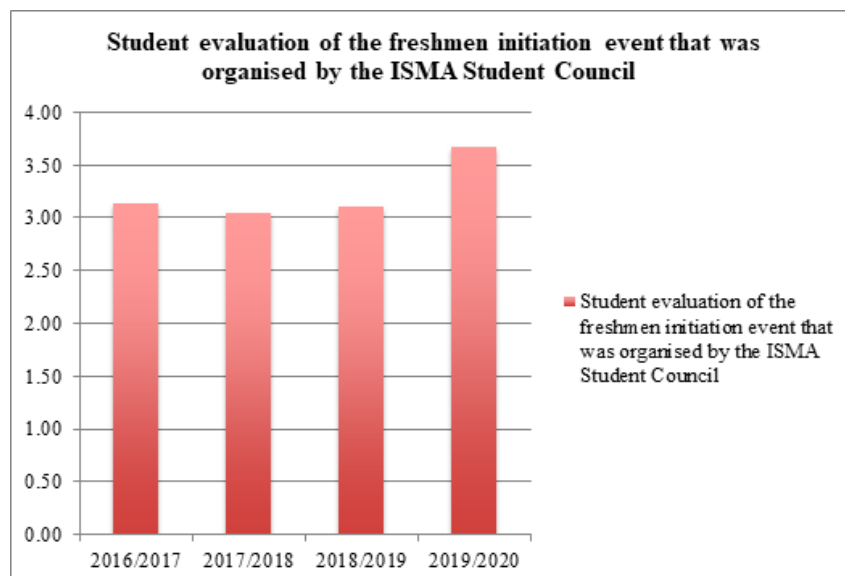
*Fig. No. 3.1.7. The results of a student survey evaluating the students' involvement in the ISMA Student Council*

As previously mentioned, sometimes students note that they lack information on some issues, but regarding involvement with the ISMA Student Council and the improvement of the study process, students acknowledge that they are aware of such opportunities, but are less involved. Hereby it can be concluded that it is due to low participation and activity on the students' part.



*Fig. No. 3.1.8. The results of a student survey evaluating the students' opportunities to participate in the improvement of the study process*

The achievements of the ISMA Student must also be recognized. For example, the freshmen initiation event that was organised by the ISMA Student Council organized was received very well by fellow students (see Fig. 3.1.9.). This type of activity is especially important for students of the 1st level study programs and of undergraduate programs.



*Fig. No. 3.1.9. The results of a student survey evaluating the freshmen initiation event that was organised by the ISMA Student Council*

Such events strengthen the students' loyalty to the university and promote student cooperation.

## 2.6.2. Analysis and evaluation of ISMA graduate survey results, their use in the improvement of study content and quality

In order to objectively evaluate the quality of the study process, to analyse the competitiveness of graduates in the real estate market and to reflect the graduates' evaluation of the successes and failures of the study process, the university regularly conducts graduate surveys and takes note of their recommendations. Between 2016 and 2019, 11 graduates were interviewed.

Overall, continuing the trend of previous years, the graduates' evaluation of the quality of the study process of ISMA 1st level professional higher education study program "Entrepreneurship in the Field of Real Estate" is positive. In their recommendations for the improvement of the study program, the graduates note that it is desirable to attract a larger number of professionals who are active in the real estate field, who understand the theoretical aspects of building management, as well as the specifics of the real estate industry and are able to offer solutions for improvement of the real estate management practices. When answering the questions about the study program, the graduates appreciated the quality of the acquired knowledge and their ability to apply the acquired knowledge in their work.

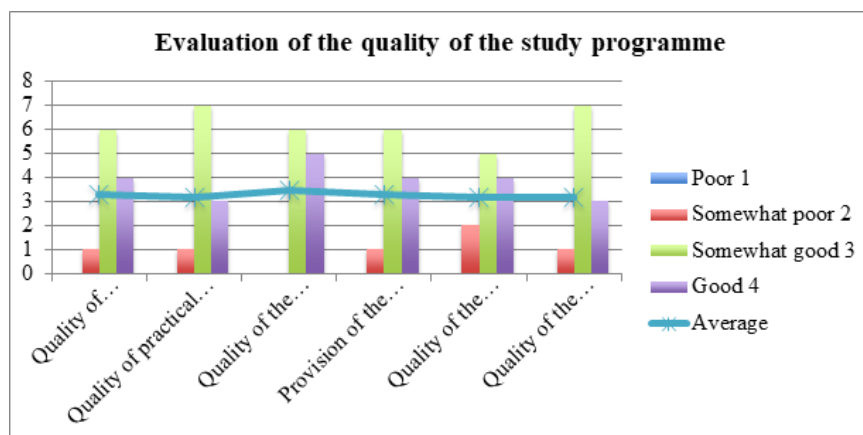


Fig. No. 3.1.10. The results of a graduate survey evaluation the quality of the study programme

Practical competencies acquired during their studies and the quality of competences acquired during their qualification practice received the highest evaluation from the graduates. The graduates noted that the tasks performed during the internship helped to understand the specifics of real estate management and encouraged them to start their activity in this field after graduation. For example, Alla Popva is the chairman of the board of the company SIA "NĪA Nami", Wladimir Gottmann is the CEO of „M&G Development und Immobilien GmbH” in Germany, Maxim Metjolkins founded his company Товарищество собственников жилья "Остров" in Russia, Jānis Vecvanagsis a board member in the company SIA „AE Vides Serviss”.

Figure 3.1.11 shows the average evaluation rating that the graduates gave for the quality of competences relevant to the profession of a real estate manager during their studies and in their professional activities. It is very important that competencies related to the ability to perform the duties of a building manager responsibly and independently are well evaluated. The average rating equals 3.64. Likewise, the ability to adapt to current real estate development trends is also well appreciated. The average rating is 3.55.

