

## APPLICATION

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

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

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

Rīga Stradiņš University

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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:

Rīga Stradiņš University (RSU) is a state-established higher education and science institution under the supervision of the Ministry of Health of the Republic of Latvia and has been closely integrated into the state healthcare system already since 1950. On 15 April 2002, RSU was registered with the Register of Higher Education Institutions, registration No. 3341702042. On 13 December 2001, RSU was accredited. RSU is the third largest university in Latvia with a pronounced international orientation - about 25% of all RSU students are international students.

For three consecutive years, RSU has been acknowledged as the highest education institution of the highest quality with the best reputation in Latvia with the highest rating among nine largest higher education institutions in Latvia. Such a conclusion resulted from the research on reputation of Latvian higher education institutions conducted by research company *Kantar TNS* at the beginning of 2019.

The **vision** of RSU is to be a modern and prestigious university recognised in Europe and across the world, with human as the main value and which provides high-quality and exportable research-based higher education. The **mission** of RSU is to prepare specialists of high quality in the field of healthcare and social sciences for Europe and the world, so that the knowledge, skills, competence and attitude obtained during the studies corresponds to the highest EU requirements and humanistic traditions and the studies create a stable basis for life-long education.

RSU implements 10 study directions (StD) (data as of September 2019):

- "Healthcare" (30 study programmes (StP));
- "Life Sciences" (1 StP);
- "Information and Communication Science" (8 StP);
- "Education, Pedagogy and Sport" (2 StP);
- "Social Welfare" (3 StP);
- "Sociology, Political Science, Anthropology" (10 StP);
- "Law" (4 StP);
- "Management, Administration and Management of Real Estate" (7 StP, for accreditation are submitted 6 StP (In accordance with RSU Plan for Development and Consolidation of Study Programmes\*, the study programme "Startup Entrepreneurship" is included in the new academic Bachelor's study programme "International Business and Start-up Entrepreneurship".));
- "Psychology" (3 StP)
- "Internal Security and Civil Protection" (1 StP).

31 study programmes are implemented in the study directions of health care and life sciences, 37 study programmes are implemented in eight study directions of social sciences, including the Internal Security and Civil Protection study direction (1 study programme) established in 2016, which, like the "Law" study direction, is implemented by RSU Faculty of Law and which was accredited in 2019 for 6 years.

RSU has one branch in Liepāja. The Liepāja Branch has auditoriums and study premises with the total area of 2,816 m<sup>2</sup>, set out in two buildings in Liepāja, Rīņķu Street 24/26 and are fully suitable

for the work of the university. Lecture auditoriums and rooms are equipped with modern equipment, ensuring high-quality study process, including online lectures. (See more in Annex 2)

The StP management approach implemented by RSU has promoted the provision of StP offer that is of high quality and relevant to the fields as shown by the growing number of applicants and students in the study directions implemented by RSU (see Table 1, Figure 1), especially considering the circumstances of the demographic crisis and decrease in the total number of applicants in Latvia. On 1 October 2020, the total number of RSU students was 9248.

*Table 1.* Number of students in the study directions implemented by RSU over the last six academic years

<b>Direction</b>	<b>Academic year</b>					
	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>2018/2019</b>	<b>2019./2020.</b>	<b>2020./2021.</b>
Healthcare	5,285	5,652	6,043	6,222	6306	6707
Law	1,139	1,105	1,084	993	847	704
Management, Administration and Management of Real Estate	207	225	226	243	218	261
Education, Pedagogy and Sport	236	232	228	235	266	285
Sociology, Political Science and Anthropology	234	227	230	252	285	311
Social Welfare	138	146	126	143	150	125
Information and Communication Science	428	396	369	397	365	425
Psychology	66	111	121	143	167	279
Life Sciences	6	6	6	6	6	5
Internal Security and Civil Defence	0	0	45	82	101	146
<b>In total</b>	<b>7,739</b>	<b>8,100</b>	<b>8,478</b>	<b>8,716</b>	<b>8711</b>	<b>9248</b>

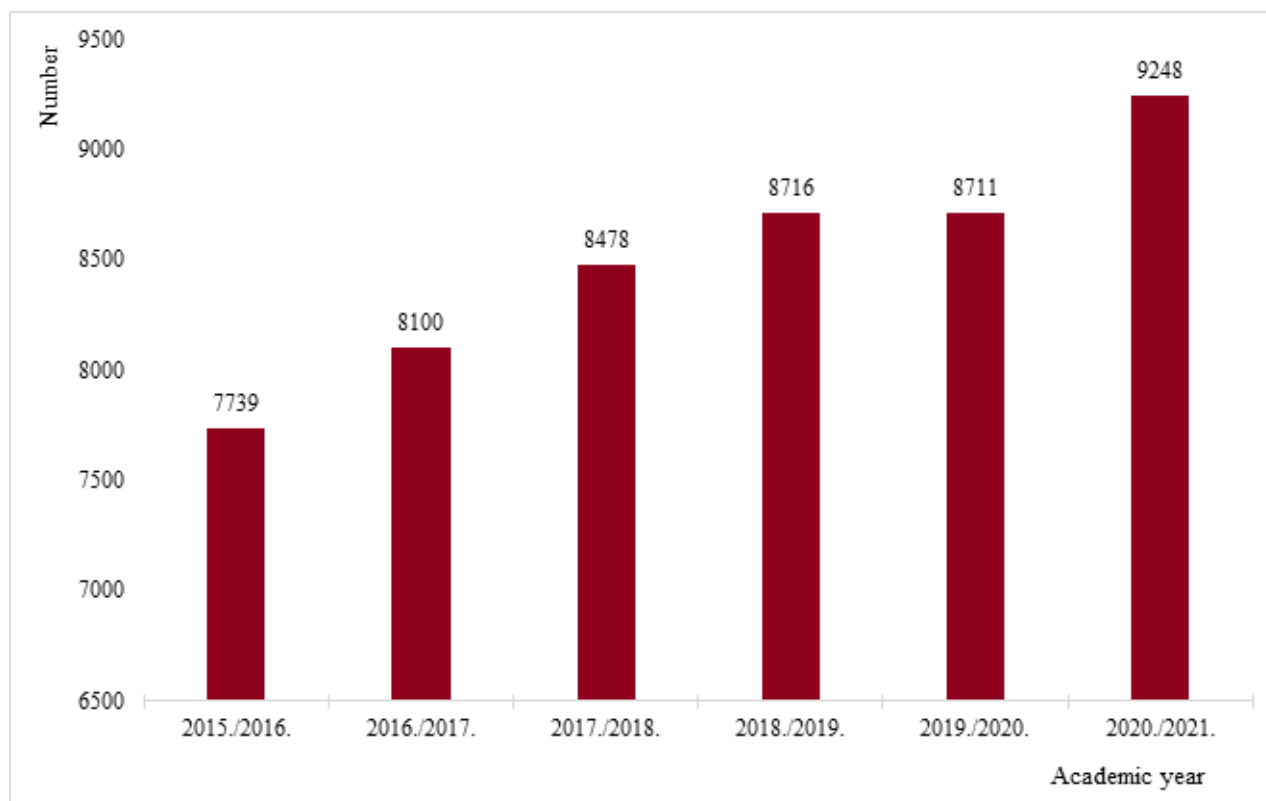


Figure 1. Total number of students in the study directions implemented by RSU over the last six academic years

RSU Development Strategy 2017-2021 is available on the RSU website in [Latvian and English](#). The main development objectives of RSU are innovative studies in a contemporary environment and research of health, wildlife and humanities, including social responsibility for sustainable development of the university and society, twinning for integration in the labour market and internationalisation and reputation for international recognition. RSU strategy provides for progress towards a modern education system compliant with the requirements of future labour market.

The development of RSU's StPs is based on the following principles:

- integrity of research and placement;
- modernisation of the study process (digitisation, introduction of innovations, simulation-based learning approach, etc.) for effective achievement of learning outcomes;
- promotion of academic integrity;
- cooperation and sharing of resources with local and foreign higher education institutions (HEIs);
- development of interdisciplinary cooperation of industries with professional organisations;
- compliance of StPs with the development of the national economy and industries;
- promotion of the export capability of higher education and science;
- cooperation between higher education institutions in the implementation of StPs, combining resources for extending the study, research and innovation potential;
- monitoring of the quality of studies and activities for targeted improvement.

See Annex No. 13 for the awards, collaboration with schools, and marketing activities of RSU.

## 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.

Activity of RSU is regulated by the Law on the Constitution of Rīga Stradiņš University, Law on Institutions of Higher Education, as well as other external and internal laws and regulations. Decision-making of RSU is ensured by the Constitutional Assembly, Senate, Rector and Academic Arbitration Court. The said laws and regulations define the powers and duties of each institution.

The RSU Constitutional Assembly consists of 130 employees, 78 (60%) of whom are academic staff, 26 (20%) – administrative staff, and 26 (20%) – student representatives.

The RSU Senate has 24 members, including 12 from the group of professors and associate professors, six from the rest of the academic staff, five student representatives and one administrative staff member.

Efficient management and supervision of operational tasks are carried out by RSU's four Vice-Rectors: Vice-Rector for Health Studies, Vice-Rector for Studies, Vice-Rector for Administration and Development, Vice-Rector for Science, and their subordinate units of studies, science, administration and management.

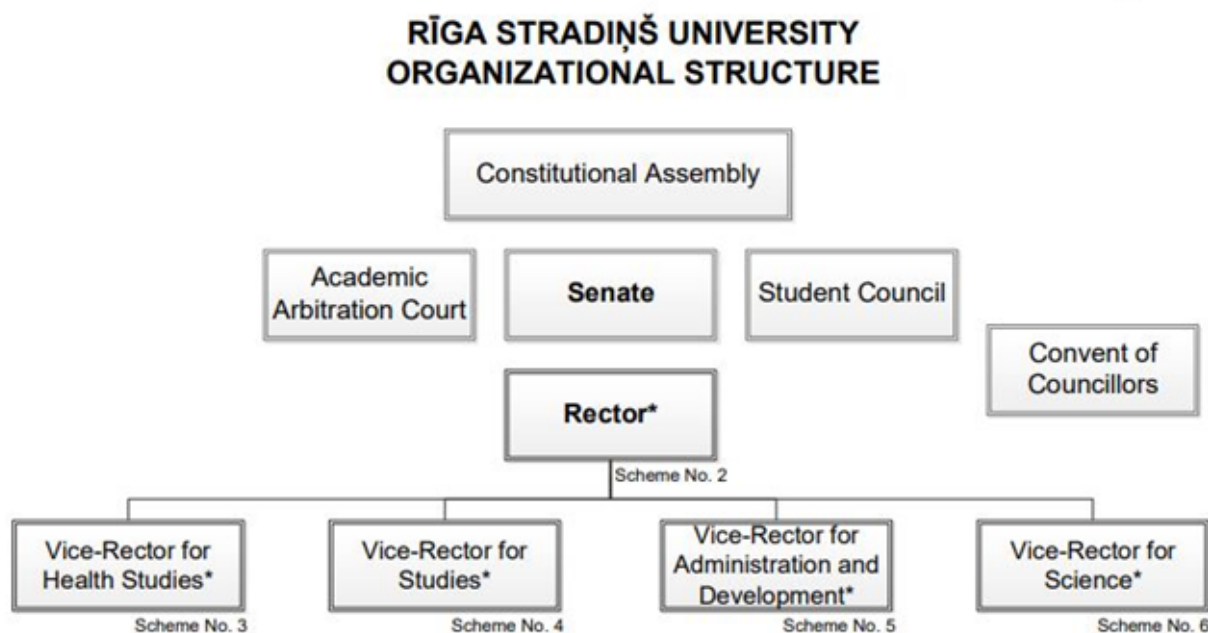


Figure 2 Rīga Stradiņš University's subordination structure scheme

### Participation of External Partners in Decision-Making

Participation of external partners in the RSU Convent of Councillors, Alumni Association, Study Quality Councils (SQC) and faculty / department meetings.

Foreign and local specialists of various industries take part in the RSU Convent of Councillors as external partners. The Convent of Councillors consults the Senate and the Rector on the matters of RSU development strategy in order to promote development of RSU by determining strategic directions of its activity in accordance with the needs of the national economy. The Convent of Councillors meets approximately four times a year and deals with current issues of RSU. Current issues for consideration may be raised by any [member of the Convent](#) during the meetings. For example, at the June 2019 meeting, the issue of the RSU's plans for the development and



improvement of social study programmes was considered, with emphasis on improving interdisciplinary studies and research. During the meeting, the views of faculty leaders on the research potential of study programmes were presented, as well as the views and recommendations of the participants of the Convent of Councillors on the improvement and adaptation of study programmes were discussed.

The composition of the SQC includes employers. The Council evaluates compliance of the study programme content with the requirements of the laws and regulations of Latvia and the EU, public interests and requirements of the labour market, as well as the long-term development of the respective study direction. See Clause 1.4 of this section for more information on the SQC activities.

Councils of some faculties include employers. Composition of the faculty council is approved by the Senate based on a proposal by the faculty's dean.

The Alumni Association brings together alumni of various ages who graduated from former Riga Medical Institute, Medical Academy of Latvia, and RSU. The Alumni Association is the contact point for alumni, students, academic staff, and industry representatives. Cooperation between the parties involved is important for the improvement of the quality of studies and research, for the development of the field, and for the purposeful orientation of students' professional activities. The association promotes involvement of RSU alumni in lifelong learning activities.

### **Participation of Students in the Management Process**

The Student Union (SU) represents the interests of the students at the Constitutional Assembly, Academic Arbitration Court, the Senate, faculty councils, Ethics Committee, Credit Grant Committee, Scholarship Grant Committee, Library Council, Museum Council, Rectorate, Dean's Council, Study Quality Council, and Committee for Recognition of Learning Outcomes Achieved in Prior Education or Professional Experience. Student representatives have a veto right at the faculty councils; rights of deferring veto at the Senate in relation to matters affecting student interests.

International student interests at RSU are represented by the International Students' Association.

The Student Union cooperates with the International Students' Association, ensuring that interests of both the Latvian and international students are represented in the management process.

The RSU Student Union (RSU SU) was established in 1993, and it has been operating for more than 25 years already in order to represent the interests of students in the matters of academic, material and cultural life at the university and other state institutions; it represents the students of the higher education institution in Latvia and abroad, lays down the procedure for students to be elected in collegial institutions of the higher education institution.

The Student Union is financed from the budget of the higher education institution to such amount that is not less than one two-hundredth from the annual budget of the higher education institution. At the end of each calendar year, the RSU SU presents to the RSU management the budget use of the current year and the budget planning for the following calendar year, which is accepted by the Rector. See Annex No. 5.2 for more information on the content of the SU activity.

### **Participation of Structural Units in Decision-Making**

Based on the developed medium-term strategy, the management of RSU annually approves the action plan and delegates specific objectives to the structural units. In order to achieve these objectives, each RSU structural unit has to plan its own resources during the annual budget

planning session, requesting the funds necessary to achieve the delegated objectives. Along with the development of a detailed budget, responsibilities are clearly separated because the structural units have to operate within the framework of the approved budgets. Working groups, discussions, and brainstorming sessions are being set up to implement new projects, processes, and innovations, thus maximizing the involvement of employees and direct managers in decision-making.

See Annex No. 1 for the list of internal laws and regulations in accordance with the primary activity processes of RSU.

See RSU structural scheme in Annex No. 3 (available also on the website in [Latvian](#) and [English](#)).

See Annex No. 23. Compliance of the study programme with Part I of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

### **Information about the Structural Units Involved in the Implementation of the Study Programme and the Required Support Staff**

In order to ensure academic activity and study quality, study support personnel is employed by academic structural units who ensure servicing of students, circulation of documents, providing support to academic staff. Depending on type of the structural unit and the study courses taught, training support personnel positions are planned by the head of the structural unit, but the general principles at RSU are developed and maintained by the Human Resources Department.

Responsibility areas of the support personnel in accordance to the respective position are support to study process and methodological work, support to research and clinical work, support to the department office work etc., as needed.

**Heads of departments** at the structural unit ensure involvement of qualified academic and scientific staff for the implementation of the study process. Promote growth and renewal of academic and scientific staff. Ensure operation of the internal quality control system of the study process in the structural unit. Participate in the development of study programmes, study courses and quality assessment. Ensure the development and updating of study course descriptions, development of the necessary documentation, coordinating the cooperation and exchange of ideas between the heads of study programmes belonging to the department and lecturers involved in the study programmes for the development of the study process, study programmes and content and ensuring continuous topicality. Heads of departments also ensure the connection of the study direction and study programme work with higher-level RSU management and support structures.

**Heads of study programmes** ensure quality of the study programme. In cooperation with the lecturers involved in the study programmes, they develop the content of the study programmes, study courses and other activities of the study process, following the development of the field, for example, guest lectures on current topics, study visits to companies. Ensure performance of quality indicators of the study programme. Attract visiting lecturers, participate in attracting and implementing international projects. Analyse assessment questionnaires completed by students and graduates, provide feedback, and implement changes in study programme plans. Prepare the description of study programmes for accreditation and annual reviews. Promote students' scientific research activity. Take part in semester examinations. Promote performance indicators in the management of the study programme. Promote the continuity of study courses.

**Office managers** at the departments organise and supervise the work of study support personnel in order to ensure effective support both in the work processes of the department and in the activities of inter-structural units. Provide information about the students, study results, study

programmes, academic staff in electronic systems and databases, prepares various reports on the study process in the department, provide technical support to study audiences, perform other tasks of the direct manager, including entering lecturers' CVs in the system, preparing applications for hiring. Preparation of a semester report (twice a year) on the workload plan of full-time lecturers and visiting lecturers. Preparation of a workload plan for full-time lecturers at the beginning of the academic year, a monthly report on the actual workload of full-time and visiting lecturers. Preparation of diploma supplements twice a year. Analysis of students' success once a semester and submission to the head of the department and dean. Taking minutes of department meetings. Coordination of the study work, work of Bachelor's theses, Master's theses defence commissions, schedule planning, coordination of premises. Creating student lists for defence commissions and informing students. Arrangement of student study plans in the SIS (Student Information System) once a semester for all Bachelor's and Master's programmes of the department. Coordinating exam schedules with lecturers, informing planners and students. Compilation and preparation of scientific reports of the department.

**Office administrators** at the departments work with the provision of information, prepare various reports as commissioned by the managers. Provide information about the students, study results, study programmes, academic staff in electronic systems and databases. Organise the flow of visitors at the structural unit. Ensure the training rooms with the visual aids and technical equipment necessary for the work process.

### **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.**

RSU Quality Policy is based on the strategy and values of the university and includes three basic principles: student-focused approach, partnership, and quality. The Quality Policy is available on the [RSU website in Latvian](#) and [in English](#). Both the staff and students of RSU are involved in the implementation of the Quality Policy. In general, study quality assurance is a multi-level system (see Figure 3).

The duty of the RSU senior management is to set strategic and quality goals and quality policy, to make a decision on quality approach, to manage resources, and determine the internal procedures. The principles for maintaining the RSU quality management system are set out in the Quality Manual (see Annex No. 1.1), which is available to all employees in the RSU Document Management System. The quality system introduced at RSU is supervised by internal system and quality auditors, and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. Evaluating the level of RSU staff satisfaction and engagement as well as the results of the university reputation survey, guidelines are set to strengthen the image of RSU.

At the study programme level, the duty of the head of the study programme is to ensure compliance of the content of the study programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends, and needs of students, to analyse data that might provide information on factors affecting results and quality of the study programmes, and to implement necessary improvements to the study programmes. Quality indicators of study programmes that are directly linked to the remuneration of the heads of the

study programmes are measured annually. This aspect promotes taking responsibility and motivates the heads of the study programmes to achieve higher defined quality standards.

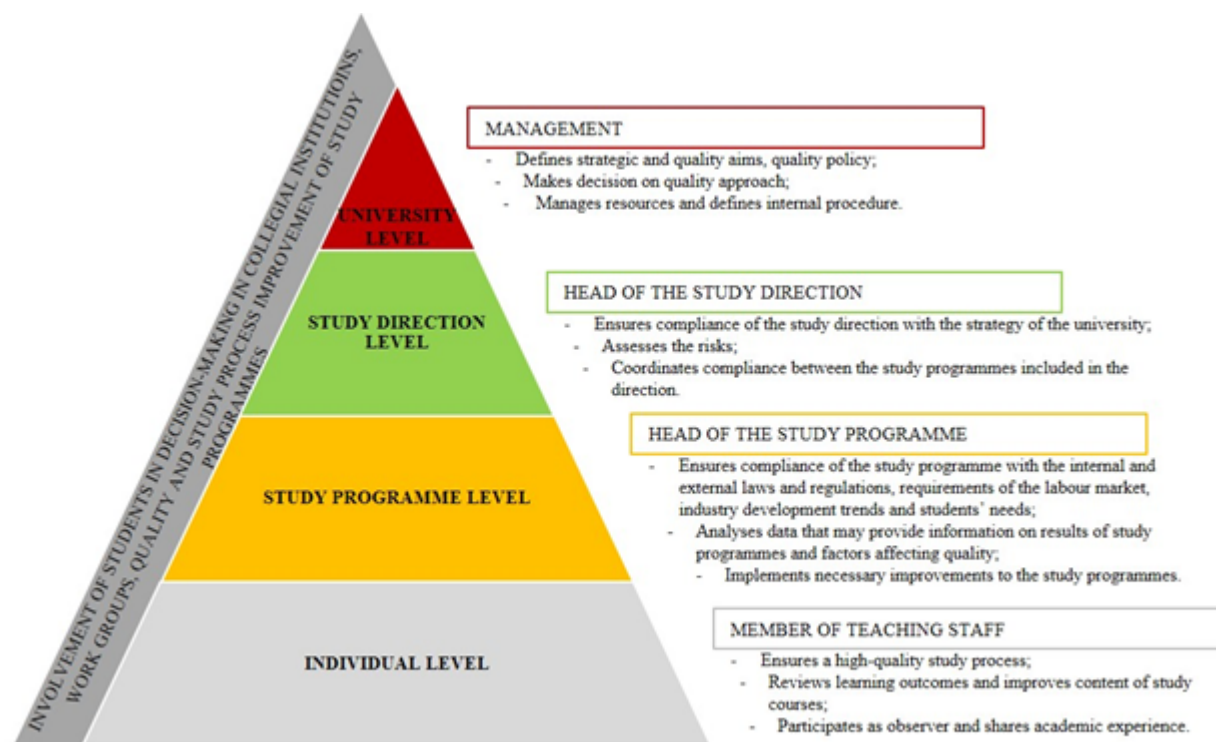


Figure 3. RSU quality assurance.

Supervision of the system introduced by RSU is performed by both the internal system and quality auditors and independent external experts.

External and internal laws and regulations governing student achievements and evaluation of learning outcomes:

- Law on Institutions of Higher Education;
- Education Law;
- Academic Regulations I - regulations of undergraduate and Master's studies (available in Latvian from <https://www.rsu.lv/studentiem/dokumenti> and in English from <https://www.rsu.lv/en/students/documents>) ;
- Academic Regulations III - regulations of Doctoral studies (available in Latvian from <https://www.rsu.lv/studentiem/dokumenti> and in English from <https://www.rsu.lv/en/students/documents>);
- Regulations on the development and presentation of the qualification paper, student's research paper, Bachelor's thesis and Master's thesis (available in Latvian from <https://www.rsu.lv/studentiem/dokumenti> and in English from <https://www.rsu.lv/en/students/documents>);
- See Process Description No. 6 "Assessment and Submission of Learning Outcomes" etc. in Annex No. 1.

Student performance is analysed twice per academic year after the end of the study semester. In order to monitor student performance indicators and control the number of students expelled, RSU has developed guidelines for student performance analysis (see Annex No. 1.13), which is an internal document. As a result of performance monitoring, risks to successful study process are identified as well as for the reasons for exclusion, on the basis of which it is possible to perform preventive actions.

In 2016, RSU performed an international external assessment of the implementation of student-centred learning approach performed by the group of assessment experts of project “Peer Assessment of Student Centred Learning” (PASCL). Report of PASCL experts on the implementation of student-centred approach at RSU is available both [in English](#) and [in Latvian](#). It was an EU-level project promoted by the European Students’ Union in cooperation with other European higher education organisations, whereas the visit of experts in Riga was initiated by the RSU Student Union. RSU is one of the few higher education institutions in Europe that accepted an institutional decision to be involved and was elected within the framework of the PASCL project.

A condition of the project was to include some structural units of the higher education institution in the assessment. Prior to the visit, RSU prepared a self-assessment report describing the structure of the University, statistical data of operation, decision-making institutions and involved representatives, involvement of students in the implementation and improvement of the content and processes. During the visit in Riga, experts met with the representatives of RSU management, administrative structural units, and Student Union, as well as with students, deans, and lecturers.

The expert opinion described RSU as a student-centred higher education institution that actively involves students in the improvement of the study process. The report also includes recommendations for further facilitation of student involvement in the study process and general institutional improvement of the understanding and implementation of a student-centred approach at all levels. Taking into account the recommendations of PASCL experts, RSU has:

- improved internal quality monitoring processes, such as implementation of quantitative and qualitative student feedback, identification and evaluation of study programme quality indicators;
- improved functionality of the e-studies environment;
- updated learning outcome assessment approach, types of examinations and content thereof;
- promoted the efficiency of internal communication and strengthened cooperation with external partners, employers, etc.

Based on the positive assessment of RSU in the project, examples of good practice, and attitude aimed at cooperation, RSU was selected as a partner in the development of a successive project application.

**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>The RSU has an established policy and procedures for assuring the quality of higher education which is prescribed by the internal regulatory documents. These documents are described in Section I, Paragraph 1.3 and Section II, Paragraph 2 of the Description and determine the quality mechanisms of the study process for the RSU and are applicable to complete all study programmes.</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>The RSU has a developed mechanism for the creation and internal approval of the study programmes of the higher education institution, as well as the supervision of their performance and periodic inspection thereof. The mechanism is described in detail in Section II, Paragraph 2.2 and is applicable to completely all study programmes. It is supervised by CEG, and at the same time it also conducts improvements of the system, provides support to the heads of the study programmes and directions in this process taking into account its experience within the framework of the competence. The example is the study programmes which have been developed within the framework of SAM and have been described in Latvian, in English. Upgrading and the development of the study programmes have been implemented upon drafting the strategy and annual plans. The real process has been discussed at the meetings of the SBUEK, Council of the Faculty. The process of the development of study programmes has been constantly monitored by analysing students' academic performance, number, drop-out, technical facilities, assessment, academic staff's work quality and other essential indicators.</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>For the criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, see Section II, Paragraph 1.6.</p>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been described in Section II, Paragraph 3.5. Each year compliance assessment is conducted, and the mechanisms are reviewed.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Complies
		<p>□ See the information on student results in Paragraph 1.3;</p> <p>□ See the information on student employment in Annex 10 and Section I, Paragraph 1.2, Section II, Paragraphs 1.1., 2.2., 3.7., 4.1. of the description of the study direction.</p> <p>□ More information on graduate feedback mechanisms can be found in Section II Paragraph 2.2. and the StP description in Paragraph 2.6.</p> <p>□ See the information on student and graduates satisfaction with the study programme in Section 2.2 and Annexes 21.1 and 21.2.</p> <p>□ See the information on the efficiency of the academic staff in Section 3.5.</p> <p>□ See the information on available study aids and their costs, see Section 3.1.</p> <p>□ See the information on the essential indicators of the higher education institution's activities in Paragraph 1.1, 1.2, 1.3</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.	Complies
		While implementing the quality assurance systems, the higher education institution guarantees continuous improvement, development and efficient performance of the study direction, as described in Section I, Paragraph 1.4, Section II, Paragraph 2. See the development plan of the study direction in Annex 4.1, and structural flowchart of the management of the study direction in Annex 4.2.

## 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.**

RSU study direction Management, Administration and Real Estate Management so far included seven study programmes - four academic Bachelor's study programmes, including one new study programme that was developed within a project under the EU Specific Support Objective 8.2.1, two professional Master's study programmes and one doctoral study programme:

- academic Bachelor's study programme International Marketing and Advertising (MR);
- academic Bachelor's study programme International Business and Sustainable Economy (SBIE);
- academic Bachelor's study programme Start-up Entrepreneurship (SUV);
- academic Bachelor's study programme International Business and Start-up Entrepreneurship (IBSE);
- professional Master's study programme International Business and Law (SBTM);
- professional Master's study programme Management of International Marketing and Business (SMBVM);

doctoral study programme Management Science (Dv) (during accreditation the title of the study programme will be change to "Business Management and Economics")

Six study programs are submitted for accreditation because In accordance with RSU Plan for Development and Consolidation of Study Programmes[1], the study programme "Startup Entrepreneurship" is included in the new academic Bachelor's study programme "International Business and Start-up Entrepreneurship". Aware of the future need to implement study programmes in the form of distance learning as well, RSU has started to strategically develop digital resources – educational technologies, digital skills of the staff and digital teaching aids to ensure the achievement of the set goal. This document describes the main investment directions for further improvement of digital study process at RSU. (See Annex 25 Introduction of distance learning at RSU. The concept, Annex 26 Characteristics and development opportunities of the material and technical base of distance learning studies, Annex 27 Content of the e-studies course. Methodological material).

The **economic grounds** for the implementation of study programmes are rooted both in the paradigm of classical economic theory and in the findings of neoclassical and modern economic theories derived from it. Of particular importance are the economic, sustainable growth and innovation aspects, namely identifying and forecasting economic and business changes and dealing with challenges and problems posed by these changes. RSU provides market supply for the existing public, individual, state, business, labour market, international and global demand for higher education. The study programmes of this study direction, their essence, goals and basic elements fully correspond to the scientific and practical discourse of modern economics, ensuring the achievement of such study and scientific results that are necessary and in demand on a local, international and global scale. The **social grounds** for the implementation of the study programmes in the aspect of modern economy and business is inseparably and closely connected to the aforesaid economic grounds. The demand of the public and public administration system for the study programmes of this study direction promotes high-quality and properly trained specialists necessary for modern public administration with current knowledge and skills in the field of economics and business, including the areas of management, administration and real estate management mentioned in the title of the study direction in their broadest sense. In addition, the social grounds for these study programmes include, in particular, the relevance of new study



programme implementation methods to the latest demand for higher education from individuals and the labour market - the implementation of study programmes is no longer based on knowledge transfer, but, according to the latest concepts of modern economics and business as well as public administration, on knowledge transfer and co-creation (social co-production). It contributes to the development of the aforesaid knowledge, skills and competences required in today's and medium-term future economy, business, management, administration, management of real estate and other resources (e.g. time, finance, labour, talent). These new methods include, for example, more active involvement of practitioners of the field, industry specialists and experts, as well as organisations of the field (state, business, NGOs) in the implementation of the study process; the use of new methods of knowledge transfer and co-creation - classroom debates, discussions, business games, study visits, development of ideas and projects and the use of digital information and communication technologies.

The component of economic grounds of the study direction - **financial grounds** - clearly fit into the basic problem of classical economic theory that still exists: how to satisfy people's unlimited needs and desires with limited resources, which in this aspect of financial grounds is solved by practical application of market equilibrium price theory. The tuition fee of the study programmes implemented in the study direction completely fits in and corresponds to the Latvian higher education price market, ensuring a price that is acceptable both to the "buyer" (evidenced by an adequate number of students applying for and enrolled in the study programmes, taking into account the specifics of each study programme field), and the "seller" - this, in turn, is evidenced by the calculation of study programme implementation costs and the existence and development of RSU social sciences field since 1998, marking the 20-year threshold in 2019[2], providing a high-quality, modern, sought-after and prestigious study process, mainly with student tuition fee income.

**The assessment of the interrelation** among the study programmes implemented in the study direction shows an adequate, appropriate balance between the study programmes belonging to one scientific discipline (economics and business) and the higher or higher professional education or doctoral degree to be obtained in this discipline, and the specialisation of study results required in this economic sector (skills, knowledge and competence) within the specifics of the respective study programme. The balance of the interrelation of the study programmes implemented in the study direction is ensured through the gradual achievement of learning outcomes in the dimension of both the implementation of study programmes and higher education levels. Namely, for the acquisition of basic knowledge of the field and mandatory civil protection knowledge in Bachelor's study programmes and for the acquisition of common in-depth knowledge of the field and the latest scientific and practical trends in Master's study programmes, accordingly, several study courses are implemented in all or several study programmes of the same level simultaneously for all students. For example, the first-year courses in the Bachelor's study programmes, including Mathematics, Microeconomic Theory, Practical Entrepreneurship, Economic Research Methodology, Introduction to the Theory of Law, Civil Defence and Environmental Protection, Macroeconomic Theory, Statistics, Basics of Accounting, are implemented for all students at the same time.

In the second year of studies, in addition to only three study courses taught simultaneously in all Bachelor's study programmes - Organisational Theory and Management, International Marketing, and Corporate Strategy and Policy - more study programme specific courses are implemented for the students of two Bachelor's study programmes, e.g. International Business (for IBSE, MR), Workforce Management in International Business (studying IBSE, SUV) and most study courses are specific for a single study programme, such as Political and Legal Environment of Global Business (IBSE), International Financial Relations and European Monetary Union (IBSE), Innovation Management in the International Business (IBSE), Process Management for Sustainable Business (IBSE), Regionalisation Trends in the International Economy (IBSE), Fundamentals of International

Advertising Organisation and Management (MR), Market Research Management (MR), Consumer Behaviour (MR), Marketing Communication Techniques (MR), International Advertising Market and its Development (MR), Direct and Interactive Marketing (MR), Start-up Entrepreneurship Patent Law (SUV), Business Model Design (SUV), Creativity and Innovation (SUV), Start-up Entrepreneurship Marketing (SUV), Consumer Discovery Market and Opportunities (SUV).

Also in the third year of studies, most of the study courses taught are study programme specific and meant only for the students of a single relevant study programme, for example, Public Support Models in the International Business (IBSE), Sustainable Development in Economics and Business (IBSE), Advertising Design Development (MR), Development and Management of International Brands (MR), Start-up Finances (SE), User Interface Design (SUV).

The study planning for the new study programme “International Business and Start-up Entrepreneurship” (IBSE) is specific and different from other Bachelor's programmes within the study direction (StD), as it is implemented in English. The programme includes joint courses, team teaching, specialisation modules, and a study visit abroad. Cooperation with RSU Business Incubator B-space is ensured and closer cooperation with partners abroad is being established.

Such a principle of gradual acquisition and development of common and specialised sectoral knowledge, skills and competences is also implemented in the two Master's study programmes that belong to the study direction.

The assessment of the interrelation of the study programmes included in the study direction of doctoral study programme Management Science is naturally relevant to the scientific discipline and the doctoral degree to be obtained, developing the student's scientific research skills and expertise based on the basic and in-depth knowledge, skills and competences acquired in the Bachelor's and Master's study programmes.

Such gradual acquisition of learning outcomes within the programme and study levels ensures a proper and appropriate balance of the interrelation among the study programmes included in the study direction.

See Annex 14 for a detailed and in-depth analysis **regarding the importance (uniqueness) of the study programmes** within the study direction **compared to** other similar study programmes in Latvia and abroad. In summarising the importance (uniqueness) of the study programmes and evaluating the results of the comparative analysis of the programmes in general, it can be concluded and assessed that the content and structure of the study programmes included in the study direction implemented by RSU fit in well in the management, administration, business and economic science sectors of Latvia and Europe. At the same time they offer aspects of uniqueness in the programme names and topics included in studies in Latvia and abroad, as well as an aspect of high significance and uniqueness in study process formats – the modular system, close cooperation with the labour market, such as study visits, lectures by visiting entrepreneurs, problem-based studies (challenges of a real-time company are being addresses during course seminars, topics for Bachelor's theses are determined in cooperation with employers), team-teaching, planned attraction of investors to presentations of students' business ideas in RSU Business Incubator, promotion of students' research activities in RSU international student conferences and other aspects.

[1] Rīga Stradiņš University Plan for Development and Consolidation of Study Programmes was agreed by the Committee for the Evaluation of Plans for Development and Consolidation of Study Programmes established by the Ministry of Education and Science, as confirmed by the letter of the Ministry of Education and Science No. 4-6e/2018/3795, and refinements by the letter No.

4-6e/19/184. RSU Plan for Development and Consolidation of Study Programmes was approved at RSU Senate meeting on 18 September 2018, Minutes No. 2-1/18.09.18 and after refinements by RSU Senate Praesidium on 4 January 2019, minutes No.3-1/2/2019

[2] Sociālo zinātņu studijām RSU – 20. <https://www.rsu.lv/socialo-zinatnu-studijam-20>.

## **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.**

In accordance with the RSU Development Strategy 2017-2021, one of the indicators is the development of an offer of locally and internationally competitive study programmes in accordance with the labour market demand in Latvia and Europe for special, integrated specialist competences, including increasing the number of state-funded study places for studies in the areas of social sciences. In the field of social sciences, state-funded budget places are limited to doctoral study programmes only. Each year, RSU participates in official correspondence with line ministries on the allocation of state-funded study places to study programmes in social sciences. These negotiations have not been successful.

The **aim** of the Management, Administration and Real Estate Management study direction is to train highly qualified specialists in the field of economics and business management for Latvia, the European Union and the entire world community and its management processes. Achieving this aim is ensured by providing students with the opportunity to receive theoretical and practical knowledge, skills and competences relevant to both the field (economics and business) and interdisciplinary interaction, using the results of fundamental and practical research in several scientific disciplines.

1. **Compliance of the aim** of the study direction with **the scope of activities** of the higher education institution: The scope of activities of RSU is higher education and scientific research in the field of health care and social sciences. All study programmes included in this study direction are in the field of social sciences and the graduates of these study programmes obtain academic, professional and scientific degrees of higher education, therefore the aim of the study direction - *to train highly qualified specialists in the field of economics and business management* - fully complies with the scope of activities of RSU.
2. **Compliance of the aim** of the study direction with **the strategic development directions** of the higher education institution: RSU strategic development directions are defined in the RSU Development Strategy 2017-2021, in particular in the mission, vision, main development goals, as well as horizontal development goals formulated in the strategy, which are taken into account in the implementation of the aim of the study direction and in the strategic and organisational management of the direction. The implementation and development of the study direction and the study programmes included in it take place in close connection and in accordance with these strategic development directions of RSU at the levels of strategic planning, tactical actions and operational performance of activities:
  - **compliance of the aim** of the study direction with the **mission of RSU** - *to train highly qualified specialists in the field of health care and social sciences for Europe and the world, so that the knowledge, skills, competence and attitude obtained during the studies correspond to the highest EU requirements and humanist traditions and create*

*a stable basis for lifelong learning*. Graduates of the study programmes included in the study direction are high-quality specialists in the field of social sciences, which ensure the management and development of Latvian, European and world society and its governance processes. This is evidenced by the study applications of potential students or interested parties, as well as the professional careers and activities of existing students and graduates of the study programmes of the study direction at the level of Latvian, European and world economic and business management. Among those interested in the study programmes of the study direction (those who apply for studies), students and graduates, there are many middle and high level specialists and managers of local and international companies. Thus, the aim of the study direction, which both attracts high-quality specialists to studies and ensures their training for the European and world society, promotes RSU's strategic mission in the world;

- **compliance of the aim** of the study direction with the **vision of RSU** - *RSU is an advanced, prestigious university recognised in Europe and across the world, the main value of which is a person and which provides high-quality and exportable research-based higher education*. The **modernity** of the study direction and the study programmes included in it is characterised by continuous improvement of the study programmes, their content, knowledge transfer and knowledge co-creation methods and preservation of topicality in accordance with the latest trends in higher education, national economy and labour market, which, in turn, ensures high quality of the study process and learning outcomes and hence the **prestige**. This improvement takes place both by updating the descriptions of study courses, results to be achieved, topics, literature used in study courses, methods used in classes, assessment methods, and by regularly improving the qualifications of the teaching staff of the study direction in internal (RSU Centre for Educational Growth, experience exchange meetings at the level of study programmes, departments and faculties of the social sciences block) and external seminars, trainings, conferences. The provision of **research-based higher education** implemented in the study programmes of the study direction is evidenced by the large number of involved lecturers with a doctoral degree, the number of local and international visiting lecturers involved in the study process, the use of scientific research results in the implementation of study courses, and the active participation of teaching staff and students of the study direction in international scientific conferences. **The international recognition and high-quality exportable higher education** of the study direction and its study programmes are evidenced by the participation of the teaching staff of the study direction in international scientific and academic cooperation projects, European and global higher education and science networks, invitations from foreign universities to guest lectures, foreign visiting lecturers' applications for guest lectures in the programmes of the study direction, as well as the interest of foreign students (applications) and their studies in the programmes of this study direction mainly within the framework of the Erasmus student exchange programme;
- **compliance of the aim** of the study direction with the **main development goals of RSU** (1, 2) and **horizontal development goals** (3, 4, 5):
  - Innovative studies in a modern environment - the goal of the study direction "*to train highly qualified specialists in the field of economics and business management for Latvia, the European Union and the entire world community and its management processes*" is implemented, taking into account this RSU first main development goal basically with the bottom-up method, namely, in the study programmes included in the study direction, their courses and course classes, tasks, materials, evaluation, special attention is paid to the

provision of both innovative study elements and modern study environment, which is achieved in the following way - regular review and updating of study course descriptions, including updating and supplementing literature used and other modern materials (business games, video materials, interactive online tools), methods of knowledge transfer and co-creation, deliberate interdisciplinary analysis of issues a course topics, organisation of lecturers' experience exchange at the level of study programmes, departments and faculties of the social sciences block on a regular basis, cooperation with the student union, cooperation with students also in the form of assessment of course implementation and feedback, active and extensive use of e-studies and interactive online environment tools, involvement of visiting lecturers, study visits to companies and organisations, study placement in companies, closer practical cooperation with employers in the basic study process (in addition to guest lectures, some programmes also organise, for example, solving business problems in the study process), which makes the study environment modern and more dynamic by often bringing it outside the university auditorium and closer to practical business, and in the development and defence of diploma paper (study programmes ensure that students consult with industry specialists of the relevant field in the development of the paper, and industry representatives participate in the defence of the diploma papers);

- health, life and human sciences research - this main development goal of RSU is achieved in all study courses also in the field of social sciences and in this study direction, maintaining a clear emphasis and orientation on improving the quality of life and well-being of people (individuals and society) and practical use of knowledge, including, for example, commercialisation of ideas, thus achieving the aforesaid goal of the study direction;
  - social responsibility for sustainable development of the university and society - this goal of RSU horizontal development is essentially (in knowledge transfer) integrated in the content of study courses of the direction (social equality and welfare issues and their implementation solutions from several points of view are studied in several study courses), as well as this goal is achieved by the teaching staff of the study direction performing their scientific activities, participating in conferences, seminars and presenting and publishing the results of their research to the general public both in Latvia and in the world;
  - twinning for integration into the labour market - for the compliance of the goal of the study direction to this goal of RSU horizontal development, see the compliance assessment of the first RSU main development goal, especially the section on modern study environment, which includes close and expanded cooperation of the study process with the labour market;
  - internationalisation and reputation for international recognition - the implementation of the study direction takes into account this fifth RSU horizontal development goal, promoting the involvement of academic staff of the study direction programmes in the international cooperation - guest lectures in foreign universities, international projects and other international cooperation programmes, as well as increasing the number of courses taught in the study direction in English, which can be offered to foreign students. At the same time, this goal is consciously and closely taken into account, also realising that the implementation of study programmes and achievement of learning outcomes in each study course is more effective with the international practical experience of the respective lecturer, for example, in research and other academic cooperation projects involving foreign partners.
3. The **compliance of the aim** of the study direction with **the needs and the development trends of the society and the national economy** is clearly substantiated by the results of many labour market researches (Ministry of Welfare of the Republic of Latvia and [State Employment Agency of the Republic of Latvia](#), Ministry of Economics of the Republic of Latvia, [LDDK \(Employers' Confederation of Latvia\)](#), [Prakse.lv](#), Junior Chamber International, etc.) on the professions and skills required in the labour market, which include all skills and

professions to be acquired as a result of graduating from the study programmes included in the field of study. In addition, the aim of the study direction, the direction programmes and the learning outcomes thereof are developed and regularly updated, based on the needs and the development trends of the society and the national economy, to train highly qualified specialists in the field of economics and business management for Latvia, the European Union and the entire world community and its management processes.

The aim of the study direction, as well as the activities of implementation and achievement of the aim are fully coordinated with the scope of activity of RSU, RSU strategic documents and the needs and the development trends of the society and the national economy. For a more detailed description and practical examples of the aim of the study direction and the activities of modernity and prestige, implementation of research-based higher education study programmes, as well as international recognition, including higher education export, which clearly confirm the compliance of the aim of the study direction and its implementation with the vision and directions of RSU strategic development, as well as with the needs and the development trends of the society and the national economy, see the descriptions of the study programmes included in the study direction.