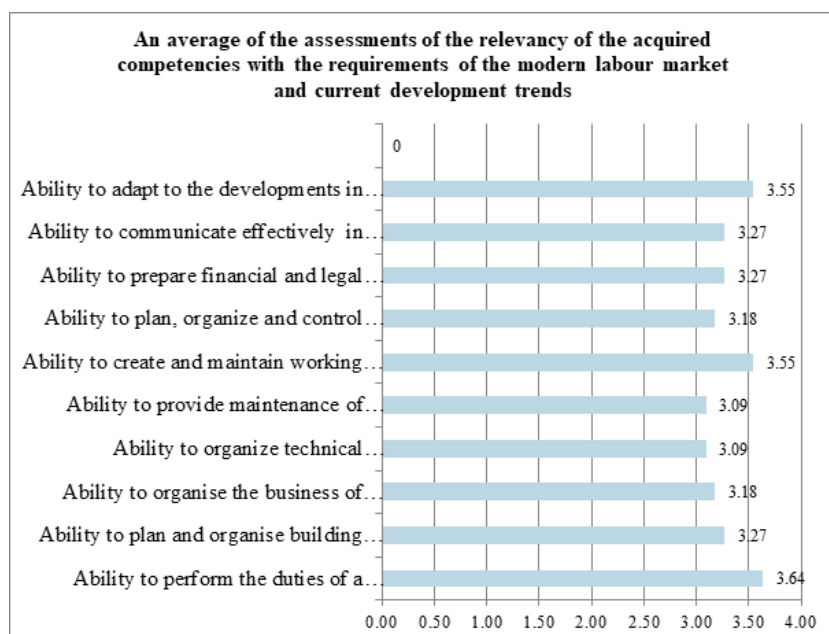


Fig. No. 3.1.11. An average of the assessments of the relevancy of the acquired competencies with the requirements of the modern labour market and current development trends

It can, therefore, be concluded that the graduates have acquired the competencies necessary for the profession of real estate manager and are able to use the knowledge acquired during their studies in their professional activities.

Graduates also openly give suggestions on how to improve the study process and are keen to address specific issues. For example, the graduates are involved in organizing student internships - by offering internships, by acting as internship supervisors, and by participating in qualification paper evaluation committees.

24% of respondents disclosed that they were continuing their studies in the undergraduate program. It should be noted that most of the respondents continue their studies in the ISMA undergraduate programme. An additional positive aspect is the readiness of graduates to continue co-operation with the university, both by offering internships to students and co-operating in the research of topical issues in the field of real estate management.

### 2.6.3. Analysis and evaluation of the results of the employers' survey, and their use in improving the content and quality of the study programme

Like in previous self-evaluation periods, the university carries out a survey of employers to determine the qualitative achievements of ISMA 1st level professional higher education study program “Entrepreneurship in the Field of Real Estate”, its usefulness in the professional field, as well as to forecast future employment opportunities of graduates. Between 2016 and 2019, an employer survey was conducted with the participation of eight employers.

According to the survey results, most of the surveyed employers are satisfied with the professional preparedness of ISMA students.

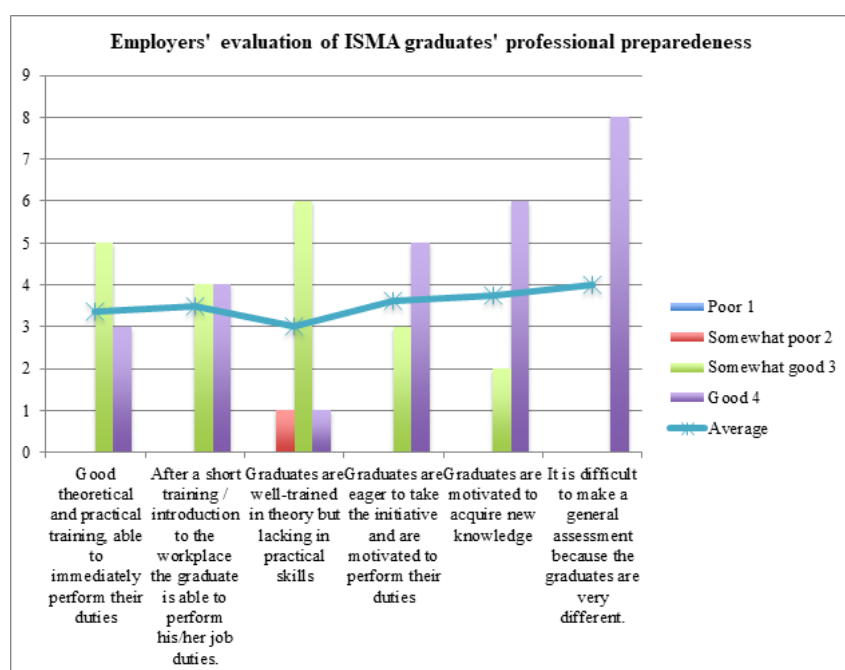


Fig. No. 3.1.12. Results of the employers' survey evaluating the professional preparedness of ISMA graduates

It should be noted that the question of employees' willingness to acquire new knowledge is particularly relevant when assessing employment prospects. Employers rated this skill as very good and good. The average rating is 3.75. These results suggest that graduates of this ISMA study programme are motivated to acquire new knowledge and ready to respond to the challenges of the labour market. The answers to the remaining questions also confirm that the graduates are competent and meet the requirements of employers.

The results indicate that ISMA graduates have received an average score of above 3 (out of 4) in

almost all factors listed in the survey, which is a very good indicator. Employers' assessment of the graduates' practical preparedness indicates that the university should continue to improve its students' practical knowledge. Although the average rating is rather good (3 points), employers noted that graduates' practical skills in real estate management and evaluation should be improved. Among the suggested improvements to the program, there was a repeated recommendation to pay more attention to the analysis of practical situations, examples and to assign students more practical tasks. Employers advised the introduction of a practical exercise related to surveying the physical state of buildings and structures and planning the necessary renovation work. This recommendation is very important for the development of the study program; therefore, it was taken into consideration. The course "Real Estate Management, Maintenance and Evaluation" was supplemented with practical tasks, which ensure the ability of graduates to act independently and make informed decisions in situations related to the management and maintenance of buildings and the land lots attached to them.

The average score of ratings given by employers to ISMA graduates for compliance with the learning outcomes defined by the European Qualifications Framework (EQF) are shown in Table No. 3.1.3. Overall, the ratings are good. The assessment of the fourth question is of particular importance (average rating - 3.35). This score confirms that ISMA graduates, in addition to acquiring professional competencies, understand the importance of the profession of real estate manager in a broader social context. This is consistent with the formulation of the goal defined in the study programme, which is to successfully train socially responsible building managers who are open to self-development.

*Table No. 3.1.3. Employers 'average ratings on ISMA graduates' compliance with learning outcomes defined by the European Qualifications Framework (EQF)*

Study result	Average rating
1. Able to demonstrate comprehensive and specialized knowledge and understanding of the facts, theories, regularities, and technologies relevant to the professional field	3
2. Able to carry out practical tasks in the profession based on an analytical approach; demonstrate skills of being able to conceive creative solutions to professional problems, explain and reasonably discuss practical issues and solutions within the profession with colleagues, clients and management; with a certain degree of autonomy, to be able to learn further develop their knowledge and competences	3



3. Able to evaluate and improve one's own activities as well as those of other people, able to work in collaboration with others, to plan and organize work to accomplish specific tasks in one's profession, perform or monitor work activities that are subject to unpredictable changes	3,25
4. Students are able to formulate, describe and analyse practical problems in their profession, to select the information they need and to use it to solve well-defined problems, to participate in the development of the respective professional field, to demonstrate an understanding of the role of their profession in the larger social context	3,35

It should be noted that employers stated in their interviews with the Career Center Manager that the assessment criteria for ISMA graduates' professional training and compliance with the learning outcomes defined by the European Qualifications Framework (EQF) are considered to be complex and very general.

In interviews with the program director and the career centre manager, employers noted the acute importance of developing students' ability to dare to start working in the hands-on home management field as well as their ability to adapt to changing circumstances.

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

The ISMA External Relations Unit is responsible for the organization of student and teaching staff mobility. The unit has been established to ensure international cooperation of ISMA with higher education institutions, organizations and associations in other countries. The External Relations Unit organizes internships for students in foreign companies, as well as traineeships in their speciality at foreign universities. During their studies, any ISMA student can do an internship in one of the EU countries within the scope of the Erasmus program and receive the allocated scholarship. Each year, students have the opportunity to obtain detailed information on internships and their conditions, as well as to meet the partners offering employment opportunities by attending ISMA's annual International Conference on Internship & Employment.

Erasmus + provides students with the opportunity to gain international experience and knowledge while studying at one of the partner higher education institutions or to do internships in companies or other relevant professional institutions abroad.

### **The objectives of student mobility are:**

- to enable students to spend a certain period of their academic journey studying at a higher education institution in another EU Member State;

- to enable students to gain valuable academic, linguistic and cultural experience while studying in other European countries;
- to promote cooperation between higher education institutions and improving the study environment in host universities
- to promote the development of well-qualified and internationally experienced young people - emerging professionals

**The objectives of the internship mobility are:**

- to enable students and recent graduates to gain practical experience in a company or organization in another European country;
- to help students adapt to the requirements of the EU labour market;
- to enable students and recent graduates in the development of specific skills, including language skills, and to raise awareness of economic and social culture;
- to promote cooperation between universities and businesses;
- to promote the development of well-qualified, open and internationally experienced young people - emerging professionals

**Following the end of the mobility:**

- the host institution provides the student and ISMA with a transcript of record attesting that the agreed program has been completed;
- ISMA, through its ECTS or equivalent credit system, academically recognizes mobility period studies as required by the learning agreement;
- the mobility period is also mentioned in the Appendix of the Diploma

**During studies abroad:**

- the student must comply with the terms of the Erasmus grant agreement as well as the terms of the study agreement;
- any changes to the study agreement must be immediately agreed upon in writing by the student with ISMA and the host institution;
- the student must spend the full agreed period of study at the foreign institution of higher education, take the necessary examinations or other academic tests and comply with the rules and regulations of the host institution of higher education;
- at the end of the mobility period, the student must receive a transcript of records from the foreign host university. It lists the study courses taken and summarizes the credits and marks obtained;
- ISMA provides full academic recognition of successfully completed subjects (using the ECTS credit system);
- During the Erasmus study period abroad, the student is not exempt from ISMA tuition fees.

Considering that students are eligible for study exchange from the second year onwards, the opportunities for study mobility in the first level professional higher education study program “Entrepreneurship in the Field of Real Estate” are very limited. So far, there has been no student mobility. It is understandable that the students of the study program are passive in using the mobility opportunities, considering that the content and specificity of the program are largely related to real estate management in Latvia. The evaluation of the graduates of the study program also emphasizes the importance of qualification practice in the development of professional competences of the building manager.

Consequently, real mobility opportunities would be available after graduation. This is also an opportunity given that recent graduates can go on placements no later than one year after graduating. The duration of the mobility trip is between 3 months and 12 months for studies and

between 2 months and 12 months for work placements. Although students are currently choosing internships in Latvia to develop practical skills that are fully related to the local market and to stabilize their chances of gaining independent employment, there is a need to further inform students about the benefits and importance of post-graduate mobility in professional development.