**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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Internal factors

Strengths

Weaknesses

<ol style="list-style-type: none"> <li>1. An up-to-date RSU development strategy with a clear mission, vision and goals that ensures implementation of realistic study direction - in line with the national economy and the demand for higher education. This contributes to the sustainability of RSU's prestigious reputation, which promotes student attraction and cooperation with employers.</li> <li>2. The aims, tasks and learning outcomes of the study direction and study programmes are clearly formulated and meet the requirements of today's market. The acquired education is topical and practically usable, graduates are competitive in the labour market.</li> <li>3. Study programme mapping, which significantly contributes to qualitative, efficient development of the study programmes.</li> <li>4. Well-organised and logically hierarchical structure of RSU, which allows the academic and general staff of the study direction and the study programmes to effectively manage the implementation of the study programmes.</li> <li>5. Well-organised and result-oriented RSU quality management system in both administrative and academic processes.</li> <li>6. The RSU governance and personnel management system, as well as the RSU internal culture are focused on achieving the results of the study process and the development of science - in the management of the study direction, the support of RSU management and administrative structural units in the implementation of RSU basic processes (studies and science) is clearly felt.</li> <li>7. Developed, modern RSU infrastructure, equipment for the study environment, including auditoriums, e-environment, business incubator idea, very active, modern and responsive RSU Library, which regularly purchases the latest study literature and provides high-quality seminars.</li> <li>8. Innovative learning process using a variety of educational innovations.</li> <li>9. RSU support for the development of science, research and international cooperation in the social sciences directions of RSU.</li> <li>10. Supportive microclimate and internal culture of the department representing the study direction - deliberately joint work and regular close cooperation.</li> <li>11. A consciously inclusive personnel management culture of the study direction, including ensuring age diversity and succession.</li> <li>12. Modular system in the study programme implementation.</li> <li>13. Democratic, professionally supportive relations between the academic staff and students; including feedback in the evaluation of the study process within the RSU quality management system and active, regular and productive cooperation with the RSU Student Union.</li> <li>14. Regular qualification development of the academic staff of the study direction in conferences, seminars and RSU support for it.</li> <li>15. Programmes of the study direction are competitive with many aspects of uniqueness (interdisciplinary, modern study environment, cooperation with business and science (other universities), available in English, international cooperation, study visits, etc.).</li> <li>16. Certain study programmes (SUV, MR, IBSE, SMBVM, SBTM) have been and still are the only study programmes of this type of current trends and interdisciplinarity in Latvia.</li> <li>17. The positive attitude of the government of the Republic of Latvia, the labour market and the common position of the state and society and the growing popularity of the economic aspects represented in the study programmes, such as start-ups and close cooperation with employers.</li> <li>18. Participation of foreign students in several study programs of the study direction and study courses.</li> <li>19. Active involvement of practitioners, including representatives of international companies, in the study process.</li> <li>20. Highly qualified and professional academic staff of the study direction with extensive experience in practical, professional, pedagogical and scientific work.</li> <li>21. Cooperation of the academic staff of the study direction within the framework of the programmes, departments and RSU (experience exchange meetings, cooperation in the study process).</li> <li>22. In the study process, students' research and professional business work skills are developed.</li> <li>23. A clear and supportive opportunity for students to continue their studies at the next level - from Bachelor's to Master's, to doctoral studies.</li> <li>24. Competitive tuition fee.</li> <li>25. RSU ESF funded budget places, tuition fee discounts.</li> <li>26. Active work of RSU Marketing Unit and activities of the study direction, heads of study programmes and academic staff in the popularisation of the study programmes and informal informing and education of the society (participation in public events).</li> <li>27. Various conferences and events for students are available.</li> <li>28. Opportunity to obtain a Master's degree in 1.5 years.</li> <li>29. A wide range of cooperation agreements with foreign universities that ensures Erasmus mobility.</li> <li>30. Emergence of success stories of students and graduates, for example, the idea of drones executed by students, and popularisation.</li> <li>31. Opportunities for students of the Master's study programme to effectively combine studies with work.</li> </ol>	<ol style="list-style-type: none"> <li>1. A small number of foreign visiting lecturers.</li> <li>2. Poor participation of lecturers in the ERASMUS mobility programme</li> <li>3. Relatively little content activity in cooperation with state institutions in the specifics of study programmes of the study direction (especially SUV and IBSE), for example, with state institutions that support start-ups and discussion of sustainable economy.</li> <li>4. Relatively little international cooperation and activity of the study direction in EU scientific research projects.</li> <li>5. Small number of RSU self-financed study places.</li> <li>6. Limited financial resources for attracting foreign visiting professors.</li> <li>7. Relatively low (but growing in the last year) volume of marketing activities of the study direction and study programmes in previous years.</li> <li>8. Relatively low student activity in the development of scientific papers and participation in scientific conferences (however, growing in the last 2 years).</li> <li>9. Relatively poor discipline of students regarding the development and defence of study papers.</li> <li>10. Students do not make sufficient use of RSU library resources, including electronic databases, as well as e-environment communication system (RSU e-mail and e-studies).</li> <li>11. Low activity of students in RSU "social life", including involvement in RSU Student Union and RSU scientific activities.</li> <li>12. Low activity of students in the evaluation of and provision of feedback about the study process (filling out questionnaires).</li> </ol>
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#### External factors

#### Opportunities

#### Threats



<ol style="list-style-type: none"> <li>1. The period of decline in the number of students, which was observed in previous years due to demographic and emigration processes, is over.</li> <li>2. To continue the campaigns of RSU Marketing Unit and activities of the study direction, heads of study programmes and academic staff in the popularisation of all study programmes and informal informing and education of the society (participation in public events) to attract more students;</li> <li>3. Initiation of cooperation with Riga Secondary School No 41 in the field of social sciences, its development and expansion.</li> <li>4. To continue and activate the attraction of visiting lecturers from abroad.</li> <li>5. To continue the active involvement of professionals and practitioners in teaching study courses, study visits; to continue developing cooperation with employers.</li> <li>6. To continue improving the content of study programmes on a regular basis in accordance with state priorities and requirements of employers, including the use of study programme mapping results.</li> <li>7. To get more involved in academic staff and student exchange programmes.</li> <li>8. To activate the involvement of students in the development of research papers and to promote participation in scientific conferences.</li> <li>9. To improve student discipline regarding the development and defence of study papers.</li> <li>10. To develop and expand the skills of using the study e-environment for both students and lecturers.</li> <li>11. To use students' general study motivation, which has a very practical, business-oriented orientation.</li> <li>12. To continue developing cooperation with foreign universities and institutions.</li> <li>13. More active use of mobility opportunities of academic staff of the study direction.</li> <li>14. To join and cooperate more actively with Latvian institutions and associations of science and national economy, for example, Startup Latvia, Altum, LIAA (Investment and Development Agency of Latvia), LDDK, LJZA (Association of Latvian Young Scientists).</li> <li>15. To emphasise the benefits of participating in active student life to the students.</li> <li>16. To continue to engage in discussions and make proposals to state institutions regarding the allocation of state-funded study places also to RSU social science students.</li> <li>17. Opportunity to diversify and develop other forms of studies to increase the number of students, such as continuing vocational education and adult education in the context of the EU lifelong learning dimension.</li> <li>18. To promote the attraction of applicants for Master's study programmes from among the graduates of RSU Bachelor's study programmes, but in Management Science - from the Master's study programme.</li> <li>19. Development of an open university at RSU, which will increase the number of potential students, including the creation of online courses (MOOC) in Latvian and English, and promotion of the sale of individual study courses with the possibility of recognising CP.</li> <li>20. Establishment of a system for recognition of applicants' volunteering equating CP to certain study courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. There may be a decrease in the number of students due to the demographic situation in the country, migration of the population abroad and increased competition in the higher education system.</li> <li>2. Insufficient prior knowledge of students in certain study courses (mathematics, foreign language, basics of economics).</li> <li>3. Low student motivation for active academic study process.</li> <li>4. No state-funded study places in the programmes of the study direction.</li> <li>5. Changing economic situation in Latvia (small economy syndrome).</li> <li>6. Fragmentary tendency of the accumulation of horizontal experiences in Z generation.</li> <li>7. Unclear higher education and science policy at the national level, including a shift in priorities in the education and science sectors.</li> <li>8. Low funding for science in Latvia.</li> <li>9. Difficulties in attracting professional lecturers due to relatively low salaries.</li> </ol>
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## Planned measures for maintenance and improvement of the quality of the study direction and study programmes developed as a result of the SWOT analysis

To maintain the strengths:

- to take into account the results of mapping of the programme, to continue improving the content of all courses of the study programmes on a regular basis, clarifying and supplementing them with learning outcomes that are formulated more clearly and in a more captivating way - skills, abilities, competences;
- to continue to maintain and establish close cooperation between heads of study programmes and lecturers of study courses in the process of updating study courses by organising regular meetings and internal / external seminars and discussions;
- to complete the development of the RSU business studies support system (RSU Business Incubator) and start its operation, providing students with the opportunity to work in the incubator, where it would be possible to turn their ideas and theoretical knowledge acquired in the study courses into real products;
- to promote the integration of simulations in the study process in all study programmes thus helping students to acquire skills in the use of knowledge in the practical working environment.

To diminish weaknesses:

- to activate the use of RSU e-studies environment in all study programme courses, including by the lecturers uploading the course description, materials and bibliography and by the students - using the said things in the study process;
- to be more actively involved in various marketing campaigns, also offering content from students;
- to promote the participation of lecturers in mobility programmes;



- to promote the development of cooperation with foreign universities and institutions.

To use the opportunities:

- to maintain a discussion at department, faculty, and university level about the opportunity to diversify and develop other forms of studies to increase the number of students, such as continuing vocational education and adult education in the context of the EU lifelong learning dimension;
- to consider and analyse the modification of the Master's study programme, making it more suitable for the requirements of the labour market, for example, by developing a mini MBA programme or creating open study courses, thus attracting students;
- to plan to offer more high-quality study courses in English, thereby ensuring attraction of more foreign students within the framework of certain study courses and promoting the exchange of experience between local and foreign students;
- to facilitate the cooperation with study programme graduates, developing a cooperation platform: to provide placements, guest lectures, research cooperation and exchange of experience on the study process, its quality, opportunities and challenges and to continue successful cooperation with professional associations;
- to activate the application and participation in EU-funded research and other projects related to research directions and activities of the study direction as far as possible.

To mitigate the impact of external threats:

- to update the thematic content of certain courses and to pay attention to the students' understanding of the content and topicality of the study course;
- to activate feedback with students, to promote responsiveness of students and graduates in completing evaluation questionnaires for study programmes and their study courses, including systematically organising meetings with the Student Union;
- to maintain and develop the activities of study programmes on social networks to attract students;
- to consider a more extensive use of technologies in the study process by offering students the possibility to take part in study courses remotely online. This would eliminate the problems when the students of Master's studies cannot attend classes due to business trips. In this way, it would also be possible to involve foreign lecturers more in the cooperation, which would save money.

Evaluating the development plan of the study direction for the next six years (see Annex 4.1) and the process of drawing up the development plan, it should be noted that the development plan of the study direction has been carefully developed, involving all parties involved in the activities of the StD – students, administrative and support staff, academic staff, representatives of employers, labour markets and entrepreneurs, representatives of RSU management from different institutional teams of the StD (the Department, Council of the Faculty of European Studies, Study Quality Council of the StD and RSU Dean's Council). The detailed inclusion of the various development dimensions in the development plan is ensured accordingly, taking into consideration both internal and external aspects of RSU, education and economic changes. The continuous development of the study quality should be highlighted as the main direction of the development plan - the improvement and implementation of innovative methods, strengthening and extension of the international cooperation, inclusion of the labour market in the study process, support to the teaching capacity and research activities, further strengthening of student participation and the promotion of the publicity of study programmes through their success stories and socio-economic impact.

**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.**

See Annex 4.2 Management Structure of the Study Direction.

Head of the study direction manages the work of the RSU study direction. Heads of the study programmes manage the study programmes included in the study direction. Study Quality Council (SQC) acts as a support to the development of the study direction and study programmes. It works in accordance with the regulations approved by the RSU Senate (see Annex 1), and its purpose is to oversee, ensure, and improve the quality of studies. The composition of the SQC is approved at the faculty council, involving the head of the respective study programme, heads of the academic structural units or lecturers delegated by them, as well as employers and students. The composition of the SQC may include representatives of alumni and professional associations. See Annex 4.3. for the minutes of the meeting of the RSU ESF Department of International Business and Economics / Study Quality Council of the Management, Administration and Real Estate Management study direction of 20 November 2018 on the approval of changes in the composition of the SQC, as well as on the review and approval of the annual reports of the study programmes and study direction for academic year 2017/2018. The minutes of the meeting indicate the composition of SQC of the study direction, which includes academic staff and students of the study direction as well as labour market representatives.

SQC evaluates the necessity to create a study direction and programme in accordance with the trends of the labour market in Latvia and the EU, submits proposals for the involvement of independent experts (employers) for evaluation of the topicality of the study programme and content quality. SQC participates in the preparation of descriptions and reports of the study programmes and study direction, is involved in reviewing of internal laws and regulations, if these are related to the study process. Competence of the SQC also includes assessment of the content of the study programme and the long-term development of the study direction. SQC implements also the principle of student-centred approach. SQC includes students who together with other members of the Council adopt decisions aimed at the study process, quality, development, etc., in accordance with the regulations of RSU regarding the work of the Study Quality Council. SQC implements a democratic management model where decisions are made by voting in the SQC meetings at least once every semester or as necessary. Decisions are approved by majority vote. Usually decisions are taken by using the principle of consensus. SQC operates within the framework of regulations approved by RSU and by implementing RSU policy.

The requirements for planning, supervision, and quality control of the study process at RSU are defined by process description No 35 "Organisation of the Study Process". The requirements for determination and evaluation of learning outcomes are included in process description No 6 "Evaluation and Submission of Learning Outcomes" and "Academic Regulations I".

Work organisation of the StP is based on the needs of students, social and labour market trends, development guidelines for national and international higher education and science, etc. Implementation of the StP is constructed, taking into account the needs of students during the study process and carefully evaluating the quality of the StP. The study work at RSU is organised by the faculty and departments with the support of administrative departments, and is overseen by

the SQC, Faculty Council, Rectorate, Dean's Council, Senate.

The Head of the study programme is responsible for the management of the study process, updating of the study programme, development, design and processing of documentation, in accordance with laws and regulations and instructions, and participation in research work. It is also necessary to emphasise the close and regular cooperation between the Heads of study programmes. The study programmes included in the study direction are provided at the Department of International Business and Economics of RSU Faculty of European Studies, thus the Heads of study programmes participate in day-to-day and development work of the Department, as well as in the regular meetings of the Department. Current issues related to developments in the study process in all study programmes are dealt with at each meeting of the Department. The Head of the Department coordinates regular idea-sharing between the Heads of study programmes and sharing of their experience both in day-to-day study process - in the meetings of the Department, and in the planning of the reporting and development stages - in the annual reports and statements. In addition, Heads of various study programmes take part in the Defence Committees of Final Papers in the final stages of the semester, year and programme, in which students prepare and defend their Final Papers (Semester Papers, placement reports, Bachelor's theses and Master's these). Consequently, the mutual cooperation between the Heads of study programmes is regular and continuously coordinated.

The close cooperation between the administrative and technical support staff in the implementation of the study direction is also important. Both the office manager and RSU support departments (Human Resources Department, IT Department, Finance Department, Study Department, Centre for Educational Growth) are closely involved in the implementation and development of the study process, co-operating on a daily basis. Cooperation with departments takes place in a coordinated manner through the Head of the Department, Heads of study programmes and staff teachers, for example, in drawing up the study plans (Form D-1) in RSU system, the development and approval of study course descriptions, the creation of the e-learning environment, the organisation of training seminars for lecturers, and many other aspects of day-to-day work and development. The cooperation can be assessed as successful; it is clearly and transparently regulated and fully integrated in the implementation and management of the study process at RSU as a whole. As one of the illustrative examples of close and coordinated cooperation is the procedure for solving various issues related to students, which is described in greater detail in Chapter II, Section 2, sub-paragraph 2.3.

When evaluating the management efficiency of the study direction, it can be concluded that its content and organisation is of high quality and well, transparently organised. It is implemented in close cooperation with the head of the study direction, the head of the relevant department, the faculty council, heads of the study programmes and also especially the SQC described at the beginning of this paragraph.

**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.**

Admission to RSU takes place based on admission requirements of the respective study level approved by the RSU Senate as defined for the particular academic year. The same way, admission takes place and admission requirements are developed in accordance with external laws and regulations – the Law on Institutions of Higher Education, Cabinet Regulation No. 846 of 10 October 2006 “Regulations Regarding Requirements, Criteria and Procedure for Admission to Study Programmes”, Cabinet Regulation No. 543 of 29 September 2015 “Regulation on Replacement of Foreign Language Centralised Examination in the Programme of Comprehensive Education Programme with the Test of International Testing Institution in a Foreign Language”, as well as other external laws and regulations and the Constitution of RSU. Admission in later stages of studies in RSU takes place on the basis of Cabinet Regulation No. 932 of 16 November 2004 “The Procedure for Starting Studies in Later Stages of Studies” and Cabinet Regulation No. 505 of 14 August 2018 “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education”, and other external laws and regulations.

RSU has admission regulations for each level of studies. The admission regulations are available on the RSU website [in Latvian](#) and [in English](#).

In accordance with the Cabinet Regulation No. 932 of 16 November 2004 “The Procedure for Starting Studies in Later Stages of Studies” and Cabinet Regulation No. 505 of 14 August 2018 “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education”, RSU ensures fair recognition of previous education or professional experience in order for the applicant to be able to apply for studies in later stages of studies. This process is implemented by taking into account the fact that students are mobile both within the framework of the higher system and between the educational systems.

Admission regulations define the procedure for submission of documents, deadlines thereof, the process of the competition, procedure for the appeal and for contesting and appeal of decisions related to admission, as well as the procedure of signing the study agreement and matriculation, and requirements define the rights and duties of the applicant and RSU. Annexes to the admission regulations provide accurate information on each study programme, into which admission has been planned during the specific academic year, including admission requirements, documents to be submitted, etc.

After confirmation of Admission Regulations by the RSU Senate, these are published on the RSU website [www.rsu.lv](http://www.rsu.lv) and are available to any interested person. RSU representatives continually ensure that the RSU website provides the current information on study programmes; moreover, accurate selection criteria for admission are specified for each study programme. RSU website also features published information on availability of state-funded study places and availability of study places financed from the funds of natural or legal persons, as well as information regarding admission dates and procedure for submission of documents. At RSU Student Services, people may receive consultations on the admission procedure, including admission requirements, challenging the admission results, rights and duties of the applicants. This structural unit provides services by using e-mail, telephone, as well as meeting the people in person. Consultations on admission requirements, for example, admission examinations and specification thereof are provided by heads of the study programmes; thus, they provide applicants with maximum information and preparation for admission at RSU.

RSU ensures admission procedures corresponding to the aim that are based on previously defined and published admission regulations. RSU admission policy, matriculation procedures and criteria are implemented consistently; applicants are admitted based on open and equal competition. RSU

ensures equal admission processes: uniform admission regulations have been set for all candidates with specific and previously known requirements rooted in respective conditions of the state level and principles of law. That way, the rights of the most suitable applicants to study in their selected study programmes are ensured. RSU fulfils its obligation to accept the documents submitted by the applicants and to decide on compliance thereof with the requirements mentioned in annexes to the admission requirements. RSU also announces the admission results in accordance with the provisions of the admission requirements and organises signing of study agreements with the applicants who have passed the competition. After signing of the study agreements and fulfilment of the defined applicant's obligations, RSU ensures the matriculation of these applicants.

The qualification to be obtained has been defined in the documents of accreditation of study directions and licensing of study programmes, descriptions of study programmes and directions, admission requirements and diplomas.

Since academic year 2018/2019, RSU has introduced the generation and printing of diplomas and diploma supplements from the Student Information System. The electronic form of the diploma supplement has been developed in accordance with the Cabinet Regulation No. 202 (Annex 7) and on the basis of the RSU Procedure for Preparation and Issuance of Diplomas and Diploma Supplements. The diploma supplement is created automatically, based on the information from various sections of the Student Information System - study programme, student's study plan, register of records, student card, etc. The sections of the Student Information System that ensure the creation of a particular student's diploma supplement are formed gradually, starting from the student's enrolment.

The diploma supplement form contains fixed and variable fields. The information in the fixed fields is the same for all students of a study programme. The variable fields contain information about a specific student of this study programme. The diploma supplement is created by activating the workflow in the Student Information System. As a result, the variable information fields are automatically filled in. As mentioned, information from various sections of the Student Information System is entered in the diploma supplement. If the data entered in the diploma supplement conflicts with each other, the system highlights the erroneous data and the employee can perform a manual check of the data to correct the error.

Preparation of diploma supplements in the Student Information System ensures that the amount of manual work and errors that occur when creating a diploma supplement manually is reduced to a minimum. Creating diploma supplements manually is a time-consuming process, but a limited amount of time is allocated for this, so the work is stressful. With the introduction of the new system, the workload of employees is reduced.

Procedure for recognition of diplomas is regulated by:

- 1) External laws and regulations:
  - Law on Institutions of Higher Education – Sections 59.2 and 59.3;
  - Cabinet Regulation No. 505 of 14 August 2018 “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education”;
- 2) Internal laws and regulations:
  - “Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education at Rīga Stradiņš University (Approved on the RSU Senate meeting of 21 May 2019, minutes No. 2-1/5/2019)”.
- 5-1/10/2020: On the Procedure of Rīga Stradiņš University for Recognition of Competences Acquired by Non-Formal Education or Professional Experience and Learning Outcomes

## Achieved in Previous Education

In accordance with the [Cabinet Regulation No. 505 of 14 August 2018 "Regulations on Recognition of Competence Acquired Outside Formal Education or in Professional Experience and of Learning Outcomes Achieved in Prior Education"](#), (The document is available only in Latvian) a person has the right to address RSU with an application regarding recognition of knowledge, skills and competences acquired outside formal education or in professional experience, as well as learning outcomes achieved in previous education.

Commission formed by the higher education institution makes a decision regarding recognition of knowledge, skills and competences acquired outside formal education or in professional experience, as well as learning outcomes achieved in previous education. Its rights, duties, conditions for creation are included in "[Regulations on Recognition of Learning Outcomes Achieved in Previous Education or Professional Experience at Rīga Stradiņš University](#)" (Regulations are available in the [documents section](#) on RSU website under study documents, available only in Latvian).

In order to begin recognition of knowledge, skills and competences acquired outside formal education or in professional experience, the following should be submitted to the commission: application; documents proving knowledge, skills and competences acquired outside formal education or in professional experience; payment order from the bank proving the payment made.

The commission evaluates the knowledge, skills and competences acquired by the person outside formal education or in professional experience and if these comply with the learning outcomes to be achieved in the respective study programme, shall recognise and assign respective credit points. Examination of the application and decision-making in accordance with Section 59.3, Paragraph 1 of the Law on Institutions of Higher Education takes place within four months from the date of receipt of the application.

In order to begin recognition of learning outcomes achieved in previous education, the following should be submitted to the commission: application; certificate on study modules or study courses completed at the higher education institution by the person as a listener; payment order from the bank for the payment made. Examination of the application and decision-making takes place within the period specified in the Administrative Procedure Law, i.e., within one month as of the receipt of the application.

On average, ~ 10 applications for recognition of the learning outcomes are received in the StD per year, and they are mostly students who resume their studies or transfer from one StD programme to another. In relatively few cases, students from other universities ask to recognise the learning outcomes achieved in previous education. See the table below. These indicators, among other things, justify the uniqueness of StD programmes in Latvia.

### **Recognition statement and individual plans (Form No. SS -8 (3)):**

Year of study	Number	Higher education institution from which the student is applying	
		RSU.	Another higher education institution
2020.	12	11	1
2019.	9	9	

<b>2018.</b>	<b>15</b>	<b>9</b>	<b>6</b>
<b>2017.</b>	<b>15</b>	<b>15</b>	

Upon receipt of an application regarding the recognition of the learning outcomes achieved in previous education, the Head of the relevant study programme in cooperation with the office manager contact the applicant (student) in order to clarify the information, including, offer to submit descriptions of study courses acquired in another higher education institution or in another RSU programme, creating mutual understanding of the possibility and the need to recognise or not to recognise (validate or not to validate) the specific study courses. The Head of the relevant study programme compares the study courses and completes the recognition statement by evaluating the study course completed in previous education (title, course description, scope, assessment) compared to the study plan and study courses of the relevant RSU StP, taking into account the title of the course, the content from the study course description, volume and place of the course in the study plan; and evaluates the impact of recognition on the student's studies. In some cases, the study courses to be recognised and validated are clear and obvious when both the course topics and the volume of the course coincide, for example, the course "Finance" or "Mathematics" from Riga School of Economics, the course "Microeconomic Theory" or "Basics of Accounting" from the University of Latvia or Riga School of Economics. In cases where the study courses completed in previous education partly coincide with the relevant RSU StP course, the Head of the relevant STP, in cooperation with the Head of the Department and the student, proposes to the student to complete the relevant study course in RSU programme in order to ensure an inclusive, successful and learning outcomes-oriented study process of the relevant RSU StP.

By the order of the Rector has been defined "Procedure for Recognition of Learning Outcomes Achieved in Previous Education or Professional Experience"; RSU defines the procedure of how RSU performs acceptance of documents, assessment and recognition of knowledge, skills and competences obtained outside formal education or in professional experience, as well as learning outcomes achieved in previous education.

RSU has successfully organised its work with a single commission, ensuring the involvement of a respective expert from the respective thematic area of the education. Such an approach (one commission for all thematic areas of education) has ensured a uniform approach throughout the university; different interpretation is avoided, thus providing equal attitude towards persons.

#### **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.**

Students can familiarise themselves with the criteria, conditions and binding procedures for the assessment of student performance in the Academic Regulations I (available in [Latvian](#) and [English](#)) and Academic Regulations III - Regulations of Doctoral Studies (available in [Latvian](#) and [English](#)). Requirements for defining and evaluating learning outcomes – knowledge, skills, competence – are included in Process Description No. 6 "Evaluation and Submission of Learning Outcomes".

Methods of assessment of student performance and achieved learning outcomes, as well as assessment criteria for study course acquisition, are defined in the description of each study course

and are available to all students prior to the start of the study course. The academic freedom of each lecturer is respected in the implementation of the study courses, including the development and implementation of study examinations, at the same time providing that the teaching and examination methods must be chosen according to the learning outcomes to be achieved in the study course.

In order to ensure that student performance assessment methods, procedures and principles are consistent with the attainment of the aims of the study programme and the needs of students, regular monitoring of the quality of study courses is carried out within the StD, involving both the teaching staff and the Heads of StPs and RSU study process support department, in this case, in particular the quality experts of RSU Centre for Educational Growth, who examine and approve study course descriptions, as well as representatives of employers and students, including in the Council of the Faculty of European Studies and the Study Quality Council. Within the framework of this cooperation and information exchange, both the observation of teaching and the experience-sharing workshops for the teaching staff and Heads of StPs are organised and the mapping of study programmes is done during which particular attention is paid to close links between the learning outcomes of study courses and the learning outcomes of the StPs. The assessment methods used in study courses are discussed between the teaching staff and students, evaluating the relevance of the methods to the aims of the StPs. During the annual updating of study courses, best practices are taken over and used further. At the same time, the assessment methods used in the study courses are reviewed taking into consideration the results of the course evaluation questionnaires, in which a special section is devoted to assessment methods. Students often emphasize examples of good practice in performance assessment, such as participation in sectoral events (hackathons, pitches of business ideas) or student participation in test planning.

Both summative and formative assessment are combined in the study process to enhance students' individual performance and assess the level of learning outcomes achieved. In the context of learning outcomes, both study course-specific and transversal knowledge, skills, and attitudes are important, therefore, students' active involvement and participation, initiative, and taking responsibility are additionally evaluated. Individual assessments of intermediate and final examinations of study courses are available to each student on their student profile in the RSU e-studies environment.

**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.**

RSU has developed the RSU Code of Ethics and established the Ethics Commission that considers violations and cases of disputes on the basis of applications. RSU has developed and approved document "Methodological Guidelines for References and Listing of Reference Sources and Literature", which explains to students the principles of using the works of other authors and making correct references. In order to promote compliance with academic integrity and make it easier for lecturers to check student papers, RSU has implemented and uses the Unified Computerised Plagiarism Control System of Latvian institutions of higher education to verify the originality of final theses, and for wider use, RSU has acquired a license for the Turnitin content originality control tool. For ease of use, the tool is integrated into the RSU e-studies website.



Example of application: All the coursework envisaged at the end of the 2nd and 3rd semester, as well as all final papers and individual course reports must be submitted in e-studies at the relevant study course where it is requested to upload papers to Turnitin (including Semester Papers). After the papers are uploaded, the results on the plagiarism (matching) of the papers are available on e-studies, which show both the overall percentage of similarity and visually demonstrate matching places in the paper itself, identifying also the sources used that match some part of the text. Supervisors of coursework assess the results of similarity, taking into account also the [Turnitin User Guide](#) (The document is available only in Latvian) for academic staff developed by RSU, which sets out the principles for the interpretation of the results (instructions on page 7). Taking into consideration these results, the supervisor of the respective work evaluates whether the work submitted complies with the principles of academic integrity and makes an assessment accordingly or informs the student if the work needs to be corrected. The evaluation of Turnitin results takes into account that a relatively high (above 20%) similarity with other sources may not mean that the submitted work shows signs of plagiarism, but indicate a lack of contribution from the author, namely the author has used other sources of information and correctly referred to them, but the work lacks the author's analysis, argumentation and interpretation, which the supervisor also points out to the student when giving the assessment or returning the work for correction.

In order to improve the lecturers' knowledge of the possibilities of this tool and to develop the skills for using it, RSU Centre for Educational Growth regularly organises practical trainings for lecturers and support staff on the benefits and use of this tool for checking, correcting students' independent work and providing feedback in the study courses, as well as for checking qualification and diploma papers at the end of the study programme.

Lectures and seminars on the principles of academic integrity and mechanisms for their observation and checking are also provided to students during the study process. This is done in a number of aspects and in study courses, for example, Introduction to Studies, Methodology for Economic Research, in which students are provided with guest lectures from RSU Library and RSU IT Service Centre exactly on the functioning of the Turnitin Tool, Methodological Seminar on Development of Master's Theses.

All in all, the principles of academic integrity are successfully adhered to in the study process and violations of academic integration are currently primarily considered in a decentralised way at the level of faculties, study programmes, and study courses. In order to promote the implementation of a uniform approach to definition, detection, consideration of violations of academic integrity and application of punishment throughout the university, RSU has developed a development and implementation plan of the framework for compliance with academic integrity culture and its principles. This initiative has been included in the draft application of the Ministry of Education and Science Specific Aid Objective 8.2.3 "To ensure better management at higher education institutions". Within the framework of the development of a support system, the main planned activities are:

- promoting prevention. Preventive promotion of compliance with principles of ethics and academic integrity is envisaged by developing online study courses in e-studies, regular studies, and discussions at the university, educational self-learning materials, self-assessment tests. Three main target groups have been specified for the activity of the action: students, academic staff, and scientific staff; in addition, promotion of competence of the administration on principles of ethics and academic integrity is envisaged;
- improvement of the internal system. It is intended to develop and improve internal regulations of RSU that will allow aligning the definition and implementation of unified principles of ethics and the management of academic integrity for students, academic staff, and scientific staff. Internal regulations shall define types of violations, develop processes

and procedure for consideration of violations, as well as determine the applicable sanctions in accordance with the type of violation and the situation, thus promoting transparency and consistency in decision-making. Plans have been made to establish a new centralised committee that would participate in the alignment of the internal system by developing and approving procedures and regulatory framework so that it is adapted for consideration of violations of academic integrity by all students of the university and the unified committee is able to make a decision appropriate for each situation according to unified approach and system for students of all faculties, thus ensuring proportionality of decisions, compliance thereof with the internal regulatory framework and consistency. Involvement of a change agent has been envisaged for the implementation and application of this activity.

Involvement of a competent and experienced external expert for the implementation of a high-quality system of ethics and academic integrity has been planned in order to consult regarding defining of unified principles and alignment of regulatory framework, as well as the implementation of prevention mechanisms.

In order to promote alignment of basic principles of ethics and academic integrity and compliance with these principles in Latvia, cooperation with several Latvian HEIs has been intended within the framework of this direction, providing for intellectual cooperation in the establishment of principles and development of materials, sharing of the developed resources with other HEIs (e-study courses, training materials), as well as further cooperation to promote ethics and academic integrity and to solve problematic issues at the state level in the project. So far, RSU has signed a declaration of strategic partnership with Red Cross Medical College of Rīga Stradiņš University, University of Latvia, and Riga Technical University, and other higher education institutions have agreed to cooperate to harmonise ethical and academic integrity principles; to develop teaching materials on the sharing of the academic integrity module; to exchange experience to introduce best practices in ensuring academic integrity; and raise the issue of academic integrity at national level.

**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.**

<b>RSU ESF SBUEK</b>	<a href="https://www.rsu.lv/starptautiska-biznesa-un-ekonomikas-katedra">https://www.rsu.lv/starptautiska-biznesa-un-ekonomikas-katedra</a> <a href="https://www.rsu.lv/en/department-international-business-and-economics">https://www.rsu.lv/en/department-international-business-and-economics</a> Responsible: Head of the Department
<b>MR</b>	<a href="https://www.rsu.lv/studiju-programma/starptautiskais-marketings-un-reklama">https://www.rsu.lv/studiju-programma/starptautiskais-marketings-un-reklama</a> <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a> Responsible: Head of the StP
<b>SUV (IBSE will take over the experience of SUV, SUV will be incorporated into IBSE programme)</b>	<a href="https://www.rsu.lv/studiju-programma/starta-uznemejdarbibas-vadiba">https://www.rsu.lv/studiju-programma/starta-uznemejdarbibas-vadiba</a> <a href="https://www.rsu.lv/en/study-programme/startup-entrepreneurship">https://www.rsu.lv/en/study-programme/startup-entrepreneurship</a> Responsible: Head of the StP
<b>IBSE</b>	<a href="https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-jaunuznemumu-darbiba">https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-jaunuznemumu-darbiba</a> <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a> Responsible: Head of the StP

<b>SBIE</b>	<a href="https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-ilgtspejiga-ekonomika">https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-ilgtspejiga-ekonomika</a> <a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a> Responsible: Head of the StP
<b>SBTM</b>	<a href="https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-tiesibas">https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-tiesibas</a> <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Responsible: Head of the StP
<b>SMBVM</b>	<a href="https://www.rsu.lv/studiju-programma/starptautiska-marketinga-un-biznesa-vadiba">https://www.rsu.lv/studiju-programma/starptautiska-marketinga-un-biznesa-vadiba</a> <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising-0">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising-0</a> Responsible: Head of the StP
<b>Dv</b>	<a href="https://www.rsu.lv/studiju-programma/vadibzinatne-doktorantura">https://www.rsu.lv/studiju-programma/vadibzinatne-doktorantura</a> <a href="https://www.rsu.lv/en/studiju-programma/business-administration">https://www.rsu.lv/en/studiju-programma/business-administration</a> Responsible: Head of the StP

RSU employs a wide range of modern marketing communication tools that provide information about the higher education institution, which is a modern, open university and offers high-quality education. RSU ensures presence of the university and high-quality content in traditional and digital media, such as a website that was reconstructed in 2017, strategic work is carried out with the audience on social media, and innovative solutions for communication with young people in social media are implemented. The study programme brochure is complemented by the augmented reality application Overly. Advertising campaigns are dominated by digital media and the effectiveness of the selected advertising channels is monitored. Advertising materials and channels are tailored to the respective audience.

In the long term, relations are established with secondary schools all over Latvia, as well as secondary school students are offered direct contact with RSU, developing the RSU messenger programme, possibility to attend programme lectures they are interested in, organising open days, tours etc.

RSU participates in industry events (exhibition "School", etc.), works with a database and e-mail marketing, develops various activities and events also for the target groups of Master's and doctoral study programmes.

The information published on the university's [website](#) regarding the study programmes corresponding to the study direction corresponds to the information available in official registers, provides basic information to applicants and students, and is published in all languages of the study programme.

## 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.**

Deming cycle is used for the implementation and application of the internal quality system: Plan – Do – Check – Act (see Figure 4).



made regarding future activities.

The existing system ensures comprehensive supervision of study quality with control measures throughout the year.

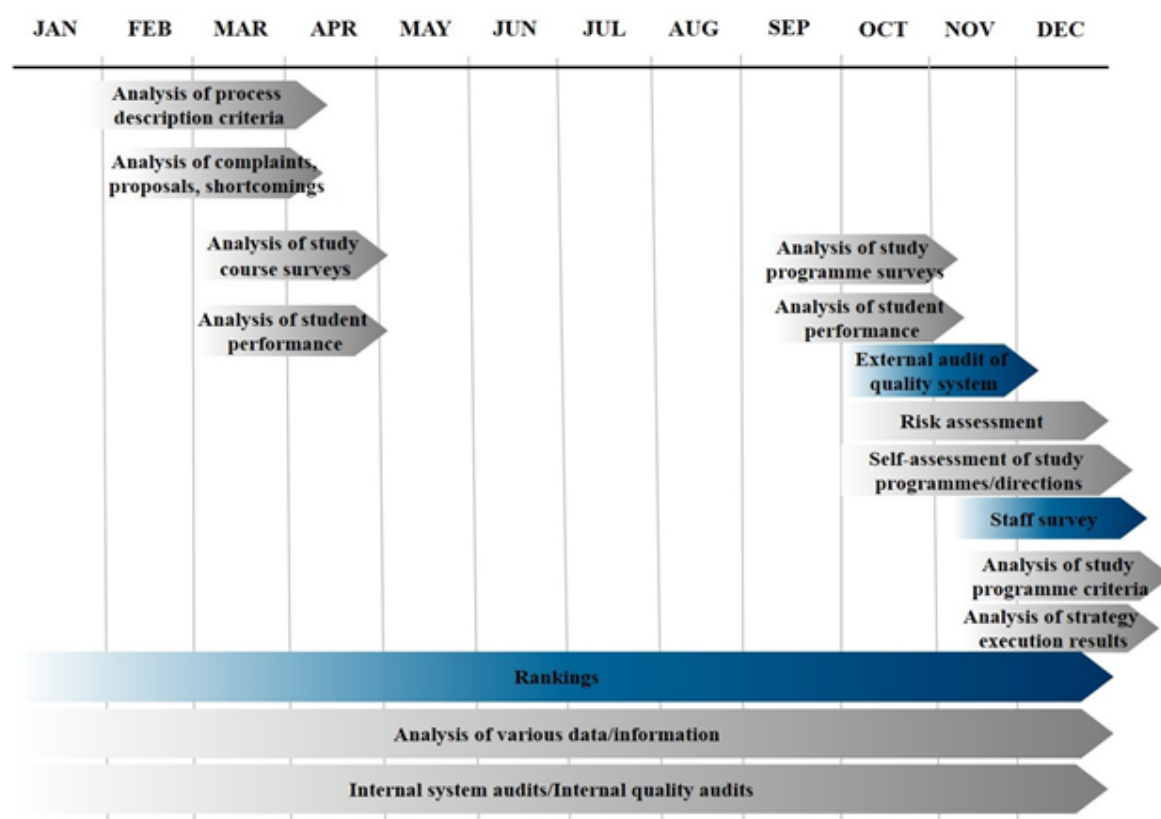


Figure 5. Measures of internal quality control.

In accordance with the results of the quality control measures performed, quality of studies is reviewed, and measures are performed to improve the quality.

**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.**

### Development and revision of study programmes at RSU

RSU has a set procedure for development, internal approval of study programmes, supervision, and periodic inspection of the operation thereof. These requirements are determined in the Regulations for Development and Approval of New Study Programmes at Rīga Stradiņš University and in detail - in Process Description No. 34 "Updating and Development of Study Courses, Study Programmes, Study Directions" (see Annex No. 1.3) in accordance with the requirements of external laws and

regulations. Necessity, usefulness, and compliance of a new study programme to the set aims is evaluated by several RSU structural units and collegial institutions, including the Study Quality Council, Faculty Council, Dean's Council, Rectorate, and Senate. Supervision over the implementation of a study programme and its quality is ensured by the head of the study programme by evaluating the study process, learning outcomes, analysing the results of student surveys, changes to the trends in the labour market, and current events in the sector and world. The qualification to be obtained has been defined in the documents of licensing and accreditation of study programmes of study directions, descriptions of study programmes and directions, admission regulations and diplomas.

The StP development, approval and implementation process includes certain successive activities:

- detailed development of the StP concept, learning outcomes and description of the topicality of the StP based on latest scientific knowledge and the knowledge, skills and competences necessary in the future, and labour market demand, international development prospects of the study programme.
- development and expert examination of StP planning, study courses, their descriptions;
- development and expert examination of licensing documentation, licensing at the Academic Information Centre - expert visit and provision of an opinion, receiving of a licence;
- communication about the study programme;
- development of study materials and placement thereof in e-studies;
- recruitment and student admission;
- StP approbation;
- accreditation of the StP - preparation of accreditation documentation and accreditation in an agency included in the European Quality Assurance Register for Higher Education according to national regulations.

Annual revision process of study programmes and study directions is regulated by an annual order of the Rector, and the goal is to prepare a summary of the annual study process quality monitoring. Report of academic year 2018/2019 shall include the following points:

1) assessment of study quality monitoring in academic year 2018/2019.

- Quality indicators - primarily, updating the content of examinations, surveying employers and implementing recommendations, integration of simulation resources in the acquisition of learning outcomes (if applicable);
- Admission results, student dropout rate and reasons for exclusion.
- Survey results (results of the study programme assessment survey of academic year 2018/2019; How is the completion of student questionnaires facilitated? How are the survey results analysed? What changes have been made based on the results obtained? How are students provided with feedback on completing the questionnaires, on the implemented and planned improvements?).
- Success analysis.

2) SWOT analysis;

3) Developments and improvement measures of the study programme in academic years 2018/2019 and 2019/2020.

- Implementation of expert recommendations and other changes in the study programme, its planning, content and organisation. Involvement of new lecturers, improvement of lecturers' qualification, attraction of visiting lecturers. Achievements since the completion of mapping,

clarification of study course learning outcomes, updating of study courses, promotion of academic honesty.

- Promotion of research, integration of research and placement in the study process, publications, conferences, projects.
- Modernisation, digitisation, introduction of innovations, simulation-based learning approach, interdisciplinarity, etc.
- International cooperation, resource sharing, expansion of research and innovation potential, promotion of mobility.
- Cooperation with employers and professional organisations, including involvement in updating the professional standard.

Preparation of a study programme report is usually performed by the head of the study programme, about the study direction – head of the study direction. Reports are validated and approved by RSU administrative structural units and collegial institutions:

- Study Quality Council and Faculty Council,
- Dean's Council,
- Senate (approval).

Study programmes are developed and reviewed in a high-quality and thought-out manner. The annual report is published on the RSU academic staff portal under the study programme information in the Documents section.

### **Mechanism of obtaining and providing feedback in work with students and graduates**

Student survey of the course conclusion is organised in accordance with the procedure defined by RSU - Process Description No. 22 "Surveys" (see Annex No. 1.11):

- for each study course in e-studies (for more information on e-studies, see Section 3.3), students complete the course evaluation questionnaire, where they can express their opinion and proposals both regarding the content of the study course and its implementation methods, competences and work style of lecturers;
- upon completion of studies, they evaluate the study programme in general by completing the survey regarding the study programme;
- views of RSU alumni are identified and implemented primarily by the heads of StPs. In 2017, in order to improve the obtaining of graduate feedback, RSU Alumni Association in cooperation with RSU Department of Studies and RSU Centre for Educational Growth developed a unified questionnaire for graduates, and plans were made to develop an electronic version of the questionnaire and create a database.

Once a year, the results of the study course survey and study programme survey are analysed. Results are reviewed at the meeting of departments, faculty councils, Study Quality Councils and Dean's Council, and as an aggregate are reflected in the mentioned annual report. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Student representatives are also involved in faculty councils ensuring representation of their opinion in decision-making processes. Generally, RSU practices student-centred education, which is described in more detail in Section I Paragraph 1.3.

**Feedback** to the students is ensured on the RSU Academic Staff portal since January 2018. Twice a

year (within two weeks after closing the survey), academic staff and heads of academic structural units can publish the feedback to the students regarding survey results and decisions made for improvement of study courses. Feedback can be published as soon as the survey has been closed. Survey section has restricted access, by default the rights are granted to the academic staff, heads of departments and those who have been granted the right to the course. It is possible to publish feedback in Latvian and English, depending on the language of the study course. Possible statuses of the feedback – “Not Submitted”, “Being Prepared”, “Published”. Head of the academic structural unit has been provided a function to publish the feedback prepared by the academic staff. Academic staff and heads of academic structural units have access to a preview (assessment of questionnaires of the study course evaluation) of how the students will see the published feedback. In the published feedback, students will see the survey statistics and feedback published by the academic staff or head of the academic structural unit.