### 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 implementation of the study programme “Entrepreneurship in the Field of Real Estate” takes place in the modern equipped premises in Lomonosova Street 1, building.7 - in a completely renovated building with comfortable, well lit, heated and ventilated classrooms, library and café. The classrooms are equipped with the latest technology for lectures and seminars - computers, projectors, televisions - which are useful both as a lecture assistant and as a means of evaluating study results.

Multifunctional lecture rooms are used for classes to provide a high level of learning outcomes, for example, multiple auditoriums are equipped with easy-to-move chairs with an attached small desk for taking notes, which makes it easy to organize work in pairs, larger or smaller groups when necessary.

The students have a free-access library of total square footage 286m<sup>2</sup> with a wide and regularly updated range of books and scientific articles. The University subscribes to the EBSCO database, which students can use by connecting to it from any computer at any convenient place and time; this provides free access to information when preparing for exams, working on study, and writing final theses. ISMA teaching staff publishes scientific papers regularly in free-access articles like ResearchGate.net and Academia.edu recourses. ISMA students are also encouraged to register for resources and use free-access informationi for scientific purposes.

The range of available literature, which relates to the needs of the study program “Entrepreneurship in the field of Real Estate”, is presented in Table 3.1.4.

*Table No. 3.1.4. Range of available literature related to study programme “Entrepreneurship in the field of Real Estate”*

<b>Subjets</b>	<b>Title</b>	<b>Amount</b>
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Real Estate	21	30
Economics. Insurance. Accounting.	357	535
Management	496	656
Marketing	234	406
Entrepreneurship	300	402
Low	384	519
Logistic	44	76
Social Sciences	408	554
Banking and Finances	210	322
Math.	107	186
Scientific Research	27	33
<b>In total</b>		<b>3719</b>

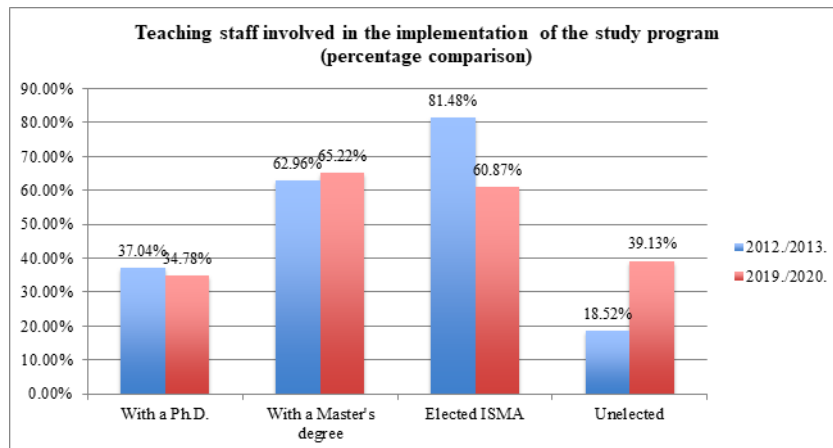
More information about the infrastructure, material and technical support is available in Section II, part 3, p.p. 3.1-3.3.

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

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

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

As in the previous accreditation period, the teaching staff is stable. Following the changes in the content of the study programme, the composition and numerical indicators of the teaching staff have changed. The changes are shown in figure No. 3.1.13.



*Fig. No. 3.1.13. Teaching staff involved in the implementation of the study program (percentage comparison)*

Several ISMA faculty members continue their work in the study program for many years, for example, I.Spīča, I.Mutjanko. However, several new lecturers with experience in teaching and practical entrepreneurship have been recruited, for example, I.Rusiņa and E.Sproģe. Although some of the teaching staff have not yet obtained their doctoral degree, their practical work experience is very important and valuable for the study process, providing students with a clear understanding of the tasks of a building manager, real estate financing and development opportunities, building management experience in the EU countries, and for scientific research. Since receiving the previous accreditation certificate, several lecturers who were studying at that time have successfully completed their doctoral studies and received a Doctoral degree, such as T.Odinkova.

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

In compliance with p.27 of the Law on Higher Education Institutions, ISMA academic staff is formed of professors, associate professors, docents, leading researchers, lecturers, researchers, assistants. Academic positions at ISMA are taken in compliance with the legal enactments of the Republic of Latvia, according to the electoral procedure, which is set in the "Regulations for the Election to Academic Positions in ISMA". The regulations include the qualification and eligibility criteria for the teaching staff in accordance with Articles 28, 30, 32, 36, 37, 38 and 40 of the Law on Higher

Education Institutions.

Information on the teaching staff involved in the implementation of the study programme is presented in Figure 3.1.14

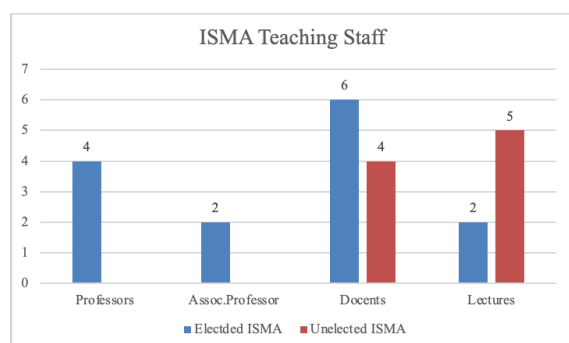


Figure 3.1.14. "ISMA Teaching Staff"

The teaching staff of the First-level professional higher education study programme "Entrepreneurship in the Field of Real Estate" are knowledgeable and experienced professionals who have obtained their experience during long-term work in the field of higher education in Latvia and other countries of the EU. The gained experience promoted the understanding of the dynamics and diversity of the modern education area. The cooperation of the teaching staff and students within the study process is based on openness and mutual respect. By choosing to study this program, students are aware of the complexity and responsibility of the field. They expect lecturers to have not only the theoretical knowledge of real estate management but also an insight into the theoretical and practical aspects of property management.

As it can be seen in Annex No. 2.3.2 - the CVs of the teaching staff - many of the lecturers, who are involved in the implementation of the study programme, perform their professional activity in the field of real estate management. For example, the study programme is proud of the long-term cooperation with I.Mutjanko - the Head of the Riga City Council Housing and Environmental Management Department. I.Mutjanko teaches the study courses "Buildings, engineering communications, their service and maintenance", "Building structures, evaluation of buildings' technical condition", are essential for the improvement of technical competencies of a building manager. The scientific interests of the visiting docent I.Mutjanko are related to the topic "The development tendencies and problems of housing in Riga". Under her supervision, the students of the study programme "Entrepreneurship in the Field of Real Estate" have developed and defended qualification papers on such topics as buildings' constructions and engineering communications, renovation of buildings, investments and energy certification, etc.

The director of the study programme I.Germane has been working at a building maintenance enterprise Interholz Haus und Grundbesitz GmbH, based in Germany, for many years. Visiting lecturer I.Rusiņa performs the duties of building manager at SIA "Pārvaldnieks24" in Riga, and works as the Chairperson of the Board at Dzīks "Čakstes 1", in Sigulda.

Since 2017, visiting lecturer E.Sproģe has worked in building management and project management at such enterprises as SIA "Brasla centrs" (Realto group enterprise - one of the leading real estate and business park enterprises in Latvia), SIA "Ultimo Ratio" and SIA "Odzienas Pilsbrūzis".

Some examples of teaching staff experience and their involvement in achieving learning outcomes are presented in Table No. 3.1.5. Full details of the teaching staff's work experience are summarized in the CVs of the teaching staff.

Table No. 3.1.5. Teaching staff's experience in real estate management and business

Teaching staff	Teaching staff's experience in real estate management and business	Study courses taught
Rusina I.	Real estate manager - SIA "Pārvaldnieks24", Rīga, Latvia Board member - Dzīks "Čakstes 1", Sigulda, Latvia Technical director - SIA "Vangažu Namsaimnieks", Vangaži, Latvia	Real estate management, maintenance and evaluation, construction projects' development, planning and supervision; practical aspects of construction activities
Sproge E.	Real estate manager - SIA "Braslas centrs", SIA "Ultimo Ratio" Project director - SIA Odzienas Pilsbrūzis General manager, Board member - „Finanšu Aģentūra"	Financial aspects of real estate management
Mutjanko I.	Head of Administration - Riga City Council Housing and Environment Department, Riga, Latvia Department manager - Riga municipality housing agency "Rīgas mājoklis", Riga, Latvia	Building structures, evaluation of buildings technical condition Buildings engineering communications, their service and maintenance

Berzina I.	Project director - SIA „Sertifikācijas centrs”, Riga, Latvia Head of marketing, office manager - SIA „ALFOR”, Riga, Latvia Marketing specialist - SIA „MR Ripo”	Real estate marketing Business communication and record- keeping
Germane I.	Project director - Interholz Haus und Grundbesitz GmbH, Germany Project director - SIA “Alfa Stars”, Latvia	Introduction to studies and real estate economics Management theory
Linde I.	Board member - “Hudson Constructions and Technologies” Vice-president - AS “Saules banka” Board member - representative of the banks of the Baltic republics - Europay Int Vice-president - “Latvijas Krājbanka”	Construction projects development, planning and supervision
Kļukins D.	Board member - “Izglītības nams” AS, Latvia	Practical aspects of construction activities



Čelika M.	Auditor - Rural Support Service, Riga, Latvia Manager - "CanMarine Inspection and Expertise services", Las Palmas de Gran Canaria, Spain	Qualification traineeship
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The involvement of practitioners is one of the priorities of the study programme, is one of the competitive advantages, which is appreciated by ISMA students. Therefore, visiting lecturers are regularly invited to teach not only the full course but also to discuss specific themes. In 2016, for example, ISMA hosted guest a guest speaker from the Zirve University (Turkey), vice-dean, associate professor, Dr Bora Senyigi, who gave a lecture called "Modern Accounting" as well as open lectures "Management Theory" and "Management Function".

In 2017, a lecture-seminar on "Insurance Opportunities and Challenges in Latvia" took place at ISMA and was lead by the president of the Latvian Insurance Association Janis Abashin.

The teaching staff actively participates in the improvement of the study programme, in the updating of study courses, in methodological work, as well as in continuous self-improvement courses, seminars, further studies, and takes part in scientific research, conferences, and projects.

**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 scientific work of ISMA academic staff complies with the current Education Development Guidelines of the Ministry of Education and Science of the Republic of Latvia for 2014-2020, which stipulates that the main aim of the Latvian Education Policy is quality and inclusive education for personal development, human well-being and sustainable national growth. ISMA study programmes of "Management, Administration and Real Estate Management" Study Direction, the Council of the study direction approved the concept of scientific research and artistic creativity focused on the cooperation of ISMA academic staff in the field of scientific research, taking into account interdisciplinary linkage and study of practical problems of study programs, as well as participation of the academic staff in international research aimed at developing innovation capacity and human capital role in Latvia's competitiveness in management and entrepreneurship.