In September 2019, feedback was given on 43% of the courses completed in the spring semester of 2019.

Feedback function gives an opportunity for the academic staff to respond to student questionnaires for the evaluation of the study courses, and the students can find out about the further use of their feedback. The students can familiarise themselves with the feedback on the Student portal where they can see the feedback also for the previous semester. RSU is planning to improve the feedback system during the academic year 2019/2020 in order to ensure that the students who start the study course have access to the results of the study course questionnaire and the feedback provided by the lecturer, which will enable the students to evaluate how the planned changes in the study course are implemented.

Study Programme Administrator of the Study Programme Administration Unit of the Study Department (SD SPAU) is involved in ensuring feedback by activating the surveys regarding StPs, electronically informing the students and the head of the StP on active StP surveys (take place before the final surveys). Whereas the head of the study programme and Student Union motivate the students to complete the survey questionnaires.

After the completion of a questionnaire, the results of the questionnaire by study directions and faculties are summarised and analysed at the RSU level by the Study Process Quality and Analysis Division of the RSU Centre for Educational Growth, informing RSU management, heads of study programmes, and deans of the conclusions. The head of the study programme analyses survey results at the study programme level and reports the results to the SQC / FC, submits a summary to the Dean and the head of the study direction; during the process, the SQC / FC familiarise themselves with the survey results and take a decision on the necessary changes to the StP implementation. Afterwards, once a year the Dean reports to the DC on survey results and decisions made by the SQC / FC, as well as the necessary changes in the StP implementation.

**The mechanism of obtaining and providing feedback from / to employers** is implemented both through the cooperation agreements of the study direction programmes with employers on study visits and student placement, as a result of which students submit the student placement assessment completed by the employer, including the placement assignment and assessment of knowledge, skills and competences acquired in the study programmes, and through the participation of employers in the Study Quality Council, which also reviews, discusses, improves and approves the implementation of the study direction programmes, descriptions, reports, study plans, as well as through the participation of employers in the final paper defence and examination commissions. For more information on the cooperation of the study direction with employers, see the section on the description of this study direction 5.1, as well as Annex 7, the list of cooperation agreements of the study direction, including with employers.



**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.**

Procedure for submission, review of student complaints and proposals has been defined in Process Description No. 31 "Management of Complaints, Appeals, Non-Conformities and Proposals", requirements for submission and consideration of appeals have additionally been defined in "Academic Regulations I". In accordance with the internal procedure, students may submit complaints to the Student Services, Student Union and Quality Assurance and Internal Audit Department. Mentioned structural units ensure registration of complaints and proposals and transfer them for review to the responsible structural unit. After evaluation of the complaint/proposal and performance of corrective actions, the submitter of the complaint is informed in writing regarding results of the review and actions performed. Once a year, the information on all received complaints/proposals is summarised, and results are included in the Report on the Quality Management System, and information is taken into account when performing RSU risk assessment. Information on possibilities to submit complaints or proposals is available to the students on the RSU website in Latvian and English and on the Student portal.

Students can submit complaints, non-conformities, proposals, as well as appeals to the Student Services. All these applications can be submitted by a student in person, electronically by sending from their RSU student email to the following email: [atsauksmes@rsu.lv](mailto:atsauksmes@rsu.lv) or [complaints@rsu.lv](mailto:complaints@rsu.lv). For example, in 2019, a complaint was received from students of the study programme "International Marketing and Advertising" about hasty exclusion. The complaint was registered in the Student Services (No. 17-7/135/2019), and it was submitted to the Rector, the Dean of the Faculty of European Studies and the Director of the Legal Department. After the examination of the complaint and the attached substantiating documents, the academic leave was extended to the student.

Applications can also be submitted by mail. The student may submit the application of complaints, non-conformities or proposals anonymously. The student has to identify themselves in appeals, otherwise it cannot be determined, whose and which examination has to be re-evaluated. For example, in 2020, an appeal was received from a student of the study programme "[International Relations – European Studies](#)" regarding the assessment of the Bachelor's thesis. The complaint was registered in the Student Services (No.17-7/106/2020), and it was submitted to the Dean of the Faculty of European Studies and the Head of the Department of Political Science. An Appeals Committee was established to examine the appeal, and it reviewed the appeal received (minutes of appeals and complaints No. 14-6/069/202 of 10.06.2020). As a result, a decision was taken not to change the assessment given in the defence of the Bachelor's thesis - 3 (weak). The decision of the Appeals Committee was notified to the appellant on 11.06.2020.

All complaints, proposals, non-conformities, appeals should be addressed to the head of the particular structural unit. In case of any uncertainties, students may address the Student Services that will provide answers to unclear issues and, if necessary, will consult on how to complete the forms of complaints, proposals, non-conformities, appeals. Staff of Student Services consults without interfering in the content of the document to be submitted, without affecting the student's

opinion. For example, in case of appeal, the staff of Student Services clarifies, which examination is the subject of the appeal; how many times has the student taken the examination, because this will affect who is the recipient of the appeal; in which study subject the examination was taken; and who was the supervisor of the examination. Upon receipt of the application, staff of Student Services verifies whether it includes all necessary details, asking to add them to the application, if necessary. Such consultations are provided to students also in case of submitting applications with complaints, proposals, and non-conformities.

After receipt of applications, staff of Student Services ensures whether the application specifies the correct recipient, then registers the application in the Document Management System, transferring it for further consideration by the competent structural unit. When considering appeals, the student is invited to provide their opinion regarding the content of the appeal. The student is notified about the result after considering the appeal. If the student is not satisfied with the decision, the student can appeal the decision to a higher institution.

In 2018, several anonymous complaints were received without indicating information that could identify the person. In order for the student to remain anonymous, yet to be able to receive the decision of the commission that has considered the complaint, the student may receive the decision electronically by specifying their private email address.

Even though the consideration of complaints works successfully at RSU with maximum respect for student rights, interests, and responsibilities, there are some things that should be improved. For example, when a student submits an anonymous complaint, and the information on consideration of the case is sent to the anonymous email of the student by the competent structural unit, the person is invited to arrive and participate in the meeting where the case is considered. In such messages, the sender of the email should specify that the student has the right to attend the meeting where the case is considered, yet it is not an obligation because the student will be identified in case of attendance.

The current procedure of submission, registration, and consideration of complaints, appeals, non-conformities, and proposals is in effect since 4 April 2018. Previous procedure was revised, and improvements were made. The new procedure can be assessed as effective because the number of registered complaints increased in the first months already, showing that the new system is convenient and understandable to everyone.

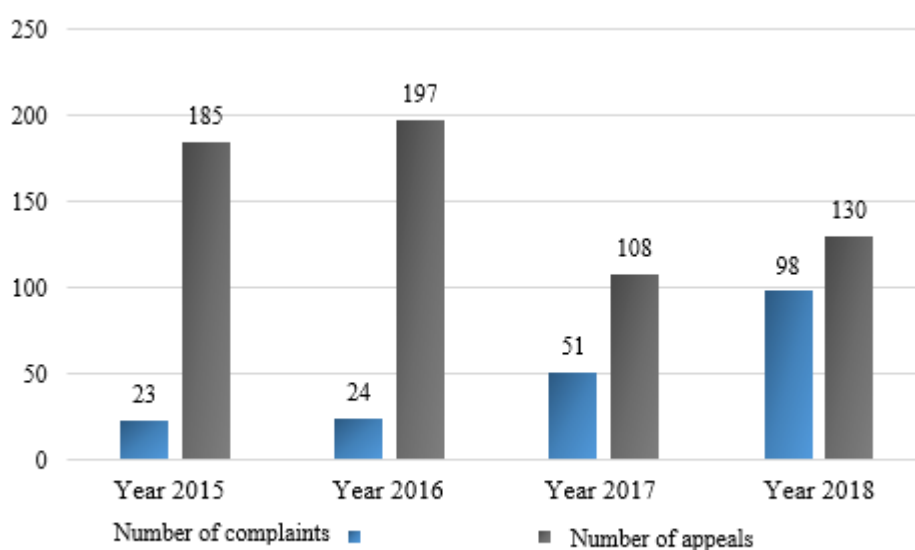


Figure 6. Total number of complaints and appeals registered by RSU in 2015, 2016, 2017, and

2018.

In 2018, the structural units registered 98 complaints and 130 appeals. The total number of registered complaints has increased by 47. When assessing the content of complaints, it was found that most complaints were related to infrastructure improvement issues (19 complaints), lecturers' attitude (9 complaints), and study process implementation (8 complaints).

In 2018, the number of appeals has increased by 22 compared to 2017. In the reporting year, there were changing trends compared to 2017 in the structural units where appeals were registered, for example, the number of complaints in the Department of Human Physiology and Biochemistry decreased (41 complaints), whereas in the International Student Department the number of complaints has increased (12 appeals). There are several structural units, where no appeals were submitted in 2018.

The implementing department of the study direction (Department of International Business and Economics) implements a collegial, correct, subsidiarity-based and student-supported mechanism for resolving various student issues, which is both defined in the student handbook and emphasised in introductory seminars, first meetings with lecturers and department management and other regular meetings, namely - the first contact person for solving a student's question is usually the lecturer of the respective study course, then - the head of the respective study programme, and then - the head of the department implementing the study direction. If the issue is of an administrative nature, then the students turn to the head of the office of the department implementing the study direction. Taking into account the close regular cooperation of the department's management and lecturers (lecturers and heads of study programmes), in this way almost all student issues are resolved very quickly (often immediately) and efficiently. The high value of this mechanism has been emphasised by students, study programme graduates and the academic and general staff of the study direction.

#### **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.**

RSU has developed a system for centralised collection and analysis of key data related to the study process. The system has a clear division of responsibilities for data analysis at various levels (RSU institutional level, study direction and programme levels, faculty and academic structural unit levels and study course level), drawing conclusions and providing feedback on the changes planned and implemented in the study process as a result of the analysis. RSU collects data on general statistical indicators characterising the higher education institution, such as the number of students, student success rate, drop-out rates and its causes, as well as admission results. There is also an in-depth analysis of key indicators.

Every month, RSU collects the most up-to-date data on the number of students, including student status (active, inactive), type of tuition financing (state budget funds, paid studies). Information about the reasons for student drop-out is collected, compiled, and analysed, which is used to identify necessary improvements in the study programme.

Data on admission results - the number of individuals enrolled in a particular study programme -

and the total number of applications is collected, keeping track of the demand for the study programme. The number of students admitted to the study programme is also summarised.

The obtained statistical data are used to improve the StD, for example, in the following ways:

- The number of applications for studies, including by programmes, is used to assess the awareness of the StD and its StPs, and to assess the interests of potential students (requests for higher education topics). The possible causes are analysed for a reduced number of applications and changes to the study programmes are made accordingly, and/or publicity activities for the StP are stimulated.
- Statistics on study application priorities are used to identify interdisciplinary opportunities in the offer of the study programmes. It is important to evaluate 2 priorities indicated in the study applications (if they do not coincide with the fee-based / state-funded place of the 1st priority respectively), as well as the 3rd and 4th priority. For example, if the interested party has identified a business/economic study programme as the 1st/2nd priority but a politics/communication or public health study programme as the 3rd/4th priority, it is worth taking this statistics into account, so that interdisciplinary study modules could be offered to students in the course of studies and to the interested parties during the next admission, thereby promoting the compliance of the StP offer with the demand, which in turn arouses students' interest and motivation, reduces dropout statistics and has a positive impact on the statistics of the number of graduates.
- Study applications by regions and secondary schools are used to improve publicity activities in certain regions and secondary schools in the next period.
- Statistics on the number of study contracts concluded/students enrolled are used both for a more objective assessment of the number of applications in the future periods and, of course, for the analysis of student dynamics, which affects many other indicators (dropouts, the number of graduates, the number of state-funded places, publicity activities). For example, having observed a slight decrease in applications and student numbers in the StD professional Master's programme "International Business and Law " in previous periods and having carried out the market analysis, which showed the uniqueness of such a programme in Latvia, it was decided to grant this programme a status of the programme to be supported additionally for the next period, and in cooperation with RSU marketing professionals to activate the publicity activities for this programme.
- Statistics on academic achievement are used to analyse both the dynamics of the level of skills of students and to analyse the relevance of study courses to the needs of students, as well as to identify possible changes in the study course assessment system and the structure of content and learning outcomes, and possibly in teaching the course in general.
- Dropout statistics are analysed especially in the 1st year of study as well as during the whole period of the programme (3, 2, or 1.5 years respectively). Dropout statistics together with the reasons for dropping out are used to identify possible differences in the demand and supply of higher education, to analyse the gap in students' expectations and to facilitate the communication of the teaching staff, Heads of the study programmes and support departments with students about the reasons for dropping out (for example, various options for paying tuition fees, possibilities of having individual tutorials during studies, etc.). At the same time, it should be noted that dropout statistics are mostly responsive, namely the Head of the relevant StP, in cooperation with the teaching staff, is able to identify potential risks of dropouts and acts proactively thus reducing the dropout rate and encouraging students in their path to higher education. The dropout statistics are also analysed during the overall programme period along with the graduate statistics, which are used both in the publicity activities of the programme and in the overall assessment of the complexity and relevance of the programme.

- Statistics on the number of graduates are analysed together with the statistics on dropouts of the overall period of the programme and are used in the publicity activities of the programme and in the assessment of the overall quality and relevance of the programme (demand for higher education, labour market).
- Statistics on the types of tuition fee payment (loans, sponsorships, grants, own finances) are taken into account to a large extent together with the analysis of dropout and its causes, as well as used in communication with students to reduce dropout risks and in publicity activities of programmes, and used in cooperation with support departments in the management of programmes, for example by setting payment schedules, possible discounts, tuition fees, etc.
- Results of study course evaluation questionnaires are used for the review of study courses and for evaluation and updating of the management of study courses every semester.
- Statistics on the causes of leaving studies are analysed together with dropout statistics to minimise the dropout risks, eliminating the reasons for leaving studies as much as possible. For example, the most common risks occurring in the course of the study process are academic and related to the study plan (motivation, combining with work, content complex, etc.), as well as financial, related to the difficulties of paying tuition fees.
- Statistics on the number and qualification of the teaching staff are used to assess the compliance of programmes with regulatory requirements, publicity activities, identification of the quality of programmes and strengthening of lecturers' qualifications, financial calculations of the study process, etc.

### **Analysis of study programme quality criteria**

For more in-depth data analysis, quality indicators of study programmes at Rīga Stradiņš University (see Annex X) were developed in 2016 that are collected over the academic year. Quality indicators are divided into three levels - institutional level, content level, and individual level. Based on the above levels, 14 quality criteria with 29 quality indicators have been developed. Data on the performance of the indicators is collected once a year by the Department of Study Process Quality Analysis of the RSU Centre for Pedagogical Growth in cooperation with other RSU structural units and heads of study programmes. For the purpose of summarising quality indicators, information is obtained and linked from various information systems managed by RSU. Some examples of quality indicators include the quality criterion "Provision of e-Environment", which analyses quality indicators such as timely availability of lecture and class calendar and study course descriptions, as well as timely availability of final exams on the Student Portal. Within the framework of the quality criterion "Academic Achievements", indicators such as the proportion of graduates who have completed the study programme within the planned term and the ratio of the number of lecturers to the number of students are analysed. Within the framework of the quality criterion "Professional Competence and Improvement of Participation", data on the proportion of lecturers with a doctoral degree elected in academic positions and the number of lecturer visits are analysed. Research activity indicators of lecturers and students are also analysed.

Information on the fulfilment of the Quality Indicators is provided to the RSU management, Student Union, Dean's Council, and heads of study programmes.

Collecting and analysing quality indicators allows understanding if and what improvements are required at RSU institutionally, in the study directions, and in individual study programmes. In academic year 2019/2020, a review of the study quality indicators is planned to improve the indicators in line with RSU development.

### **Analysis of Academic Performance of Students**

Student performance is analysed twice per academic year after the end of the autumn and spring semesters. Data on final student assessments are collected and analysed by the Study Quality Analysis Division of the RSU Centre for Educational Growth by faculty and study direction, providing information to the RSU management and data collections to the deans of the faculties.

Data by study programmes is analysed by the heads of the study programmes, and the results of the analysis are reviewed by the study quality council and the faculty council. The conclusions are summarised and included in the annual report on the actions taken to improve the study programme.

In terms of academic structural units, the data is analysed by the heads of the academic structural units, and the results of the analysis are discussed at the structural unit meetings.

The deans of faculties report annually to the Dean's Council on the findings of the performance analysis, sharing their experiences and good practices.

### **Student feedback analysis**

Twice a year, information on students' feedback from study course and study programme assessment questionnaires is collected. Data on questionnaire completion and key indicators is collected and analysed by the Department of Study Process Quality Analysis of the RSU Centre for Pedagogical Growth, reporting results to the RSU management, Student Union, Dean's Council, and heads of study programmes.

Data on the questionnaire results, including student comments given in the questionnaires, are available to heads of academic structural departments, heads of study directions and programmes, as well as lecturers on the RSU Academic Staff portal. Data is analysed at the structural unit meetings and study quality councils. The students are informed about the decisions made both in person and online, using the possibility of electronic feedback on the RSU Academic Staff portal (see 2.2).

Questionnaire results, as well as student performance data, are analysed at structural unit meetings, study programme quality councils, and faculty councils. The heads of study directions report annually on the findings of the questionnaire result analysis to the Deans' Council once a year, in the autumn semester.

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

The description and assessment of the compliance of the study programme with Part I of the Standards and Guidelines for Quality Assessment in the European Higher Education Area (EHEA) is included in the Annex 23 "Description and assessment of the integration of the standards included in the Part 1 of EHEA".

As regards the challenges, these standards are considered to be integral standards for the quality assurance of studies and are equally fully and carefully addressed. Some challenges sometimes arise in the light and changes in the actual economy, the labour market, the business environment, economic governance and changes in it, such as ensuring a balance between academic qualifications and experience of teaching staff in the sector, particularly in the phenomena of the labour market, business and economy: start-ups, community platforms, business platforms, the

digital economy. However, these challenges are always successfully resolved by providing both legal and substantive quality guidelines. In both the previous and the next StD accreditation period, special attention is paid to those quality standards related to the student-centred approach, the diversification, modernisation, digitisation of teaching methods, and the improvement of assessment methods, which, in turn, relate to strengthening the participation of students and the labour market (entrepreneurs, industries) and the implementation of innovative solutions in the study process, developing such higher education, the high added value of which is visible to potential students, the labour market and the business environment, as well as to its members and management bodies.

## **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.**

It is planned to finance the study programmes from the funding of individuals and legal entities.

Research activities are financed from:

- science-based funding (e.g. remuneration for researchers);
- external project funds (National Research Projects, Fundamental and Applied Research Projects, Erasmus +);
- RSU own resources.

Artistic creative activities (dance group and choir) are financed from:

- RSU own resources;
- co-financing of Riga City Council.

Academic Bachelor's study programme International Marketing and Advertising is generally implemented as a full-time programme with the duration of 3 years, the planned total number of students in three years is 101, tuition fee is EUR 2,050 per year.

Academic Bachelor's study programme International Business and Sustainable Economy is generally implemented as a full-time programme with the duration of 3 years, the planned total number of students in three years is 46, tuition fee is EUR 2,050 per year.

New Academic Bachelor's study programme "International Business and Start-up Entrepreneurship" (first admission took place in academic year of 2020/2021) is implemented in English, it is planned to be financed from means of private and juridical entities, determining the study fee of 2800 euros per year. In three years time – until autumn of 2022, it is planned to reach the total amount of 34 students, admitting 12 students in the first year, 11 students in the second year and 11 students in

the third year. Professional Master's study programme International Business and Law is generally implemented as a full-time programme with the duration of 2 years, the planned total number of students in two years is 18, tuition fee is EUR 2,150 per year.

Professional Master's study programme Management of International Marketing and Business is generally implemented as a full-time programme with the duration of 2 years, the planned total number of students is 15, tuition fee is set at EUR 2,150 per year.

Doctoral study programme Management Science is generally implemented as a full-time programme with the duration of 3 years, the annual tuition fee is set at EUR 2,100 and the planned number of students for the entire study period is 12.

The funding is used for staff remuneration, attraction of visiting lecturers, taxes, maintenance of IT infrastructure, purchase of equipment and devices. In addition to the direct costs of the implementation of lectures and classes, the study programme must cover the infrastructure maintenance costs (facilities, IT solutions) and other RSU common resources used in the study programme (Student Services, Library, organisation of the study process, grant for the Student Union and other support and administrative functions).

The study programmes will be implemented by the Language Centre, Department of Doctoral Studies, Department of Humanities, Centre for Educational Growth, Department of Communication Studies, Department of Sociology and Psychology, Department of Clinical Skills and Medical Technologies, Department of Public Health and Epidemiology, Department of International Business and Economics. The total annual budget of these departments for higher education is one million euro. The total budget of these departments is expected to grow by 3.3% in the first year, along with revenue growth.

**Table 2. Information about student costs**

<b>Name</b>	<b>Average cost per student, EUR</b>	<b>Academic staff, %</b>	<b>Department resources, %</b>	<b>Other direct expenditure, %</b>	<b>Fixed costs, %</b>	<b>Overheads, %</b>
Academic Bachelor's study programme International Marketing and Advertising	<b>1,243</b>	28	1	15	14	42
Academic Bachelor's study programme International Business and Sustainable Economy	<b>1,533</b>	34	1	20	11	34
Academic Bachelor's study programme International Business and Start-up Entrepreneurship	<b>1183</b>	27	1	40	6	27



Professional Master's study programme International Business and Law	<b>1,623</b>	38	1	17	10	33
Professional Master's study programme Management of International Marketing and Business	<b>1,853</b>	37	1	23	9	29
Doctoral study programme Management Science	<b>2,925</b>	46	9	21	6	19

A wide range of RSU material and technical facilities is available for the implementation of the study courses, which allows to book study rooms and computer rooms in the common system.

The amount of financial resources required for RSU study programmes is determined according to the study programme planning, where the amount of credit points and planning of contact hours is indicated. Revenues are forecasted according to the student admission trends of previous years. Respectively, according to the study programme planning and the number of students, revenues are forecasted, the remuneration of lecturers and administrative staff, fixed costs and overheads are calculated. The amount of financial resources is calculated for each year of studies, thus it is possible to evaluate the financial resources of each year of studies.

Qualitative implementation and development of the study direction also include active and increasing participation in various higher education-related research and capacity building projects, which also provide additional funding. The academic staff involved in the implementation of the study direction participate in several projects of the National Research Programme of Latvia, NRPs, European Commission Erasmus + projects for capacity building and promotion of international cooperation in higher education, as well as in the EU European Social Fund Specific Support Objective projects, including the development of a new StP that has contributed to the development of the study direction. The participation of academic staff in these research projects improves the quality of the StD, both directly, for example by developing and integrating a new study programme in the direction, and indirectly through the growth of research and international cooperation expertise and qualifications of the teaching staff, including, the outgoing and incoming mobility of the academic staff and strengthening of the international cooperation network and involvement in the StD study process. The results of research and other projects and activities are integrated into the study process of the study direction through the exchange of experience of the teaching staff and knowledge transfer in study courses, by providing case studies of current research and international interdisciplinary cooperation activities, analysis of results and the transfer of knowledge and joint work with students. The quality implementation and development of the StP is ensured by the financial provision for the StP of the Study direction, which is formed both from the funding provided for the remuneration of RSU staff and the promotion of initiatives, and from external funding attracted for research and cooperation projects.

### **3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education**

**institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III, Chapter 3 below the respective study programme).**

The infrastructure and technical facilities established by RSU is equally available for all RSU study programmes.

Access to a safe wireless network *Eduroam WiFi* is provided in all buildings of RSU. Students may connect to the *Eduroam* wireless network using their username and password. *Eduroam* is available in 36 European countries, as well as in Australia, the United States, and Canada. RSU students may also use open access computers with provided access to the student systems and internet resources. Multimedia projectors are available in 140 training rooms for use of audiovisual materials for studies; most of these are high-resolution interactive projectors that are connected to a sound system. *Panopto* video recording system is used for the preparation of audiovisual training materials, whereas video conferencing system is used to provide online lectures. A centralised management system of the multimedia equipment of lecture rooms has also been established. Also, 10 computer rooms with more than 200 work stations that are used both for the implementation of certain study courses, as well as for provision of electronic examinations and other types of knowledge testing are available for the needs of study process.

RSU offers the students an opportunity to use *Office365*, providing an option to use a full *Microsoft Office*, *OneDrive* file storage without additional fee. While the student studies at RSU, they have access to all software necessary for successful study process. The student can install *Microsoft Office* software – *Word*, *Excel*, *PowerPoint*, *OneNote*, on five computers (PC or Mac) and five mobile devices (for example, a smartphone, laptop, and tablet computer). Student may use *OneDrive* of 1 TB for automatic synchronisation of devices.

RSU students and academic staff are already provided with a well-developed IT infrastructure and virtual study environment. RSU students and academic staff have access to e-studies environment with study materials and student assessments, Student portal containing the necessary study information and e-services, Academic Staff portal containing information on academic staff, academic structural units, register of study courses and study programmes, survey system, and feedback.

RSU IT Department is a structural unit of RSU, one of the aims of which is implementation of advanced strategy for the information technology infrastructure. IT Department develops RSU e-services and ensures running thereof.

The physical IT infrastructure of RSU consists of the following:

- 1) RSU computer network located in 10 buildings, connections thereof, with a total of 3,142 network connection ports, 176 wireless network access points, including provision of a wireless network at the student hostels;
- 2) RSU data centre infrastructure located at Dzirciema iela 16 and Anņņmuižas bulvāris 26a, 43 physical servers, three reserved disk arrays, *VMware* virtual server infrastructure with more than 100 virtual servers, backup power supply system, cooling, data backup infrastructure;
- 3) IT equipment and systems monitoring system *Nagios*, *HP IMC*, *MS SCCM* with more than 800 monitored devices and services;
- 4) *Lync* telephone infrastructure maintenance and support – 300 connections;
- 5) *Panopto* video lecture recording system, where about 100 records of lectures are made

per month;

- 6) video conferencing system for ensuring online lectures, with an average of 120 remote lectures ensured per study year;
- 7) e-mail system maintenance – *Exchange* for the staff, ensuring management of calendar and contacts; cloud service *Office 365* is provided for students;
- 8) *MS Active directory* based maintenance of electronic identity management infrastructure (one username and password for all IT systems maintained in a centralised way);
- 9) maintenance of the file server;
- 10) servicing of computerised workstations and computer classrooms (1,444 computers, 526 printing equipment units, scanners, and other equipment);
- 11) maintenance of training room equipment – 133 stationary equipped rooms, 179 projectors, including performance of scheduled maintenance of equipment;
- 12) training rooms are provided with the necessary on-site support for recording of video lectures, online lectures and lectures held in rooms with a complicated multimedia equipment; a specialist of the IT service centre ensures on-site technical support;
- 13) administration of self-service photocopying/printing/scanning system.

In order to ensure continuous availability of IT resources in the study process, IT service centre has been established with open hours on working days from 7:30 to 20:00 and on Saturdays from 8:00 to 14:00.

In order to ensure the infrastructures necessary for implementation of the study programmes, improvement of the informative and technical provision in accordance with the development needs of the study programmes, an IT development working group has been established consisting of academic and administrative staff. The IT development working group reviews suggestions on development of new IT systems and improvement of the existing ones. At the same time, physical IT infrastructure is planned in accordance with the requests of structural units, evaluating the load of the current infrastructure during the development of RSU budget.

In order to achieve the above-mentioned aims, IT Department is granted budget each year in accordance with the long-term IT development plan. A large part of the funding is directed towards long-term investments in fixed assets, including system software. More than 30% of the annual IT budget is directed towards development, which includes long-term investments in network and server infrastructure, equipment, and software.

IT services, hardware, network and peripheral equipment are evaluated as excellent; yet it should be taken into account that upgrades are necessary in order to ensure efficiency of study processes. For example, for the students from various study programmes to be able to use knowledge, skills, and competences obtained during the study process to solve cases, it is necessary to develop RSU library of audiovisual study materials (repository of training objects) that would support approach of case studies and analysis in studies and inter-disciplinary aspect. In addition, it is necessary to upgrade the student portal by implementing an internationally recognised solution that includes a mobile application providing an option to work at the student portal, improved experience of portal use, an option to integrate functions from current RSU information systems in the portal, as well as built-in integration with *Office 365*, *Primo* search tool, email, calendar, and other applications. In order to manage the study programme more efficiently, it is necessary to develop a new mapping system of study programmes.

The current list of IT services is available on the RSU [website](#).

### **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.**

When commencing studies, each student is assigned a username and, using the self-service services, the student can obtain and reset the password, which can be used for RSU IT systems intended for students. Students use two main sites: the Student portal and the e-studies, together referred to as MyRSU. MyRSU contains all necessary information about studies and the process thereof, as well as different services provided by the university: electronic schedules of classes, final course assessments, application forms, information about finances, RSU student's private email inbox and access to Office 365, self-service printing management (printing, scanning, photocopying), questionnaires for assessment of the study course and programmes, study course descriptions, application for receipt of a written statement regarding the student's status, documents regulating the studies (internal and external laws and regulations), online databases, current information on student life. The e-Databases section of MyRSU portal provides students with access to electronic databases such as EBSCO, Ebook Central (ProQuest) etc. from anywhere. In the e-studies environment, students have access to e-study courses that the student is studying or has studied. A variety of study materials and video lecture recordings are published for e-study courses, tests are organised, written submissions are submitted, and student knowledge is assessed, so that all student assessments, including intermediate grades, are available in the e-study courses.

RSU converged e-environment uses open source learning management platform Moodle, on the website (hereinafter referred to as e-studies). E-studies environment or Moodle platform is used as a tool for the organisation of study process in each study course – for placement of various materials, execution of tests and homework, checking the originality (plagiarism), and publication of assessments. Additionally, e-studies environment provides both the calendar of upcoming events and latest RSU news and discussion forums, as well as study materials and all the latest information on what the lecturer of the study course wishes to deliver to the students – various assignments, test examples, useful additional materials, etc. By June 2019, MyRSU platform will be linked to the Moodle platform, so downloading the Moodle app to one's phone will allow students to access courses and course materials, as well as grades more easily from their smartphone or tablet.

Students' e-studies environment provides access not only to the courses of the current semester, but also the courses studied in previous semesters, and the content of previous courses as it is for the students of the current semester. Courses of the previous semesters are kept exactly the same as they were when the student studied this course. RSU e-studies are available 24 hours a day from any location with internet access, including from mobile phones.

In the e-studies environment, students have access to information on the study course, its topics, and the results to be achieved. Most of the e-courses contain the necessary study materials and provide links to external information resources. In some courses, interactive video lectures are created, the recordings of which can be found in the respective course in the e-studies environment. In addition, e-studies also allow to host an online conference where the lecturer and

students can meet virtually on their computers while not being located in the same place. The recordings of these online virtual audience meetings can also be watched later in the e-studies course. In some of the courses in the e-studies environment, students can also find electronic tests for successful learning of the study course, which allows the students not only to assess their knowledge quickly and in high quality, but also use the self-test method to learn the course contents. All student papers are submitted to the lecturer-created Turnitin assignment, which not only facilitates the collection of papers, but the system also automatically checks the originality of the paper, providing a full report of content plagiarism. The tool has the option of creating sections and comment templates, as well as for students to submit and rate one another (peermark assignment). Checking for plagiarism is possible when comparing a paper to the work of other students (both at RSU and other higher education institutions in Latvia and in the world that use Turnitin), the Internet resources that are freely available to everyone, and journals, other publications, and resources included in the Turnitin database.

In each e-studies course, the lecturer can electronically record student attendance at lectures and classes, and the attendance data automatically appears in the e-grades section, providing a more convenient overview of student performance in the course. The e-studies environment is also used as a tool, with the help of which it is possible to register remotely for elective courses, apply for placement, consultations, examination times, and other events. As of 2019, a new system of elective courses is in operation. Students will apply through the Student portal (MyRSU) rather than through the e-studies. Lecturers and administrative staff have access to the Course Dashboard, which provides information on the e-studies courses they are responsible for, such as whether the lecturer has made editorial changes; whether materials have been imported from the previous semester course, and other useful features. For the academic staff, the e-studies environment serves not only as a location for publishing study materials and organising examinations in relation to their study courses, but also as a place where they can improve their own knowledge. The e-studies environment not only provides access to manuals on how to do various things with Moodle platform, but also makes it possible to apply for various trainings and career development courses organised by the RSU Centre for Educational Growth. The range of offered courses is broad, allowing to improve both the digital and communication and speaking skills. New ways to use Moodle are being introduced, for example, for the development of various projects, publishing public materials, including video and other materials of the scientific conference, scientific interest groups, MITC and RAKUS individual work sites, etc.

## **Library**

The library open access loan is available to RSU students and staff 24/7, for other users the working hours are as follows: from Monday to Friday 8:30-19:00, on Saturdays 10:00-17:00. Total area of the library premises – 2,282 m<sup>2</sup>, including service areas of readers – 1,498 m<sup>2</sup>. Library users have access to 308 reader places, 89 computer workplaces, and wireless Internet access. Well-equipped, vast premises are available on the first floor of the library in the Open Access Loan, which provide the possibility to get all loan books for home use, using self-service equipment. Open access loan also includes reading rooms for group work and individual work. In order to provide access to RSU facilities for students and other visitors with reduced mobility, a lift was opened in the central building of the university's library in December 2018, allowing the library users to move from floor to floor. The library is located in the main RSU building (Riga, Dzirciema iela 16, building G, second floor), it has three branches:

- two in Riga: At the RSU Red Cross Medical College, Information Centre for Latvian Healthcare

Specialists (J. Asara iela 5) and Medical Education Technology Centre (Anņņmuižas bulv. 26a);

- one in Liepāja: RSU Liepāja Branch Library (Riņķu iela 24/26).

### Services offered by the library

Information on the services, resources, service points, and other questions can be found in the Library section of RSU website in [Latvian](#) and [English](#).

RSU library offers a wide range of printed and electronic information resources, consultations and training in information literacy on searching of printed works, electronic and other information, as well as searching of information according to thematic requests. Books and other information resources for work at home may be received at the library, and the newest study and scientific literature is available in reading rooms. Students and other users of the library may use both the computers of the library and work with their own electronic devices by using Wi-Fi. Information Centre of the library offers filing and lamination services. Study books and methodological materials published by RSU Publishing House may be purchased at the library.

Every year, environment of the library is gradually improved and upgraded; new technologies and services are introduced (self-service equipment with possibilities for users to issue the books to themselves, return the books, extend the period of use, view the user account, as well as print, copy, scan by using multifunctional equipment).

### Literature available at the library

Resources of the Information Centre of the library are freely available to any RSU student and lecturer. The collection has been formed in accordance with the Universal Decimal Classification (UDC). Collection of the library consists of approximately 572,926 physical units, including approximately 261,934 books (data as at 1 January 2020). Library resources are regularly supplemented with both new procurements and donations corresponding to the profile.

Financing for the purchase of resources increases rapidly each year (see Table 3) and it was approximately EUR 30 per user of the library in 2018.

Table 3. Library financing for creation of the collection and provision of resources over the last six years

Year	2014	2015	2016	2017	2018	2019
<b>Assigned financing (EUR)</b>	276,634	305,272	344,615	350,415	442,365	475,460
<b><i>incl. databases, a.o. e-resources</i></b>	185,388	239,872	260,322	274,006	301,870	317,532

Approximately 70% of the budget intended for assembly of the collection are used for subscription to electronic resources. The subscribed databases provide access to approximately 403,300 subscribed electronic resource units (including around 363,770 e-books and around 39,530 e-journals).

Funding for the purchase of business, economics and management books is from the library's total funding (see Table 4)

**Table 4. Financing for the purchase of books in the fields of business, economics and management (EUR).**

Year	2014	2015	2016	2017	2018	2019
<b>Business. Business Management</b>	537	746	712	576	648	2900
<b>Economics</b>	2797	546	1115	408	574	1183
<b>Management. Administration</b>	275	450	313	747	429	346

### **Databases of the respective field available to the students, statistics of the use thereof**

25 online databases are available to the students: Ebook Central (ProQuest), EBSCO eBook Academic Collection, Sage Journals, Health Research Premium Collection (Proquest), MEDLINE Complete (EBSCO), Communication Source (EBSCO), Sociology Source Ultimate (EBSCO), Wiley Online Journals, PsycARTICLES, collection of Science Direct journals, SCOPUS, Web of Science, ProQuest Dissertations & Theses Global: The Sciences and Engineering Collection, Encyclopedia Britannica Academic Edition, Letonika, LETA news archive, Nozare.lv etc. (see <https://www.rsu.lv/biblioteka/resursi>). Subscribed multidisciplinary databases Ebook Central (ProQuest) and EBSCO eBook Academic Collection offer e-books in different fields and from different publishers that provide selected information results searching by various topics / keywords.

In general, the level of usage of these databases is high. It is evaluated once a semester. Statistics indicators of usage tend to increase. For example, the use of Ebook Central (ProQuest) database increased 1.4 times in 2018 compared to 2017, while the use of Sage Journals database increased 1.2 times.

### **Procedure for supplementation of the library collection and procedure for database subscriptions**

RSU has introduced and library implements the support process determining how to provide RSU StP and scientific research activity with the necessary sources of information and services at the library. Process description defines the following: 1) planning of the purchase of information sources, evaluation and supplementation of provisions, and 2) identification of the user satisfaction level (identification of user satisfaction level and improvement activities; organisation of surveys, and analysis of results).

Subscription of databases takes place after trial periods, statistics of usage, and analysis of user feedback. In case of a positive decision by the library council, database is advanced for the budget plan.

In order to improve correspondence of the library collection to the needs of students, work is carried out with the course bibliography, information system data analysis on the issued items, as well as cooperation with the academic staff in order to inform them on the situation with the provision of course literature and to promote e-resources, while the users can electronically

complete a questionnaire with suggestions for supplementation of the collection.

### **Digitalisation level of the library collection, data availability in the digital environment of the higher education institution**

The Primo unified search engine is used for management of e-resources, which ensures quick and rationalised search in RSU's subscribed e-resources, in the electronic joint catalogue of five libraries of national significance, in the databases created by the library, and in open access e-resources of the Primo Central collection. Information on the subscribed databases is available also from the RSU Student portal MyRSU.

Information available on the library website: joint catalogue of the libraries of national significance, including the electronic RSU catalogue, databases formed by the library, and information collected by the library staff on the available open access e-resources.

You can follow the news and current events of the library on Twitter account @RSUbibl, as well as Facebook profile "Rīgas Stradiņa universitātes bibliotēka".

### **Updating the informational support**

Users are offered various types of electronic resources: databases of scientific articles, databases of e-books, databases of bibliographical and quotation information of publications, databases of news and reference, as well as information on available open access e-resources summarised by the library staff. The library offers trials of new databases each year.

In order to ensure a high-quality range of services and information resources for university studies and scientific work, services will be developed – support of library specialists to researchers, continuing the creation of video guides in *Panopto* software on the new library resources and services, training programmes in media literacy will be improved and supplemented, digitalisation of part of the collection has started (theses and synopses), it is planned to increase the supply of e-resources according to financial possibilities of RSU and in cooperation with the council of the Latvian Academic Network.

The collection for the informational provision of the study programme is gradually being developed and supplemented, as well as it is possible to use the existing collection, which is constantly being assembled for many years:

- 1) all literature requested by the lecturers of the programme is ordered;
- 2) the latest books on social sciences published in Latvia are purchased on a regular basis;
- 3) it is possible to use the necessary literature in other fields of science (political science, psychology, research methods, first aid, etc.)

The study direction of Information and Communication Science is well provided with e-resources. E-books in communication science and journalism are available in two subscribed e-book databases - ebook Academic Collection (EBSCO) and Ebook Central (Proquest). For example, there are 7,526 books on the topic "communication" in the ebook Academic Collection (EBSCO). Full texts of scientific articles are available in subscribed databases: Communication Source (EBSCO), Academic Search Complete (EBSCO), Sociology Source Ultimate (EBSCO), Wiley Online Library, Sage Journals, Science Direct.

**RSU library has been accredited several times as a library of national significance** (one of



the seven libraries of national significance), and the current accreditation of the Ministry of Culture for five years was received in November 2016. As of 1998, RSU library has been appointed as the main library of the medical sector in the country by a document of the Cabinet of Ministers. RSU library also actively participates in the fulfilment of criteria of the Quality Management System in accordance with the ISO 9001:2015 standard and organises work in accordance with the process description “Provision of Information Sources and Services at the Library”, version 7, established within the framework of the quality management system. Work of the library is regularly assessed by internal and external quality auditors, and the assessment results usually are positive. In recent years, the library has received both the Annual Award of the Student Union (to show satisfaction of students with the quality of the resources and services) and Annual Award of RSU administration as the best RSU structural unit.

The library’s resources and services can be evaluated as good and meet the demand of students and teaching staff to ensure successful completion of the respective study course. Surveys of both students and teaching staff in 2017 and 2018 confirm a good and very good assessment in the area of information resources. In the case of study literature in Latvian, a more often reissue of some publications, as it is done abroad, would be desirable, if the edition is in high demand. It would be also desirable for publishers to ensure study e-books in Latvian for use in the library network. RSU provides full financial support for assembling the collection of the library according to the written requests of the academic staff to the library, as the teaching literature is compiled according to the library regulations upon a written initiative of the academic staff. The bibliography in course descriptions is also supplemented and updated by the teaching staff and should be coordinated with the library so that the necessary additions to the bibliography can be at the same time actually ordered for the library collection. Mostly this is the case, but not in all cases. The library’s self-service reading rooms in the central building and branches have boxes with forms where students can write the necessary literature they lack for studies or additional literature so that it can be added to the collection quickly. We only receive two to three requests per month, which we also try to fulfil if the publication is available on the sales network. This shows that the satisfaction is high and the library has a dialogue with students. The library also actively cooperates with the Student Union, and this year there have been no problems, shortcomings that should have been addressed.

### **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.**

When developing a new study programme, academic and scientific staff in compliance with provisions of Section 55, Paragraph 1, Clause 3 of the Law on Institutions of Higher Education (LIHE) and Law on Scientific Activity is involved for its provision. Academic and pedagogical staff with high qualification, relevant competences, and good reputation are involved in the implementation of the study direction and achievement of results.

Application and selection procedure of the academic staff at RSU is regulated by the [“Regulations of Rīga Stradiņš University on Academic Staff Positions”](#) (The document on website is available only in Latvian), (see Annex 1) and “Rīga Stradiņš University process “Elections of Academic Staff” (see Annex 1).

*Table 5. Organisation of staff recruitment at RSU*

<b>Stages of staff recruitment</b>	<b>Performer and person involved</b>
Information of a new vacancy or vacated position at a structural unit. Necessity for the recruitment of staff is analysed	Head of the structural unit, Collegial institution
Receives information on the vacancy	Human Resources Department
Defines the requirements profile of the position: develops the list of requirements and competences necessary to achieve the aim of fulfilling the position	Head of the structural unit, Collegial Institution, Human Resources Department
Agree on the type of candidate recruitment and selection	Head of the structural unit, Human Resources Department
Prepares and validates the advertisement of vacancy	Head of the structural unit, Human Resources Department
Vacancy advertisement is published depending on the requirements and vacancy status: on the RSU website, official publisher "Latvijas Vēstnesis", Euraxess portal of the European Commission, social media	Human Resources Department
Summarises and evaluates candidate applications	Head of the structural unit, Collegial Institution, Human Resources Department
Depending on requirements and status of the vacancy: organises selection interviews, collects references, involves in the process of practical examinations, organises meetings of the collegial institutions	Head of the structural unit, Collegial Institution, Human Resources Department
Elections take place; the most suitable applicant is elected and is offered a job	Head of the structural unit, Collegial Institution, Human Resources Department

During the process of staff selection, competences, professional skills and self-motivation level of the potential employee are evaluated. The international orientation of RSU requires very good knowledge of English, while the ever increasing share of IT systems in the processes requires excellent digital skills and systematic thinking. Applicants to RSU academic positions are set higher scientific, educational qualification requirements, organisational and professional competences than specified by the requirements of external laws and regulations; thus, the best possible specialists are recruited for the work.

Competitions for academic and scientific positions, as well as general staff positions are announced openly – on the RSU website, in the "Latvijas Vēstnesis" portal, in specialised portals of job advertising (CV-online, etc.), if necessary also on international online sites of job advertising, thus giving an opportunity to any interested person to apply for work at RSU within a month after posting the vacancy. In order to recruit applicants of a specific area or narrow specialisation, other methods of recruitment may be used in addition, for example, dissemination of information via social media sites (Facebook, LinkedIn, etc.).

Application documentation, submitted recommendations, previous scientific activities, as well as an

open lecture, practical seminar, laboratory work or other type of class organised, prepared and led by the applicant and with participation of students is evaluated in relation to applicants to academic positions.

Qualification and competences of the academic staff are constantly improved by ensuring growth of educational skills, improvement of English, and professional training related to the particular field.

Official language knowledge of the academic staff fully complies with Cabinet Regulation No. 733 of 07.07.2008 "Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office, Receipt of the Permanent Residence Permit and Obtaining of the Status of a Long-term Resident of the European Union and the State Fee for Examination of the Fluency in the Official Language" RSU Human Resources Department checks the official language skills when selecting the staff, as well as while summarising documents during the preparation process of academic election.

Heads of structural units pay particular attention to succession issues and interaction between staff of different generations. In order to improve the content of the study programme, as well as to introduce innovative methods in study processes, RSU involves foreign visiting academic staff.

The process of recruitment and evaluation of lecturers is transparent, effective and one of the preconditions for high quality of the study process.

At the study programme level, the duty of the head of the study programme is to ensure compliance of the content of the study programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse data that might provide information on factors affecting results and quality of the study programmes, and to implement necessary improvements to the study programmes. At the study programme level, quality indicators of the study programmes are measured that are directly linked to remuneration of the heads of the study programmes. This aspect promotes taking responsibility and motivates the heads of the study programmes to achieve higher defined quality standards.

At RSU level, the duty of the management is to set strategic and quality aims and quality policy, to make a decision on quality approach, to manage resources, and determine the internal procedures. Supervision of the system introduced by RSU is performed by both the internal system and quality auditors and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. It is regularly established by participating in a reputation survey and evaluation of brands.

**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.**

For the lecturers involved in the study direction and programme implementation, the teaching load is planned according to the study plan of each academic year and study semester. Study courses

can be organised in modules and the load is reviewed according to necessity and regulations. RSU promotes a balanced workload for lecturers, and promotes a healthy lifestyle to reduce and eliminate the risk of burnout for teaching staff.

Academic and research activities at RSU are carried out by distinguished and highly regarded permanent employees elected to academic positions. In order to ensure comprehensive knowledge and skills appreciated by the labour market, educational staff performing the duties as the teaching staff only for a certain time are involved in addition to the permanent staff. The staff includes industry experts and teaching staff elected in other higher education institutions etc.

Annex No. 6.2 provides biographies of the teaching staff attached electronically (Curriculum Vitae in Europass format). Annex No. 6.1 (in Excel format) provides basic information on the teaching staff involved in the implementation of the study direction, specifying their degree/qualification, election status at the higher education institution, study programmes and study courses, in the implementation of which they participate, and certification of knowledge of the official language and foreign language (if applicable).

In order to ensure the fulfilment of functions in support of the training and study process, record keeping and quality management, personnel and financial management, solution of legal issues, RSU employs general and administrative staff, that constitute one fourth of the number of employees. Whereas, general services staff ensure the management of buildings and territory, infrastructure development and are responsible for the operation of road vehicles.

The academic staff application and selection procedure at RSU is regulated by internal regulations:

- 1) RSU Regulations on Academic Positions;
- 2) RSU Process "Academic Staff Elections";
- 3) Regulations on the Procedure of Inviting Visiting Lecturers to Rīga Stradiņš University.

Qualification for an academic position takes place according to the requirements set for the job in the Law on Institutions of Higher Education, the tasks of academic positions defined in the RSU Constitution and the RSU's election process on the basis of the individual's:

- education,
- experience,
- competences,
- potential,
- achievements,
- scientific contribution,
- teaching skills,
- service record,
- recommendations of experts and industry representatives.

The career development of academic staff is one of the main ways, how RSU can affect the renewal of human resources for research and studies. RSU invests considerable amounts of own funds into the maintenance of the remuneration and motivation system. Pursuant to the Strategy, RSU supports further education and career development of academic staff by implementing various support measures and providing different incentive tools to the academic staff:

- the RSU Centre for Educational Growth provides the possibility to improve skills in university teaching, education technology, and education management areas (see below for details);
- RSU has formal lifelong learning support activities in place – the RSU staff receives material support for continuing studies (in the form of a tuition fee discount) and is offered the

possibility to attend courses at the RSU Open University;

- in 2015, RSU started Project for the Improvement of English Language Skills of RSU Staff as an Additional Motivation Tool, and in the course of its implementation, language skills of the academic staff are audited, and training is provided to improve their English from A2 to B2 level. Full compliance of English language skills with the goal set by RSU – level B2 – enables to get a higher remuneration rate for work in English; sustainable development of the English language skills during the next years will be implemented also within the framework of the project “Capacity Building of Rīga Stradiņš University Academic Staff” (No. 8.2.2.0/18/A/013) and project “Improvement of the Management Process and Study Content Modernization at Rīga Stradiņš University” (No. 8.2.3.0/18/A/011);
- the Performance Management System introduced in RSU in 2011 envisages cycles of evaluation of performance indicators, discussions between the superiors and employees on the results achieved, employee’s career and qualification development plans and opportunities. Based on the results of these interviews, at the time of preparation of the budget, managers plan support measures for the improvement of specific professional skills and knowledge of their employees – courses, seminars, conferences, experience exchange activities organised in Latvia or abroad, or career development in terms of position change;
- once in 2 years, RSU organises an employee satisfaction and participation survey, including in order to learn the opinion of employees on important factors to ensure sustainable growth of RSU, and recommendations of employees to the extent possible are integrated in practical actions and taken into account in decision-making.

RSU Centre for Educational Growth (hereinafter referred to as the Centre) was created in 2014 for the improvement of the quality of studies and competence of university lecturers. Within the scope of its operations, the Centre provides support in the improvement of the quality of studies by analysing the study process and organising pedagogical growth of academic staff in continuing education activities according to current needs.

The training offered by the Centre is implemented pursuant to Regulations of the Cabinet of Ministers No. 569 “Regulations of Education and Professional Qualification Needed by Teachers and Procedure of Improvement of Professional Competence of Teachers”, where continuing education of university lecturers is defined as a mandatory targeted activity for strengthening of academic capacity. Learning activities of the Centre are based in four content areas – education management, didactics of a higher education institution, information and communication technology skills, general skills – and up to now they have been implemented in more than 30 thematic cycles, lectures, workshops, and other interactive forms. Within the framework of one semester, approximately 30 thematic cycles are implemented for the total of 250 academic hours on average with participation of 80 RSU structural units on average. Interest in offered activities continues to increase. During the last three years, CEG learning activities have registered more than 2,000 participants, and the number dynamics shows a trend to grow.

Teaching staff involved in implementation of study programmes included in the study direction have access to the whole content of the further education of the Centre for Pedagogical Growth which is updated each semester. Contribution to the quality of the study process is provided by the fact that thematical studies are attended not only by the teaching staff, but also the support personnel involved in organisation of the study process in order to promote pedagogical understanding of the study process and strengthen effective cooperation with the students. Each semester of the academic year is offered a relevant content in various process forms corresponding to the research of the lecturers’ needs.

Further education activities for the teaching staff implemented in the autumn semester of 2019 saw

participation from 28 lecturers which teach the study courses in the study direction of information and communication science studies; these lecturers attended 17 various activities.

When planning the content, volume, form of process offered for further education of the teaching staff, relevant needs of the teaching staff are summarised and analysed once per year; and consequently improvement of the competence of the teaching staff is ensured. Anonymous questionnaires are collected after each training activity to obtain feedback on its quality and possible improvements. In general, the results show a high level of satisfaction which is based on relevance of the content and form of process to the thematical interests of the teaching staff, as well as time availability, infrastructure specifics and other factors.

In order to strengthen the professional skills of the young lecturers in the classroom and to promote their career development, the School of Junior Academics (SJA) was established at RSU in 2019 within the framework of the project Strengthening of the Academic Staff of Rīga Stradiņš University (No. 8.2.2.0/18/A/013). The SJA was established, based on the research of the needs of RSU academic staff and students and the results of theoretical literature and international practice research. Six thematic directions of lecturer competence development are proposed for learning activities, the transversal motives of which are leadership and ICT skills development:

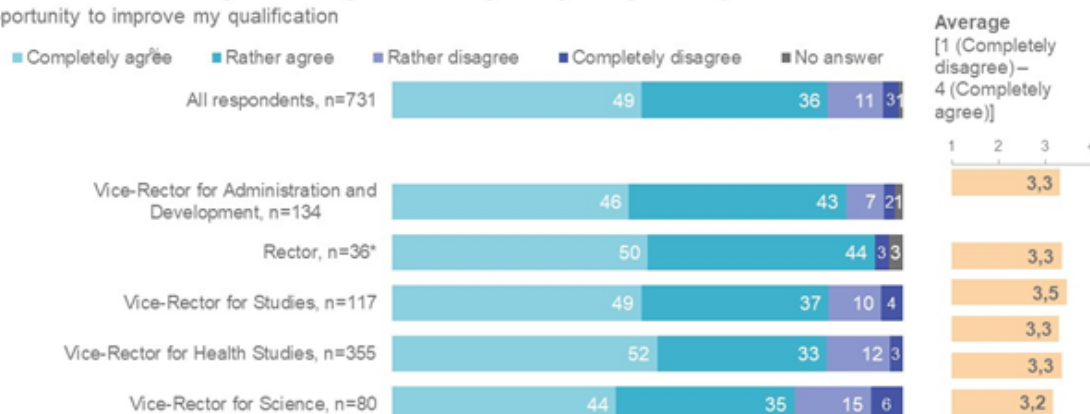
- 1) student-centred approach in the single higher education area;
- 2) RSU development vision;
- 3) student and lecturer identity;
- 4) organisation of the study process;
- 5) development and implementation of study content;
- 6) internal and external evaluation of study quality.

The SJA is conducted over a six-month period with one class per week, covering a total of 46 academic hours. The on-site classes integrate interactive teaching and learning methods, the classes are recorded in video format, and an e-studies environment has been created, so that the learning process of young lecturers is not tied to physical environment, but people have the option to study in person or online in a convenient place and time. The learning process is strengthened through activities such as e-journal club, class observation, mentoring, supervision, educational games, and reflection portfolio building. The first group of SJA members consists of 20 lecturers from 12 academic structural units, creating an excellent collaboration platform for working together to improve the study quality.

In the RSU External Reputation Assessment, for the third time in a row, RSU has been recognised as the university with the best reputation in Latvia by a study conducted by Kantar among the largest universities. The English language training project assessment was included in the questions of the RSU Employee Satisfaction and Engagement Survey in 2019, confirming that 85% of the employees who participated in the survey (a total of 731 employees) consider the English language proficiency testing and training project as an opportunity to improve their qualifications.

## Testing of knowledge and learning of English

Q56. I consider the testing of knowledge and learning of English organised by RSU as an opportunity to improve my qualification



Basis: All respondents, 'n' see on the graph

KANTAR

There are no statistically significant differences compared to the total indicator of RSU

\* The number of respondents is small to make statistically significant conclusions (n<50)

1

At the same time, with regard to ensuring of the development of improvement of the lecturers' competences, most of the 367 lecturers - 86% - have answered affirmatively to the statement "I receive sufficient support for the improvement of my pedagogical competence".

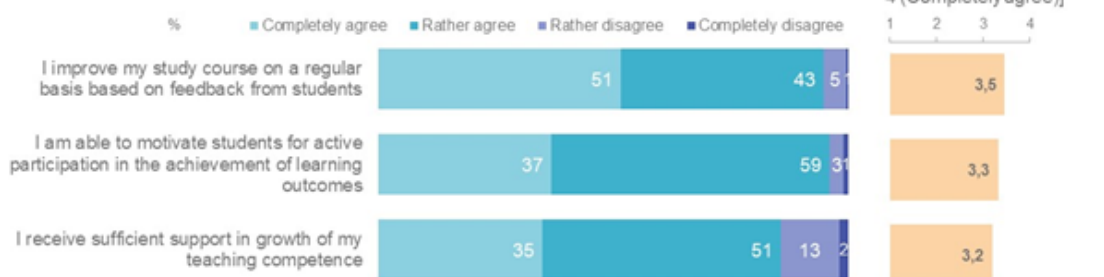
## Involvement and motivation of RSU students and improvement of the student-centred approach

Q60. I worked at the Riga Stradiņš University as a lecturer (in any status – in an elected academic position, as an acting or adjunct lecturer) →

50% of respondents at RSU work as lecturers

Basis: All respondents, n=731

Q61 – Q63. If you worked at the Riga Stradiņš University as a lecturer (in any status – in an elected academic position, as an acting or adjunct lecturer), please answer the questions related to the involvement and promotion of motivation of students, as well as improvement of the student-centred approach ↓



Basis: Respondents who work as lecturers, n=367

KANTAR

2

In general, it can be concluded that systematic, regular activities are carried out to strengthen the capacity of the teaching staff, which is also welcomed by them.

**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.**

See Annex No. 6.1 (in Excel format) for basic information on the teaching staff involved in the implementation of the study direction.

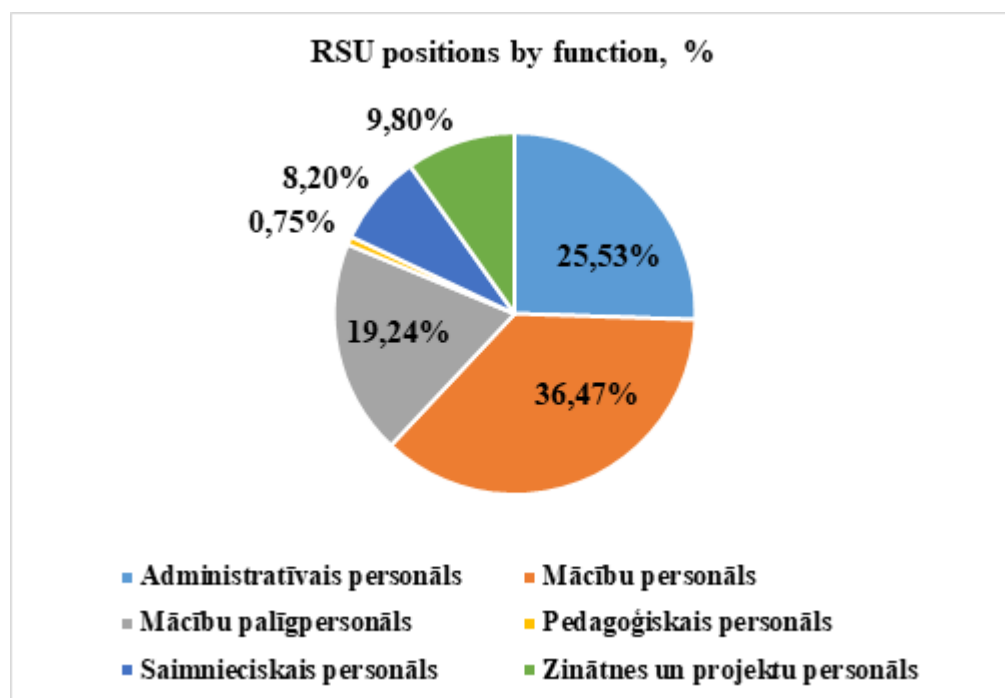
See Annex No. 6.2 for information on incoming and outgoing mobility of teaching staff during the reference period.

See Annex No. 6.3 for biographies of the teaching staff (in Curriculum Vitae Europass format).

The teaching staff involved in the implementation of the Study Direction and study programmes plan their pedagogical workload according to the study programme for each semester and academic year. Individual study courses are organised in modules and the load is reviewed in accordance with the need and provisions of laws and regulations. RSU contributes to a balanced workload and rest for teaching staff and promotes a healthy lifestyle to reduce and eliminate the risk of burnout of teaching staff.

Academic and research activities at RSU are carried out by distinguished and highly regarded permanent employees elected to academic positions. In order to ensure comprehensive knowledge and skills appreciated by the labour market, educational staff performing the duties as the teaching staff only for a certain time are involved in addition to the permanent staff. The staff includes industry experts and teaching staff elected in other higher education institutions etc.

RSU employs general and administrative staff constituting a quarter of the total staff to provide training and study process support functions, to carry out record-keeping and quality management, human resource and financial management, and deal with legal matters. At the same time, the operating staff is responsible for the management of the buildings and the territory, for the development of the infrastructure, and for the operation of the motor transport.



Data as at 08.10.2018.

Figure 7. RSU positions by function



Administrative staff	Teaching staff
Teaching support staff	Pedagogical staff
Operating staff	Scientific and project staff

The implementation of the study direction involves highly qualified lecturers who are experts in the field and specialise in the respective study course topics.

Lecturers, whose qualification and abilities are of high level and assessed over a long period of cooperation, are involved in the realisation of the study direction and programmes, therefore, changes in the staff composition are not relevant.

Full-time university lecturers are required to participate in research activities that are regulated by staff job descriptions. Depending on the type of academic position, the following proportion of duties and responsibilities of the employee in scientific and research activities has been determined:

- assistants carry out scientific and research work 30% of the working time;
- lecturers carry out scientific and research work 15% of the working time;
- assistant professors, associate professors, professors carry out scientific and research work 20% of the working time.

The division of responsibilities within a structural unit may be changed by the head of the structural unit in agreement with the employee, according to the planning of the pedagogical work and the projects to be implemented.

The scientific activity results of the academic staff are summarised once a year and included in the scientific activity report. For some groups of staff, they are related to the principles of remuneration and motivation. Lecturer achievements are included in their CV.

RSU is constantly planning and implementing activities aimed at motivating the academic staff to engage in high-level scientific and research work, in particular associate professors and professors (aiming to reach 60% of working time spent on research), which will encourage new specialists to engage in industry research, and contribute to the overall development of science at national and international level.

### **Description and assessment of the mobility of the teaching staff involved in the implementation of the study direction during the reported period**

#### **Assessment of the outgoing mobility of the teaching staff during the reported period.**

Outgoing mobility of the teaching staff of RSU is implemented within the framework of Erasmus+ programme, bilateral cooperation and a number of EU-funded projects. Cooperation agreements have been signed with other higher education institutions of the European Union, in which equal study programmes to the study content are implemented in order to insure full cooperation. Before leaving for a visit of guest lectures, the teaching staff contact the receiving higher education institution in order to develop the lecture plan of suitable content. Main condition of a guest teaching visit of Erasmus+: the lecturer must provide at least eight academic hours that can be both lectures and seminars. Guest lectures must be read in accordance with the Common European

### **Assessment of the ingoing mobility of the teaching staff during the reported period.**

Ingoing mobility of the teaching staff is implemented at RSU mostly within the framework of project activities of ERASMUS+ programme. Conditions of bilateral cooperation agreements provide for exchange of teaching staff between higher education institutions of the European Union implementing study programmes of appropriate content. Prior to receiving the visiting teaching staff, content of lectures is validated, as well as the study cycle of students (of Bachelor's, Master's, or doctoral studies) in order to ensure full attendance of lectures and added value to the current study course.

The opportunities to use the outgoing mobility are widely used each year (see Annex 6.3).

In general, the mobility of the teaching staff in the study direction may be assessed as optimally balanced; at the same time the further international cooperation within the context of the development of the StD has been launched and envisaged, including promoting the mobility of the teaching staff, both in the study process (incoming and outgoing mobility and guest lectures) and research and other projects (capacity building, international cooperation and exchange of experience in higher education), both in bilateral cooperation agreements, including hosting international scientific conferences, organising joint student visits and engaging in other joint international activities.

### **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.).**

RSU student with special needs is a RSU student with functional restrictions requiring adaptation of the study environment and process in order to create equal opportunities to receive the higher education. RSU supports students with special needs in various stages related to studies – selecting a suitable study programme, when enrolling with the higher education institution, and in the study process (study materials, taking examinations, etc.) and creating appropriate social and physical environment (see [on the availability of the METC environment](#)). The aim of the support measure is to promote the independence and inclusion in the study process of the students with special needs. Guidelines and support policy have been developed regarding support to RSU students with special needs (see Annex No. 1.X and 1.X).

Since 2012, all RSU students have access to psycho-emotional support. The service was introduced with the aim of helping students to overcome adaptation problems when starting their studies, reducing the emotional manifestations of stress, stress-related health disorders, psychosomatic disorders or illnesses, overcoming relationship-building difficulties, crisis situations. Human being is a single entity, and only an emotionally stable and balanced student rarely gets sick and achieves more. The need for the service has been appreciated by both local and international students. The student may choose to attend group or individual visits to the resident physician. The introduction of the service has helped to reduce the number of students who have dropped out of the study

process, and has helped to increase the efficiency of study work by reducing students' stress and adaptive disorders.

RSU has a Career Centre. The Career Centre is an active member of the Latvian Career Development Support Association (LKAAA). LKAAA is a non-governmental organisation established with the aim of promoting the development of the career development support system (KAAS) intended for strengthening the national economy and well-being of the people of Latvia. LKAAA cooperates with the EC career guidance and information network Euroguidance. In Latvia, Euroguidance is represented by the Information and Career Support Department of the State Education Development Agency. Euroguidance aims to promote the policy and practice of the KAAS by providing information to policy makers and support to career guidance counsellors and other actors in the system.

The services of the Career Centre are available to all RSU students, prospective students, as well as employees. Group career counselling is particularly appreciated and sought after. Individual consultations are held regularly for any interested party upon request. Events organised by the Career Centre on current issues in the labour market, as well as other career and self-development related topics, are regular (weekly) and in demand among the students. Students can post their CVs and get information about job vacancies on the RSU [website](#) (also in [English](#)). RSU Career Centre provides literature and information materials on career topics that students can read on the spot or take home for reading. "My Career Book" was published in collaboration with author Arta Citko - a workbook for young people to discover their potential career, business or study choices and other adventures.

Since 2019, excellent cooperation has been maintained with the National Library of Latvia (NLL) - "Come with the classmates on an excursion to the NLL and participate in a class of the RSU Career Centre!". Prospective students, i.e. secondary school students, are provided with the opportunity to learn about career choices, higher education options during the seminar, as well as to perform an express test developed at the Career Centre in cooperation with the specialists of the Psychosomatics Clinic.

Cooperation with employers takes place continuously and on several levels. In order to promote cooperation with employers' organisations, their involvement in the education of future specialists, as well as to increase the RSU students' competitiveness in the labour market, meetings, guest lectures and excursions to cooperation companies and institutions are organised on a regular basis. Employers' organisations give presentations where employer representatives tell about the career opportunities in the respective organisation, offer RSU students and alumni the current vacancies, as well as give practical advice on how to succeed in the job market.

The International Department (ID) provides informational support to the international students which have confirmed their desire to commence studies to ensure their successful and swift integration in RSU and Latvia. The new international students electronically receive an invitation to RSU Orientation Week, informative edition of *Survival Guide*, internal regulations of the higher education institution, as well as other regulatory study documents and a sample of a study contract in Latvian and in English, also information on various accommodation options in Riga, etc. RSU website in English offers wide information on RSU and life in Riga. To make the life of the students easier, the university offers several housing options, including RSU Student Hostel at Dārza Street 5, Riga, which was built by the end of 2017 and opened by the Minister for Health. ID provides support to the citizens of the third countries in settling their immigration procedures.

One week before commencement of each semester, ID organises the Orientation Week, during which international students are informed about the university, studies, evaluation system, rights and duties of students, student e-system, immigration and residence aspects, as well as Latvian

culture and language. During the Orientation Week, international students learn of various RSU structural units (for example, Student Services, IT Department, library, departments) and their responsibilities. RSU student organisations – RSU Student Union and International Students' Association – are also involved in the events of the Week. In cooperation with ID, they ensure a culture programme for the new international students.

Mentor programme is maintained as well to assist the newly-admitted international students with adaptation at the higher education institution. The newly enrolled students can contact mentors – local and foreign RSU students who have been studying for several years – even before the new students arrive in Latvia. Before the commencement of each semester, ID organises the informative exhibition providing the opportunity for the new foreign students to obtain information on various RSU student organisations, amateur performer groups, sports club, out-patient clinic and psychosomatic aid clinic, etc.

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

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

Scientific research directions of the study programme are fully integrated into RSU's scientific and strategic development directions and are closely linked in the organisational structure of RSU. Namely, the institutional affiliation of the research directions of the study direction corresponds to the RSU ESF Department of International Business and Economics and its activities, main basic tasks, aims and research directions (<https://www.rsu.lv/starptautiska-biznesa-un-ekonomikas-katedra>) and they are also implemented to complement and contribute to the achievement of the aim of the study direction (see Figure 8).



Figure 8. Achievement of the aims of the study direction and study programmes.

For detailed compliance of scientific research directions of the study direction with the aim of the study direction, RSU development directions and aims, as well as the development needs and trends of the society and the national economy, see Chapter II.1.2 of the study direction description and study programme descriptions, in particular Section 4.2 Compliance of the Qualification of the Academic Staff, which substantiates the compliance of research directions of the study direction with the study programme courses and achievement of their learning outcomes, which, in turn, through the aim of the study direction, through the RSU strategic development directions (see Section II. 1.2 of the study direction description), are focused on and based on the development needs and trends of the society and national economy.

In research, RSU acts in accordance with approved strategies; current strategy was developed in 2015: [Development Strategy of RSU Scientific Institution for 2015-2020](#). The strategy is based on all three of the University's key directions of action - internationally competitive education, excellent research, and technology transfer to strengthen innovation as the foundation for RSU's sustainable development.

As a research institution, RSU aims to train highly qualified research staff, support excellent science and efficient technology transfer to foster innovation and increase RSU's global competitiveness. The medium-term objective is to offer and implement extensive academic and professional university education, as well as research opportunities in the following basic fields - medicine, health and social care, teaching, social sciences and natural sciences. (Article 2.2 of RSU Constitution).

In the strategy development process, based on RSU research resources, RSU research was prioritised into three main blocks:

- leading areas of research,
- supporting areas of research,
- new growth areas of research.

The relevant research blocks are based on the availability of resources and the potential for sustainable development, the accumulated experience, the presence of strategic leadership and the importance of the research industry for the overall development of RSU.

The priorities have been selected in the medium term. RSU supports research in all directions of social sciences, which have supportive capacity in the University, and all such research is a priority to strengthen the role of social sciences at the University. The direction has a great untapped potential, especially in close collaboration with leading research and development sectors, providing a critical assessment and alternative views, making a significant contribution to addressing societal challenges. Synergy with health sciences focused on public health promotion. Social innovation is a significant field of synergy, which supports healthy lifestyle, family health, active and healthy ageing.

Table 6. Priorities set out in the strategy for 2015-2020.

Pillars	Clinical medicine	Biomedicine	Rehabilitation	Public health
<u>Research basics</u>	Molecular medicine	Structural biology	Research methodology	Social / cultural / environmental / public health
<u>Leading areas of research</u>	Oncology			
	Infectious diseases and immunology			
	Occupational diseases		Occupational and environmental health	
	Regenerative medicine, tissue bioengineering			
<u>Growth sectors</u>	Technologies of dosage forms (pharmaceuticals)			
			Rehabilitation and ageing of the society	
			Chronic diseases and therapy algorithms	
	Neuroscience / human brain disease research			
	Maternal and child health			
	Nuclear medicine, radiology and advanced visualization techniques			
			Social sciences and humanities	
<u>Transversal sectors</u>	Anatomy, embryology, histology, pathology, structural biology			
	Anaesthesiology and reanimatology			
	Emergency and military medicine			
			Health care science	
	Public health			
				Social policy

Research organisation at the university is determined by the Law on Scientific Activity. The highest collegial body in research is the Research Council. It makes strategic decisions in research and elects scientific staff by secret ballot. At the level of operative administration, management of scientific activity is conducted by Research Board headed by the Vice-Rector for Science.

Annual monitoring in research is ensured by summarising results of scientific activities of the structural units in January of the following year, when each academic and scientific structural unit completes a special report form. Data is summarised and reported in annual scientific conference in March or April, and provided in printed format as RSU Report on Scientific Activities prepared by the end of May for the previous year.

In November of each execution year, information is provided on the implementation execution of internal RSU grants; it is assessed by the evaluation committee, and a decision is made on continuation in the following year and on recommendations for performers.

Monitoring of the research activities at the level of structural units is performed by the heads thereof. Heads of all scientific and academic structural units have supervision of the scientific work

included in their job descriptions.

External funds are attracted for research, as well as RSU internal programmes are used that are funded from RSU resources. Volume of financing for internal research projects is granted during the planning of annual RSU budget. There are several internal financing programmes – grants for doctoral students, RSU internal grants, cooperation grants between higher education institutions, aid to certain projects from the RSU Alumni Association in cooperation with the Boris and Inara Teterev Foundation. For example, total financing at RSU for internal science projects in 2016 was EUR 512,860. (EUR 284,000 were granted for internal grants, EUR 100,000 for RSU and RTU grants, EUR 128,860 for grants to doctoral students).

Scientific activities of the academic staff are partly paid for within the framework of basic salary (depending on type of position, volume of work has been determined for research duties). In accordance with financial possibilities of RSU and topicality of the research direction, RSU supports participation of the academic staff in scientific conferences by assigning a paid period of absence or creative leave. Such a system of research organisation exists throughout the university.

The research strategy of the social sciences platform is based on the comprehensive [RSU Scientific Institution Development Strategy for 2015-2020](#). The platform implements research mainly in the horizontal directions defined by RSU, which have a great potential for expansion and scalability in other RSU research areas and platforms. The main task of the platform as an RSU coordination unit is to provide excellent research in line with the strategy, as well as to promote new development opportunities for specific and promising research areas, such as medical law (in cooperation with RSU Public Health platform), on the impact of digitisation in different sectors, etc. One of the main research directions of the RSU Social Sciences platform is international and national legal systems and legal science: international law and EU law, national and cyber security, medical law, which are growing areas of research.

The activities of the social sciences platform are coordinated with the state-level guidelines aimed at the development of science and economy, including envisaging involvement in the national reform programmes, the basic and applied research programmes of the Latvian Council of Science, and support for doctoral students. Leading scientists are advisers to public policy makers. Any research carried out within the platform must meet the highest ethical standards and requirements coordinated by RSU.

The social sciences platform also provides training for RSU doctoral and postdoctoral students, as well as provides support in the training of qualified academic and research staff. To support scientific activity, the platform's academic and research staff teaches study courses related to research methodology and organisation, including the ethical aspects of scientific work. All activities related to doctoral and postdoctoral education, resources and grants for individual doctoral research, as well as the entire study programme are coordinated by the RSU Department of Doctoral Studies.

The teaching staff of the study direction carry out individual research projects, as well as look for and use external grants and projects. Currently, 6 members of the academic staff of the Department are involved in a number of research and other projects (capacity building, international cooperation and exchange of experience in higher education), including within the National Research Programme and the Erasmus + programme. Outgoing mobility (see Annex 6.3) as well as the summary of the staff publications, experience in the sector and participation in projects and conferences in Annex 6.5 also testify to the research activity. The academic staff of the study direction also use support mechanisms of RSU social sciences platform in scientific research, including RSU financial support, for example, financial support for the preparation of publications.

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

The academic staff of the study direction and the lecturers involved in the programme actively participate in various projects and research of scientific and practical nature. The scientific work of the lecturers is closely related to the study courses taught in the programmes of the study direction. The results of scientific research are summed up in scientific publications and reports, as well as presented in scientific conferences and directly used in the study process and knowledge transfer to students.

Active practical, scientific and research activities of teaching staff of the study direction - participation in conferences, preparation of publications, presentation of reports, participation in research, scientific and experience exchange projects and activities - ensure and significantly promote that the content of study courses of the study direction programmes is regularly updated according to the development trends of the industry, labour market, science and the relevant lecturer's study course topics in business and economics. For example, participation of the head of IBSE and lecturer Romāns Putāns in Social Sciences Conference Places of RSU Research Week with report The Feasibility of Innovative Public Governance Client-Accordance Index (PCAX) in Business and Higher Education (02.04.2019) and participation in the international conference of the Institute of Management Sciences of the Leuven University with report and publication The Feasibility Study of Innovative Public Policy Client-Accordance Index (28.05.2019) largely ensures the topicality of content of the study course Public Support Models in International Business and inclusion in the scientific discussion, as well as its practicality in the labour market.

For more detailed information and more practical examples of individual international cooperation of academic staff of the study direction, as well as institutional international cooperation of RSU representation of the study direction in scientific research, including examples of the use of scientific research results in the study process, see the following section (4.3), as well as the descriptions of study direction programmes (especially Section 4.5 on the involvement of academic staff in scientific research) and the CVs of academic staff of the study direction.

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

The academic staff of the study direction and the lecturers involved in the study programme implementation conduct active scientific work. The scientific activity of the academic staff is attested by the number of publications, including in internationally cited databases, and the number of monographs, the participation in international and local conferences, as well as in projects. The academic staff of the study direction and the lecturers involved actively participate in



various projects and research of scientific and practical nature. The results of scientific research are summed up in scientific publications and reports, as well as presented in scientific conferences. It is important to note that the scientific work of the lecturers involved is closely related to the study courses taught in the programmes of the study direction, thus the scientific research results are directly used in the study process and knowledge transfer to students. The development of scientific research is evidenced by the number of publications by the academic staff engaged in the programme, participation in conferences, research projects, the Erasmus programme and further training measures. The academic staff of the study direction also organises conferences and other events aimed at advertising the research results and conducting discussions on current economic and management issues.

The research results of academic staff of the study direction are actively used in the study process, for example, the lecturer of Macroeconomic Theories, Professor I. Dovladbekova leads the sub-project 5.2.7 Involvement of Society in Social Innovation Processes to ensure Sustainable Development of Latvia (2014-2017) of NRP Transformation of National Economy, Smart Growth, Management and Legal Framework for the Sustainable Development of State and Society - New Approaches for Creating a Sustainable Knowledge Society" (ECOSOC-LV); results of the scientific articles by Lecturer A. Berķe-Berga "Examining Health Inequalities in Latvia - a Decade of Association Between Socioeconomic Position and Perceived Health Status" (BioMed Research International, 2017) and "Managerial Ownership and Firm Performance: Evidence of Listed Companies in the Baltics" (Polish Journal of Management Studies, 2017) have been integrated into study course Finance Fundamentals; Lecturer R. Putāns participates in the following international projects under EC Erasmus+: Promoting Adult Career Development and Competences for Social Inclusion and Employment Through Social Media (AGEFACTOR) No 2016-1-FR01-KA204-024066 (01.10.2016–31.09.2019) and KAforHR – Innovative Business Transfer Models for Small and Medium-sized Enterprises in the Baltic Sea Region. The experience gained is integrated into study courses Methodology of Economic Research and Economics of International Business.

The participation of the academic staff of the study direction in international cooperation and research projects strengthens the quality of the StD in all the StD programmes through the development of research and international cooperation expertise and qualifications of the teaching staff, including the outgoing and incoming mobility of the academic staff and the strengthening of the international cooperation network, and the involvement in the StD study process. The results of research and other projects and activities are integrated into the study process of the study direction through the exchange of experience of the teaching staff and knowledge transfer in study courses, by providing case studies of current research and international interdisciplinary cooperation activities, analysis of results and the transfer of knowledge and joint work with students. The Head of each study programme of the StD and/or the teaching staff participate in at least one international cooperation or scientific research project, thus the transfer of the results of international cooperation and scientific research takes place in all the programmes of the StD for all the students of the study direction.

See Section 4, sub-paragraph 4.5 of the Descriptions of the StD programmes and the CVs of the StD teaching staff for detailed information on the individual cooperation of the StD teaching staff and on institutional international cooperation in scientific research of RSU bodies.

The further international cooperation within the context of the development of the StD has been launched and envisaged, including promoting the mobility of the teaching staff, both in the study process (incoming and outgoing mobility and guest lectures) and research and other projects (capacity building, international cooperation and exchange of experience in higher education), both in bilateral cooperation agreements, including hosting international scientific conferences, organising joint student visits and engaging in other joint international activities. For example, the

Business and Economics Session of the Social Sciences section PLACES at RSU scientific conference in 2021 will be organised in cooperation with the European University and Kutaisi University in Georgia, Utrecht University in the Netherlands, the Free University of Brussels in Belgium, Bremen University of Applied Sciences in Germany and Business School of the University of Applied Sciences and Arts North-western Switzerland (*FHNW*). Also, in the context of the StD development, it is planned to continue to promote and support the StD academic and research staff to apply for and participate in new research projects funded by the National Research Programme of Latvia, EU and other grants.

Annex 14.2 provides information on projects involving RSU.

**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.**

To achieve the scientific goals of RSU - to motivate the teaching staff to engage in research and to increase support for more active involvement of the teaching staff in research:

- a motivating remuneration system for involvement of staff, including the teaching staff, in research projects is being developed;
- academic staff will be paid a variable remuneration component (lump sum) once a year from 2019 to 2021, based on the following research results for the previous year: anonymous peer-reviewed scientific publication with RSU affiliation, presented doctoral theses supervised, registered patents with RSU ownership, total contract amount of the RSU-attracted project funds;
- organising networking activities for academic staff on topics related to research funding, intellectual property rights registration, responsible research and innovation, etc.;
- financial support is provided for publications in WoS/SCOPUS cited journals, especially open-access publications;
- studies focused on the research topic are ensured.

See Annex 6.4 "List of Scientific Publications by the Teaching Staff Related to the Study Programme for the Last Six Years".

The scientific staff development strategy of the RSU social sciences platform is aimed at ensuring excellent research in the social sciences and providing a sustainable and supportive research ecosystem for students and RSU resident academic and scientific staff.

The aim of the scientific staff development strategy is to identify areas of activity that can have a significant impact on the development and attraction of scientific talent, to analyse the conditions

necessary for the intended activities to achieve their goal, as well as to make the necessary changes. These actions also serve as a tool for the sustainable and responsible strategic development of human resources, in accordance with the principles set out in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

Planned development of scientific staff in 2013–2018 has yielded the following results:

- new employment opportunities for new doctoral students and support for the early growth in researcher career;
- five post-doctoral research support projects have been attracted;
- visiting lecturers have received competitive salaries; flexible working hours have been ensured, transport and subsistence costs have been covered (the Human Resources Department also uses Euraxess to select lecturers);
- groups of scientists, the aim of which is to attract new, foreign or re-emigrating Latvian scientists, the result of which is three new projects and additional scientific capacity;
- student involvement in a number of grants and projects is now mandatory.

The strategic goal is to attract more scientific talent to vacant positions in the reporting period for 2013–2018:

- succession plans for academic staff have been prepared;
- training on research topics is provided;
- the statistical laboratory provides analytical support and advice on research methodologies, etc.;
- support and advice for project application preparation and project management;
- English language proficiency testing and English language training;
- financial support for publications Web of Science / Scopus, Open Access.

Increasing the support of the strategic goal for the scientific activity of RSU staff; results of the measures to reduce remuneration imbalances in the reporting period for 2013–2018:

- a significant increase in the remuneration of scientific staff and technical support staff of scientific staff;
- a performance-based monthly bonus system, also taking into account staff involvement in research projects;
- electronic working time accounting (working time compliance tracking) applications have been introduced;
- The results of the annual staff evaluation carried out in 2017 showed that the researcher affiliation rate is still insufficient - RSU dealt with this problem by introducing an internal grant and motivation system.

Activities related to the strategic goal award for outstanding management of research staff from 2018 in order to promote RSU participation in the award:

- increased administrative support for project implementation;
- increasing remuneration of scientific staff;
- new positions for leading scientists (for example, three leading scientists in the social sciences);
- an annual performance-based bonus for members of the academic and research staff involved in research projects related to publications, registered patents, doctoral dissertations defended, based on the amount of funding attracted (contract amount).

Social sciences platform promotes the modernisation of the study environment and content by

involving academic staff in research projects, thus improving their knowledge of modern technologies and industry trends. The platform's leading scientists work closely with public organisations and politicians, thus gaining an opportunity to participate in policy-making and prepare proposals for amending regulatory enactments, strengthening collaboration with industry players to promote innovation and commercialisation. Research results and innovations are constantly integrated into the study process and study programmes.

Summary of scientific research activities of teaching staff involved in the implementation of the Study Direction during the reporting period is listed in Annex 6.5.

**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.**

Participation of students in scientific research take place at all 3 levels of study, taking into account the level of knowledge, skills, competence and experience of students.

In the Bachelor's study programmes, students have the study course on research methodology in the 1st year of study, but in the 3rd year of study they have a methodological and theoretical seminar on the development of the Bachelor's thesis, where students acquire knowledge and develop skills in scientific research. During the studies, students of the Bachelor's programmes write semester papers, demonstrating and proving the principles of scientific research in them, as well as students can participate in RSU International Student Conference with their semester papers, other topics in which the students have developed interest or with the initial work of their Bachelor's theses. The number of students in the StD programmes who participate in RSU International StudentConference is growing and has doubled since the first conference in 2015:

- In 2015: 5 submitted abstracts and 5 participants with presentations;
- In 2016: 8 submitted abstracts and 8 participants with presentations;
- In 2017: 7 submitted abstracts and 6 participants with presentations;
- In 2018: 8 submitted abstracts and 8 participants with presentations;
- In 2019: 10 submitted abstracts and 10 participants with presentations;
- In 2020: 10 submitted abstracts and 7 participants with presentations.

In addition, the participation in research and other projects of the academic and scientific staff, who teach the study courses within the StD, ensure a considerable presence of scientific research in other study courses. And, of course, the students' independent research is carried out in final papers supervised by the StD lecturers.

The involvement of students of the Master's programmes in scientific research is organised similarly (at the same time, it should be noted that the two Master's programmes within the StD are professional), through a methodological and theoretical seminar for the development of Masters' theses, and through the possibility of participating in RSU scientific conferences, and, of course, by supervising the Master's theses. It is also possible for students of the Bachelor and Master's programmes to participate in RSU Academy of Researchers coordinated by the Student Union, within which they can participate in various seminars conducted by RSU academic and scientific staff, developing students' individual research.

The involvement of students in scientific research at the level of doctoral studies is higher: doctoral students participate in supervising the semester papers of the Bachelor's programme students, as well as one doctoral student participates in the project of the National Research Programme of Latvia. State Research Programme. In the development of the StD, it is planned to expand the involvement of doctoral students in the StD research projects, at the same time with the involvement of lecturers in them.

In general, RSU students may participate in research activities in the following ways:

- by participating in scientific interest groups of students in various areas. Currently, 26 scientific interest groups have been formed and work actively (more information on the [website](#));
- by applying for receipt of financial aid from the Student Union for participation in conferences or seminars in the country or abroad (each year, more than 10 students receive financial aid for participation in conferences);
- by applying at the student portal with a doctoral student of RSU to assist in the development of a scientific paper;
- participating in RSU SU Academy of Researchers;
- by participating in RSU scientific conference;
- by participating with their own research in RSU International Student Conference (ISC). RSU ISC is an annual project hosted by SU that became international in 2015, and each year it attracts more and more students from various countries. In 2018, the conference reached new peaks, being organised for two days and involving more than 270 students with research works both in healthcare and social sciences. More information about the conference of this year and previous year can be found on RSU ISC [website](#).

In organising RSU International Student Conference, RSU departments and student research interest groups are involved in creation of workshops, RSU professors are involved in evaluation of research papers and the management and departments are involved in various organisational matters.

Each year, a new team of organisers is created for this project; therefore, each year, the project manager faces a challenge to set a higher standard than the previous year, so the outcome depends on the vision and ambitions of the manager.

Each year, more works are submitted in health sciences, and it is difficult to involve students of social sciences in the conference. Experience shows that mostly it is related to motivation of medical students to collect points for residency. Students of the social sciences are more difficult to motivate; therefore, ideas are sought on added value obtained by a student who would receive an award, for example, adding a grade to the final paper or granting discounts for the tuition fee.

This year, there was particular success in advertising the conference both via the conference website and radio interviews, as well as distribution of tangible materials in RSU and buildings of other universities.

Challenge of the next year's conference is to involve even more students with their research work both in the block of healthcare and social sciences in order to increase the number of sections and interested audience.

The study programmes implemented in the study direction provide an opportunity for students to receive one additional point for the final grade in the defence of final thesis, if the student has participated in RSU or another scientific conference and received recognition, an award for the research or publication presented at the conference.

**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.**

### **Mapping**

In 2017-2018, a new type of study programme mapping was performed at RSU, which is a part of the study programme management process and promotes the possibility to implement a student-centred approach. When mapping study programmes, analysis of programme content, mostly results of the programme, is carried out. Results of study programme mapping process – acquired maps and observations are intended both for the analysis of study programmes and assessment of quality, as well as the improvement of the study programme.

Mapping is performed by using MS Excel mapping tool developed by Study Programme Administration Unit of the Centre for Educational Growth of RSU, which extracts data from descriptions of study courses of the respective study programme in the RSU register of study courses. See mapping results in Annex No. 18.1.

In the framework of the ESF SO project “Improvement of Management Processes and Modernisation of Study Programme Content at Rīga Stradiņš University”, a mapping information system specification was developed in 2019, planning the system development in 2020. The planned mapping system will be integrated into the RSU IT systems and will ensure the mapping of the results of the study programmes and study courses and the monitoring of the coherence of the results.

### **BITF**

In 2014, targeted scholarships of Boris and Inara Teterev Foundation (BITF) for RSU teaching staff were created: “Integration of International Experience”, “Content Upgrading of Study Programmes”, and “Increasing International Citation Index of the Teaching Staff”.