Considering the specifics of the First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate", the teaching staff involved in the implementation of the study programme is motivated to link their scientific activities with research aimed at human welfare and human capital growth as well as at the solution of practical real estate management problems. The professional activities of the teaching staff involved in project management, real estate development and international real estate management activities are of particular importance. Some examples, which are relevant to the First-level vocational higher education study programme "Entrepreneurship in the Field of Real Estate", to the study process and the development of the study courses of the study programme, are summarized in Table 3.1.6.

*Table 3.1.6 The link between the professional and scientific research activities of the teaching staff and the study program*

<b>Teaching staff</b>	<b>Study / publication / project</b>	<b>Relevant study courses</b>
Rusiņa I.	EU Project: "Improving energy efficiency in apartment buildings" EU project: "Apartment building renovation"	Real estate management, maintenance and evaluation, construction projects' development, planning and supervision; practical aspects of construction activities
Germane I.	Conferences: Berzina I, Germane I., Harmonization of Competitive Values in Tourism Operations. RTTEMA 9th International Conference "Modern Society Education. Theory and Practice", Riga - RPIVA, 2013. Berzina I, Germane I., Evaluation of the Communication System in a Multicultural Company. RTTEMA 11th International Conference "Modern Society Education. Theory and Practice", Riga - RPIVA, 2015. Project: " Modernization of the heating system of an apartment building (17, Esterwagnerstraße, Höhenkirchen-Siegersbrunn, Bayern, 85635), 2019-2020	Introduction to studies and real estate economics Business organization and planning

Sproģe. I	<p>RSS project with the support of the European Agricultural Fund for Rural Development. Project developer: SIA "Odzienas Pilsbrūzis", project No. 11-00-L12300-000087 "Establishment of a fermented beverage plant", 2nd stage: real estate renovation and technological equipment.</p>	Financial aspects of real estate management
Berziņa I	<p>Conferences:  Berzina I, Germane I., Harmonization of Competitive Values in Tourism Operations. RTTEMA 9th International Conference "Modern Society Education. Theory and Practice", Riga - RPIVA, 2013.  Berzina I, Germane I., Evaluation of the Communication System in a Multicultural Company. RTTEMA 11th International Conference "Modern Society Education. Theory and Practice", Riga - RPIVA, 2015.</p> <p>Projects:  1) State Education Development Agency (VIAA) - Adult Education Project "Improvement of Professional Competence of Employed Persons", 4th stage  project No. 8.4.1.0/16/I/001.)  2018-2019, Project developer: SIA "Sertifikācijas centrs"  2) Development of Socially Responsible Communication Model (Based on the development of a new website),  2016-2018, Project developer: SIA "ALFOR"  3) Development of Customer Loyalty Program for Latvian and Estonian Market,  2016-2018, Project developer: SIA "ALFOR"  4) Complex Local Market Research for Selection and Opening of New Outlets,  2012-2013, Project developer "MR Ripo" Ltd.</p>	<p>Real estate marketing  Business communication and record-keeping</p>