Activities of the targeted scholarship are implemented in two ways: for the new or experienced teaching staff individually or for the new teaching staff in cooperation with a mentor. Support financing is received both by the new teaching staff and the experienced teaching staff mentor, and in close cooperation they develop materials necessary for the study course. Both participants of the activity are equally responsible for both the process and quality of the work result.

The RSU Development Strategy 2017-2021 defined the RSU IT infrastructure development concept, which supports the improvement of existing information systems and development of new e-solutions in order to improve the quality of studies and promote administrative efficacy.

RSU students and university lecturers already have a well-developed IT infrastructure and virtual study environment, however, the existing IT systems need to be improved and new e-solutions should be developed to ensure closer integration of systems, development of new e-services and a more friendly interface for students and lecturers.

Since February this year, students have access to a new and upgraded portal and mobile application MyRSU, which is flexible for conversion and development, taking student interests into

account. Mobile applications and portal versions are designed to make the student's everyday life easier by offering the existing functionality, adding new services such as a map with all RSU training facilities, online e-service availability (application and statement requests, e-mail personalisation, e-ticket extension, scholarship applications). For more information, see Section I Paragraph 3.3.

In order to increase the quality of studies by using advanced technologies and e-solutions, RSU has set the following tasks:

- 1) to develop the mapping system of study programmes that will ensure the possibility to see the meaning of the particular study course in the study programme, and how the student can acquire knowledge, skills, and competences required for the particular profession by completing certain study courses. E-solution of study programme mapping will strengthen the shared use of resources, promote development of joint study programmes, and decrease duplication of the content of study programmes.
- 2) to supplement the existing RSU Register of Study Programmes for a more efficient management of study programmes that will ensure definition of results of study programmes and the joint plan, preparation of accreditation reports, analysis and benchmark comparison of performance indicators of the study programmes;
- 3) to supplement the existing RSU Register of Study Courses in order to ensure vertical integration of the content of study courses that will provide a possibility to link topics of study courses within the framework of the study programme in support of succession of study courses. A dictionary of keywords of study courses and visualisation of keywords will be developed that will reflect the related topics of the study courses and courses;
- 4) to establish a link between the thematic planning of the course description and the corresponding e-studies environment course, where the lecturer would be allowed to choose whether to create the respective e-course with the same thematic division as indicated in the study course description;
- 5) to use the RSU library of audiovisual study materials, including descriptions of various study objects, for example, clinical cases, dissection cases, simulation scenarios, interactive training videos, etc., ensuring systematisation and collection of study objects, as well as the possibility to share study objects with other higher education institutions; and for the students to be able to find the necessary simulation cases, clinical cases, and other study objects easily.
- 6) to develop a new system that would make it much easier for students to register for elective study courses available to them at times they are comfortable with. Establishing a system would facilitate the work of the administrative staff, allowing students to be added to elective courses more easily and quickly;
- 7) to improve the Electronic Admission System by reducing the administrative load, automating manual actions, improving the user interface, supplementing functionality, etc.

In order to ensure an advanced internal information exchange system for solving administrative issues, speeding up the circulation of information and decision-making, as well as to ensure electronic circulation of documents within RSU, the following tasks for increasing administrative efficiency are set by RSU:

- 1) migration to electronic storage of the student file – in accordance with Cabinet Regulation No. 203, applications, requests of the students and orders on the movement of students and study process may be stored only electronically. It will decrease the processing time of documents, increase the efficiency of administrative work and data quality, decrease the use

of natural resources;

- 2) acquisition of additional HOP modules to provide availability of new e-services: enhancement of HOP functionality by implementing new e-services for the staff, for example, record keeping of business trips, e-instructions, etc.
- 3) Work Execution Management (WEM) system change – RSU has a WEM that ensures management of the assessment of achievement of aims and management of work performance. Change of the WEM portal is necessary in order to improve usability and aid in the work of heads of the structural units, ensure integration with other RSU information systems;
- 4) acquisition of invoice digitalisation tool – in accordance with the EU directive, pursuant to which all invoices between companies and state authorities must be in electronic format as of 27 November 2018, a possibility to digitalise printed invoices and create meta-invoices from these must be ensured.
- 5) to develop a quality and process management system – RSU Quality Assurance and Internal Audit Department already uses process management tool QPR Enterprise Architect with success. In May 2019, an agreement was signed, under which additional licenses were acquired to use the process modelling tool in a more comprehensive manner and to access the latest version of QPR. Employees will have access to the QPR web portal, which will allow each RSU employee to view the processes created, customize the content of the site to their own needs, and keep track of changes made and monitor the activities under their responsibility.

When evaluating innovative solutions implemented in order to support the study process, it can be said that it is a continuous process of growth guided by the RSU management and respective structural units.

## **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.**

The **aim** of the implementation of the StD is to prepare highly qualified specialists in the field of economic and business management for Latvia, the European Union and the entire world community and its management processes. Among the key results to be achieved within the StD in this context the following should be emphasised: for example, the graduate's ability to analyse changing international business situations and take creative, competent decisions, the ability to discuss reasonably the aspects and issues of economic and business management on the international market, as well as the preconditions for the development of a sustainable and competitive economy, the competence to identify and implement the most appropriate activities of



a sustainable economy, international business and marketing sectors to achieve the company's goals and decision-making. Ensuring cooperation with Latvian and foreign institutions in a variety of formats – guest lectures, study visits, problem-based studies (addressing the needs of a real-time specific company in the study process), identification of the topics for semester papers and final papers in cooperation with the labour market, conferences, seminars, hackathons, etc. – students gain both practical insights and understanding of the sector's current issues, processes, culture of work and development already in the study process. At the same time, the labour market itself gains insight into students who will soon become active participants in the labour market and participates in the achievement of the goals and learning outcomes within the StD. Consequently, the cooperation with the industry implemented within the StD can be assessed as a successful and integral part of the study process, which equally fundamentally ensures that the goals and learning outcomes of the StD are achieved. As part of the StD development plan, StD implementers are committed to strengthen and expand the cooperation between the StD programmes and various sectoral institutions in Latvia and abroad.

As part of the assessment within the study direction, research conducted under SAM 8.2.3 was also discussed and taken into account: It may be concluded from the results of the *“Study on the competitiveness and relevance of the study programmes of Rīga Stradiņš University and RSU Red Cross Medical College to the medium and long-term trends in the development of the labour market and industry”* that match the views of employers obtained from the completed placement feedback about the attitudes of students in the StD study programmes to work and job opportunities, that the students and graduates of the StD StPs have good employment opportunities in both local and international companies and other organisations. Also, the results of the research conducted within SAM 8.2.3 justify the principles and directions of development planning provided within the StD, including the need to constantly update the content of study programmes and study courses, adapting it to the rapidly changing socio-economic situation in Latvia and in the world. Another emphasis of this study was on the use of IT technologies and the application of modern technical solutions, which is also highly focused on within the study programmes of the StD and also included in the further development plan for the StD. In general, it can be concluded that the study programme is developing in a direction that corresponds to the trends of the labour market and the sector, thus the cooperation with sectoral institutions, employers and businesses contributes significantly to the achievement of the goals and learning outcomes of the StD.

In addition to the StD's specific bilateral cooperation in Latvia and abroad, the StD programmes also participate in the wider dimension of RSU international cooperation.

RSU International Department (ID) has established an extensive network of partnering higher education institutions in Europe. Partnering higher education institutions are informed on Erasmus exchange possibilities at RSU, including the field of exchange of visiting teaching staff, on a regular basis. In addition to electronic communication, RSU ID every year organises Erasmus+ International Week, the programme of which includes several professional networking events. Within the framework of this event, contacts are established with new Erasmus+ cooperation partners.

In addition to these events organised by RSU, representatives of RSU ID regularly attend annual events of professional international associations with a purpose to ensure exchanges, including visiting teaching. For example, RSU participates in networking exhibitions organised by the European Association of Erasmus Coordinators and European Association for International Education.

RSU ID supports Erasmus visiting teaching visits both before the visiting teaching staff arrives in Riga and during the period of their visiting teaching (for example, administers documentation of the visiting teaching, develops the plan of activities, assists in the process of the visit, etc.).

Current development of cooperation and internationalisation is in line with the objectives of the directions and the development plan and is generally considered sufficient.

Cooperation agreements with other institutions have been signed in order to implement the study programmes, see Annex 7.

RSU students have the opportunity to go to exchange studies or international practice for one semester or the entire academic year abroad with an Erasmus+ scholarship. The programme covers all study programmes as well as all levels of higher education, including doctoral studies. (information available on the [RSU website](#)) In total, more than 150 bilateral cooperation agreements have been signed, providing mobility of the students and staff in all cycles of studies: during Bachelor's, Master's, and doctoral studies. Annex 7 contains the Erasmus + cooperation agreements at the Faculty of European Studies, all of which are directly related to the Study Direction under assessment and the corresponding study programmes. There are no active agreements for the newly established study programme "International Business and Start-Up Entrepreneurship". There are active agreements for the existing study programmes: "International Business and Sustainable Economy", "International Marketing and Advertising" and "Start-Up Entrepreneurship". According to the conditions of the European Commission, the existing Erasmus cooperation agreements will be renewed / concluded repeatedly in 2022; upon concluding the agreements repeatedly, the list of involved study programmes will be updated and supplemented.

Partnering universities are selected on the basis of available information on equal study programmes and conditions of training language. One of the main conditions is the alignment of the study subjects during the student exchange programme in order to be able to recognise study subjects and add to the diploma supplement of the respective RSU study programme. Thus, a complete study process is ensured, supplemented by experience gained abroad.

In the international environment, RSU has been assessed positively. International university rating QS World University Rankings 2019 has included RSU among 1,000 best higher education institutions of the world, especially appreciating the university's ability to attract international students. RSU also regularly receives the highest evaluation "A" in various categories of the U-Multirank rating of higher education institutions of the European Union.

University has also received other international recognition. For example, as mentioned above, it was recognised as a student-centred higher education institution in the PASCL evaluation by the European Student Association. The World Bank experts in their research of 2016 also positively evaluated the involvement of students in RSU decision-making, presence of international students, and strategic planning at the university.

The broad Erasmus network of partnering higher education institutions is a proof of international recognition of RSU. Currently, 200 Erasmus cooperation agreements have been signed in Europe and beyond in various study disciplines. In 2017, RSU also received recognition from the State Education Development Agency on the successful implementation of Erasmus programme of the European Commission.

Cooperation with employers takes place constantly and at several levels, for example, at least 50 % of employers participate in commissions of state examinations, defence of Master's and Bachelor's theses: it is stipulated by Cabinet Regulations No. 481 of the Republic of Latvia, and compliance with these regulations is strictly controlled at RSU.

- Cooperation with employers in programmes of the study direction takes place continuously - both in the form of guest lectures and in particular during placement (students undergo study placement in companies), during the development of study papers and final theses, in other academic activities, such as conferences, as well as in the quality council of the study

direction.

- In cooperation with LECSA, the Latvian European Community Studies Association, which provides students with the opportunity to participate in a study visit to EU leading institutions, research centres, Brussels business incubator and seminars with the students and academic staff of University of Bremen, Business School of the University of Applied Sciences and Arts Northwestern Switzerland (FHNW), and UBI - United Business Institutes, Brussels (Brussels Branch of Middlesex University Business School).
- In the beginning of 2016, RSU become member of the Latvian Art Directors Club. In cooperation with LADC members - marketing and advertising companies and agencies -, the students of the study programme are provided with the opportunity to meet marketing and advertising specialists well-known in Latvia and Europe. RSU students have the opportunity to participate in all LADC events free of charge, and students use this option actively.
- In 2012, RSU became a member of the Latvian Association of Business Efficiency.
- In 2012, RSU also became a member of LDDK (Employers' Confederation of Latvia). The lecturers of the department participate in events and conferences organised by LDDK.
- RSU is a member of the Latvian Chamber of Commerce and Industry.
- Particular emphasis should be placed on the establishment of RSU cooperation in the field of social sciences in 2018 with Riga Secondary School No 41 and Riga Classical Gymnasium, which has been widely publicised in both social and public media:
  - <https://www.rsu.lv/aktualitates/skoleni-iepastistas-ar-studiju-iespejam-un-prasibam-rsu>
  - <https://www.rsu.lv/notikumi/sadarbibas-liguma-parakstisana-ar-rigas-41-vidusskolu>
  - <http://www.rkg.lv/?p=9809>
  - <http://www.la.lv/rsu-uzsak-sadarbibu-ar-vidusskolam> / <http://www.rkg.lv/?p=9476>
  - <https://www.rsu.lv/aktualitates/rsu-paraksta-sadarbibas-ligumu-ar-rigas-klasisko-gimnaziju>
  - <https://www.facebook.com/r41vs/posts/2117593561843188/>

Within the course of the implementation of the study programme, RSU has established strong contacts with the representatives of enterprises, in which students of the study programmes undergo their placements. Employers' opinion is taken into account while planning the development of the study programmes.

See Annex 7 for information on cooperation agreements signed with other institutions.

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

Within the framework of the study direction, student mobility is implemented through the European Commission Erasmus+ programme. Incoming foreign students are admitted to study programmes of the study directions in the status of students during the exchange period. Students are provided with the necessary volume of study courses and number of credit points. Many study courses in English are implemented in the study direction, which are offered for acquisition by foreign students. Exchange students can attend study courses also at other faculties and study directions of social sciences.

Foreign lecturers are mainly attracted by using the international networking of academic staff of the

study direction in international conferences, international projects, within the framework of inter-university cooperation both in Latvia and abroad, within cooperation with business and labour market representatives and other international cooperation and networking formats of academic staff.

During the reporting period, there have been 65 incoming students, 53 outgoing students, and 18 foreign lecturers (see Annexes 6.3, 8.1, 8.2).

In StD study programmes, the involvement of international lecturers takes place in the format of guest lectures, which contributes significantly to the international aspect of the content of studies, namely, provides students with the opportunity to identify, analyse and understand practical examples and to carry out case studies in the international economic and business environment. At the same time, it should be noted that, at the end of the reporting period and in the development plan for the next reporting period, international mobility of the teaching staff has been and will be given increased attention, including both incoming and outgoing mobility. This has been facilitated to some extent by the development and launch of the new IBSE programme in English in September 2020. It has provided two full-time international students – one from the US and one from Cameroon, attraction of international visiting lecturers (incoming mobility) from Switzerland, Belgium, Germany, India, as well as the guest lectures of the teaching staff involved in the StD at the universities of Switzerland, Germany and India (outgoing mobility). Since 2019, following both the global economic development trends and the need for international cooperation in the Study Direction, the study course "Environment, Economy Finance" lectured by a lecturer from Utrecht University in the Netherlands is included in the SBIE programme. This study course has promoted interdisciplinary development, as students from the Department of Political Science have also participated in the course since 2020. In the context of the development of the StD, the teaching staff of the Department are committed to strengthening the bilateral mobility of lecturers in study programmes, providing both international visiting lecturers and offering their guest lectures at international universities. Along with the development dimension of international cooperation in the Study Direction, this commitment is already being actively implemented and has the necessary motivating preconditions for further development.

As regards student mobility, it is gradually increasing. Outgoing mobility: In 2013: 3 students; in 2014: 7 students; in 2015: 4 students; in 2016: 1 student; in 2017: 2 students; in 2018: 12 students. Incoming mobility: in 2014: 6 students; in 2015: 16 students; in 2016: 8 students; in 2017: 12 students; in 2018: 7 students. The offer of study courses in English is gradually increased in the Study Direction programmes, which contributes to attracting international students, which, in turn, strengthens the international environment of the programme and its content, promoting class discussions and broadens students' horizons, which in turn strengthens the learning outcomes of the programmes and the competitiveness of graduates. Also, in the next reporting period, it is planned to strengthen the incoming and outgoing mobility of students, including, if necessary, similarly as in 2020, also remotely in the online format.

**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.**

See Annex 9.1 Description of Student Placement Organisation (Placement Regulations).

See Annex 9.2 Information on Contracts and Other Confirmations About the Provision of Student Placements to Students.

Student placement is provided for in the Bachelor's and Master's study programmes of the study direction. There are developers to ensure the quality of the students placements, and methodological guidelines for the placement are updated annually and sent to students well in advance of the placement. The guidelines clearly state the purpose of the study placement, the skills to be learned, the compulsory placement tasks, the optional tasks, as well as the structure, scope, presentation requirements and deadlines of the placement documentary report. Each academic year methodological instructions are updated, especially the student's placement tasks in accordance with the specifics of each programme and the latest trends in economics and business. The placement tasks are updated strictly observing the updated changes and corrections in the study programmes, in the planning and learning outcomes thereof, in the study courses and expected outcomes. Student placement tasks are drawn up comprehensively covering the subject matters, aims and the planned learning outcomes of all study courses envisaged in the respective study programme. Placement tasks are structured according to the study programme planning - study courses, taking into account the specifics of the content. The main aim of the study placement, which is also indicated in the methodological guidelines, is to provide students with an in-depth understanding of the practical application of theoretical knowledge acquired in the respective field of social sciences; therefore the placement tasks (both mandatory and optional) are subordinated to the aim and, at the same time, to the relevant study programme outcomes that, in turn, are defined according with the respective EQF level study outcomes. For examples of individual programmes of the study direction and their study courses and the conformity of the acquired knowledge to the defined placement tasks, see the description of study programmes.

Taking into account the interests, motivation and entrepreneurial spirit of the StD students, most often the students themselves find the most suitable placement places, about which they inform the Head of the study programme and participate in the conclusion of a tripartite placement contract with great responsibility. In cases where a student asks for the advice of the Department or for assistance in providing a place of placement, all the StD programmes provide it convincingly and quickly. This is possible thanks to the active cooperation of the StD programmes with the sector and the labour market, which also includes the cooperation network of the Heads and teaching staff of StPs in the labour market. In such cases, the Head of the StP conducts individual interviews with the student, identifying aspects of the successful student's placement (student's interests, strengths, needs). After interviews, the Head of StP in cooperation with the teaching staff, if necessary, contact a sectoral company or organisation from the StD's partners (often an effective phone call, sometimes an e-mail), which will result in an agreement on the placement possibilities. Often, StD programmes, particularly the International Marketing and Advertising programme, receive e-mails or calls from the companies and international organisations themselves seeking students to provide placement opportunities. The StD programmes also use these opportunities to provide both student placements and to strengthen and expand the the StD cooperation network. Provision of placement is equally possible and accessible to international students.

**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.**

Within the framework of RSU's existing international academic and scientific cooperation in the field of social sciences, the possibility of developing joint study programmes is being considered, for example, with the Business School of the University of Applied Sciences and Arts Northwestern Switzerland (FHNW), with the United Business Institute (UBI), Brussels, (Brussels Branch of Middlesex University Business School), with the University of Bremen. For several years now, RSU has been cooperating very actively, regularly and closely with these universities and the Latvian European Community Studies Association, organising study visits for students of RSU and other Latvian higher education institutions to the leading EU institutions, business organisations and research centres in Brussels. Discussions on the development of joint study programmes are ongoing, but active measures are postponed in the context of the relatively fast-changing economic and business environment in Europe and in relation to the complex administrative process of developing joint study programmes, in particular in relation to the coordination of this process at cross-border level, in which there are differences in the processes of study programme development, licensing and accreditation.

## **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.**

See Annex 11 Execution of the Implementation Plan of Recommendations Provided by the Previous Accreditation Experts.

Recommendations provided during the previous study direction assessment procedures have been fully implemented, the recommendations have been analysed, and they are suitable for the specifics of the study direction and the corresponding study programmes.

The impact of the recommendations received in previous assessment procedures on the quality of studies and on the development of processes is positive. Taking into consideration the fact that mostly representatives of the academic environment participate in the evaluation procedures, the most frequently proposed recommendations support measures already undertaken to improve the quality and development, and strengthen the overall view on current issues in higher education and the need for development. Sometimes expert recommendations indicate to the introduction of competitive innovations in the study process, which encourage and motivate the StD implementers to pursue seemingly ambitious innovations, which, in turn, further strengthen the quality, competitiveness and attractiveness of the programmes.

**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).**

The following changes have been made during the reporting period:

- the title of the Bachelor's study programme European Economics and Business was changed to International Business and Sustainable Economy (SBIE), (13.03.2015., nr. 342);
- the title of the Bachelor's study programme Management of small and medium-size businesses was changed to Start-up Business Management (13.03.2015., nr. 342);
- Master's study programme Management of International Marketing and Business was licensed (18.09.2015. nr. 04055-53, 26.02.2016 nr. 04055-56)
- the title of the Master's study programme Business and Law in the European Union was changed to International Business and Law (SBTM) (08.06.2016., nr. 11-A);
- doctoral study programme Management Science was licensed (25.09.2017., nr. 04055-61);
- In accordance with RSU Plan for Development and Consolidation of Study Programmes<sup>[1]</sup>, the study programme "Startup Entrepreneurship" is included in the new academic Bachelor's study programme "International Business and Start-up Entrepreneurship" (25.02.2020., nr. 04055-63) is not being submitted for Accreditation.

See Annex 11 Execution of the Implementation Plan of Recommendations Provided by the Previous Accreditation Experts.

<sup>[1]</sup> Rīga Stradiņš University Plan for Development and Consolidation of Study Programmes was agreed by the Committee for the Evaluation of Plans for Development and Consolidation of Study Programmes established by the Ministry of Education and Science, as confirmed by the letter of the Ministry of Education and Science No. 4-6e/2018/3795, and refinements by the letter No. 4-6e/19/184. RSU Plan for Development and Consolidation of Study Programmes was approved at RSU Senate meeting on 18 September 2018, Minutes No. 2-1/18.09.18 and after refinements by RSU Senate Praesidium on 4 January 2019, minutes No.3-1/2/2019

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1_pielik_Kopa_Normativie_dok_eng_Precizets.pdf	1_pielik_Kopa_Normativie_LV_Precizets.pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)	2_pielik_LiepFil_resursi_eng.pdf	2_pielik_LiepFil_resursi_lv.pdf
Management structure of the higher education institution/ college	3_pielik_RSU_org_chart_19112019_eng.pdf	3_pielik_RSU_strukturshema_19112019_lv.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	4.1_pielikums_Att_plans_eng.pdf	4.1_pielikums_Att_plans.docx
Management structure of the study direction	4.2_pielik_StV_parvald_shema_eng.pdf	4.2_StV_parvaldibas_shema_lv.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	6.1_pielik_Docetaju_sar_StV_VANIP_ENG_18-01-2021.xlsx	6.1_pielik_Docetaju_sar_StV_VANIP_LV_18-01-2021.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	6.2_pielik_CV_eng.pdf	6.2_pielik_CV_lv.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	6.3_pielik_dati_mobilitate_PD_eng.xls	6.3_pielik_mobilitate_PD_lv.xls
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	6.4_pielik_Publikacijas_uzlabots_lv.pdf	6.4_pielik_Publikacijas_uzlabots_lv.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
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Statistical data on the teaching staff and the students from abroad	8-1_pielik_Arvalstu_stud-macibsp_ENG.pdf	8-1_pielik_Arvalstu_stud_macibsp_VANIP_LV.pdf
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Information on the agreements and other documents confirming the traineeship of the students in companies	9.2_pielik_prakses_ligumi_eng.pdf	9.2_pielik_prakses_ligumi_lv.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	11_pielik_Rek_iev_plans_VANIP_Dv_IBSE_eng.pdf	11_pielik_Rek_iev_plans_VANIP_Dv_IBSE_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	24-4_pielik_Apliecin_latv_valodas_StV_VANIP_parakstits_eng.pdf	24-4_pielik_Apliecin_latv_valodas_StV_VANIP_parakstits.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1._pielik_SBTM_lv_lab_09-01-2021.pdf	
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
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	RSU_Akr_Novert_iesniegums_VANIP_15-01-2021_eng.pdf	RSU_Akr_Novert_iesniegums_VANIP_15-01-2021_lv.pdf

## Other annexes

Name of document	Document
5.2_pielik_Studentu_pasparvalde_eng.pdf	5.2_pielik_Studentu_pasparvalde_eng.pdf
5.2_pielik_Stud_pasparvalde_lv.pdf	5.2_pielik_Stud_pasparvalde_lv.pdf
13.1_pielik_RSU_apbalv_market_KD_lv.pdf	13.1_pielik_RSU_apbalv_market_KD_lv.pdf
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1 Updated 20_annex_Course_descriptions_SBIE_ENG	20_pielikums_Studiju_kursi_SBIE_ENG.pdf
2 Updated 24.1_annex_IBSE_diploma_sample_ENG_17-02-2021	24.1_pielik_IBSE_diploma_paraugs_ENG_17-02-2021.pdf
3 Updated 24.1_annex_IBSE_diploma_paraugs_LV_17-02-2021	24.1_pielik_IBSE_diploma_paraugs_LV_17-02-2021.pdf
4 Updated 24.1_annex_MR_diploma_sample_ENG_17-02-2021	24.1_pielik_MR_diploma_paraugs_ENG_17-02-2021.pdf
5 Updated 24_1_annex_MR_diploma_paraugs_LV_17-02-2021	24_1_pielik_MR_diploma_paraugs_LV_17-02-2021.pdf
6 Updated 24-1_annex_SBIE_diploma_sample_ENG_18-01-2021	24-1_pielik_SBIE_diploma_paraugs_ENG_18-01-2021.pdf
7 Updated 24-1_annex_SBIE_diploma_paraugs_LV_18-01-2021	24-1_pielik_SBIE_diploma_paraugs_LV_18-01-2021.pdf
8 Additional data about graduate employment (Latvian only)	Absolventu_darba_vietas_absolvesanas_gada-1 (Latvian only).doc
9 Updated 4.4_annex_Plan of elaboration and development of distance learning studies for the study direction_ENG	4.4_pielik_TM_ieviesanas_plans-RSU-VANIP_eng.pdf
10 Annotations of Final thesis.pdf	Annotations of Final thesis.pdf
11 Extract from the strategy 2016-2021 (Latvian only)	Izraksts_strategijai 2016-2021 (Latvian only).pdf
12 Number of students_Liepaja branch	Number of students_Liepaja branch.docx
13 Information about Library	Library_ppt.pptx
14 Statistics of applications and matriculated students 2016-2020	Studentu_statistika_2016-2020----.docx
15 Development Plan of the Study Field (Progress)	4.1._pielikums_Att_plans_eng_progress_17-03-2021.docx
16 Study Programme Quality Indicators	Study Programme Quality Indicators.docx

# Business Management and Economics

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management and Economics</i>
Education classification code	<i>51345</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Tatjana</i>
Surname of the study programme director	<i>Muravska</i>
E-mail of the study programme director	<i>tatjana.muravska@rsu.lv</i>
Title of the study programme director	<i>Dr. oec.</i>
Phone of the study programme director	
Goal of the study programme	<i>The aim of the study programme is to prepare academically educated and competitive experts and researchers in business management with knowledge, skills and competencies corresponding to the level of the Latvian national qualifications framework providing doctoral students with the possibility to develop internationally comparable competence in business management thus obtaining an internationally recognised doctoral degree (Ph.D). To promote an improvement in scientific excellence and research at the scale of Rīga Stradiņš University (hereinafter referred to as RSU) and Latvia.</i>

Tasks of the study programme	<ul style="list-style-type: none"> <li>• <i>to develop the ability to get engaged in management processes at the level of a company/organisation and intergovernmental business and economic relations based on own scientific logical abilities and skills and provided in-depth knowledge on business management, health system management, marketing management in the international context and developments in modern companies/organisations;</i></li> <li>• <i>based on the interdisciplinary approach, to foster integration of scientific activity in the innovative environment thus promoting research productivity and competitiveness in Latvia and internationally;</i></li> <li>• <i>to contribute to research based on the triple spiral approach observing principles of partnership between the university, business and the government;</i></li> <li>• <i>to improve teaching skills providing an opportunity to become highly qualified lecturers in higher education institutions in Latvia and globally using modern teaching methods;</i></li> <li>• <i>to cooperate in the extension of the knowledgebase to secure the needs of national economy and society in the field of business, health management or marketing management in Latvia;</i></li> <li>• <i>to promote the extension of the spectrum and innovation of research and studies at RSU and in Latvia, to develop the ability to analyse, systematise, contextually and integratively interpret empirical observations at the level of high competence linking them to classical and modern theoretical concepts in the area of business management;</i></li> <li>• <i>to increase publication indicators of scientific publications and research results as open access and in internationally recognised databases;</i></li> <li>• <i>to foster internationalisation of research and to improve project management skills ensuring participation of doctoral students in conferences and research projects at national, European and global level;</i></li> <li>• <i>to develop critical and analytical thinking and research skills, as well as doctoral thesis preparation and defence skills;</i></li> <li>• <i>to create and implement at EU and global level competitive and recognisable RSU's doctoral study programme.</i></li> </ul>
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Results of the study programme	<ul style="list-style-type: none"> <li>• <i>Able to demonstrate in-depth or extensive knowledge and understanding of management science and economic theories and management and economic research methodology, specialising in one of the fields of study – business management or international economic relations management.</i></li> <li>• <i>Knows the latest theoretical and methodological approaches and research to provide a basis for a competent and creative approach to researching one's topic.</i></li> <li>• <i>Able to use theory, methods and problem-solving skills independently to carry out research activities in consultation with the scientific supervisor.</i></li> <li>• <i>Able to explain with proof and discuss complex or systematic aspects of management science and economics and the respective field of specialisation with both specialists and non-specialists.</i></li> <li>• <i>Able to prepare scientific publications in accordance with international requirements.</i></li> <li>• <i>Able to guide the development and specialisation of one's competences independently, take responsibility for work results and their analysis, conduct research or further learning using new approaches.</i></li> <li>• <i>Able to apply pedagogical skills in the work of a lecturer at a higher education institution.</i></li> <li>• <i>Able to independently formulate and critically analyse complicated scientific and professional problems, to substantiate decisions, and to conduct additional analysis, when needed.</i></li> <li>• <i>Able to integrate knowledge from different fields, make a contribution to the creation of new scientific information, development of research or professional activity methods, to demonstrate understanding of and ethical responsibility for the potential impact of scientific results or professional activity on the environment and society.</i></li> <li>• <i>Able to show that one has good knowledge of and understands the most up-to-date scientific theories and insights, manages research methodology and modern research methods in management science and economics and the respective field of specialisation, as well as in the field of interaction between different fields.</i></li> <li>• <i>Able to evaluate and select appropriate methods for scientific research independently, contributing to the expansion of boundaries of scientific information or giving new insights to the existing knowledge and application thereof in practice, implementing original research of substantial volume, a part of which is at the level of internationally quotable publications.</i></li> <li>• <i>Able to communicate both verbally and in writing about one's scientific field of activity (one's branch) with the wider scientific community and society as a whole.</i></li> <li>• <i>Able to increase one's scientific qualification independently, to carry out scientific projects, gaining achievements that correspond to international criteria of the particular branch of science, to manage research or development tasks in companies, institutions and organisations requiring extensive research knowledge and skills.</i></li> <li>• <i>Able to carry out independent, critical analysis, synthesis and evaluation in order to solve important research or innovation tasks, to independently put forward the idea of research, to plan, structure and manage large-scale scientific projects, including in the international context.</i></li> </ul>
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Final examination upon the completion of the study programme	<i>Doctoral examination</i>
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## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions">https://www.rsu.lv/en/study-here/admissions</a></i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

#### Part time studies - 4 years - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

#### Part time studies - 4 years - english



Study type and form	<i>Part time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions">https://www.rsu.lv/en/study-here/admissions</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor"s degree Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 3 years - latvian

Study type and form	<i>Full time distance learning</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business</i>

Qualification to be obtained (in english)	—
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### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 3 years - english

Study type and form	<i>Full time distance learning</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions">https://www.rsu.lv/en/study-here/admissions</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time extramural studies distance education - 4 years - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	4
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120

Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English) Doctor's degree, PhD in economics and business
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time extramural studies distance education - 4 years - english

Study type and form	Part time extramural studies distance education
Duration in full years	4
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/doctoral-studies">https://www.rsu.lv/en/doctoral-studies</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-doktorantura</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions">https://www.rsu.lv/en/study-here/admissions</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
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Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### 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**

Nr.	Parameter	Analysis of changes
1.	Study direction	—
2.	Name of the study programme	Name changed from “Management Science” uz “Business Management and Economics”. Regulations of the Cabinet of Ministers No.49 of 23 January 2018. Available online at: <a href="https://www.vestnesis.lv/op/2018/18.9">https://www.vestnesis.lv/op/2018/18.9</a>
3.	Code of the study programme in accordance with the Latvian Education Classification	—
4.	Director of the study programme	Tatjana Muravska since 2018 due to changes of staff
5.	Scientific degree of the head of the study programme	<i>Dr.oec</i> - according to the change of the Head of the study programme
6.	Aim of the study programme	Updated in accordance with the development trends of socio-economic processes in the world, in accordance with the classification of science sectors and sub-sectors of the Republic of Latvia after accession of Latvia to the OECD, strengthening the increase of scientific excellence and research at RSU and in Latvia
7.	Objectives of the study programme	The objectives of the programme have been reformulated in accordance with the development trends of socio-economic processes, as well as with the increase of scientific excellence and research at RSU and in Latvia.

<b>Nr.</b>	<b>Parameter</b>	<b>Analysis of changes</b>
8.	Learning outcomes to be achieved	The learning outcomes have been specified in accordance with the updated content of the study programme and the study courses and in accordance with the verification and assurance of the cross-compliance of the learning outcomes in the study courses.
9.	Final examination upon the completion of the study programme	—
10.	Form and type of the study programme	Taking into account student demand and changes in the labour market, part-time regular studies and full and part-time distance learning has been added to the programme <sup>[1]</sup> .
11.	Duration of the study programme	Full-time studies — Full-time distance learning 3 years and 0 months Part-time studies 4 years and 0 months Part-time distance learning 4 years and 0 months
12.	Language in which the study programme is implemented	—
13.	Amount of the study programme (CP, preferably also ECTS)	—
14.	Admission requirements	—
15.	The degree, to be awarded	Changed on the basis of the Cabinet Regulations No.49 and the decision of the Latvian Council of Science - Doctor's degree, Doctor of Science (Ph.D.) in Economics and Business
16.	The professional qualification to be awarded	—
17.	Place of implementation	—

Modern changes in the development of socio-economic processes – new approaches to business organisation and management processes, economic sustainability and innovation approaches, etc., as well as Latvia's membership in the OECD, led to the need to clarify the aim and objectives of the programme. The aim and objectives, as well as the learning outcomes to be achieved, are also defined in accordance with RSU development strategy. Taking into consideration the use of different types and forms of study in modern education, as well as responding to the demand of potential applicants, part-time regular studies and full-time and part-time distance learning has been added to the study programme.

RSU *Development Strategy 2017–2021*<sup>[2]</sup>, coordinated on 29 May 2017. The Higher Educational and Research Institution Developmental Strategy Assessment Commission of the Ministry of Education and Science emphasises that the value of study programmes lies within their interdisciplinary nature, academic and innovative knowledge, mastering of professional and life skills and experience in their use. The interdisciplinary approach is used in order to comply with the changing requirements of the labour market.<sup>[3]</sup>

RSU is focused on specialities which presently are topical and particularly needed in the society and in Latvia at large for modern problem solving. The value of RSU study programmes lies within their interdisciplinary nature, academic and innovative knowledge, mastering of professional and life skill, experience in their use by using state-of-the-art technologies and innovations in a unified and modern study and scientific environment.

Doctoral study programme “Business Administration” has been harmonised by RSU Development Strategy 2017–2021 where it is indicated that the main aim of RSU is to ensure education based on academic and innovative knowledge, skills and competences which puts forward two key priorities for the whole functioning of RSU: development of studies and development of science and research.

It is important for RSU to develop doctoral study programmes, since their main aim is to prepare new researchers and lecturers who are involved in the development of society based on science and in problem solving.

In education and research related to the social sciences, study programme “Business Administration” is treated separately which ensures closer cooperation between Bachelor’s, Master’s, and doctoral study programmes. By creating this doctoral study programme, a full study cycle of Bachelor’s, Master’s, and doctoral studies in business *administration* has been ensured at RSU. Closest possible cooperation has to be ensured both between Bachelor’s, Master’s, and doctoral study programmes and other subfields (including synergies with RSU healthcare study direction programmes) in study directions of social sciences. “Health Management” and “Marketing Management” specialities are intended to be implemented in the doctoral study programme “Business Administration”.

Potential doctoral students of the doctoral study programme are graduates of the RSU Master’s study programme “International Business and Law” and “Management of International Marketing and Business”, as well as persons who have obtained a Master’s degree in social sciences, management, commercial sciences, economics, labour protection and in other related scientific fields in other institutions of higher education. At the same time, persons with a Master’s degree in other scientific fields who have passed the entrance examination in management science and who have at least two year work experience in economics, commercial sciences and in entrepreneurship can participate in the programme. It makes the doctoral study programme open to interdisciplinary research. Graduates of the study programme will be able to work as highly-qualified researchers in public and municipality authorities, non-governmental sector, as well as in different organisations, to teach study courses in Latvian and foreign institutions of higher education. It is particularly important to increase the number of RSU lecturers.

[1] Full-time distance learning and part-time distance learning as a type and form of implementation is justified with changes in [Law of Education, adopted on 20 September 2018 that have come into effect on 18 October 2018, in Clause 2 of the First paragraph of Section No 2.8 in which it is stated that the words 'type of part-time studies – distance learning' are omitted and the First paragraph is supplemented with Clause 2.<sup>1</sup> in the following edition: '2<sup>1</sup>\)distance learning' \(available only in Latvian\). With this change in the law it is agreed that distance learning is no longer a form of part-time studies but is a separate form of studies which can be implemented accordingly in two types – full-time and part-time.](#)

[2] RĪGA STRADIŅŠ UNIVERSITY DEVELOPMENT STRATEGY 2017–2021. Approved by resolution of the Presidium of the Senate of Rīga Stradiņš University of 28 October 2016, prot. 1-3/28.10.16.

[3] RSU Development Strategy 2017–2021, p. 27.

## **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.**

Until now, all students have studied only full-time, in Latvian, financing studies by their own means. As indicated in Section 1.1, paragraph 10, during the accreditation the programme was submitted for the extension of the implementation possibilities. According to the StD development plan until 2023, taking into account the dynamics of the number of students and the results of market research, the availability of resources, the workload of the teaching staff, profitability and other aspects, the possibility of starting implementation of the study programme also in part-time and distance learning will be evaluated.

The implementation of the study programme in English is already provided by the programme licence, but so far, such an opportunity has not been taken. The admission of students to studies in English will depend on the interest of potential applicants in Latvia and abroad.

Since the autumn semester of academic year 2018, the study programme has come into operation at RSU. Four doctoral students were enrolled in the full-time regular study programme in the academic year 2018/2019, one doctoral student in the academic year 2019/2020 and five doctoral students in the academic year 2020/2021. At present the total number of students in the programme is 10 doctoral students.

The planned topics of doctoral students' doctoral theses for academic year 2018/2019, 2020/2021:

- Use of Financial Instruments as Part of Projects and Programmes for Improving International Business Environment on the Basis of Centralisation Example.
- Efficiency of Hospital Pharmacy Practice Management Through Public-Private Partnership in Latvia.
- Managing Creativity in Latvian Medical Start-Ups.
- Impact of Asylum Seeker and Refugee Resettlement Programme Management on the Efficiency of Business Environment in Europe and Latvia.
- Improvement of strategic decision-making in public administration and private medical



institutions.

- Evaluation of consumer behaviour in the context of public health for promotion of a sustainable product in the colour segment in Latvia.
- The role of the business negotiating process in achieving business goals in a corporate environment.
- Development of a performance management system for employees in the management of clinical research projects.
- The impact of process quality management on patient (customer) satisfaction in university hospitals.
- Integrated marketing communication as a factor influencing consumer behaviour in the context of sustainable retail development in Latvia.

Thematic fields of the doctoral theses comply with the entrepreneurship programme, topics are of interdisciplinary nature, two of them comply with specialisation in health management. The selected topics for the thesis reflect the international significance, specialisation in business administration and health management. The language of studies in academic year 2018/2019 was Latvian.

See Annex 16.

### **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.**

In accordance with the regulations “On Sectors and Sub-Sectors of Science in Latvia”, there are currently opportunities to implement a multidisciplinary approach, combining opportunities to study business management and economics in one programme. The content of the multidisciplinary curriculum is becoming more and more popular worldwide. Taking into account the above, a decision was taken on changing the name of the study programme to “Business Management and Economics”.

The degree to be obtained is a doctor of business administration (*PhD*), and in accordance with the Cabinet Regulations No 49 of 23 January 2018 “On fields and subfields of science in Latvia”, Business Administration (5.2.) has been distinguished<sup>[1]</sup> as a field of science that comprises business research, related to enterprise/organisation or processes and their cooperative policy, planning, organisation, management and control aimed at an enterprise’s/organisation’s, its employees’, financial, material or information resource more thorough use in order achieve specific goals.

After the completion of the study programme, the doctoral student expands *knowledge and competence* and tests one’s own scientific developments in scientific activities; as a result of completing study courses, the doctoral student acquires *skills and abilities* for the preparation and defence of a doctoral thesis.

Graduate of the programme will have obtained competencies corresponding to a highly-qualified scientist, also by conducting independent, critical analysis, synthesis and evaluation, ability to solve important research or innovation tasks in the field of business administration, to independently put forward a research idea, to plan, structure and manage scientific projects.

Results of the study programme can be described on two levels:

- after completing doctoral studies;
- after defending a doctoral thesis (EQF level 8).

Among thematic areas in education and research, business administration, health management and marketing management as a specialisation have been separately distinguished.

It is important for RSU to develop doctoral study programmes, since their main aim is to prepare new researchers and lecturers who are involved in developing society and problem solving on the basis of science. Doctoral study programmes promote conduction of original research and creation and implementation of study courses that are based on the latest scientific achievements, involvement in international research projects and preparation of high-quality scientific publications.

Potential doctoral students of the doctoral study programme are graduates of the RSU Master's study programme "International Business and Law" and "Management of International Marketing and Business", as well as persons who have obtained a Master's degree in social sciences, management, commercial sciences, economics, labour protection and in other related scientific fields in other institutions of higher education. At the same time, persons with a Master's degree in other scientific fields who have passed the entrance examination in management science and who have at least two year work experience in economics, commercial sciences and in entrepreneurship can participate in the programme. It makes the doctoral study programme open to interdisciplinary research. Graduates of the study programme will be able to work as highly-qualified researchers in public and municipality authorities, non-governmental sector, as well as in different organisations, to teach study courses in Latvian and foreign institutions of higher education. It is particularly important to increase the number of RSU lecturers.

[1] The Cabinet Regulations No 49, Riga, 23 January 2018 (prot. No. 5 19. §), On fields and subfields of science in Latvia.

### **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 doctoral study programme is implemented on the basis of the guidelines for science, technology development and innovation for the period 2014-2020 (*Guidelines for Science,*

*Technology Development and Innovation 2014-2020*. Cabinet Regulations No. 685 of 28 December 2013, Minutes No. 6797. §). According to these Regulations, the overarching goal of science, technology and innovation policy is the development of the knowledge base and innovation capacity and coordination of the innovation system in Latvia. A number of sub-goals and corresponding strategic action lines have been identified to achieve this goal, including developing human capital in the field of science, technology and innovation by increasing the number of researchers in research institutions and the business sector to at least seven thousand by 2020, focusing research topics on identified areas of expertise; to promote the international competitiveness of science in Latvia, observing the principle of regional development and concentrating research in a smaller number of larger and stronger institutions, promoting an increase in the number of scientific articles published in recognised international databases to 1500 articles and an increase in inventions to 50 intellectual property units per year; to modernise and integrate the research and education sector, increasing their capacity to respond to future challenges in research, technology development and innovation promoting the mobility of the education sector.

On the basis of the above, the framework and content of the study programme have been created. Six full semesters (three academic years) are provided for full-time studies. The volume of the study programme is 120 CP or 180 ECTS (part-time studies can be completed in seven semesters). The programme is carried out full-time in the official language and it is possible to implement it in English. After graduation, a certificate testifying to completion of doctoral studies is issued to the doctoral student. Namely, Level 8 of the EQF is obtained when the doctoral candidate has mastered the doctoral study programme and has defended the Doctoral thesis.

Upon successful defence of the doctoral thesis, the doctoral student is awarded a doctoral degree, a Doctor of Science (*PhD*) in Economics and Business Administration. The study programme for obtaining a doctoral degree is based on the achievements and findings of economics and business sector. This is proved by a number of aspects of its establishment and organisation:

1. *Implementation of the study programme*: Namely, doctoral studies are organised by RSU [Department of Doctoral Studies](#) (information [in English](#)) in compliance with the [Academic Regulations for Doctoral Studies](#) (available also [in English](#)), which stipulates that doctoral studies are independent work of a doctoral student for obtaining a doctoral degree under the guidance of the supervisor of the research work and academic staff (regulations are available on RSU website in the [documents section](#), at study documents).
2. *The eligibility of the study programme is ensured by the content of the study programme*. All the diverse study courses related to research and research results/knowledge dissemination and communication form a framework for doctoral students to develop their doctoral thesis, prepare publications and participate in conferences with reports in accordance with the modern science and in compliance with the topic of their doctoral thesis, in cooperation with the supervisor(s). As mentioned, each of the defined topics is topical, and it has defined and described novelty and practical application. The development of these topics in the study process and the results disseminated at different stages of the work enrich not only the practice and provides new insights for practical work and/or help to explain the regularities of the sector, but also enrich the study process as doctoral students are involved in the study process. In particular, by developing the competence acquired in *Higher Education Pedagogies*, they also implement the study course *Knowledge Dissemination*, within which they work with students both giving lectures and classes and conducting research work (each doctoral student has an individual plan for this work). Thus, the implementation of the programme also ensures the attraction of new teaching staff.
3. *The relevance of the study programme to the needs of the sector and research trends is*

*promoted by the purposefully created learning environment and the available resources at RSU, including the library resources.*

4. *The compliance of the study programme with the needs of the sector and research trends is ensured by RSU teaching staff and invited visiting lecturers and supervisors of doctoral theses.*

Doctoral study programme “Business Administration” is implemented in accordance with the following regulatory documents:

- Law on Institutions of Higher Education ([in Latvian](#) and [in English](#)) (adopted on 02.11.1995.);
- Law on Scientific Activity ([in Latvian](#) and [in English](#)) (adopted on 19.05.2005.);
- Education Law ([in Latvian](#) and [in English](#)) (adopted on 29.10.1998.);
- Cabinet Regulations No 1001 “[On the Procedure of and Criteria for Awarding of Doctoral Scientific Degree](#)” (available only in Latvian);
- Cabinet Regulations No 49 “[On Fields and Subfields of Science in Latvia](#)”(available only in Latvian);
- Cabinet Regulations No 1000 “[On Delegating the Right to Award Doctoral Scientific Degrees to Higher Educational Institutions](#)” (available only in Latvian).

The study programme is implemented in accordance with RSU Constitution, resolutions of RSU Senate and [RSU Regulations for Doctoral Programmes \(Academic Regulations for Doctoral Programmes\)](#). The programme is implemented by taking into account RSU main directions of research that are in line with the National Development Plan of Latvia for 2014–2020 (adopted on 20.12.2012), as well as it is aimed at preparing a new generation of lecturers and scientists in accordance with Cabinet Order No 331 “Guidelines for the Development of Education for 2014–2020”. For improving the doctoral study programme, European Qualifications Framework documents and compliance with the Bologna process are taken into account.

Implementation of the doctoral study programme is described on RSU website ([rsu.lv](#)) – ([promotion](#) and [consultations](#) (available only in Latvian)) and in the following internal regulations:

- [Doctoral student’s plan / report on accomplishments during the year of studies](#)
- [Scientific activity form](#)
- [Regulations of the Department of Doctoral Studies](#)
- [Requirements of the doctoral examination in English or German](#)

It is projected that on average 5–8 doctoral students per year could study in the study programme. Many graduates with a Master’s degree from the RSU Faculty of European Studies have expressed their interest in studies. The additional interest could be created by the fact that this doctoral study programme provides sub-direction “Health Management” that could attract more persons to doctoral studies from many health organisations of Latvia and other countries. Also “Business Administration” and “Marketing Management” sub-directions are topical, which is illustrated by the stable number of students two years ago in the newly-created RSU professional Master’s study programme “Management of International Marketing and Business” – on average 30 Master’s students per year. Recent worldwide developments indicate that a doctoral degree is not only prestigious but it is also a necessity for leading specialists, officials, and politicians in respective positions, including as the basis for creating a successful career at universities and research institutions. It shows that in the coming years the number of doctoral students in Latvia could increase.

Demand for social sciences, including “Business Administration”, will significantly increase in the coming years. It is substantiated by studies conducted by, and statistical data from, *Eurostat* (Demand for social sciences – 32.7 % in Europe, *Eurostat*, 2016, this development continuing until 2019). By comparing average indicators of the European Union, it can be observed that Latvia lacks specialists with a doctoral degree and also new holders of doctoral degree who take scientifically justified management decisions and efficiently develop organisations, create long-term achievements at a business and national level. Representatives of member organisations of Association of Business Efficiency have indicated that Latvia lacks specialists with a doctoral degree who would be able to take scientifically justified management decisions by organising and conducting appropriate research, also to cooperate with respective international organisations, to efficiently develop any organisation and to create long-term achievements at a business and national level.

The modern higher education undergoes changes, transfer of research skills outside the academic environment increases, research-based solutions are needed in modern business in order to achieve better business indicators. Latvia also needs researchers of the highest quality in institutions of higher education, research institutions and institutes, as well as in public institutions. Preparation of highly-qualified young scientists has become topical in relation to workforce demand in international programmes and organisations, for example, in the Council of Europe, Organisation for Economic Co-operation and Development (OECD), etc. Creation of new and competitive doctoral study programmes in Latvia has become even more topical after Latvia’s accession to the Organisation for Economic Co-operation and Development.

Implementation of the programme takes place under the supervision of RSU Department of Doctoral Studies and with the support from the Department of International Business and Economics.

**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.**

Content of the study programme complies with the name of the study programme, since the content comprises compulsory part study courses which ensure the acquisition of doctoral study level basic concepts in management science (Modern Management Theories and Strategic Management, Financial Management, Organisation Efficiency Management), as well as restricted elective part study courses which ensure the opportunity for specialisation in the following spheres: business management (Innovative Business, Human Resources Management in Modern Business Environment, Ergonomics Management in Modern Entrepreneurship); marketing management (Topical Issues in Marketing Management, Innovative Business); health management (Health System Management, Health Economics and Financing). The study programmes ensure that doctoral students conduct an independent research paper, expanding and extending doctoral student knowledge, as well as improving scientific research activity skills and abilities, including doctoral student seminars, doctoral examinations, and participation in the implementation of undergraduate study programmes. In the course of the implementation of the study programme, students will be ensured with an individual approach and feedback, for example, at the beginning

and end of a course, surveys will be organised in the e-environment; after course examination, doctoral students will have an opportunity to fill in the course survey; after defending the doctoral thesis, doctoral students will have an opportunity to fill in the graduate survey and doctoral student surveys on lecturers. Results of the survey will be regularly discussed at the meetings of the Department of Doctoral Studies.

Doctoral students have an opportunity to participate in studies whose directions at a national, European and global level are related to the competitiveness of enterprises/organisations, digitalisation, innovations, ergonomics, business, and start-ups. Increased competitiveness of research will be promoted that is based on the triple helix approach and co-regulation concept methodology in business management studies. Scientific support platform for socially innovative and medical studies and studies on public health management will be created as the basis for multidisciplinary research cooperation between persons concerned who are involved in the sphere of business, public health or marketing management. The platform promotes newly-created and ergonomic studies that ensure synergies with scientific activities towards achievements.

**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.**

**Study methods and forms used.** The main aim of the study programme is to develop a scrupulous attitude in students towards studies, to promote their abilities in conducting research tasks. The whole study programme has been specifically created for this aim. When acquiring the programme, the doctoral student gradually improves his own studying skills. Doctoral studies are the highest level of studies, which is why study courses are in the form of seminars, guided by professors and visiting professors. Seminar as a form of study courses develops self-dependence in doctoral students, allows creating a dialogue between teaching staff and doctoral students, to encourage discussions among doctoral students. Seminars are an instrument by which doctoral students' doctoral theses are regularly updated. In seminars, training is complemented by lectures on topicalities in management science theory with scientific novelty elements. During seminars, doctoral students have an opportunity to participate in studies by using the internet network. The electronic system is constantly used in doctoral student communication with the Department of Doctoral Studies, head of the programme and the supervisor of the research paper.

The study programme provides four doctoral thesis seminars: The first doctoral student seminar: discussion of planning and methodology; the second doctoral student seminar: discussion of the theoretical part; the third doctoral student seminar: discussion of the research part; the fourth doctoral student seminar: presentation of the first version of the doctoral thesis. Evaluation of seminars is done by a commission created for this purpose that is composed of at least three lecturers involved in the implementation of the study programme.

The most important method for the implementation of the study programme is the doctoral student's individual work in cooperation with the supervisor of research paper.

**Assessment system.** Basic principles of study programme assessment are the following: the principle of mandatory positive assessment; the principle of objectivity of assessment; the principle of harmonisation of tests used for assessment with part of the programme's content; the principle of assessment corresponding to doctoral student's contributed work; the principle of collegiality between doctoral students and administration of the programme. The study programme's assessment system is substantiated in the RSU process description of "Doctoral studies and knowledge assessment". Assessment at the RSU is regulated by Academic Regulations III: [Academic Regulations for Doctoral Programmes](#) (Regulations are available on RSU website in the [documents section](#), at study documents).

Study process is implemented mostly as interactive lectures, practical interactive classes or seminars and independent work of students. Both in lectures and in classes all previously described advanced technologies available at RSU are used.

During their studies at RSU, students have a possibility to ask questions they are interested in, discuss it with the lecturer and study colleagues. Problem-centred teaching strategies are used in studies. All additional study materials are freely available to the students in the e-study environment. It also provides references to additional information sources for studying the specific issues, as well as materials for self-guided learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative evaluation is used in studies. The formative evaluation takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent work of students that is practised during the study process. The summative evaluation takes place at the conclusion of each study course as a test or examination. The summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions. At the conclusion of studies, the student selects a topic he or she is interested in and in cooperation with the selected supervisor develops and defends the Bachelor's thesis.

As already mentioned, by the end of each study course, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Representatives of the students are also involved in faculty councils ensuring representation of their opinion in decision-making.

RSU exercises a student-centred education, providing that:

- independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the learning outcomes defined for the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to ensure whether and at what level the planned learning outcomes have been achieved;
- the task of the teaching staff is to facilitate the studies of the student so that the student would achieve the set learning outcomes;
- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.



Learning outcomes of the study programme are formulated in a student-centred way and they:

- establish a unified understanding for students and teaching staff regarding what is expected from the student at the end of the course or the programme;
- provide students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain when they successfully complete the respective course. The students can also track what they have already learned and what they still have not learned, and what their progress is towards achieving the outcomes of the programme;
- present a tool for the teaching staff for organising the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., by selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes specified for the study course or study programme;
- create a mutual understanding between the teaching staff and colleagues regarding the achievement of which learning outcome the course is taken, and the respective learning method is selected;
- identify those areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in their choice on which courses to take in accordance with learning outcomes the student wishes to achieve;
- provide clear information for employers on knowledge and skills the students have obtained, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

The methods of implementation and assessment of studies promote the achievement of study course outcomes and aims of the study programme.

All courses of the study programme provide learning outcomes after which young researchers and doctoral students can obtain specific knowledge, skills, and competencies in accordance with the aims and tasks of the study programme. See Section 1.1 on parameters of the “Business Management and Economics” study programme. Annex 18.1. contains information on desirable learning outcomes of the study programme, separately distinguishing knowledge, skills, and competences that comply with standards of the European Qualifications Framework (EQF) intended for level 8. [1]

### **Implementation of distance learning**

In the distance learning study courses and programmes implemented by RSU, the student acquires the study content and takes the examinations using digital and online study means, without attending RSU in person or with minimal attendance.

Pursuant to Section 1 of the Law on Higher Education Institution, RSU is planning implementation of full-time distance learning study programmes in such way that student would obtain 40 credits and would devote at least 40 academic hours to studies a week.

When implementing a study course or programme in full-time distance learning, RSU provides the same amount of contact hours as in a full-time regular study programme, replacing full-time contact hours (lectures, classes and seminars, consultations) with online contact hours (live lectures and/or video recordings, webinars, online consultations) and contact hours are planned similarly to the regular study programme, using the RSU lecture and lesson planning system and thus providing the student with an electronic list of lectures and lessons.

#### *E-study environment*

Each study course implemented by RSU has a respective e-course, which is available in the RSU e-



study environment (created on the basis of the *Moodle* learning management system).

In each e-course, the student is provided with information about organisation of studies and communication (contact information of the lecturers and support staff, information about the study course, technical and organisational information, etc.), digital study materials (presentations and other materials developed by lecturers, video recordings of lectures and workshops, links to articles and books in online data bases, etc.), interactive study materials (knowledge tests, etc.), options of mutual communication and communication with the lecturer (forums, chat rooms, etc.) and functionality of independent work submission and evaluation (submission of independent work, electronic tests).

#### *Online lectures and classes*

Broadcast of video lectures is implemented, using the technical platforms at disposal of RSU (*Panopto*, *Zoom* or *Microsoft Teams*). Hyperlinks to the planned online lectures or lecture recordings are published in the e-study course. After the video lecture in the e-study environment, an electronic knowledge self-assessment test is available to students.

Online classes and consultations are implemented using *Zoom* or *Microsoft Teams* platform, hyperlinks to the planned online classes and recordings thereof are published in the e-study course.

*Panopto* video platform is used for publishing and storing video lectures and classes, ensuring availability of multimedia materials for authorised RSU users. Video recordings are processed and stored in accordance with requirements of laws and regulations, the provided consents, concluded agreements and other requirements.

#### *Online examinations*

The forms of examinations of study courses and programmes are adapted to the online environment, ensuring the assessment of the planned learning outcomes identical to the regular study course or programme, using synchronous and asynchronous online examinations.

Solutions of the RSU e-studies environment (*Moodle* tests, *Moodle* file uploading tasks, *Turnitin* assignments) are used to ensure implementation of written examinations. The *Turnitin* content originality verification system is used to verify written work submitted by students. If *Moodle* tests are used in written final examinations, security of examinations is monitored, using the online examination security system *Respondus Monitor*.

Either *Zoom* or *Microsoft Teams* platform is used for remote oral final examinations.

#### *Quality assurance of e-environment*

Content of the e-studies must be created and organised in line with the RSU methodological materials "E-study Course Content" and "E-study Content Guidelines", which comprise quality criteria for self-assessment of content of an e-studies course.

Once in two weeks, the RSU Study Process Quality Analysis Department summarises information on usage of the e-study environment and availability of the resources and activities provided in the e-study environment to students.

To inform and support lecturers, there is an e-study course "Support for the Online Study Process", serving as the main source of all the current support materials necessary for implementing online study process.

The university conducts thematic training for lecturers, as well as offers individual consultations aimed at improving pedagogical digital competence and acquiring purposeful usage of IT tools with a view to ensure implementation of high-quality remote studies.

[1] Impact of national qualifications frameworks on education development. On 30 April 2019, Academic Information Centre (AIC) organised an international conference “Impact of National Qualifications Frameworks on Education Development”: <http://www.nki-latvija.lv/pasakumu-materiali/2019/nacionalo-kvalifikaciju-ietvarstrukturu-ietekme-uz-izglitiba-attistibu>

**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 doctoral study programme does not provide study placement; however, all study courses, seminars, independent work promote practical skills of doctoral students and help to achieve learning outcomes.

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

The study programme was launched at RSU in the autumn semester of 2018. Five doctoral students were admitted to the full-time programme and four doctoral students completed the academic year 2018/2019.

The planned topics for the Doctoral theses in the academic years 2018/2019 and 2020/2021 are the following:

- *Use of Financial Instruments within Framework of Projects and Programmes to Improve International Business Environment taking Centralisation as Example;*
- *Efficiency of Hospital Pharmacy Practice Management Through Public-Private Partnership in Latvia;*
- *Creativity Management in Medical Sector Start-Ups in Latvia;*
- *Impact of Management of Asylum Seekers and Refugee Resettlement Programmes on Efficiency of Business Environment in Europe and Latvia.*

The topics of doctoral theses correspond to the business programme; the topics are interdisciplinary in their nature, two of them correspond to the specialisation in health management. The topics chosen reflect international significance, specialisation in business management and health management. Latvian was the language of study in the academic year 2018/2019.

## **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.**

During the year, a positive evaluation has been received with regard to the content of studies and cooperation with academic staff after communicating with doctoral students. The young researchers are motivated for studies and open for acquiring new knowledge, skills, and competences. Doctoral students have approved of the availability of material-technical resources, provision of infrastructure, additional study process activities, attitude of the administration, availability of scientific databases and library resources, possibilities of guest lectures and study process activities in foreign countries and, of course, development dynamics of own skills and knowledge during the year.

Doctoral students believe that it would be necessary to promote cooperation with foreign industry experts and visiting lecturers, to strengthen international cooperation, to ensure several practical guest lectures and opportunities to participate in the study activities in foreign countries. Doctoral students favourably note the opportunity to participate in conferences, seminars, debates, and that it would be desirable to introduce an e-course study form.

The high level of doctoral student satisfaction can be clearly seen regarding the study programme and study courses and lecturers. The opinion of doctoral students will be taken into account when updating, organising and managing study courses.

Employers' opinion on the need for the implementation of the study programme was taken into account when the programme was licensed: Labour market research was carried out and positive assessments were received from employers' professional associations. The annual report on the programme is drawn up and it is examined at the meeting of the Study Quality Council for the Study Direction. The Study Quality Council is composed of representatives of employers, who make their recommendations for improving the quality of the programmes to be implemented within the Study Direction. In addition, in the period from 30 July 2019 to 31 March 2020, a study was carried out under SAM 8.2.3 on "Research on the competitiveness and relevance of the study programmes of Rīga Stradiņš University and RSU Red Cross Medical College to trends of medium and long-term developments in the labour market and sector". The aim of the study was to find out the competitiveness and relevance of study programmes to trends of medium and long-term developments in the labour market and sector. Within the study, a summary of research and analysis of the trends of medium and long-term developments in the labour market and sector, future skills and competencies in the European Union was made. Employers and Heads of study directions and study programmes were involved in the research.

The survey of employers' views (survey, face-to-face interviews, focus group discussions and telephone interviews) covered the following topics about the employer:

- satisfaction with the relevance of graduates (employees) to the needs of the labour market.
- views on labour market forecasts and on current trends in the sector – driving forces and trends in the sector.
- a vision of the skills and competences required in the sector and their future development.
- opinion on the recommended methods and approaches for the implementation of the study content and on ensuring the competitiveness of the teaching staff.

According to labour market forecasts, demand for management and administration specialists will

increase. Considering the need to attract young academics to the academic staff in higher education institutions, including RSU, the doctoral study programme is becoming very topical. The research also shows an increase in the demand for specialists in the field of research and development who will be prepared through the implementation of the doctoral study programme. Globalisation and internationalisation of the management education include the need to prepare PhD specialists for the dynamic international environment and cultural differences.

In the context of cross-sectoral and interdisciplinary knowledge and skills, it is important to develop management, leadership, analytical and problem-solving skills, the ability to explore new ideas and to obtain the latest information on innovation. The content of the doctoral study programme and its implementation methods will provide PhD specialists with such skills.

Considering the opinion of employers, the study courses of the doctoral study programme and their implementation methods (group work, discussions, case studies, etc.) provide future specialists with analytical and critical thinking, data analysis and public speaking / presentation skills, time management skills and business thinking.

As regards the competitiveness of the teaching staff, it should be noted that both highly qualified academic staff and sectoral professionals with an academic degree are involved in the implementation of the doctoral study programme. It provides future specialists with both theoretical knowledge and application of theoretical guidelines in practice.

## **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.**

For information on student mobility options see the description of the study direction (see Part II, Section 5, paragraph 5.2). For the purpose of professional development, the programme ensures cooperation with research centres of institutions of higher education at Tallinn University of Technology in Estonia, Vytautas Magnus University in Lithuania, *Bruegel* in Belgium, European Political Strategy Centre in Brussels, Belgium, University of Bremen in Germany. Erasmus+ cooperation agreements are intended in the mentioned institutions of higher education in order to ensure mobility options for doctoral students. In 2019, Erasmus+ cooperation agreement was concluded with the University of Bremen.

Due to the fact that all doctoral students combine studies and work, the opportunities of the Erasmus programme are not currently used. The situation is similar in other countries. The development of a remote learning process will certainly facilitate the possibilities of doctoral students to participate in the Erasmus mobility programme.

## **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.**

RSU offers both technical facilities and methodological resources. Lecturers are offered opportunities for in-service training and professional development; more detailed information is described in the Description of the Study Direction (see the information provided in Part II, Section 3, paragraph 3.5).

The relevance of resources and provision (study bases, science bases (if applicable), information bases (including libraries), material and technical bases and financial bases) is described in the Description of the Study Direction and is equally available for all RSU study programmes (see Part II, Section 3, paragraphs 3.1 to 3.3).

The range of resources and provision offered by RSU is appropriate for the successful implementation of distance learning. Resources used in distance learning are described in paragraph 2.3 and in several annexes: 25, 26 and 27.

### **Costs of the programme**

The cost of studies for one student is EUR 2000 per year which complies with the real costs according to the estimate that has been approved at the RSU Rectorate on 08.05.2017.

The study programme will be funded from the financial resources of natural and legal persons.

The planned structure of costs of the study programme consist of direct costs (remuneration of academic staff, remuneration of the head of study programme, costs of material and technical base maintenance of structural units involved in the implementation of the study programme and costs of daily activity provisioning, costs of licensing and accreditation) amounting to 78 %, fixed costs (costs of support functions for the faculty and Student Union) amounting to 4 % and overheads (facility maintenance costs, administration and support function costs).

At the beginning of each calendar year, the Department of Doctoral Studies announces application for the study grant. Grant funding is allocated for a time period until 12 months for ensuring the needs of doctoral students, including covering the costs of conference (congress) participation in case of an accepted presentation by event organisers, acquisition of study literature and subscriptions to periodicals (remain in the RSU possession), payment of scientific publication preparation and publication, poster creation costs.

### **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).**

Description of study and science base is given in the description of the study direction (see Part II, Section 4, Paragraphs 4.1 – 4.3) and, as already mentioned, all RSU study programmes have common access to resources.

Cooperation with the following organisations is ensured as part of the study programme:

- Investment and Development Agency of Latvia;
- The Latvian Chamber of Commerce and Industry;
- Employers Confederation of Latvia;
- Free Trade Unions Confederation of Latvia;
- Association of Business Efficiency;
- Latvian Art Directors Club;
- Ministry of Environmental Protection and Regional Development of the Republic of Latvia;
- Latvian European Community Studies Association;
- European Community Studies Association;
- Latvian Ergonomics Society;
- International Ergonomics Association.

Respectively, there are possibilities to use the resources at the disposal of these organisations as well for conducting comprehensive doctoral research.

By strengthening international cooperation, networks and research internationalisation, participation in national research programmes is continued, focusing in particular on the impact of external factors on business, health and marketing administration sphere in Latvia. Studies on global and European issues in Latvia's socio-economic development area are continued by using projects and publications in cooperation with international partners and institutions, for example:

- International and European Financial Participation Association guided by the Free University of Berlin and its strategic partner Kelso Institute for the Study of Economic Systems (USA);
- joint research "3D Europe" with experiments from Switzerland, Germany, and Belgium, including studies on problem development in start-ups and market digitalisation;
- EC ESPON project on territorial cohesion for 2030;
- EC cross-sectoral project management and public health ergonomics LEAN system for increasing business efficiency;
- Studies in ergonomic exchange programme at Penn State University (USA);
- research project with Chitkara University (India) as the leading institution in the consortium having more than 10 universities from India and Europe. Risk management of antibiotic resistance is at the centre of attention in applied research. Experts at the Department of International Business and Economics and at the Faculty of Medicine are responsible for risk management and ensuring quality for project implementation.

Lecturers of the doctoral study programme are experts in many scientific councils. Department experts and lecturers regularly participate in project tenders, for example, in EC research and education agencies, operate as members of database journal editorial boards, and also as LCS experts and participants of different scientific networks which contribute their fair share to the extension of research and study spectrum and innovations at RSU and in Latvia by developing doctoral student ability to analyse, systematise, interpret contextually and in an integrative manner at a high level of competence by relating them to classical and modern theoretical concepts in the sphere of business management.

### **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.**

RSU takes measures in a targeted way so that the changes to the constitution of the teaching staff would not have a negative impact on the implementation quality of the study programme and on the study programme's compliance with the requirements set out in regulatory enactments, which is overseen by the head of the study programme, Department of Doctoral Studies and Department of International Business and Economics and administrative departments, for example, Human Resources Department, Centre for Educational Growth, and others. For more information see the description of the study direction.

Given the dynamic changes in the international business environment, it is necessary to constantly develop and improve the content and implementation forms of the study programme, as well as, based on the opinion of doctoral students, it would be necessary to promote a closer involvement of foreign industry experts in the performance of the programme. Ensuring international cooperation with several practical guest lectures will strengthen the content part of the programme and will promote research internationalisation, as well as will help improve, for example, project management skills, will ensure doctoral student participation in conferences and research project at a national, European, and global level.

Introduction of an e-course study form is also intended, which will provide an opportunity to attract even more foreign lecturers and industry experts.

#### **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.**

18 lecturers are involved in the implementation of the study programme – eight professors, five associate professors, two assistant professors, including one of them is full-time RSU lead researcher, one senior lecturer and one lecturer in the foreign language course. 14 members of the teaching staff (78 %) work full-time at RSU.

13 experts approved by the Latvian Council of Science are involved in implementation of the study programme, including 11 full-time RSU experts. There are 6 experts in the sector of economics and business, including 5 full-time RSU experts.

Three experts in the sector of economics and business, approved by the Latvian Council of Science are involved in the implementation of the study programme.

In accordance with Section 11, Paragraph three of Law of Scientific Activity, the rights to confer a doctoral degree in science can be delegated to an institution of higher education if the relevant accredited doctoral study programme is implemented therein and at least three experts approved

by the Latvian Council of Science are involved in the implementation of this programme. In order to ensure that students become acquainted with different research experience and different theoretical approaches, normally several lecturers are involved in the implementation of study courses. Such approach allows solving problems that are related to occupancy of high level teaching staff more successfully.

The aim of the study programme provides that doctoral students have an opportunity to acquire principles of study and research paper organisation and management, which is why the doctoral student acquires and improves pedagogical work competences by participating in the implementation of undergraduate study courses and reading lectures and seminars on the topic of one's research paper, as well as by participating in the organisation of seminars or conferences.

There are five LCS experts in management science at the RSU, which is a sufficient number in order to organise the doctoral study process. More information see in Annex 24.6. un 24.7.

See Annex 6.1 "Basic Information about the Teaching Staff involved in the Implementation of the Study Direction";

See Annex 6.2 "Teaching Staff CVs (in Europass format)"

See Annex 6.4. for information on the number of scientific publications of academic staff involved in the implementation of the doctoral study programme in the reported period.

See Annexes 24.6 and 24.7 "Analysis of the Composition of the Academic Staff Involved in the Implementation of the Doctoral Study Programme "Management Science"

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

Scientific publications and involvement in research projects of the teaching staff involved in the implementation of the doctoral study programme help to ensure a qualitative implementation of the doctoral study programme. See Annex 6.5. for information on the number of scientific publications of academic staff involved in the implementation of the doctoral study programme in the reported period.

See Annex 6.5. "Summary of teaching staff publications and experience in the field".

See Annex 6.4. "List of teaching staff publications for the reported period".

**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).**



Lecturers involved in the management and economic science field carry out qualitative scientific work. The teaching staff regularly upgrade their qualification by participating in different conferences in Latvia and abroad. Over the last years, lecturers have participated in international conferences and have published scientific articles in different scientific publications. Annex 6.4. contains the teaching staff publications. Conferences in the following countries have been regularly attended: The United States of America, Lithuania, Estonia, Denmark, Belgium, Spain, Denmark, Poland, etc. Participation in conferences has been indicated in Annex 6.2. to the CV. The lecturers participate in the organisation of conferences and other events aimed at popularisation of the results of scientific research paper and at discussions on contemporary issues in economic and business management. Teaching staff involved in the programme actively participates in professional unions and associations. The teaching staff organises conferences in cooperation with other institutions, for example, with the Association of Business Efficiency, the representation of the European Commission in Latvia (organisation of lectures and discussions), Latvian Economic Association, Latvian Ergonomics Society, journal *Baltic Course*, methodological seminars as part of European Commission's *Jean Monnet* and *LISBOAN* projects. The participation of academic staff in research projects is described in paragraphs 4.5 and 3.2.

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

The academic staff have wide experience in co-operation with international experts in the implementation of projects at national and international level, which has a positive impact on the level of skills and knowledge of lecturers. At the same time the information obtained was used in the study process.

The staff involved in the implementation of the doctoral programme took an active part in the National Research Programme "Transformation of National Economy, Smart Growth, Governance and Legal Framework for Sustainable Development of State and Society - New Approaches to Creating a Sustainable Knowledge Society EKOSOC-LV" (2014-2017)

Professor Inna Dovladbekova was involved in the sub-project "Public Involvement in Social Innovation Processes for Ensuring Sustainable Development of Latvia" No.9.7.2. The results of the research were used within the study course Financial Management. Currently, the teaching staff of the programme are involved in the development of the National Research Programme INTERFRAME LV project "Challenges for the Latvian State and Society and Solutions in International Context" (2018-2021)

The following projects were implemented with the participation of the Professor Tatjana Muravska: The European Commission Interreg Europa project "Innovative health solutions for thermal spa regions" (2018-2020), the Strategic Advisory Forum ESPON study on a European Territorial Reference Framework DG REGIO study on "New assessment of administrative costs and burden in the European Structural and Investment (ESI) Funds "(2017-2019); Empowering Citizens to Transform European Public Administrations (CITADEL) European Commission H2020 (2016-2019);

**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).**

Doctoral study programme “Business Administration” creates a succession in already existing RSU Bachelor’s study programmes “International Business and Sustainable Economy”, “Start-up Entrepreneurship”, “International Marketing and Advertising” and Master’s study programmes “Management of International Marketing and Business” and “International Business and Law” offered by the Department of International Business and Economics.

Lecturers and experts at the Department of International Business and Economics believe that it is necessary to strengthen the competitiveness of research that is based on triple helix approach by taking into account principles of partnership between the university, business, and government.

Scientific support platform will be created for innovative business management, public health management and marketing management research purposes, which will be the basis for cooperation in interdisciplinary and multidisciplinary research with researchers of respective fields and persons involved from respective fields.

The platform will promote newly-created and ergonomic studies that will ensure synergies with the scientific work of the cooperation in order to gain achievements and that publishing in internationally recognised database publications would ensure international cooperation with industry experts at a national, European, and global level.

Experienced researchers who work at the Department of International Business and Economics participate in research projects and activities financed by the Latvian Council of Science, European Commission and other international sources of funding and funds in cooperation with partners in institutions of higher education and research institutions in Latvia, Member States of the European Union and globally: M. Ābula, A. Berķe-Berga, I. Dovladbekova, E. Eteris, I. Kalve, H. Kaļķis, T. Muravska, R. Putāns, D. Zelmanis.

On the one hand, specialisation takes place at RSU which manifests in many published books on the interaction between Latvia and the EU (I. Dovladbekova, E. Eteris, T. Muravska, D. Zelmanis), on Latvia’s accession to the EU and consequences that have an impact on the sustainable development of business and economy, as well as on socio-economic environmental and public health sector development perspective, on the other hand – doctoral student research. It is a strong integration of research between RSU research sectors, taking into account similar objects and subject matter.

The mechanism for promoting cooperation will influence the integration of knowledge from different spheres by contributing to the creation of new scientific information, development of research or professional activity methods, demonstrating doctoral students' understanding and ethical responsibility for the potential impact of scientific results or professional activity on innovative research environment and will strengthen international cooperation in research and will ensure research internationalisation.

The total number of lecturers involved in the implementation of the doctoral study programme "Business Management and Economics" is 18, but the total number of students on 1 October 2020 was 10, thus the ratio of students and lecturers is 0.56.

# 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	16_pielik_Dv_statistika_eng.pdf	16_pielik_Dv_statistika_lvM.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
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	18-1_pielik_StK_St_Rezult_kartejums_Dv_eng.pdf	18-1_pielik_StK_St_Rezult_kartejums_Dv_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielikums_DV_planojums_18-01-2021_ENG.pdf	19_pielikums_DV_planojums_18-01-2021_LV.pdf
Descriptions of the study courses/ modules	20_pielikums_Studiju_kursi_DV_ENG.pdf	20_pielikums_Studiju_kursi_DV_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24-1_pielik_BVE_diploma_paraugs_ENG.pdf	24-1_pielik_BVE_diploma_paraugs_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_eng.pdf	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_parakstits.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	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits_eng.pdf	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	24-5_pielik_Apliecin_anglu_val_StV_VANIP-p_tulk_eng.pdf	24-5_pielik_Apliecin_anglu_val_StV_VANIP-parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	24.6_24.7_pielik_Apliecinajums_Dv_PD_en.pdf	24.6_24.7_pielik_Apliecinajums_PD_Dv_lv.pdf
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	24.6_24.7_pielik_Apliecinajums_Dv_PD_en.pdf	24.6_24.7_pielik_Apliecinajums_PD_Dv_lv.pdf
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	24-9_pielik_AIP_atzinums_tulk_eng.pdf	24-9_pielik_AIP_atzinums.pdf

# International Business and Law

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Business and Law</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>Marta</i>
Surname of the study programme director	<i>Urbāne</i>
E-mail of the study programme director	<i>marta.urbane@rsu.lv</i>
Title of the study programme director	<i>Dr. iur.</i>
Phone of the study programme director	
Goal of the study programme	<i>To train highly qualified specialists in the field of business management with in-depth theoretical and practical knowledge of international business and business law, who are able to plan, organise and manage the operations of companies in accordance with the company's strategy, mission and goals in the interests of the owners and society and are able to control work execution, motivate employees and ensure communication with stakeholders, have good knowledge of and control the company's activities in functional areas and are able to successfully operate in the Latvian and international business space, in compliance with the Republic of Latvia, the European Union and other international sources of law.</i>
Tasks of the study programme	<i>1. To provide theoretical and practical knowledge in business management, personnel management, management information systems, finance and business law, with special emphasis on the international context.</i> <i>2. To promote the competitiveness of professionals in the local and international market, based on new professional skills and a high level of expertise.</i> <i>3. To improve the ability of developing and implementing new business projects in dynamic socio-economic conditions; determining the company's strategy, mission and goal, while integrating into the international economic space.</i> <i>4. To implement the acquisition of modern knowledge on international problems in economics, business management and legal framework of business, as well as on the specifics of the business environment in Europe and forms of entrepreneurship in the conditions of global competition.</i> <i>5. To provide the ability to forecast the development of economic processes, to develop and implement international business projects, to think creatively and critically, analysing Latvian and foreign social and economic processes.</i> <i>6. To prepare the programme graduates for studies in a doctoral study programme.</i>

Results of the study programme	<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Recognises the theoretical guidelines of management science and economic systems - identifies their development trends in the modern international environment.</li> <li>2. Names and defines the basic principles of sustainable development planning of company activities, including the identification of corporate social responsibility, social dialogue and innovation management.</li> <li>3. Defines the factors characterising the international business environment and identifies the legal norms regulating it.</li> <li>4. Uses economic and mathematical methods in the development of scientific research related to business management.</li> </ol> <p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Independently acquiring new knowledge, understands the regularities of current economic development, the company's financial indicators, production and service organisation principles and methods, the interests of the company's owners and other stakeholders and integrates them into the development of the company's strategy.</li> <li>2. Discusses the latest forms of work organisation and management information systems with justifications, offers advanced solutions for ensuring the company's management process, clearly formulates the company's development goals and draws up a development strategy for the company's successful operation in today's globalisation, assessing the company's finances.</li> <li>3. Works creatively both individually and in a team, as appropriate to the circumstances and the task to be performed, effectively planning and organising one's work, and, if necessary, takes on the role of group leader and coordinator, delegating and coordinating the performance of duties.</li> <li>4. Applies theoretical knowledge and uses the acquired skills, including economic and mathematical methods, in practical work to analyse, identify and solve practical management problems in changing or uncertain conditions, as well as makes appropriate, competent management decisions in accordance with Latvian and international regulatory and ethical norms.</li> <li>5. Successfully communicates and cooperates with the staff, in accordance with the terms of employment, partners, owners and other stakeholders, preparing and giving presentations as necessary. Organises and manages the work of staff in accordance with the company's goal. Can solve conflict situations.</li> </ol> <p><b>Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Based on the theoretical and practical knowledge acquired, performs highly qualified professional functions in the company and effective management of its structural units, analyses the scientific literature in the field of business management, as well as formulates the problem, carries out qualitative / quantitative research using information technology, and offers reasoned and scientifically based problem solving variants;</li> <li>2. Ensures the observance of laws and regulations governing labour relations and environmental protection in both national and international companies observing the basic principles of professional ethics and regulatory framework.</li> <li>3. Using the knowledge and skills acquired, plans and forecasts effective operation of the company in accordance with the requirements of the external environment, appropriately developing the company's strategy, mission and goals in the interests of stakeholders and ensures rational operation of the company through cooperation with other companies and stakeholders.</li> <li>4. Independently obtains, selects, analyses and uses information on a specific problem of management science in the international economic and legal space. Using one's leadership skills, takes responsibility for the results of one's work when working in a team.</li> <li>5. Independently formulates and critically analyses professional problems, integrates knowledge of various areas of economics and business law to find valid solutions in complex situations.</li> <li>6. Represents the company in transactions both nationally and internationally in the official language and a foreign language.</li> </ol>
Final examination upon the completion of the study programme	Master's thesis

# Study programme forms

## Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

## Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

## Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
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Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405



**Part time studies - 2 years, 6 months - english**

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

**Full time distance learning - 2 years - latvian**

Study type and form	<i>Full time distance learning</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 2 years - english

Study type and form	<i>Full time distance learning</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405
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### Part time extramural studies distance education - 2 years, 6 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

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

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law-0">https://www.rsu.lv/en/study-programme/international-business-and-law-0</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time studies - 1 years, 6 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

**Full time studies - 1 years, 6 months - english**

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

**Part time studies - 2 years - latvian**

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 2 years - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405
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### Full time distance learning - 1 years, 6 months - latvian

Study type and form	<i>Full time distance learning</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 1 years, 6 months - english

Study type and form	<i>Full time distance learning</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time extramural studies distance education - 2 years - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405



**Part time extramural studies distance education - 2 years - english**

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-law">https://www.rsu.lv/en/study-programme/international-business-and-law</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### 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**

Nr.	Parameter	Analysis of changes
1.	Study direction	—
2.	Name of the study programme	The title of the Master's study programme Business and Law in the European Union was changed to International Business and Law (SBTM) (08.06.2016., nr. 11-A);
3.	Code of the study programme in accordance with the Latvian Education Classification	—
4.	Director of the study programme	Taking into account the resignation from an academic position of previous Director of the study programme assoc.prof., Dr.oec. Dainis Zelmenis, the Director of the study programme was changed. The Director of the Study Programme is an assistant professor, dr. iur. Marta Urbāne, who is also a long-term lecturer of several study courses in programmes of the Study direction. In turn, in 2019-2020 during the leave of Marta Urbāne professor Dr.oec. Tatjana Muravska performed the duties of the Director of the Study programme.
5.	Scientific degree of the head of the study programme	Taking into account the change of study programme directors, the scientific degree of the study programme director also changes. Previously it was Dr.oec., currently the scientific degree of the study programme director is Dr.iur. It is appreciated that the contribution of specialists from various fields strengthens the programme and highlights its interdisciplinarity.

<b>Nr.</b>	<b>Parameter</b>	<b>Analysis of changes</b>
6.	Aim of the study programme	The aim has been changed in accordance with the change of the name of the study programme, preserving the content scope. The context of the European Union has been extended to an international context.
7.	Objectives of the study programme	The objectives have been changed in accordance with the change of the name of the study programme, preserving the content scope. The context of the European Union has been extended to an international context.
8.	Learning outcomes to be achieved	Learning outcomes have been updated to reflect the current essence of the study programme more accurately and testify to the conformity of the study programme to the requirements of the 7th level of LQF/EQF and current trends in the fields. Have changed taking into account the demands of competence based education, changes in the requirements of the labour market and topicalities in the field.
9.	Final examination upon the completion of the study programme	—
10.	Form and type of the study programme	Taking into account student demand and changes in the labour market, part-time regular studies and full and part-time distance learning has been added to the programme <sup>[1]</sup> .
11.	Duration of the study programme	Full-time studies — Full-time distance learning 3 years and 0 months Part-time studies 3 years and 6 months Part-time distance learning 3 years and 6 months
12.	Language in which the study programme is implemented	—
13.	Amount of the study programme (CP, preferably also ECTS)	—

Nr.	Parameter	Analysis of changes
14.	Admission requirements	The admission requirements exclude discussions about the essay with the applicants
15.	The degree, to be awarded	—
16.	The professional qualification to be awarded	Name of the qualification to be obtained “Professional Qualification of Manager of Organisations” has been specified according to the professional standard “Manager of Organisations”.
17.	Place of implementation	So far, the study programme has only been implemented in Riga, but in accordance with the plan for the development of the study direction it is planned to set up a workgroup to evaluate the possibilities for implementation of study programmes and to model their implementation plan at RSU Liepaja branch. The material and technical facilities of the branch and RSU as a whole are adequate for its implementation.

In general, the changes made are not significant and comply with the requirements of the work environment and regulatory framework. The main changes are related to the change of the name of the study programme, which was necessary to highlight the topicality of the programme.

[1] Full-time distance learning and part-time distance learning as a type and form of implementation is justified with changes in Law of Education, adopted on 20 September 2018 that have come into effect on 18 October 2018, in Clause 2 of the First paragraph of Section No 2.8 in which it is stated that the words ‘type of part-time studies – distance learning’ are omitted and the First paragraph is supplemented with Clause 2.<sup>1</sup> in the following edition: ‘2<sup>1</sup>)distance learning’. With this change in the law it is agreed that distance learning is no longer a form of part-time studies but is a separate form of studies which can be implemented accordingly in two types – full-time and part-time.

## **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.**

Overall, the number of students in the study programme has been relatively stable between the

academic years 2013/2014 and 2020/2021. It ranged from 15 students in the programme in the academic year 2013/2014 to 11 students in the academic year 2020/2021. The biggest drop in students was in the academic year 2015/2016, but the number of students has gradually increased after changing the name of the study programme. This indicates that the programme is topical and the name of the study programme has been changed justifiably. Applicants choose the study programme purposefully because of its qualitative content, study form and duration.

The study programme has so far been implemented in full-time studies. As indicated in Section 1.1, paragraph 10, during the accreditation the programme was submitted for the extension of the implementation possibilities. According to the StD development plan until 2023, taking into account the dynamics of the number of students and the results of market research, the availability of resources, the workload of the teaching staff, profitability and other aspects, the possibility of starting implementation of the study programme also in part-time and distance learning will be evaluated.

Statistical data on students in the study programme International Business and Law show that the number of students admitted has been gradually increasing over the last four years. This proves the growing interest in the study programme and its topicality, combining both business and legal aspects. In addition, it indicates that the recruitment measures taken are also useful: [comment by the head of the study programme](#) on the programme and graduates' opinion on the programme on social networks and on the [RSU website](#).

The number of graduates varies. Statistical data show that students drop out due to failure or tuition fee arrears or, in some cases, choosing to do so. In such situations, the head of the study programme meets with the student to find out a more specific reason. Often these are private considerations that are not related to the quality of the study programme. Statistics show that there are several cases when a person does not resume studies after academic leave.

Annex 16 provides statistics on students in the reporting period.

### **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 content of the study programme has been developed sequentially and in accordance with the aim and tasks of the professional Master's study programme.

The list of study courses is shown in Appendix 19 in the planning. The study process in the programme is organised according to the modules principle - students master only one study course at a time, in which they take an exam and obtain a certain number of credit points. The principle envisages active independent work of students, as well as facilitates the involvement of well-known Latvian and foreign specialists in the implementation of the study process. Students receive 2-4 credit points for a module, depending on the study course. Of all Part A study courses, one is a 4 credit point course, but six are 2 credit point courses and two are 3 credit point courses, excluding placement (12 + 14 CP) and Master's thesis development (18 CP). The study courses of Part B to be implemented in the programme are all 2 credit point study courses. The Master's thesis is a research work and must have an original orientation. Credit points are credited for each completed course if the test assessment is positive.

The title of study programme International Business and Law indicates that the programme belongs to the field of social sciences and is therefore closely related to the degree obtained as the outcome of the study programme. The title is closely related to the formulation of the main aim of the study programme (see Paragraph 1.1), repeating and emphasising the legal and business aspects of the international environment mentioned in the title of the study programme.

The Master's degree in business management and the professional qualification of a manager of organisation to be obtained correspond to the title of the study programme, including the relevant field of science and with an emphasis on international business and law. After completing the study programme, the graduates have mastered at the Master's level the necessary theoretical foundations and practical knowledge of international business and law, embedded during the study placement and transformed into managerial skills. Thus, the title of the study programme refers to the acquisition of interdisciplinary knowledge, skills and competences in international business which includes both legal and business aspects.