Siļineviča V.	<p data-bbox="371 118 837 421">V.Silinevicha K. Kalinina (2017). Entrepreneurship of Eco-system and Its Transformation, Using the Example of the Republic of Egypt, <i>Advances in Economics and Business</i> Vol. 5(3), pp. 155 - 166, DOI: 10.13189/aeb.2017.050304, ISSN: 2331-5075. EBSCO</p> <p data-bbox="371 421 837 739">V.Silinevicha K. Kalinina (2017). The Development of the Evaluation System of Factors, Influencing on the Organization for the Prevention of Risks of its Activity in the Market in any Field of Activity, using PEST - Analysis. <i>PROFESSIONAL STUDIES: Theory and Practice</i> 2017 / 3 (18), pp. 44 - 51, <b>ISSN 2424-5321</b>. EBSCO</p> <p data-bbox="371 739 837 952">International Scientific Conference "National and Regional Economies of the European Union:" Baltic Sea Strategy Nordic-Baltic-8 ", Warsaw, 2011.</p> <p data-bbox="371 952 837 1120">Renewable energy regional policies: Instruments to design an energy strategy. <b>ISBN 978-9984-47-47-058-0</b></p>	<p data-bbox="837 118 1327 208">Energy efficiency of buildings and energy audit</p> <p data-bbox="837 208 1327 253">Management theory</p> <p data-bbox="837 253 1327 313">Buildings engineering communications, their service and maintenance</p>
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Gopejenko V.	<p>01.07.2015-31.12.2015 ERAF STRAT Ventspils, VeA Nr. 2015/0029/2DP/2.1.1.3.3/15/ IPIA/VIAA/012. 2014.-2015.-Belarus-Latvia Bilateral Project Correlation of electromagnetic, mechanical and heat properties of aerogels and polymer composites with nanocarbon inclusions (2014-2015); Nr. LV-BY/2015</p> <p>2017.-2020 - ERAF Project „Methods and Tools for the Design in Reconfigurable Environment” Nr. 1.1.1.1/16/A/234</p> <p>Muhamedyev, R., Kiseleva, S., Gopejenko, V.I., (2016) Visualization of the renewable energy resources Source of the Document Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics) 9768, pp. 218-227 ISSN: 03029743 ISBN: 978-331940620-6 DOI: 10.1007/978-3-319-40621- Publisher: Springer Verlag</p> <p>D. Fink, A. Kiv, Yu.N. Shunin, N. Mykytenko, T. Lobanova-Shunina, A. Mansharipova, T. Koycheva, R. Muhamediev, V. Gopeyenko, N. Burlutskaya, Yu.F. Zhukovskii, and S. Bellucci, The nature of oscillations of ion currents in the ion track electronics. Computer Modelling &amp; New Technologies, 2015, 19(6), p. 7-13. pdf</p>	<p>Building structures, evaluation of buildings technical condition Buildings engineering communications, their service and maintenance</p>
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I Spīča	<p>Project: 'Business and Marketing Management (No BKC / 2009/1)'</p> <p>Project: Business Environment Management (No BKC / 2009/2)</p> <p>Spīča, I., Bērziņa, B., Spīčs, E. (2019) Analysis of Innovation and Technology Business Environment Spīča Indicators in Latvia, 14th European Conference on Innovation and Technology Business, Kalamata, Proceedings, [Vol. 2], Pp. 1003-1012.</p> <p>Spīča I. Latvian Business Environment Model // Modeling-2016. - Kyiv: G.E.Puhov Institute of Modeling Problems in Energy, Ukrainian Academy of Sciences, 123-126 s.</p> <p>Performance of Latvian business environment management. 4th International Scientific-Practical Conference "Business Environment" 02/12/2016, Riga, Latvia</p> <p>Business environment factors affecting international trade. 3rd International Scientific-Practical Conference "Business Environment" 27/11/2015, Riga Latvia</p> <p>The Analysis of Indicators Characterising Innovations and Technological Business Environment in Latvia. Proceedings of the 14th European Conference on Innovation and Entrepreneurship. University of Peloponnese, Kalamata, Greece, 19-20 September 2019, 1004-1012.</p> <p>Business Competences. Monograph. Edited by I.Spīča. 4 [ vol ]. Business Competencies Necessary for the Economic Recovery of Latvia. Riga. Business competence centre, 2012. 160 p.</p>	Real estate management, maintenance and valuation
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Liepa E.	<p>Grinberga-Zalite G., Liepa E., Avotina A. The Role of Social Marketing in Maintaining the Balance between Satisfaction of Immediate and Long-Term Needs": Proceedings of the International Scientific Conference - 2013, April 25-26 2013, Latvia University of Agriculture, Faculty of Economics, Jelgava, 2013, Volume 32, pp. 152-157. (EBSCO, ISSN 1691-3078)</p> <p>Grinberga-Zalite G., Hernik J, Liepa E., Papins A. Evaluation Of Latvian Students' Learning Experience In The European Education Area. Rezekne Academy's of Technologiesjournal of social sciences "<b>Latgale National Economy Research</b>" (ISSN 1691-5828, eISSN 2256-0955) (ind. Index Copernicus and EBSCOhost Business Source Corporate Plus</p>	Research methods and statistics
Mročko A.	<p>P. A. Osipov, A. E. Mrochko, A. N. Borisov. Identification of differences in user behaviour profiles and user class templates. ( Automatic Control and Computer Sciences. March 2014</p>	IT in real estate management
Korjuhina J.	<p>Korjuhina, J., Kostenko S. (2017). Personnel Motivation System Perfection in Baltic Beach SPA department in Baltic Beach Hotel and SPA. Journal "Cultural Heritage and Tourist Territories", Nr.1., BSA, Riga, ISSN 2592-8449 , p.45-64</p> <p>Ezeriņa, Z., Korjuhina, J., Nikadimovs, O., Zvereva, O. (2017) Key competencies of managerial level employees for sustainability in hospitality business. Economics and Education. InternationalScientific Journal. Vol.2, Issue 2. ISMA University, Riga, pISSN 2500-946X, eISSN 2592-8236, p.23-34</p>	Business communication in a foreign language
Kļeščevņikova Ž.	<p>Kļešņikova, Z., Odinkova,T. (2015) Problems of innovative development of Latvia. The 13th International Scientific Conference Information Technologies and Management. ISMA, Riga.</p>	Legal regulation of real estate management in the Republic of Latvia and the EU Environment, labour and civil protection

Riashchenko V	<p>M.Živitere, V.Riashchenko Innovative approaches in the management of competitiveness of businesses. Collective monograph, edited by A. Berezin, M. Bezpartochnyi - Bezpartochnyi M., Živitere M., Riashchenko V. Use of cluster analysis to ensure the effective functioning and development of retail. Latvian Academy of Sciences. Riga: «Landmark» SIA, 2016. – Vol. 2 – 196 p.,</p> <p>Viktoriia Riashchenko (2012). Управление бизнес-процессами предприятия. <i>Актуальные проблемы экономики</i>. 2012 - № 10. ISSN 1993-6788. (Thomson Reuters Web of Science)  <a href="http://eco-science.net/">http://eco-science.net/</a></p> <p>Viktoriia Riashchenko (2012). Направления оптимизации бизнес-процессов предприятия. <i>Актуальные проблемы экономики</i>. 2012, - № 9. ISSN 993-6788. (ThomsonReuters, Web of Science)  <a href="http://eco-science.net/">http://eco-science.net/</a></p> <p>Marga Živitere, Viktoriia Riashchenko. Mechanical Implementation Of Business Process Reengineering – Innovative Infotechnologies for Science, Business and Education, ISSN 2029-1035 – 1(14) 2013 – Pp. 30-35.</p> <p><u>V. Riaschenko</u> (2017).Environment. Technology. Resources. 11th International Scientific and Practical Conference. Promoting social entrepreneurship product. Conference papers are indexed in the <a href="#">SCOPUS database</a>.Rezekne Academy of Technologies June 15, 2017 – June 17, 2017</p> <p><u>V. Riashchenko</u>. Human resource management in innovative companies. Report of the 3rd World Congress of Latvian Scientists and the 4th Congress of Letonica Science, Society and National Identity. 24-27, October 2011. Riga, ISMA</p>	Qualification traineeship
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Linde I.	I. Linde, M. Zivitere, V. Riashchenko, the Development of Innovative Capacity of the Latvia, INTED2017, 11th International Technology, Education and Development Conference, pp.10071-10075, 6-8 March, 2017, Valencia (Spain); ISBN: 978-84-617-8491-2, ISSN: 2340-1079 <i>The International Scientific Conference New Challenges of Economic and Business Development-2012</i> (May 10 – 12, 2012, Riga, University of Latvia, Faculty of Economics and Management), publication: <i>DIRECT USE OF KNOWLEDGE</i> , authors Juris Dzelme (AIKNC/ LU), Ivars Linde, (RSEBAA), Zane Krišjāne (AIKNC); 142--147 p. ISBN 978-9984-45-518-1	Construction projects development, planning and supervision
Dehtjare J.	Dehtjare J., Rjaschenko V. Marketing the Social Entrepreneurship. - Applied Research in Health and Social Sciences: Interface and Interaction, 2015, No. 12 ISSN 1822-3338 Dehtjare J., Rjaschenko V. Trends of Social Entrepreneurship. - Economics and Education. International Scientific Journal, Vol. 3, Issue 2. – pg. 7-12. pISSN 2500-946X, eISSN 2592 – 8236.	Real estate marketing