The aim of the study programme is closely related to the formulation of the title of the study programme, emphasising the interdisciplinary nature of the study programme in international business and law. Similarly, the defined study programme objectives (see Paragraph 1.1) are sequentially and clearly subordinated to the aim of the study programme, while also bearing in mind the wording of the study programme title, as it is essential for addressing potential students and creating the first impression, thus ensuring a close link between the *title of the study programme, aim and objectives*. This, in turn, provides guidelines for the formulation of the programme outcomes which are used to define the study course outcomes. The outcomes of the study programme to be achieved are formulated using the student-focused approach, defining in a structured and detailed manner the knowledge, skills, competences that the student possesses and which the student is able to apply and implement after the graduation. The formulation of learning outcomes is both clear from the title, aim and objectives of the programme, and includes the development of other skills and competences.

Admission requirements for the study programme are also defined accordingly:

- higher education - professional Bachelor's degree, higher professional education in management, economics, business and law;
- motivational essay.

Admission requirements of the study programme are developed in accordance with the aims and objectives of the study programme. Considering that the aim of the study programme is to prepare highly qualified specialists in the field of business management with in-depth theoretical and practical knowledge in international business law, it is important to assess the applicants' previous education and, if it is not related to commercial studies, the professional experience of the applicants in business management is assessed. In order to ensure achievement of the study programme objectives, the motivation of students is essential, therefore, the motivational essay is included in the admission regulations as an additional requirement. In the motivational essay, applicants must substantiate their motivation to study, including a description of their undergraduate education and professional experience as a basis for further Master's studies, define a future professional perspective (to be pursued after the graduation) and identify research interests for the development of the Master's thesis.

The study programme admission conditions and procedures fully correspond to the learning outcomes to be achieved. This is confirmed by the students' in-depth interest in the study courses on international business and law, as well as the results achieved in the study courses (comparatively high average grades in the study courses, defended placements and the assessments thereof - average score above 8).

In accordance with [Cabinet Regulations No 505 “Regulations on the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education” dated 14 August 2018](#), (available only in Latvian) one is entitled to submit an application to RSU regarding recognition of knowledge, skills and competences acquired in previous education or professional experience in a study programme or part thereof implemented by the University. Decision on the recognition of learning outcomes achieved in previous education or professional experience is made by the Commission on Recognition of Learning Outcomes Achieved in Previous Education or Professional Experience established by the University. Its rights, duties, rules of formation, as well as specific conditions of the procedure for recognition of learning outcomes achieved in previous education or professional experience are established in the [Regulations on the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education at Rīga Stradiņš University of 21 May 2019](#). (Regulations and other necessary information are available on RSU website, in the section – [Recognition of Learning Outcomes](#), available only in Latvian).

In order to initiate the recognition of the learning outcomes achieved, the following documents must be submitted to the learning outcomes recognition commission: application; documents certifying the learning outcomes achieved in the previous education or professional experience; payment order from the bank proving the payment made. The application is considered and a decision is made within a month since the receipt of the application.

The study programme is designed in accordance with the Law on Vocational Education and the binding regulations of the Cabinet of Ministers of the Republic of Latvia. The content of the study programme fully complies with the professional standard “Manager of Organisation”. The content of the study programme is fully subordinated to the achievement of the aim and objectives of the study programme, as it includes general education courses that ensure that the knowledge, skills and competences correspond to the Master’s degree to be acquired and to the national standard, e.g. Financial Management, Methods of Quantitative Analysis, International Commercial Law for Organisation Leaders, Management of Organisational Efficiency etc. The study programme includes specialised study courses that provide specialisation in international law, such as European Union Company Law, International Tax and Finance Law.

Diverse teaching methods are used in the study courses, and students acquire the ability to work individually and in groups, using their knowledge and leadership skills as required by the professional standard.

The study programme complies with the following: The Bologna declaration and the Bologna process guidelines and recommendations: - taking into account the qualification enhancement tools, including the European Credit Transfer and Accumulation System (ECTS) and relevant European higher education quality assurance standards; Form No. M-1.1 (2) 5 - complying with the requirements and defining the strategy for internal quality assurance of the study programme; - the learning outcomes (knowledge, skills, competences) formulated in the description of the study programme meet the requirements of the European Qualifications Framework; - the content of the study programme has been compared with similar study programme models and criteria developed in Europe; - the quality management system of the study programme complies with the quality tool - European Foundation for Quality Management (EFQM) Excellence Model; the provisions of the Lisbon Recognition Convention; the guidelines set out in intergovernmental agreements: - Memorandum of Cooperation between the Republic of Latvia and the United Nations Educational, Scientific and Cultural Organization (UNESCO); - Agreement between the Government of the Republic of Latvia, the Government of the Republic of Estonia and the Government of the Republic of Lithuania on the Creation of a Common educational Space in Higher Education Within the Baltic States; - Agreement of the Government of the Republic of Latvia and the Government of the

Republic of Finland on Cooperation in the Field of Culture, Education and Science; - Agreement between the Government of the Republic of Latvia and the Government of the Federal Republic of Germany on Mutual Recognition of Academic Study Hours and Graduation Documents in the Field of Higher Education. The higher education reform strategic guidelines of the European Commission (Brussels, 2011): - to attract greater public attention to the development of higher education; - to improve access to education at all levels and to reduce the number of students not completing the education or not obtaining a professional qualification; - to increase the number of researchers in higher education institutions; - to increase cost-efficiency at all levels and forms of education; - to increase the involvement of employers in the development of study programmes, and other activities. The strategic guidelines of Latvian National Reform Program Europe 2020: - increasing the share of higher education graduates; - to strengthen the cooperation between public administration, educational institutions and employers in adjusting the offer of the education system to the labour market needs; - to increase the access to lifelong learning and the motivation of public in this area; - to increase the level of technological skills and the knowledge of natural sciences in general, to improve the system of vocational guidance and to ensure accessibility of vocational guidance services to every member of the public in the context of lifelong learning. The study programme meets the requirements of the European Higher Education Area for achieving the common strategic goals of higher education, i.e. to increase the number of graduates; to improve the quality of teaching and to increase the contribution of higher education; to educate more researchers and preparing the grounds for future industries; to strengthen the link between education, research and business.

Table on compliance of the study programme with the State Education Standard in Annex 17.1.

Mapping of the study courses for the achievement of learning outcomes of the study programme in Annex 18.1.

Compliance of the qualification acquired in the study programme with the professional standard in Annex 18.2.

Planning of the study programme (for each type and form of the implementation of the study programme) in Annex 19.

Descriptions of the study courses of the study programme in Annex 20.1.

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

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

The content of the study programme has been developed sequentially and in accordance with the



aim and tasks of the professional programme. The study courses included in the study programme reflect the guidelines, principles, structure and methodology of international business and law. The study courses offered facilitate the acquisition of important knowledge, skills and competences that ensure the achievement of the study programme aim and compliance with the state standard. The correspondence of the content of the study programme to the results of the study programme can be seen in the mapping results in Annex 18.1. Compliance of the qualification to be acquired in the study programme with the professional standard is described in Annex 18.2.

The quality of the study courses, placements and graduation theses descriptions of the study programme and the compliance with the requirements of regulatory enactments, as well as the topicality of the content and compliance with the aims of the study programme are ensured by annual updating of the study courses by individual lecturers after coordinated cooperation within the department between the lecturers, the head of the study programme and the head of the department, taking into account student feedback from the study course evaluation survey, the results of close cooperation with RSU Student Union, the results of cooperation with labour market representatives, as well as the vision of the lecturer of the respective course on the development trends of their study course topics in business and economics. At the same time, the mapping of the study programme has made it possible to identify significantly clearer the skills, abilities and competences to be acquired within both the study courses and the entire study programme according to the Bloom's taxonomy classification, and to align them more closely with the aims and objectives of the study programme. This significantly improves the attitude of the head of the study programme, lecturers, students as well as graduates and clear understanding of the topicality of the study programme and compliance of the learning outcomes with the labour market, industry needs and scientific trends. The mapping also provides for more targeted way of examining the content of individual courses in relation to other courses of the study programme in order to avoid possible duplication of content or to justify the need for the use of the same content in different courses from different perspectives.

Within the framework of the study programme, the development tendencies in the industry are very closely followed. Ideas and tips for improving the study process are provided by employers and professional organisations, most often through student placement, seminars, conferences or personal contacts between lecturers, addressing student competence issues, as well as addressing the student employment issues in the current labour market. Thus, the content of the study courses is developed sequentially, based on the requirements of the professional standard, as well as in accordance with the basic principles of international marketing and business. During the study process, visiting professors and specialists make a significant contribution to the education of Master's students by providing feedback on the need to improve the study process, as well as by highlighting topical aspects in business environment. Thus, students have an opportunity to understand the practical skills that will be needed in the labour market, for example, in the course Human Resources Management in the Global Environment (Katri Vintiša, Head of the Human Resources Department of the Public Administration Policy Department of the State Chancellery is involved), Management of Organisational Efficiency (industry experts Ginta Grandāne, Member of the Board at the Business Efficiency Association, and Uldis Piekuss, Head of the Sales Department at AS Virši-A, are involved). This ensures a close connection between the study courses and the industry, the current trends in international marketing and business management in the current labour market and business environment in Latvia and elsewhere in the world.

The content of the study programme is composed of study courses which ensure in-depth learning of the latest achievements. For example, the lecturer of the study course "Organisational Efficiency Management" regularly integrates the latest scientific findings into the study course, which he has also presented at international scientific conferences and included in his monographs. In general,

the content of the Master's degree programme "International Business and Law" is updated in accordance with the development trends in the sector, the labour market and science, providing opportunities to acquire in-depth knowledge of international business and law, thus ensuring the much-needed interdisciplinary approach.

Study programmes for obtaining a professional Master's degree in business management are based on the achievements and knowledge of the business management science sector. The degree is awarded for the independently developed Master's thesis under the guidance of an experienced researcher and publicly defended, which contains the results of original scientific research and provides new insights into the relevant sub-branch of science. Students carry out quantitative or qualitative research within each Master's thesis, justifying the innovative nature of the research and contributing to the development of science.

**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.**

Mapping of the study programme is part of the study programme governance process and contributes to the opportunity to implement a student-centred approach. When mapping study programmes, the content and results of the study programme are analysed.

Since the elaboration of the previous report, outcomes of the study programme have been improved as a result of the mapping. Cross-compliance of the outcomes of the study programme and the outcomes of the study courses, as well as the cross-compliance of the outcomes of the study programme and the professional standard was analysed.

During the reporting period, as a result of mapping, the outcomes of the study programme (knowledge, skills, competences) were specified in order to ensure their compliance with the professional standard and professional qualification.

After completing the study programme, the graduates have mastered at the Master's level the necessary theoretical and practical knowledge of business management in the international economic and legal space, embedded during the study placement and transformed into managerial skills.

During the reporting period, in accordance with the mapping results, the formulations of the outcomes of individual study courses were improved, ensuring their compliance with the EQF / LQF levels and the requirements specified in regulatory enactments and the student-centred approach. For example, the formulation of study outcomes has been clarified in such study courses as European Union Company Law, International Commercial Law for Organisation Leaders, Financial Management.

During the reporting period, the mapping results were discussed at both the department and faculty council meetings, also discussing the further improvement of the study programme.

The interrelation between the study course structure, including the defined learning outcomes and the aim, and the aims of the study programme and the outcomes to be achieved is largely ensured

by the annual updating of the study courses in a coordinated manner (including face-to-face discussions with lecturers of the department and in working groups), and by mapping of the study programme (see Section 2.1). For example, the interrelation between different courses is discussed in the face-to-face discussions with the lecturers of the department and in working groups (e.g., Human Resources Management in the Global Environment, Management of Organisational Efficiency, Methods of Quantitative Analysis, Financial Management, International Commercial Law for Organisation Leaders, or specialised study courses, for example, Intellectual Property Law, European Union Company Law, International Tax and Finance Law) and the complementarity, including the methods of knowledge transfer used by the lecturer of the study course, the aim and outcomes of the course to be achieved therewith, the correspondence of the applied methods to the aim and outcomes of the study programme. As a result of these two main methods (tools). i.e., face-to-face discussions and mapping, the interrelation of the information included in the study courses is kept up-to-date and in line with the latest trends in the labour market and modern academic requirements. The main strengths of the study programme are its uniqueness in Latvia, as there are no similar programmes with direct business and law specialisation, as well as qualified and professional teaching staff with great practical and pedagogical work experience that are involved in the implementation of the study programme; the study process is carried out as a modular system (student surveys show that most of them are satisfied with such approach, which provides a sequential acquisition of the study programme focusing only on a particular course and then moving on to the next course). The study programme also provides opportunities for students to effectively combine studies with work, as lectures are mainly held on Friday evenings and Saturday mornings. Not least, the tuition fee is calculated to be competitive with other Latvian universities. Constant consideration is given to eliminating the weaknesses of the study programme, for example, the opportunities include improving the marketing activities of the study programme (this is being done, however social media campaigns with RSU marketing department may be exercised in addition); to constantly improve the content of the study programme in accordance with national priorities and requirements of employers and students (this is being implemented and it is planned to go on), to invite students and lecturers to participate in Erasmus and other mobility programmes, to increase the involvement of professional practitioners in the teaching of study courses (this is being implemented in some study courses, but there are still opportunities to involve them in other study courses as well).

See Annex 18.1 with the mapping of the study courses for the achievement of the learning outcomes of the study programme.

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

The main study forms in the study programme are lectures and seminars. It is important that interactive study methods are also practiced in lectures and seminars: analysis of cases and problem situations, discussion groups, business games, analysis of situation tasks, development and defence of individual and group projects, etc.

Materials are presented in lectures according to the study programme and the study course work

programme. Seminars involve specification of the theoretical and practical knowledge, analysis of problem situations, test works, development of individual and group projects. The aim of the teaching methods used is to develop students' ability to critically analyse economic situations and problems using theoretical knowledge, logically evaluate the development of these situations in the future and make decisions to solve problems, develop communication skills, promote leadership and management skills, ability to work individually or in groups using their knowledge and leadership skills.

In each study course, the student has a detailed study course description developed by the lecturer in the e-studies, in which the aims, tasks, content of the course are indicated, i.e. lecture and seminar topics as well as seminar questions and individual project topics. Acquisition of the study material is facilitated by required reading sets (copies) selected by the lecturer and handouts available to students in the e-studies environment. The e-studies environment is also used when students communicate with the lecturers of the study courses during the development of individual projects, as well as with the scientific supervisor of the Master's thesis during the development of the Master's thesis.

Within the framework of each study course it is planned to develop a scientific or practical project. The professional level of students is also increased by guest lectures, which are read within the framework of a separate module by Latvian or foreign specialists in the field of economics, international business, European Union economics and law. For example, in the lecture course Financial Management and Accounting in International Business, two practical classes on issues related to international aspects of tax legislation and practice in business are conducted by attorney at law Jānis Zelmenis, managing partner of the Latvian branch of the international law firm BDO Latvia. Attracting foreign visiting lecturers in the implementation of the study programme, especially in the acquisition of legal subjects, is conditioned by an objective necessity - there are currently very few Doctors of Law in Latvia who are specialists in European Union business law. Therefore, assoc. prof. Eugene Eteris from Denmark, who has been working in the department as a full-time lecturer since September 2004 (lecture courses European Union Economic Policy and Business Environment, European Union Tax Policy), has been participating in the implementation of the study programme for several years.

A lot of attention is paid to doctoral students' independent work, which is aimed at the studying and analysis of scientific literature, acquisition and analysis of empirical material, preparation of reports and individual projects. The lecturer's task is to assist students with organising their independent work and provide consultations and advice when necessary. Therefore, depending on the length of the module, each module provides four to eight consultation hours, but lecturers are also available to students outside the consultation time. There is also an e-link between the students and lecturers, because the students can send their study course homework (individual projects, etc.) to the lecturers via the Internet and find out the lecturers' comments and assessment. Thus, feedback between the student and the lecturer is provided.

The assessment system for each particular study course is specified in the respective course description. At the beginning of each study course, the students are informed about the assessment criteria. Knowledge is assessed using the 10-point system, considering the assessment of 4 points (almost satisfactory) as the lowest successful assessment. The final grade is the sum of all grades that the students receive for various activities during their studies.

Acquiring the study material is assessed by the following forms of examination:

- attendance of lectures, seminars and practical classes;
- participation and quality of answers in seminar classes, as well as completion of tests;
- development and defence of an individual project of theoretical or practical nature;

- an exam.

The examination schedule is determined according to the deadlines for the implementation of study courses within the system of study cycles, namely, at the end of the study courses, with five days off before each exam. In order to ensure that all lecturers are guided by common assessment principles, materials Information for Lecturers on Assessment at the RSU Faculty of European Studies and Information on Taking Exams have been prepared.

Master's theses and the process of their defence are assessed by the State Master's Theses Defence Commission, which includes both independent lecturers of the department and two working practicing professionals Dr. oec. Dace Kalsone and Dr. oec. Iveta Magone. Professor at the University of Latvia Ērika Šumilo, who is also the Chair of the Master's Theses Evaluation Commission, noted in her report that the condition of a professional Master's thesis is consistently observed in the defended Master's theses - a carefully developed theoretical part combined with empirical research with practical significance.

In order to improve the implementation of the study programme, the following measures were taken:

1. study course handouts have been revised, the literature base has been updated, lecturers have organised discussions on problem issues within the study courses (for example, European Union Competition Law, International Business Economics, European Union Company Law), invited lecturers are informed and taught to use e-studies system. Lecturer presentations are published in the e-studies environment, which facilitates the study process for students;
2. study course descriptions for the existing courses were improved, introducing newer literature sources in them, expanding the online resources;
3. in order to improve the study process, the observation of the lectures by lecturers employed in the programme continues. The results of lecture observation are summarised and analysed at the department meetings where recommendations for lecturers to improve the quality of lectures and seminars are formulated.

Overall, the observation results indicate that the lecturers are knowledgeable in their field and use modern teaching methods as well as employ technological potentials. Observation is organised in a way that does not induce stress in the lecturers, and it is carried out on a collegial basis.

In general, RSU practises student-centred education, providing that:

- an independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the intended learning outcomes of the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to check whether and at what level the planned learning outcomes have been achieved;
- the lecturer's task is to facilitate the study process of the student so that the student achieves the set learning outcomes;
- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

A verification mechanism of the aim and objectives of the study programme was activated in academic year 2015/2016. The following methods of conducting the study process are used: concretisation of the acquired theoretical knowledge in seminars, analysis of problem situations, tests and test works, homework, preparation of summaries, essays and reports, development and

presentation of individual and group projects. The criteria used: complex assessment of students' knowledge and skills (final grade) within each study module, assessment by the placement supervisor, successful presentation of the study paper and Master's thesis, and opinion of the commission.

### **Implementation of distance learning**

In the distance learning study courses and programmes implemented by RSU, the student acquires the study content and takes the examinations using digital and online study means, without attending RSU in person or with minimal attendance.

Pursuant to Section 1 of the Law on Higher Education Institution, RSU is planning implementation of full-time distance learning study programmes in such way that student would obtain 40 credits and would devote at least 40 academic hours to studies a week.

When implementing a study course or programme in full-time distance learning, RSU provides the same amount of contact hours as in a full-time regular study programme, replacing full-time contact hours (lectures, classes and seminars, consultations) with online contact hours (live lectures and/or video recordings, webinars, online consultations) and contact hours are planned similarly to the regular study programme, using the RSU lecture and lesson planning system and thus providing the student with an electronic list of lectures and lessons.

#### *E-study environment*

Each study course implemented by RSU has a respective e-course, which is available in the RSU e-study environment (created on the basis of the *Moodle* learning management system).

In each e-course, the student is provided with information about organisation of studies and communication (contact information of the lecturers and support staff, information about the study course, technical and organisational information, etc.), digital study materials (presentations and other materials developed by lecturers, video recordings of lectures and workshops, links to articles and books in online data bases, etc.), interactive study materials (knowledge tests, etc.), options of mutual communication and communication with the lecturer (forums, chat rooms, etc.) and functionality of independent work submission and evaluation (submission of independent work, electronic tests).

#### *Online lectures and classes*

Broadcast of video lectures is implemented, using the technical platforms at disposal of RSU (*Panopto*, *Zoom* or *Microsoft Teams*). Hyperlinks to the planned online lectures or lecture recordings are published in the e-study course. After the video lecture in the e-study environment, an electronic knowledge self-assessment test is available to students.

Online classes and consultations are implemented using *Zoom* or *Microsoft Teams* platform, hyperlinks to the planned online classes and recordings thereof are published in the e-study course.

*Panopto* video platform is used for publishing and storing video lectures and classes, ensuring availability of multimedia materials for authorised RSU users. Video recordings are processed and stored in accordance with requirements of laws and regulations, the provided consents, concluded agreements and other requirements.

#### *Online examinations*

The forms of examinations of study courses and programmes are adapted to the online environment, ensuring the assessment of the planned learning outcomes identical to the regular study course or programme, using synchronous and asynchronous online examinations.

Solutions of the RSU e-studies environment (*Moodle* tests, *Moodle* file uploading tasks, *Turnitin* assignments) are used to ensure implementation of written examinations. The *Turnitin* content originality verification system is used to verify written work submitted by students. If *Moodle* tests are used in written final examinations, security of examinations is monitored, using the online examination security system *Respondus Monitor*.

Either *Zoom* or *Microsoft Teams* platform is used for remote oral final examinations.

#### *Quality assurance of e-environment*

Content of the e-studies must be created and organised in line with the RSU methodological materials “E-study Course Content” and “E-study Content Guidelines”, which comprise quality criteria for self-assessment of content of an e-studies course.

Once in two weeks, the RSU Study Process Quality Analysis Department summarises information on usage of the e-study environment and availability of the resources and activities provided in the e-study environment to students.

To inform and support lecturers, there is an e-study course “Support for the Online Study Process”, serving as the main source of all the current support materials necessary for implementing online study process.

The university conducts thematic training for lecturers, as well as offers individual consultations aimed at improving pedagogical digital competence and acquiring purposeful usage of IT tools with a view to ensure implementation of high-quality remote studies.

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

Two placements are organised within the study programme, but students with previously obtained professional Bachelor’s degree have only one placement of 12 credit points at the end of the second semester (First Placement).

Two placements are organised within the study programme. The first placement (in the amount of 12 CP) is organised at the end of the first years of studies. The aim of the placement is to consolidate the theoretical knowledge acquired in the course of studies in the fields of international business strategy and management, international financial management and accounting, international marketing, intercultural business relationship management, labour resource management, project management, as well as various fields of business law, performing specific, practical and business management related tasks.

During the last week of the placement, the student prepares a placement report. Students are assigned placement tasks, which must be described in the placement report in accordance with the content of the study programme. The student must additionally evaluate three optional tasks. Feedback on the placement is given by the placement supervisor at the place of undergoing placement and the student submits it to the department along with the placement report.

In conclusion, placement defence is organised where each student has to present their report and

answer the questions of the defence commission.

The second placement (in the amount of 14 CP) is organised in the first semester of the second year of studies for students with previously acquired academic education. The aim of the placement is to deepen the theoretical knowledge acquired within the framework of the study programme, to develop the ability of applying theoretical knowledge in practice and to collect empirical material for the Master's thesis.

During the last week of the placement, the student prepares a placement report. Students are assigned placement tasks, which must be described in the placement report in accordance with the content of the study programme. The student must additionally complete three tasks that have been developed by the supervisor of the Master's thesis in accordance with the topic of the Master's thesis.

In conclusion, placement defence is organised where each student has to present their report and answer the questions of the defence commission.

During the reporting period, placement was organised in the following companies and organisations: SIA LDz Cargo; ECOMMPAY LIMITED Latvian branch; SIA Brahma Group; SIA Inbox līzings; SIA Premium Media; AS Rietumu Banka, Rīga Stradiņš University; Ministry of Welfare of the Republic of Latvia.

For more information on placement tasks, see Annex 9.1.

RSU, in agreement with students, can fully ensure placement, because there is successful cooperation with employers. Cooperation with employers has developed by fully ensuring placement in previous reporting periods in such companies as SIA Coca-Cola HBC Latvia, SIA Latvijas Mobilais Telefons, etc. Students can also select a place for placement themselves, but it must be appropriate for the direction of the study programme.

Methodological instructions, especially student placement tasks, are updated every academic year. The placement tasks are updated strictly observing the updated changes and corrections in the study programme, in the planning and outcomes of the programme, in the study courses and expected outcomes. Student placement tasks are developed covering the subject matters, aims and the planned learning outcomes of all study courses envisaged in the study programme comprehensively. Placement tasks are structured according to the study programme design - study courses, taking into account the specifics of the content. The aim of student placement, which is also indicated in the methodological guidelines, is to provide students with an in-depth understanding of the practical application of theoretical knowledge acquired in the respective field of science; therefore, the placement tasks (compulsory and elective) are subordinated to the aim and, at the same time, to the study programme outcomes that, in turn, are defined according to the respective learning outcomes of the EQF level.

See Annex 9.1 Description of the Student Placement Organisation.

See Annex 9.2 Information on the Agreements and Other Statements Regarding the Placement of the Students in Companies.

There has been no need to organise placements for international students within the study programme, because international students usually attend individual courses within the Erasmus programme, as the programme is implemented in Latvian and English. However, there are no significant obstacles for organising placements for international students in exactly the same way as for local students should the need arise.



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

The students choose the final thesis topics according to the knowledge acquired in the study courses and in connection with the current global events in international marketing and business management. The topics are in line with the title of the study programme. The department provides students with sample topics of Master's thesis, however, the topics of the Master's thesis are specified together with the appointed thesis supervisor. Depending on the topic of the Master's thesis, the department selects the most suitable Master's thesis supervisor. Students may also suggest their own supervisor candidate for the Master's thesis, and it is discussed and assessed at the department meeting (qualification, experience, appropriateness of the Master's thesis supervisor) where a decision is made. The topics are selected in relation to the content, aims and objectives of the study programme, and the selected topics correspond to the current trends in the labour market and business environment and reflect the development trends in the society and business in the specific period of time (see Annex 22). For example, in academic years 2013/2014 and 2014/2015, the topics of the Master's thesis were related to socially responsible companies, as well as to the problems of innovative entrepreneurship: Model of socially responsible business as a tool to increase the efficiency of a company, Innovative business in the Latvian telecommunications market and its impact on the competitiveness of SIA Latvijas Mobilais Telefons, Impact of innovation implementation on production processes in the woodworking industry company Wenden Furniture. In turn, from academic year 2016/2017 to academic year 2018/2019, attention was paid to the problems of digitalisation, the possibility of improving business efficiency and social enterprises: Development of methodology for assessing the social impact for Latvian social enterprises that are integrating a target group in their work place, The impact of digitalization on the development of the commercial banking sector in Latvia, Digital marketing as a part of external communication of the National Armed Forces, Opportunities for improving business efficiency in the company SIA Ripo AISK. The topics of the Master's theses generally indicate compliance with the aim and objectives of the study programme, as well as current trends in the modern business environment.

Final papers are assessed according to the RSU requirements, the Master's Theses Defence Commission is formed which complies with Cabinet of Ministers Regulations No 512 Regulations on the National Standard for the Second Level Professional Higher Education. The Commission is formed by following a principle that it consists of the Chair and at least four Commission Members, at least half of whom are representatives of the industry professional organisations or employers. Therefore, it can be concluded that the choice of the topics of the Master's theses is topical, regulated and effectively managed, and the defence of the final theses complies with the RSU regulations and Latvian legislation in force.

## **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 general, it can be concluded that the acquired education is relevant and practical and the graduates are competitive in the labour market, as evidenced by the information obtained from the

graduates about their current employment. Within the study programme, collaboration with employers and professional organisations is implemented through student placement, seminars, conferences, or through personal contacts with lecturers, addressing the issues of graduates' competence and addressing their future employability. Employer survey on the RSU graduate employment shows that, in general, employers are satisfied with the RSU graduates' performance, attitude, ability to integrate into the work environment and assume responsibility, as well as deal with a large amount of work. In the reporting period, the head of the study programme established contact with placement providers to find out more about their views on the implemented study programme, which turned out to be positive. For example, one of the employers' recommendations was to specify the tasks of the placement, so during the reporting period the placement tasks were carefully reviewed and designed so that students would have the opportunity to study in depth the issues related to their research interests.

Invited visiting professors and specialists make a significant contribution to the education of Master's students by providing feedback on the need to improve the study process, as well as by highlighting topical aspects in business environment. This gives students the opportunity to understand the practical skills that will be needed in the labour market. Each year one or two practicing business professionals are invited to the Master's theses defence commissions, who provide significant feedback on the study content and quality improvement directions. A study quality council meeting is convened at least once a year to discuss the content of the study courses, the necessary additions and improvements.

In the implementation of the study programme, practicing business and marketing leaders take part in several study courses, for example:

- Historical Development of Human Resource Management, Connection to the Management, the Global Perspective (visiting lecturer in the class: Gints Turlajs, general manager of SIA Smart Continent LV Ekoterm);
- Training and Development Methods For Today's Employees. Management and Assessment of the Human Resource System (Mg. sc. soc. Katri Vintiša, lecturer and personnel management advisor);
- LEAN - One of the Most Successful Business Management Strategies in the Last 50 Years. LEAN Methods (Uldis Piekuss, member of the Business Efficiency Association, Manager of Sales Department at AS Virši-A);
- LEAN in Manufacturing. Continuous Efficiency Improvement. Process Management - Process Visualisation: Analysis of the Current and Future State of the VSM (Mg. Ginta Grandāne, Board Member of the Business Efficiency Association, Lean.lv representative in Latvia, specialist of continuous efficiency improvements);
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Foreign professors are also invited to conduct lecture cycles within the framework of the study programme, for example:

- The Role of Ergonomics in the Work Environment. Practical and Scientific Experience of France, Sylvain Leduc, Aix-Marseille University (France), President of the Federation of the European Ergonomics Societies (April and July 2016);
- Human Resources Management or Management Communication, Prof. Knut Reese, HS Wismar, Faculty of Business (Germany), Dallas Reese, HS Wismar, Faculty of Business, professors of Wismar University (April 2018).

The results of student surveys on the quality of the study courses as well as on the implementation

of the study programme (individual meetings with the head of study programme before and after the end of the academic year) are analysed on a regular basis. In general, students are mostly positive about the choice of the university and the study programme. Students are mostly satisfied with the quality of the lectures and more satisfied than dissatisfied with the quality of the seminars. Student recommendations are discussed and analysed at the department meetings. Study course observation is also carried out to ensure the quality of lectures and seminars. It is important to note the recommendations for improvement of the study programme given by graduates in the comments to the questionnaires:

- distance lectures and seminars (on-line), providing remote student presence while they are not located in Latvia;
- to engage new and appropriate visiting lecturers;
- to renew and update the lecture materials;
- to improve feedback between students and lecturers when correcting the papers. Lecturers are advised to comment on the assessment on the available e-environment platform;
- the Manual for the Development and Defence of the Master's Thesis should be regularly updated.

The above suggestions have already been discussed at the department meetings and measures have been taken to improve the study process and the implementation of the study courses, including discussions with the lecturers involved in the study programme.

Student / lecturer feedback is also ensured in special meetings organised at least once a semester with students of each study year programme. In general, good feedback was received, but the most important suggestions from the students were about the wish to engage visiting lecturers from foreign universities in the study programme, as well as to take a study course on economics of international business. The study programme was supplemented with the suggested study course in academic year 2019/2020.

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

Students use inbound and outbound mobility opportunities, the things learnt during the mobility are recognised.

Within the framework of the study programme International Business and Law, the following courses are conducted in English which are each year attended by Erasmus students:

- International Business Economics (lecturer R. Putāns);
- Sustainable International Marketing (lecturer A. Zorina);
- International Tax and Finance Law (lecturer E. Eteris);
- European Union Economic Policy and Business Environment (lecturer E. Eteris, T. Muravska).

Thus, students of the study programme appreciate that they can work in a multicultural learning environment, exchange experiences with students from other countries, develop tasks, tests, group work, mini projects and other study activities.

A summary of incoming and outgoing student mobility can be seen in Annex 8.2 of the Study Direction.

### **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.**

Access to a safe wireless network Eduroam WiFi is provided in all buildings of RSU. Students may connect to the Eduroam wireless network using their username and password. Eduroam is available in 36 European countries, as well as in Australia, the United States and Canada. RSU students may also use public access computers with provided access to the student systems and internet resources. Multimedia projectors are available in 140 training rooms for use of audiovisual materials for studies; most of these are high-resolution interactive projectors that are connected to a sound system. Panopto video recording system is used for the preparation of audiovisual study materials, whereas video conferencing system is used to provide online lectures. A centralised management system of the multimedia equipment of lecture rooms has also been established. Also, 10 computer rooms with more than 200 work stations that are used both for the implementation of certain study courses, as well as for provision of electronic examinations and other types of knowledge testing are available for the needs of study process.

RSU offers the students an opportunity to use Office365, providing an option to use a full Microsoft Office, OneDrive file storage without additional fee. While studying at RSU, students have access to all software necessary for successful study process. The student can install Microsoft Office software – Word, Excel, PowerPoint, OneNote, on five computers (PC or Mac) and five mobile devices (for example, a smartphone, laptop, and tablet computer). Students may use OneDrive of 1 TB for automatic synchronisation of devices.

RSU students and academic staff are already provided with a well-developed IT infrastructure and virtual study environment. RSU students and academic staff have access to e-studies environment with study materials and student assessments, Student portal containing the necessary study information and e-services, Academic Staff portal containing information on academic staff, academic structural units, register of study courses and study programmes, survey system, and feedback.

RSU IT Department is a structural unit of RSU, one of the aims of which is implementation of advanced strategy for the information technology infrastructure. IT Department develops RSU e-services and ensures running thereof.

The physical IT infrastructure of RSU consists of the following:

- 1) RSU computer network located in 10 buildings, connections thereof, with a total of 3,142 network connection ports, 176 wireless network access points, including provision of a wireless network at the student hostels;

- 2) RSU data centre infrastructure located at Dzirciema iela 16 and Anniņmuižas bulvāris 26a, 43 physical servers, three reserved disk arrays, VMware virtual server infrastructure with more than 100 virtual servers, backup power supply system, cooling, data backup infrastructure;
- 3) IT equipment and systems monitoring system Nagios, HP IMC, MS SCCM with more than 800 monitored devices and services;
- 4) Lync telephone infrastructure maintenance and support – 300 connections;
- 5) Panopto video lecture recording system, where about 100 recordings of lectures are made per month;
- 6) video conferencing system for ensuring online lectures, with an average of 120 remote lectures ensured per study year;
- 7) email system maintenance – Exchange for the staff, ensuring management of calendar and contacts; cloud service Office 365 is provided for students;
- 8) MS Active directory based maintenance of electronic identity management infrastructure (one username and password for all IT systems maintained in a centralised way);
- 9) maintenance of the file server;
- 10) servicing of computerised workstations and computer classrooms (1,444 computers, 526 printing equipment units, scanners, and other equipment);
- 11) maintenance of training room equipment – 133 stationary equipped rooms, 179 projectors, including performance of scheduled maintenance of equipment;
- 12) training rooms are provided with the necessary on-site support for recording of video lectures, online lectures and lectures held in rooms with a complicated multimedia equipment; a specialist of the IT service centre ensures on-site technical support;
- 13) administration of the self-service photocopying / printing / scanning system.

In order to ensure continuous availability of IT resources in the study process, an IT service centre has been established with open hours on working days from 7:30 to 20:00 and on Saturdays from 8:00 to 14:00.

In order to ensure the infrastructures necessary for implementation of the study programmes, improvement of the informative and technical provision in accordance with the development needs of the study programmes, an IT development working group has been established consisting of the academic and administrative staff. The IT development working group reviews suggestions on the development of new IT systems and improvement of the existing ones. At the same time, the physical IT infrastructure is planned in accordance with the requests of structural units, evaluating the load of the current infrastructure during the development of RSU budget.

In order to achieve the above-mentioned aims, IT Department is granted budget each year in accordance with the long-term IT development plan. A large part of the funding is directed towards long-term investments in fixed assets, including system software. More than 30% of the annual IT budget is directed towards development, which includes long-term investments in network and server infrastructure, equipment, and software.

IT services, hardware, network and peripheral equipment are evaluated as excellent; however, it should be taken into account that upgrades are necessary in order to ensure efficiency of study processes. For example, for the students from various study programmes to be able to use the knowledge, skills, and competences obtained during the study process to solve cases, it is necessary to develop RSU library of audiovisual study materials (repository of training objects) that would support the approach of case studies and analysis in studies and the inter-disciplinary aspect. In addition, it is necessary to upgrade the student portal by implementing an internationally recognised solution that includes a mobile application providing an option to work in the student portal, improved user experience, an option to integrate functions from the existing RSU

information systems in the portal, as well as built-in integration with Office 365, Primo search tool, email, calendar, and other applications. In order to manage the study programme more efficiently, it is necessary to develop a new mapping system of study programmes.

The current list of IT services is available on the RSU [website](#).

The range of resources and provision offered by RSU is appropriate for the successful implementation of distance learning. Resources used in distance learning are described in sub-paragraph 2.3 and in Annexes 25, 26 and 27.

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

Not applicable.

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

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

Academic and pedagogical staff with high qualification, relevant competences and good reputation are involved in the implementation of the study direction and achievement of results.

Application and selection procedure of the academic staff at RSU is regulated by the Regulations of Rīga Stradiņš University on Academic Staff Positions and Rīga Stradiņš University process Elections of the Academic Staff (see Annex 1).

The knowledge of the official language of the academic staff fully complies with Cabinet Regulation No. 733 of 07.07.2008 Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office, Receipt of the Permanent Residence Permit and Obtaining of the Status of a Long-term Resident of the European Union and the State Fee for Examination of the Fluency in the Official Language. RSU Human Resources Department checks the official language skills when selecting the staff, as well as while summarising documents during the preparation process of academic election.

Heads of structural units pay particular attention to succession issues and interaction between staff of different generations. In order to improve the content of the study programme, as well as to introduce innovative methods in study processes, RSU involves foreign visiting academic staff.

The process of recruitment and evaluation of lecturers is transparent, effective and one of the preconditions for high quality of the study process.

At the study programme level, the duty of the head of the study programme is to ensure

compliance of the content of the study programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse the data that might provide information on the factors affecting results and quality of the study programmes, and to implement necessary improvements to the study programmes. At the study programme level, quality indicators of the study programmes are measured that are directly linked to remuneration of the heads of the study programmes. This aspect promotes taking responsibility and motivates the heads of the study programmes to achieve higher defined quality standards.

At RSU level, the duty of the management is to set strategic and quality aims and quality policy, to make a decision on the quality approach, to manage resources, and determine the internal procedures. Supervision of the system introduced at RSU is performed by both the internal system and quality auditors and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. It is regularly established by participating in a reputation survey and evaluation of brands. The composition of lecturers engaged in the study programme has not changed much in the reporting period. Of the involved lecturers, only Assoc. Professor H. Kaļķis was undergoing in-service training for 8 months in the USA (academic year 2018/2019), and his study courses Management of Organisational Efficiency were taught by J. Pankova, Human Resources Management in the Global Environment - by K. Vintiša. This approach can be seen as a very positive example, as students are ensured with qualified and field-recognised teaching staff. Specialists of the field will continue to be involved in the implementation of study courses.

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

The qualification of the teaching staff engaged in the implementation of the study programme fully complies with implementation requirements of the study programme International Business and Law, ensures achievement of the aims and learning outcomes of the study programme and the respective study courses, as lecturers elected by the Department of International Business and Economics are involved, and several study courses are conducted by experts and lecturers recognised in Latvia and elsewhere in the world, such as the following visiting lecturers:

- study course European Union Company Law (lecturer J. Zelmenis, managing partner of the law firm BDO Latvia);
- study course Intellectual Property Law (lecturer Dr. iur. R. Markvarts, Adviser in the Case Law and Scientific Analysis Division of the Supreme Court);
- study course Sustainable International Marketing (lecturer Mg. Andželika Zorina, marketing consultant in various Latvian and international marketing projects, formerly Marketing Director of AS Aldaris).

The qualification of the teaching staff engaged in the study programme is confirmed by the acquired education, work experience, internships and selected research directions. Information about the experience of the academic staff is summarised in Annexes 6.1, 6.2, 6.3, and 6.4.

Analysis of the Annexes leads to the conclusion that the qualification, research interests and capacity of the engaged teaching staff enable the students to acquire the necessary knowledge, skills and competences in the study courses according to the current market and business environment trends. Lecturers constantly improve their knowledge and experience by participating in scientific and practical conferences and research projects. The specialisation of each lecturer is unique and provides an opportunity to transfer the most current knowledge, skills and abilities to the students of the Master's study programme in a comprehensive way.

Testing of the lecturers' English language skills and teaching English to the lecturers is done within the programme "Growth and Employment", the specific support objective 8.2.1. "To reduce the fragmentation of study programmes and strengthen resource sharing" under the project "Reduction of fragmentation of study programmes and promoting the internationalisation of studies at Rīga Stradiņš University", No. 8.2.1.0/18/A/014. The information on the knowledge of the English of the lecturers is summarised in the Annex 6.1. RSU continuously supports and promotes the professional development and training of academic staff. More information about the in-service training and professional development, including the improvements of the English language skills, is summarised in the Description of the Study Direction (see the information given in Chapter II, Section 3, sub-paragraph 3.5).

**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).**

Not 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).**

Not applicable.

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



The academic staff of the department and the lecturers involved in the study programme actively participate in various projects of scientific and practical nature that correspond to the specifics and orientation of the study programme. The research projects are funded from the Latvian state budget - the funding from the Latvian Council of Science, from European Union funding - the European Union Framework programme research projects. The results of scientific research are summed up in scientific publications and reports, as well as presented in scientific conferences. The scientific work of approximately 70% of the lecturers involved is closely related to the study courses they teach.

In general, the research areas of the academic staff are related to European and Latvian economic policy, international legal system, human capital and social capital issues, labour market functioning in the context of the EU single labour market, financial sector functioning in the EU, innovative activities and tax policy, as well as quality management problems. Research directions and the list of publications of the academic staff involved in the study programme are available in Annex 6.4.

The teaching staff of the department organises conferences and other events aimed at advertising the results of the research work and conducting discussions on current economic and business management issues. The teaching staff of the department is active in professional associations and societies. The lecturers organise conferences in cooperation with other institutions, such as the Business Efficiency Association, European Commission Representation in Latvia (organising lectures and discussions), Latvian Economists Association, Latvian Ergonomics Society, magazine Baltic Course, organisation of methodological seminars under the European Commission projects Jean Monnet and LISBOAN. The teaching staff of the Department is active in the leading Latvian professional associations and societies (see the CV of academic staff in Annex 6.2).

Students in the study programme also participate in the research work of the faculty. Annual scientific conferences of students of the Master's study programme are organised on a regular basis. In terms of time, they are adapted to the moment when students have already collected and compiled empirical material for their Master's thesis and are ready to report on the results and conclusions. The best students of the study programme participate in the inter-university Master students' scientific conferences organised within the framework of this study programme.

The development and defence of the Master's thesis also takes place in accordance with the requirements of the scientific research work, requiring not only the author's ability to orientate in the literature on the researched problem, but also to provide recommendations for improving the researched problem, confirming scientific novelty. Topics of defended theses are shown in Annex 22.

The obtained information and research results are actively used in the study process, for example, Prof. I. Dovladbekova leads the sub-project 5.2.7 Involvement of Society in Social Innovation Processes to ensure Sustainable Development of Latvia (2014-2017) of the National Research Programme Transformation of National Economy, Smart Growth, Management and Legal Framework for the Sustainable Development of State and Society - New Approaches for Creating a Sustainable Knowledge Society (ECOSOC-LV). Results of the scientific articles by Assistant Prof. A. Berķe-Berga "Examining health inequalities in Latvia – a decade of association between socioeconomic position and perceived health status" (BioMed Research International, 2017) and "Managerial Ownership and Firm Performance: Evidence of Listed Companies in the Baltics" (Polish Journal of Management Studies, 2017) have been integrated into the study courses. Assistant Prof. R. Putāns participated in the EC Erasmus+ project Promoting Adult Career Development and Competences for Social Inclusion and Employment Through Social Media (AGEFACTOR) No 2016-1-FR01-KA204-024066 (01.10.2016–31.09.2019), and the experience gained is integrated into the

delivered study course.

Department of International Business and Economics has experience in the field of lecturer mobility within the framework of Erasmus and other mobility programmes, e.g. Assoc. Prof. Henrijs Kaļķis participated in several mobility and experience exchange trips during the study programme reporting period, particularly:

- Penn State University, The Harold and Inge Marcus Department of Industrial and Manufacturing Engineering, USA, Baltic-American Freedom Foundation (BAFF) research scholarship (07.2018–01.03.2019);
- eight academic lectures have been delivered in English at the University of Valencia, Spain, on Effective Work Organisation in the Framework of Organisational Design and HRM Strategy, in Valencia, Spain (Erasmus lecturer mobility programme);
- A 5-day training on the topic of Human Factor, Ergonomics and Business Management, AHFE Training, Orlando, USA (27.07.2016–31.07.2016);
- A 3-day training on ergonomics and the human factor in Volvo Cars Company (Volvo Cars Product Development, Craftsmanship & Ergonomics Centre, DUX AE & Research:Digital User Experience Advanced Engineering & Research), Göteborg, Sweden (02.06.2016–04.06.2016).
- eight academic lectures have been delivered in English at University of Valencia, Spain, on topic Business Excellence Through LEAN and Ergonomics Approach, in Spain, Valencia (Erasmus lecturer mobility programme) (25.04.2016–29.04.2016);
- A 5-day training on production organisation, LEAN management, human factors and ergonomics in company KATHREIN-Werke KG, Rosenheim, Germany (12.10.2016–16.10.2016).