The complete information about the scientific activities of the teaching staff is available in the Annex No. 2.3.2, which also includes all their CVs.

Research results and the conclusions drawn during the preparation of publications are translated into relevant study courses, for example, through proposed case studies, tools and technologies.

**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).**

Understanding the importance of the collaboration of the teaching staff, ISMA implements the collaboration in three blocks:

1. Cooperation of the teaching staff in the development and updating of study programmes and study courses' descriptions.
2. Cooperation of the teaching staff in the improvement of methodological work.

### 3. Cooperation of academic staff in the field of scientific creativity.

In accordance with the "Regulations on the Councils of Study Directions", approved by the ISMA Senate on December 29, 2016, the content of the study courses is updated and approved by the respective Council. The working group set up at the study programme "Entrepreneurship in the Field of Real Estate" coordinates the cooperation of the lecturers on this issue. The lecturers are invited to discuss current issues in the field and innovations related to the realization of the competences of the building manager. Thanks to the cooperation of the teaching staff, the topicalities of the field are taken into consideration when developing the content of the study programme.

The improvement of methodological work of ISMA teaching staff is largely related to the annual conference "Open Learning and Distance Education", held for the 18th time in January 2020, during which the teaching staff has an opportunity to get acquainted with experience of Latvian and foreign colleagues in the development of study materials and the use of various forms and methods in the study process. For example, the study course "Real estate management, maintenance and valuation" is supplemented by students' independent work, in the framework of which students shall develop and convene in real-time a general meeting of residents of a multi-apartment residential building, where any current issue regarding the management of the building shall be discussed (The activity must be video recorded). In the framework of the study course "Building structures, evaluation of buildings technical condition" students shall perform a visual inspection of a residential building and discuss with the lecturer at the seminar which works should be performed in accordance with the duties and responsibilities of building manager (Based on video material).

Starting in April 2019, ISMA has launched a new initiative, which is also aimed at promoting lecturers' cooperation in pedagogical-methodical work. During April 23 - April 26 2019, ISMA University of Applied Sciences hosted the first Erasmus + Teaching and Training Week at ISMA. In an informal setting, participants had the opportunity to discuss current issues in higher education, develop recommendations to facilitate student mobility, and share experiences on the specificities of the implementation of study process in the Ukraine, Lithuania, Portugal and other countries. ISMA initiative has received a considerable response among teaching staff and it is planned to continue this initiative by inviting guest lecturers to conduct seminars and lectures for students and academic staff on topical issues in various sectors.

The co-operation of the academic staff in the field of scientific creativity is carried out, keeping in mind the links between study programs implemented in ISMA "Management, Administration and Real Estate Management" study direction. Collaborative research includes areas such as innovative management solutions to enhance business competitiveness, human resource management and human capital development in companies, issues and solutions for social entrepreneurship, and other research related to the specificity of curricula. Full details of the research conducted by the teaching staff are included in the CV of the teaching staff.

Alongside such important issues as raising awareness of the value of human capital in modern enterprises, in their research, the lecturers are addressing issues related to the development of Latvia's innovative capacity that holds particular importance and relevancy to the 1st level professional education study program "Entrepreneurship in the Field of Real Estate". It is planned within the framework of the Study Direction Board to motivate the teaching staff to supplement their research with more specific issues related to the management of the housing fund, search for environmentally friendly solutions in real estate management as well as significant social context issues.

As of March 5, 2020, 23 lecturers are involved in the first level professional higher education study program "Entrepreneurship in the Field of Real Estate". Number of students - 2 students.



# 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	3.1.1_Statistic_Students_RE.xlsx	3.1.1_Studejoso_statistika_NI.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	3.1.9_Compliance_Edu_Standart_RE.docx	3.1.9_Atbalstiba_izglitibas_standartam_NI.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	3.1.10_Compliance_Prof_Standart_RE.docx	3.1.10_Atbalstiba_profesijas_standartam_NI.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	3.1.2_Mapping_RE.xlsx	3.1.2_Kartejums_NI.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	3.1.3_Curriculum_Study_Programme_Re.pdf	3.1.3_Studiju_programmas_plans_NI.pdf
Descriptions of the study courses/ modules	3.1.4_Study_Courses_RE.docx	3.1.4_Studiju_kursi_NI.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	3.1.5_Diploma_NI.pdf	3.1.5_Diploms_NI.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	3.1.6_Acknowledgement_continuing_Edu_RE.pdf	3.1.6_Apliecinajums_izglitibas_turpinasanai_NI.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	3.7_Acknowledgement_compensation.pdf	3.7_Apliecinajums_kompensacija.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	3.1.8_Study_contract_RE.pdf	3.1.8_Studiju_ligums_NI.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.		