The acquired international experience is useful for the improvement of the study programme in line with the current developments in the international academic and business environment. At the department meetings, examples of good practice of other countries in organising the study process are discussed on a regular basis. The international scientific and academic experience is reflected in CVs of the lecturers engaged in the study programme. The lecturers engaged in the study programme are members and participants of various associations:

- Inna Dovladbekova:
  - Member of the Latvian Association for European Community Studies;
  - Expert at the European Commission;
  - Member of the European Association for the Development of Political Economy;
  - Member of the International Association for the Study of Ideas in Europe;
  - Member of the Council of the Doctoral School of the University of Latvia Ensuring International Competitiveness of the National Economy;
  - Member of the Latvian Association of Economists;
  - RSU representative at the Latvian Employers' Confederation.
- Prof. Henrijs Kaļķis:
  - Business Efficiency Association ([efektivs.lv](http://efektivs.lv)) – Board Member, member;
  - Latvian Ergonomics Society ([ergonomika.lv](http://ergonomika.lv)) – Board Member;
  - International Ergonomics Association ([iea.cc](http://iea.cc)) – Member of Council;
  - Federation of the European Ergonomics Societies ([ergonomics-fees.eu](http://ergonomics-fees.eu)) – Member of Council;
  - Centre for Registration of European Ergonomists ([www.eurerg.eu/](http://www.eurerg.eu/)) – Member of Council;
  - Institut CEDIMES (Centre for Studies in International Development and Economic and

- Social Movements, Lettonie (<http://www.cedimes.org/>, France) – member (No. 1875);
- Business Systems Laboratory ([bslaboratory.net](http://bslaboratory.net), Italy) – member;
- Latvian Association of Young Scientists (<http://liza.lv>, Latvia) – member.
- Assistant Prof. Romāns Putāns:
  - Member of the Latvian Association of Young Scientists.

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

Within the framework of the study programme, cooperation with employers and professional organisations takes place in the course of student placement, during seminars, conferences as well as through personal contacts of lecturers, analysing the competence of students and graduates as well as solving the issues of the future employment opportunities of graduates.

The teaching staff of the department is involved in the activities of the following professional organisations:

- In 2012, RSU became a member of the Latvian Association of Business Efficiency. Cooperation of the Department of International Business and Economics is carried out in the following directions:
  - lecturers use the opportunity to improve their qualification and study examples of good practice in Latvian companies;
  - opportunities are provided to develop situation analysis materials for various study subjects of the programme;
  - students are provided with opportunities to visit companies, acquaint themselves with their operations, including in the field of small and medium enterprises; the placement opportunities and base selection for study work and Bachelor's theses are expanding.
- In 2012, RSU became a member of the Employers' Confederation of Latvia (LDDK). Lecturers of the department participate in the events and conferences organised by the LDDK.
- RSU is a member of the Latvian Chamber of Commerce and Industry.

Membership in organisations facilitates the contact between the head of the study programme and these employer organisations. During the implementation of the study programme, solid contacts have been established with representatives of the companies where students of the study programme undergo study placement. Employers' views are taken into account when planning the future development of the study programme.

Cooperation with universities and colleges takes place as follows:

- attraction of foreign university lecturers;
- expansion of international cooperation, in-service training of study programme lecturers abroad;
- using placement opportunities abroad, within the framework of Erasmus and other programmes;
- promoting the mobility of students and lecturers.

In order to ensure more efficient cooperation between the lecturers in the study process, regular

meetings (once a week) are organised with the lecturers where the current issues and the results of the study courses are discussed. At the beginning of each academic year, the lecturers engaged in the study programme are invited to a meeting to discuss the content and topics of the study courses and to jointly come to suggestions for improving the study process so that the study course topics do not overlap etc. The meeting is also held every year on the development of Master's thesis where every lecturer of the study programme, Master's thesis supervisor, is invited to find a united approach to the development of Master's theses and the use of scientific and research methods.

In order to improve the study process, lectures by the lecturers engaged in the study programme are observed. The results of lecture observation are summarised and analysed at the department meetings where recommendations for lecturers to improve the quality of lectures and seminars are formulated. In general, the results of observing indicate that the lecturers are using modern teaching methods and technological potentials. In the reporting period, all study programme courses have been observed.

Pre-defences are organised within the framework of the study process with the participation of the teaching staff commission that jointly provides recommendations for improvement of the Master's theses. This ensures mutual collaboration between lecturers in various fields and allows comprehensive recommendations for the development of the Master's thesis.

The lecturers also cooperate in joint research, for example, joint studies and scientific publications are conducted by Prof. Inna Dovladbekova, Assistant Prof. Marta Dābula and Assoc. Prof. Henrijs Kalķis.

The total number of lecturers involved in the implementation of the professional Master's study programme "International Business and Law" is 14, but the total number of students on 1 October 2020 was 25, thus the ratio of students and lecturers is 1.79.

# 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	16_pielik_SBTM_statistika_engM.pdf	16_pielik_SBTM_statistika_lvM.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1._pielik_SBTM_eng.pdf	17.1._pielik_SBTM_lv_09-01-2021.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	18-2_pielik_Prof_stand_kart_SBTM_eng.pdf	18-2_pielik_Prof_stand_kar_SBTM_lv.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18-1_pielik_StK_StR_kart_SBTM_eng.pdf	18-1_pielik_StK_StR_kartejums_SBTM_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielikums_SBTM_planojums_11-01-2021_ENG.pdf	19_pielikums_SBTM_planojums_11-01-2021_LV.pdf
Descriptions of the study courses/ modules	20_pielikums_Studiju_kursi_SBTM_ENG.pdf	20_pielikums_Studiju_kursi_SBTM_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24-1_pielik_SBTM_diploma_paraugs_ENG.pdf	24-1_pielik_SBTM_diploma_paraugs_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_eng.pdf	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_parakstits.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	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits_eng.pdf	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	24-5_pielik_Apliecin_anglu_val_StV_VANIP-p_tulk_eng.pdf	24-5_pielik_Apliecin_anglu_val_StV_VANIP-parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# International Business and Sustainable Economy

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Business and Sustainable Economy</i>
Education classification code	<i>43345</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Romāns</i>
Surname of the study programme director	<i>Putāns</i>
E-mail of the study programme director	<i>romans.putans@rsu.lv</i>
Title of the study programme director	<i>Dr. sc. admin.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare highly qualified specialists (in business and economics) with in-depth knowledge in matters of international business and sustainable economic growth. The study programme prepares future heads of companies, who are competitive in the international labour market and business, are capable to work successfully and reach high work results in international projects, in widely known international companies, as well as in state and European Union institutions.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide knowledge in main disciplines of economics and business management, history and analysis of economic policy, in sustainable regional economy, as well as in international economics and business management;</i></li> <li><i>2. To ensure learning of latest developments and discussions in economics and management science;</i></li> <li><i>3. To acquaint with international economic development problems and trends;</i></li> <li><i>4. To provide knowledge on business organisation and specifics in the international environment;</i></li> <li><i>5. To develop skills in information acquisition methodology and scientific analysis;</i></li> <li><i>6. To provide knowledge in organisation and sustainable management of international companies and international institutions;</i></li> <li><i>7. To teach students to conduct scientific analysis and use the obtained results in practice;</i></li> <li><i>8. To prepare graduates for further Master studies;</i></li> <li><i>9. To prepare graduates for work in private international and local companies, as well as in state and European Union institutions.</i></li> </ol>

Results of the study programme	<p><i>Knowledge:</i></p> <ol style="list-style-type: none"> <li><i>1. Knows the basic and specialised theories of organisational management, sustainable economics and international business and the latest trends in practical development thereof;</i></li> <li><i>2. Understands the practical manifestations of theoretical concepts and regularities of sustainable economics and international business.</i></li> </ol> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <li><i>3. Uses a scientific, methodological approach to solve the current challenges of organisational management and sustainable economy in the international business environment;</i></li> <li><i>4. Independently plans and organises one's study process, plans (in the long and short term) the time required to achieve the aim of the study process and the fulfilment of objectives;</i></li> <li><i>5. Analyses changing international business situations and makes creative, competent decisions;</i></li> <li><i>6. Works creatively according to the circumstances and the task to be performed both individually and in a team and, if necessary, is able to take on the functions of manager and activity coordinator;</i></li> <li><i>7. Drives one's own professional development and that of subordinates in accordance with the latest trends in international business management and development;</i></li> <li><i>8. Discusses in a reasoned manner the aspects and problems of economics and business management in the international market, as well as the preconditions for the development of a sustainable and competitive economy;</i></li> <li><i>9. Performs scientific research work, analyses scientific literature in the fields of sustainable economics and international business, formulates problems, offers reasoned and scientifically substantiated variants of the problem solution, implements qualitative / quantitative research.</i></li> </ol> <p><i>Competencies:</i></p> <ol style="list-style-type: none"> <li><i>10. Identifies and implements the most appropriate activities of sustainable economy and international business sectors to achieve the company's goals and make decisions.</i></li> <li><i>11. Communicates freely in the international and intercultural environment in a foreign language, being aware of and respecting the specifics of foreign languages and cultures;</i></li> <li><i>12. Independently obtains, selects, analyses and uses information on current issues of sustainable economy and business in the international business environment;</i></li> <li><i>13. Participates in the development of the international business environment in accordance with the principles of sustainable economy;</i></li> <li><i>14. Addresses current issues in the fields of sustainable economy and international business.</i></li> </ol>
Final examination upon the completion of the study programme	<i>Bachelor's Thesis</i>

## Study programme forms

**Full time studies - 3 years - latvian**

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Vidējā izglītība. Uzņemšanas prasības ir norādītas RSU mājaslapā, studiju programmas vietnē: <a href="https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-ilgtspejiga-ekonomika">https://www.rsu.lv/studiju-programma/starptautiskais-bizness-un-ilgtspejiga-ekonomika</a> Uzņemšanas noteikumi latviešu valodā pieejami tiešsaistē: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> un 1.pielikumā (latviešu un angļu valodā) Papildus informācija ārvalstu reflektantiem: <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

**Full time studies - 3 years - english**

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education. Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></i>



Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 3 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<p><i>Secondary education. Admission requirements are available online on RSU homepage under the study programme:</i></p> <p><i><a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a></i></p> <p><i>Admission procedure in Latvian is available online:</i></p> <p><i><a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a></i></p> <p><i>and in Annex 1 (in Latvian and English) Additional information for foreign applicants:</i></p> <p><i><a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
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Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time extramural studies distance education - 3 years, 6 months - english

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 3 years - latvian

Study type and form	<i>Full time distance learning</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120

Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English)</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 3 years, 6 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>

Qualification to be obtained (in english)	—
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#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

#### Part time extramural studies distance education - 3 years, 6 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<p><i>Secondary education. Admission requirements are available online on RSU homepage under the study programme:</i>  <a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a>  <i>Admission procedure in Latvian is available online:</i>  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  <i>and in Annex 1 (in Latvian and English)</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

#### Full time distance learning - 3 years - english

Study type and form	<i>Full time distance learning</i>
Duration in full years	3
Duration in month	0

Language	english
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy">https://www.rsu.lv/en/study-programme/international-business-and-sustainable-economy</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and administration
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### 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**

Nr.	Parameter	Analysis of changes
1.	Study direction	—
2.	Name of the study programme	—
3.	Code of the study programme in accordance with the Latvian Education Classification	—
4.	Director of the study programme	—
5.	Scientific degree of the head of the study programme	—
6.	Aim of the study programme	—
7.	Objectives of the study programme	—
8.	Learning outcomes to be achieved	Learning outcomes have been updated to reflect the current essence of the study programme more accurately and testify to the conformity of the study programme to the requirements of the 6th level of LQF/EQF and current trends in the fields of communication and information sciences.
9.	Final examination upon the completion of the study programme	—
10.	Form and type of the study programme	Taking into account student demand and changes in the labour market, part-time regular studies and full and part-time distance learning has been added to the programme <sup>[1]</sup> .

Nr.	Parameter	Analysis of changes
11.	Duration of the study programme	Full-time studies — Full-time distance learning 3 years and 0 months Part-time studies 3 years and 6 months Part-time distance learning 3 years and 6 months
12.	Language in which the study programme is implemented	—
13.	Amount of the study programme (CP, preferably also ECTS)	—
14.	Admission requirements	—

Nr.	Parameter	Analysis of changes
15.	The degree, to be awarded	<p>The title of the degree to be obtained corresponds to the Cabinet Regulation No. 322 on the Classification of Education in Latvia: Management and Administration. However, RSU keeps raising the issue of alignment of regulatory enactments. Until this year, graduates of the study programme “International Business and Sustainable Economy” were granted a Bachelor’s Degree of Social Sciences in Business Administration. With Latvia’s accession to the OECD Convention in 2016 there were subsequent changes including the new classification of sciences, so the Department of International Business and Economics that implements the Study Direction have the opinion that clarifications should be introduced to legislation (<a href="#">Cabinet Regulations No. 49</a> and <a href="#">Cabinet Regulations No. 322</a> and <a href="#">Cabinet Regulations No. 240</a>), adjusting <a href="#">Cabinet Regulations No. 240</a> in compliance with <a href="#">Cabinet Regulations No. 49</a>, as they have been revised according to the OECD classification. The Department considers that, according to this classification, the qualification to be granted in this and other equivalent study programmes of the Study Direction would be a <b>Bachelor’s Degree of Social Sciences in Economics and Business</b>. Such a degree title would correspond better to the relevant field of science – social sciences – and put an emphasis on the economic and business dimension thereof, which indicates the acquisition of knowledge, skills and competences in international business and economics with a specialisation in international business and sustainable economics. At the same time, such a degree title would also promote the international recognition and competitiveness of the programme, as it would better comply with the latest laws and regulations of the Republic of Latvia, including those updating the classification of fields of science according to the classification proposed in the OECD’s collection of scientific statistical methodologies – Frascati Manual (available <a href="#">online</a>). It is important that this classification is used in 35 countries around the world, including most European Union countries.<sup>[2]</sup></p>



Nr.	Parameter	Analysis of changes
16.	The professional qualification to be awarded	—
17.	Place of implementation	So far, the study programme has only been implemented in Riga, but in accordance with the plan for the development of the study direction it is planned to set up a workgroup to evaluate the possibilities for implementation of study programmes and to model their implementation plan at RSU Liepaja branch. The material and technical facilities of the branch and RSU as a whole are adequate for its implementation.

Analysing and evaluating the changes made to the study programme during the reporting period, described in more detail in the table above, it can be concluded that in the implementation, monitoring, quality maintenance and quality assurance of the study programme and overall programme development, a number of aspects affecting the quality of the programme are constantly analysed, taken into account and adjusted accordingly, including trends in the labour market, changes in the regulatory framework and also its global trends, changes in the demand of students and potential students for the format and content structure of higher education, as well as other research of the labour and higher education market, including the analysis of competition and competitors.

[1] Full-time distance learning and part-time distance learning as a type and form of implementation is justified with changes in [Law of Education, adopted on 20 September 2018 that have come into effect on 18 October 2018, in Clause 2 of the First paragraph of Section No 2.8 in which it is stated that the words ‘type of part-time studies – distance learning’ are omitted and the First paragraph is supplemented with Clause 2.<sup>1</sup> in the following edition: ‘<sup>2</sup>distance learning’](#) (only in Latvian). With this change in the law it is agreed that distance learning is no longer a form of part-time studies but is a separate form of studies which can be implemented accordingly in two types – full-time and part-time.

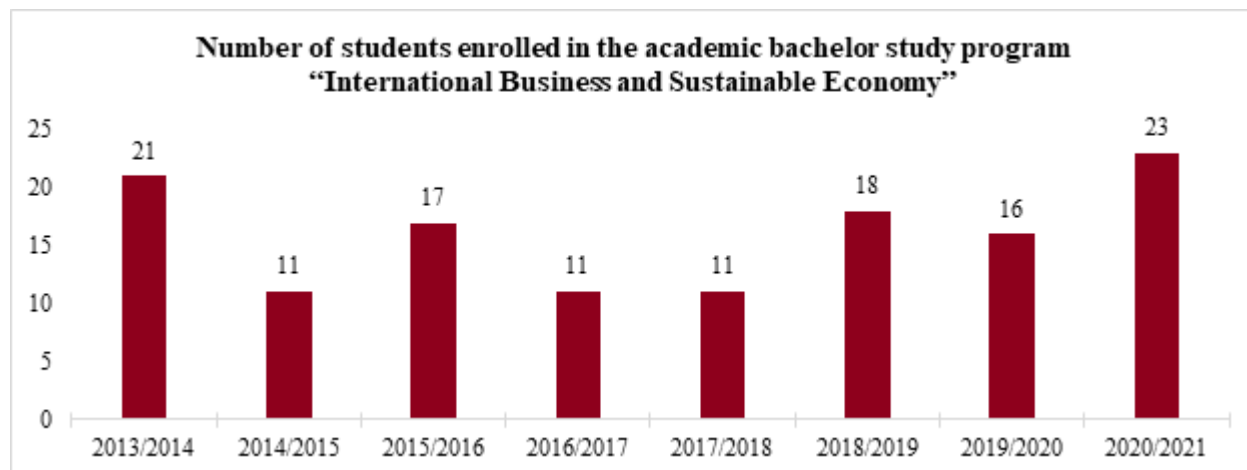
[2] Preliminary impact assessment report (annotation) of the draft Cabinet Regulation No. 49 adopted on 23 January 2018 “Regulations on Latvian Fields and Subfields of Science”, pp 1-2. Available online: <https://likumi.lv/doc.php?id=296661>

## **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.**

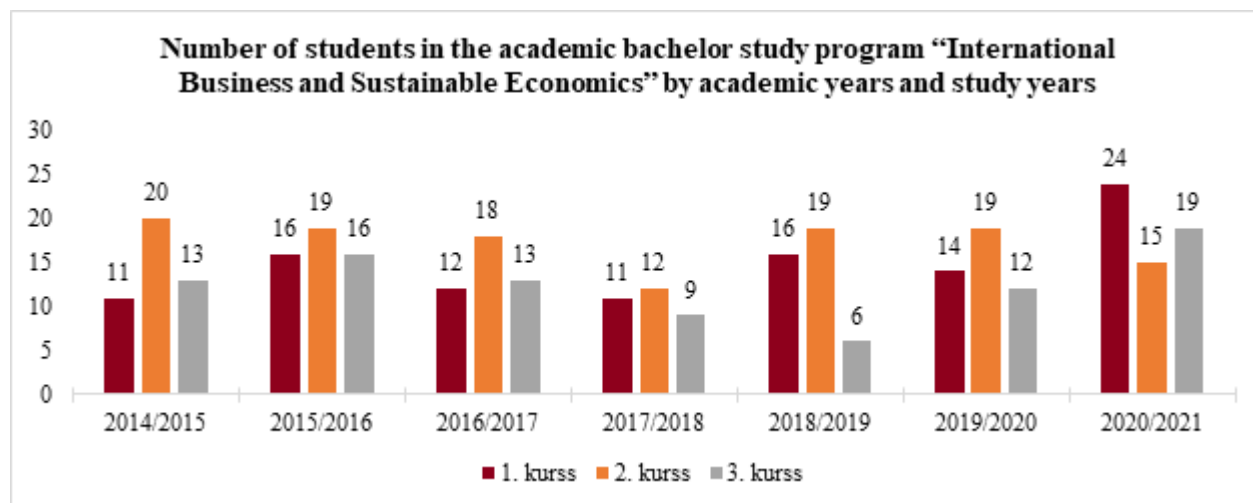
See Annex 16 for statistics on students during the reporting period.

The study programme has so far been implemented in full-time studies. As indicated in Section 1.1, paragraph 10, during the accreditation the programme was submitted for the extension of the implementation possibilities. According to the StD development plan until 2023, taking into account the dynamics of the number of students and the results of market research, the availability of resources, the workload of the teaching staff, profitability and other aspects, the possibility of starting implementation of the study programme also in part-time and distance learning will be evaluated. The new Bachelor's study programme "International Business and Start-up Entrepreneurship" of RSU Faculty of European Studies may facilitate the implementation of the programme in English as several lecturers from the study programme "International Business and Sustainable Economy" are involved in its implementation.

**Figure 1. Number of students enrolled in the StP by academic years**



**Figure 2. Number of students studying in StP by academic years and study years**



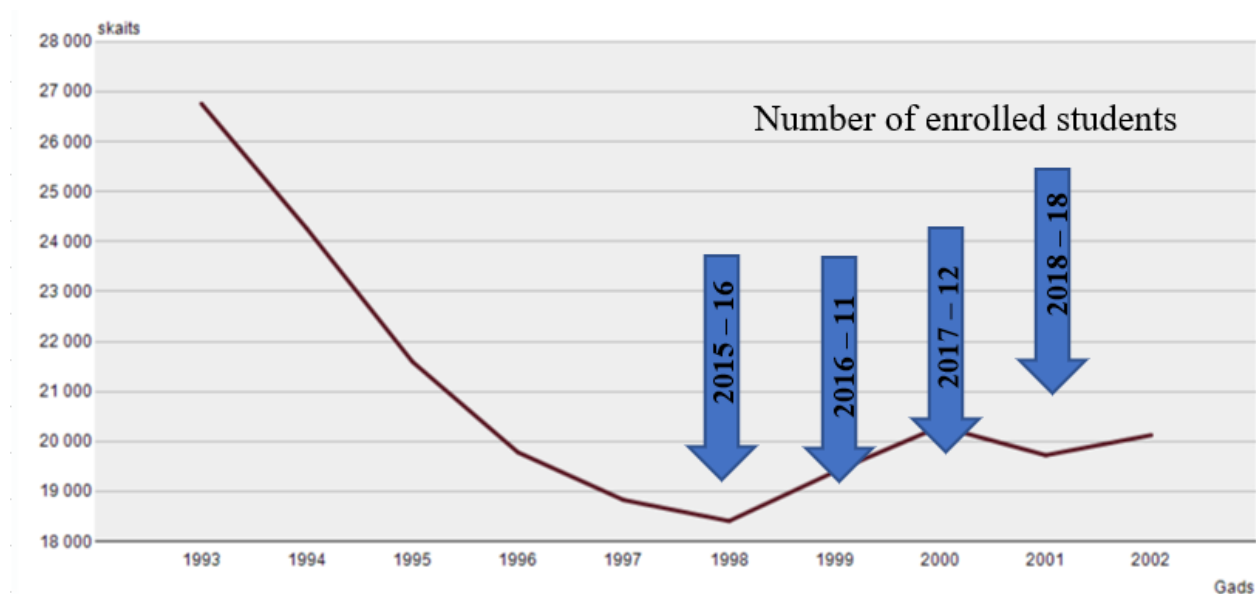
Dynamics of changes in the number of students enrolled in the programme (see Figure 1 and Figure 2) positively correlates with changes in demographic (birth rate) indicators in Latvia (see Figure 3.). In the last academic year of the reporting period (2020./2021.) the number of students enrolled in the programme increased by 43 % and in general, the number of students has increased during the reporting period. This increase can be justified and described with the following principal impact factors and evaluations:

- an efficient annual improvement and updating of programme's curriculum quality system and programme's curriculum and its elements, especially the transfer of teaching staff and knowledge, skill development and methods for creating competencies, as well as of the

content of courses and literature;

- strengthening of cooperation with the RSU Communication Department, resulting in an increased recognition of IBSE via modern media (social media, video advertisements) and an activated dissemination of information on RSU Faculty of European Studies, public events organised by the Department of International Business and Economics and the programme itself, for example, [Open Doors event](#), Leadership Workshop;
- Strengthening and growth of RSU's prestigious image. There has been observed a trend that for the majority of those enrolled in the programme, RSU and particularly the IBSE programme was either the first or the only priority. Likewise, many students have come from other Latvia's institutions of higher education, for example, Stockholm School of Economics in Riga;
- improvement of demographic indicators in Latvia. The age of enrolled students most often is 18 years (statistical mode), i. e., the year of birth, for example, for students enrolled in 2018, was 2000 when the birth rate in Latvia continued to increase for the second year in a row following a long decline. Respectively, the number of students enrolled in the programme in the academic years 2016/2017 and 2017/2018 was lower than the number of students enrolled in 2020. The number positively correlates with birth rates in Latvia for the respective period;

**Figure 3. Dynamics in live births in Latvia**



Source: CSB, 2019. IDG030.

- It is expected that the dynamics in the number of accepted students and total students in the following reporting period will be stable or increasing as a result of the aforementioned impact factors and owing to significantly strengthened RSU recognition, study, scientific and programme improvement activities, including marketing activities, popular science events in the society, for example, social science parallel sessions of the RSU Research Week 2018, 2019 social science international conference *Places*; RSU FES representative participation in public events (NLL, work groups, LAMPA), creation of cooperation in the sphere of social sciences at Riga Secondary School No 41 and Riga Classical Gymnasium which has been widely published both on social and public media (<https://www.rsu.lv/aktualitates/skoleni-iepastistas-ar-studiju-iespejam-un-prasibam-rsu>; <https://www.rsu.lv/notikumi/sadarbibas-liguma-parakstisana-ar-rigas-41-vidusskolu>; <http://www.rkg.lv/?p=9809>;

<http://www.la.lv/rsu-uzsak-sadarbibu-ar-viduskskolam/> / <http://www.rkg.lv/?p=9476;>  
<https://www.rsu.lv/aktualitates/rsu-paraksta-sadarbibas-ligumu-ar-rigas-klasisko-gimnaziju;>  
<https://www.facebook.com/r41vs/posts/2117593561843188/>).

Annex 16 contains statistical data on students in the reporting period.

### **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.**

- Name of the study programme – **International Business and Sustainable Economy** – clearly and unambiguously points to the programme belonging to social sciences, and therefore it is also closely related to degree to be awarded as a result of mastering the programme. The name is also closely related to the formulation of the principal aim of the programme (see below), reiterating and emphasising the interdisciplinary nature of social sciences indicated in the name of the programme – business in the international environment and sustainable economic growth expertise.
- Degree to be awarded. Until this year, graduates of the study programme “International Business and Sustainable Economy” were granted a Bachelor’s Degree of Social Sciences in Business Administration. With Latvia’s accession to the OECD Convention in 2016 there were subsequent changes including the new classification of sciences, so the Department of International Business and Economics that implements the Study Direction have the opinion that clarifications should be introduced to legislation ([Cabinet Regulations No. 49](#) and [Cabinet Regulations No. 322](#) and [Cabinet Regulations No. 240](#)), adjusting [Cabinet Regulations No. 240](#) in compliance with [Cabinet Regulations No. 49](#), as they have been revised according to the OECD classification. The Department considers that, according to this classification, the qualification to be granted in this and other equivalent study programmes of the Study Direction would be a **Bachelor’s Degree of Social Sciences in Economics and Business**. Name of the degree to be awarded closely relates to the name of the programme, encompassing the respective science field – social sciences – and emphasis on the organisational management aspect in it – “Management Science” which along with the name of the study programme points to mastering interdisciplinary knowledge, skills, and competences in international business management and economic aspects. At the same time, such a degree title would also promote the international recognition and competitiveness of the programme, as it would better comply with the latest laws and regulations of the Republic of Latvia, including those updating the classification of fields of science according to the classification proposed in the OECD’s collection of scientific statistical methodologies – Frascati Manual (available [online](#)). It is important that this classification is used in 35 countries around the world, including most European Union countries.<sup>[1]</sup> Such name of the degree has also been compliant with the demand of students and labour market, emphasising the field of social sciences, economic, business and management aspect therein – “management science” in the earlier classification and “economics and business” in the latest classification. Specification of the name of the degree will facilitate the recognition and equalisation of the obtained diploma and higher education

of programme graduates in foreign countries.

- The aim – to prepare highly-qualified specialists in management science (until the academic year 2018/2019) / economics and business (beginning with the academic year 2019/2020) with in-depth knowledge in international business and sustainable economic development matters – is in particular closely related to the formulation of the name of the programme, specifying it and emphasising the interdisciplinary nature of the study programme both in international business and its management and also economic, specifically sustainable economic and economic growth aspects.
- Objectives – objectives of the study programme are clearly subordinate to the aim of the programme, at the same time keeping in mind formulation of the name of the programme which is important in addressing potential students and creating a first impression, thus creating a close interconnectedness of name-aim-objectives, which in turn creates guidelines for the formulation of the learning outcomes of the study programme that are used for defining learning outcomes of study courses and are iteratively updated every year.
- Learning outcomes– learning outcomes of the study programme to be achieved are formulated by means of a student-centred approach, by defining in a structured and detailed manner knowledge, skills, competences that a student has and that a student is able to use and apply after graduating from the study programme. Formulation of the learning outcomes is both resultant from the name, aim, and objectives of the programme and encompasses the development of other 21st century skills and competences (transversal skills).
- Admission requirements– objectives and learning outcomes to be achieved in the study programme are created to gradually develop student knowledge, skills, and competences from the basic level immediately after secondary school, so, the admission requirements in this programme are determined in accordance with the Regulations of the Cabinet of Ministers of the Republic of Latvia, without specific requirements of RSU and the study programme SBIE, namely secondary education, English language skills and the results of the CE in mathematics. The basic admission requirements for International applicants, when the programme starts admitting English-speaking students, will be – secondary education, English, mathematics, which will be tested in accordance with the recognition and validation; and international students will have to submit a letter of motivation and two letters of recommendation. Admission procedure in Latvian is available online: [uzņemšanas noteikumi RSU](#) and in Annex 1 (in Latvian and English). Additional information for foreign applicants: [Master's study programmes RSU](#).
- Compliance of the courses – **study courses of part A** offer an in-depth theoretical knowledge in the basic courses of economics and management science. Those are, for example, study courses “Theory of Microeconomics”, “Theory of Macroeconomics”, “Mathematics”, “Introduction to the Theory of Law”, “Introduction to Studies and Practical Entrepreneurship”, “Research Methodology in Economics”, “Business Communication and Ethics”, “Statistics”, “Fundamentals of Finance”, “Basics of Accounting”, foreign languages. **Study courses of part B**, beginning with the fourth study semester, specialise students in international business and sustainable economic topical aspects, mastering, for example, study courses “Theory and Management of Organisations”, “Innovation Management in International Business”, “Human Resource Management in International Business”, “Sustainable Business Process Management”, “Regionalisation Trends in International Economy”. Whereas study courses of part C enable students to master additional knowledge, for example, “Business Plan Development Methodology” and courses “Stress Management” and “Leadership” that have been popular among students in recent years.

[1] Preliminary impact assessment report (annotation) of the draft Cabinet Regulation No. 49 adopted on 23 January 2018 “Regulations on Latvian Fields and Subfields of Science”, pp 1-2.

### **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 is regularly updated in accordance with the relevant industry, labour market, and science trends. The continuous topicality of the study programme is to a great extent ensured by the vision of programme's lecturers – field professionals and experts – on thematic trends in business and economics related to their respective study course. It is significantly facilitated by active practical, scientific and research activity on the part of the programme's lecturers – participation in conferences, preparation of publications, presentation of reports, participation in research, scientific and experience exchange projects and activities. For example, participation of Romāns Putāns, Head of the study programme and lecturer, in the social sciences conference *Places* at the RSU Research Week with report “*The Feasibility of Innovative Public Governance Client-Accordance Index (PCAX) in Business and Higher Education*” (02.04.2019.) and participation in the conference of the International Management Science Institute at the Leuven University with report “*The Feasibility Study of Innovative Public Policy Client-Accordance Index*” (28.05.2019.) to a great extent ensures topicality of the content and inclusion in discussion of study course “Public Support Models in International Business”, as well as its practicality in the labour market. For more examples see Section 4.5. Annual updating of study programme course, placement and final paper description quality and compliance with requirements of regulatory enactments, as well as topicality of content and compliance with aims of the programme takes place in a coordinate manner within the department as well (meetings, final paper commissions, methodology seminars, etc.), in particular by lecturers of study courses and heads of study programme cooperating with the following parties involved:

- with other lecturers, for example, regularly (several times a month) discussing topical issues in department meetings, including those on the implementation of study courses, students, lectures, seminars, and needs for improvement;
- with the head of study programme, for example, individual meetings with the heads of particular courses several times a year, discussing student assessment on particular study courses of the semester and potential improvements;
- with head of the department, for example, individual meetings with the head of study programme several times a year, discussing strategic development matters, including those on the development of scientific qualification and the development of the study programme;
- with members of the council of study direction, which include business, public administration, and academic environment representatives;

- with employers (placement supervisor's survey in which student's knowledge, skills, and placement process are evaluated that is attached to student placement reports is particularly taken into account);
- student feedback in study course evaluation surveys is seriously taken into account;
- with RSU Student Union;
- with other labour market representatives during the events held at the university events and outside.

Mapping of the study programme has also allowed identifying more clearly abilities, skills, and competences to be acquired as part of courses and of the whole programme in accordance with the Bloom's taxonomy classification, as well as has allowed connecting them closer with aims and objectives of the study programme. That, in turn, significantly increases the position and clear understanding of the head of the programme, teaching staff, students, as well as of graduates about the topicality of the study programme and compliance of learning outcomes with the labour market, sectoral needs, and science trends. Mapping also provides an opportunity to structure and verify in a more targeted way the relation of content of specific study courses with other courses of the study programme in order to prevent potential overlapping of content or to justify its necessity from different perspectives in different courses.

**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.**

Structure of study courses, including interrelation of learning outcomes and aim defined in the study courses with aims and learning outcomes to be achieved of the study programme are to a great extent ensured by annual updating of study courses in a coordinate manner (also in discussions in person and in work groups of department lecturers) and by mapping of the study programme (see sub-chapter 2.1). For example, in discussions in person and in work groups of department lecturers interrelation of different courses (for example, separate microeconomics, macroeconomics, and mathematics study courses; or process management and project management study courses) and their complementarity is discussed, including knowledge transfer methods used by the study course lecturer, aims of study course and learning outcomes to be achieved, their compliance with the aim of the study programme and learning outcomes. As a result of these two principal methods (instruments) – discussions in person and mapping – the interrelation of information included in these study courses is kept updated and appropriate.

For mapping of the study programme see Annex 18.1 which expressly shows the interrelation of information and learning outcomes to be achieved included in the study course with learning outcomes to be achieved of the study programme.

**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.**

Study process is implemented mostly as interactive lectures, practical interactive classes or seminars and independent work of students. Both in lectures and in classes all previously described advanced technologies available at RSU are used. The interactive approach to the study process is qualitatively complemented by different knowledge transfer, skill development, and competence creation methods used by lecturers of the programme, including many up-to-date methods, for example: student debates, applied games, role plays, specific content analysis tasks, "*I say.., you say..*" method, "*Frankly speaking...*" method, case studies, practical examples, their joint and individual preparation, moderated discussions, including discussions moderated by students, specific homework tasks (calculations, case study), short tests, handouts, formula sheets, "draw yourself" non-exhaustive handout), selection of several knowledge test types (open, closed questions, essay, presentation), group presentations, *take-home* exam, *Flipped-classroom* method, Station method, study visits, question formulation method, use of online tools, for example, *Kahoot!*, and other methods and techniques which retain student attention and promote content mastering and development of skills and competences.

During their studies at RSU, students have a possibility to ask questions they are interested in, discuss it with the lecturer and study colleagues. Problem-centred teaching strategies are used in studies. All additional study materials are freely available to the students in the e-study environment. It also provides references to additional information sources for studying the specific issues, as well as materials for self-guided learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative evaluation is used in studies. The formative evaluation takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent work of students that is practised during the study process. The summative evaluation takes place at the conclusion of each study course as a test or examination. Summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions. At the conclusion of studies, the student selects a topic he or she is interested in and in cooperation with selected supervisor develops and defends the Bachelor's thesis.

As already mentioned, by the end of each study course, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Representatives of the students are also involved in faculty councils ensuring representation of their opinion in decision-making.

RSU exercises a student-centred education, providing that:

- independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the learning outcomes defined for the study programme or course;



- evaluation of the student's achievements is formed in a way that it is possible to ensure whether and at what level the planned learning outcomes have been achieved;
- task of the teaching staff is to facilitate the studies of the student so that the student would achieve the set learning outcomes;
- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

Learning outcomes of the study programme are formulated in a student-centred way and they:

- establish a unified understanding for students and teaching staff regarding what is expected from the student at the end of the course or the programme;
- provide students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain when they successfully complete the respective course. The students can also track what they have already learned and what they still have not learned, and what their progress is towards achieving the outcomes of the programme;
- present a tool for the teaching staff for organising the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., by selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes specified for the study course or study programme;
- create a mutual understanding between the teaching staff and colleagues regarding the achievement of which learning outcome the course is taken, and the respective learning method is selected;
- identify those areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in their choice on which courses to take in accordance with learning outcomes the student wishes to achieve;
- provide clear information for employers on knowledge and skills the students have obtained, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

The study implementation and also assessment methods used promote the achievement of study course outcomes and aims of study programme.

### **Implementation of distance learning**

In the distance learning study courses and programmes implemented by RSU, the student acquires the study content and takes the examinations using digital and online study means, without attending RSU in person or with minimal attendance.

Pursuant to Section 1 of the Law on Higher Education Institution, RSU is planning implementation of full-time distance learning study programmes in such way that student would obtain 40 credits and would devote at least 40 academic hours to studies a week.

When implementing a study course or programme in full-time distance learning, RSU provides the same amount of contact hours as in a full-time regular study programme, replacing full-time contact hours (lectures, classes and seminars, consultations) with online contact hours (live lectures and/or video recordings, webinars, online consultations) and contact hours are planned similarly to the regular study programme, using the RSU lecture and lesson planning system and thus providing the student with an electronic list of lectures and lessons.

#### *E-study environment*

Each study course implemented by RSU has a respective e-course, which is available in the RSU e-study environment (created on the basis of the *Moodle* learning management system).

In each e-course, the student is provided with information about organisation of studies and communication (contact information of the lecturers and support staff, information about the study course, technical and organisational information, etc.), digital study materials (presentations and other materials developed by lecturers, video recordings of lectures and workshops, links to articles and books in online data bases, etc.), interactive study materials (knowledge tests, etc.), options of mutual communication and communication with the lecturer (forums, chat rooms, etc.) and functionality of independent work submission and evaluation (submission of independent work, electronic tests).

#### *Online lectures and classes*

Broadcast of video lectures is implemented, using the technical platforms at disposal of RSU (*Panopto*, *Zoom* or *Microsoft Teams*). Hyperlinks to the planned online lectures or lecture recordings are published in the e-study course. After the video lecture in the e-study environment, an electronic knowledge self-assessment test is available to students.

Online classes and consultations are implemented using *Zoom* or *Microsoft Teams* platform, hyperlinks to the planned online classes and recordings thereof are published in the e-study course.

*Panopto* video platform is used for publishing and storing video lectures and classes, ensuring availability of multimedia materials for authorised RSU users. Video recordings are processed and stored in accordance with requirements of laws and regulations, the provided consents, concluded agreements and other requirements.

#### *Online examinations*

The forms of examinations of study courses and programmes are adapted to the online environment, ensuring the assessment of the planned learning outcomes identical to the regular study course or programme, using synchronous and asynchronous online examinations.

Solutions of the RSU e-studies environment (*Moodle* tests, *Moodle* file uploading tasks, *Turnitin* assignments) are used to ensure implementation of written examinations. The *Turnitin* content originality verification system is used to verify written work submitted by students. If *Moodle* tests are used in written final examinations, security of examinations is monitored, using the online examination security system *Respondus Monitor*. Either *Zoom* or *Microsoft Teams* platform is used for remote oral final examinations.

#### *Quality assurance of e-environment*

Content of the e-studies must be created and organised in line with the RSU methodological materials “E-study Course Content” and “E-study Content Guidelines”, which comprise quality criteria for self-assessment of content of an e-studies course.

Once in two weeks, the RSU Study Process Quality Analysis Department summarises information on usage of the e-study environment and availability of the resources and activities provided in the e-study environment to students.

To inform and support lecturers, there is an e-study course “Support for the Online Study Process”, serving as the main source of all the current support materials necessary for implementing online study process.

The university conducts thematic training for lecturers, as well as offers individual consultations aimed at improving pedagogical digital competence and acquiring purposeful usage of IT tools with a view to ensure implementation of high-quality remote studies.

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

SBIE provides a study placement at the end of second academic year amounting to 4 CPs. In order to ensure a quality placement for the student, methodological placement guidelines are developed and updated each year (see Annex 11) and are sent to the students in a timely manner before the beginning of placement. They clearly set out the aim of the student's placement, abilities to be acquired, five compulsory placement tasks, selective tasks (student has to select from one to five defined tasks), as well as the structure of the documentary report on the placement, volume, presentation requirements and deadlines. Methodological guidelines, especially student's placement tasks, are updated each academic year. The updating of placement tasks occurs by strictly complying with the updated changes and clarifications in the study programme, its planning, outcomes, study courses and in their expected outcomes. Student's placement tasks are developed by widely encompassing topics from the whole study course content of the study programme, aims, and intended learning outcomes. Placement tasks are specifically structured in accordance with the plan of the study programme – study courses, taking into account their content specificity. The main aim of the student's placement which is also indicated in the methodological guidelines is to ensure students with an in-depth understanding on the use of theoretical knowledge mastered in the respective social science sphere in practice; therefore, both the compulsory and selective placement tasks are ancillary to this aim and at the same time are compliant with the learning outcomes of the study programme, which, in turn, are defined in accordance with the respective EQF level learning outcomes.

*Table 2 Compliance of separate study courses and knowledge mastered therein and of placement with the defined placement tasks. Example*

<b>Study courses of the IBSE study programme</b>	<b>Placement tasks corresponding with the study courses</b>
<ul style="list-style-type: none"> <li>· Theory and Management of Organisations</li> <li>· Strategy and Politics of Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>· To determine the mission, vision, and aims (strategic, tactical, operative) of an enterprise/organisation and to analyse their relation with the development of enterprise.</li> <li>· To analyse the strategy and action plan, organisation of work and division of functions of an enterprise/organisation</li> </ul>
<ul style="list-style-type: none"> <li>· Basics of Accounting</li> <li>· Statistics</li> <li>· Fundamentals of Finance</li> <li>· International Financial Relations and European Monetary Union</li> </ul>	<ul style="list-style-type: none"> <li>· To carry out an analysis on financial indicators of an enterprise (profitability, liquidity, activities, capital, investor indicators), balance analysis (horizontal and vertical), and profit and loss account analysis.</li> </ul>

<ul style="list-style-type: none"> <li>· Strategy and Politics of Enterprise</li> <li>· International Business</li> </ul>	<ul style="list-style-type: none"> <li>· To analyse the position of an enterprise in the market (market share assessment, competitor analysis, competitiveness analysis, SWOT analysis or Boston Matrix or Porter's five forces analysis).</li> </ul>
<ul style="list-style-type: none"> <li>· Sustainable Business Process Management</li> <li>· Human Resource Management in International Business</li> </ul>	<ul style="list-style-type: none"> <li>· To analyse enterprise's/organisation's implemented projects for promoting or expanding business.</li> </ul>
<ul style="list-style-type: none"> <li>· Introduction to the Theory of Law</li> <li>· Theory of Macroeconomics</li> <li>· Political and Legal Environment of Global Business</li> </ul>	<ul style="list-style-type: none"> <li>· To analyse enterprise's problems in the context of legal regulation of economy.</li> </ul>

Likewise, for the purpose of creating practical knowledge and practical understanding, special attention is devoted during the implementation of study courses, during the intended contact hours, and also during student's independent work by attracting visiting lecturers – employers from enterprises, graduates of the programme who work in different business sectors, and also by offering study visits, for example, *Brussels Week* in cooperation with Latvian European Community Studies Association which allows students to participate in study visits in the EU lead institutions, research centres, Brussels business incubator and in seminars with students and teaching staff from the University of Bremen and Swiss Business School.

See Annex 9.2 RSU DIBE EE/IBSE student placement 2014-2019.

The placement in the study programme is conducted in Latvian (allowing for exceptions, for example, when a student does the placement in international companies or branches of international companies in Latvia, where the working language may be English, for example, in international insurance companies, in small companies with international staff, etc.). In the case of having English-speaking students, it is planned to apply the same requirement parameters for the programme implemented in English as those used for the training in Latvian, applying the English language as the language of placement, which would accordingly be agreed with the placement provider. Students often choose international companies as places of placement where they can carry out placement tasks in English. For more information see Part II, Section 5, paragraph 5.3 of the Description of the Study Direction.

## **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.**

Each year students develop their final papers (Bachelor's theses) on relevant topics in business and economics. Thematic direction (ideas) of the final papers is typically selected by students that later on together with the supervisor of the final paper and, if necessary, with other teaching staff of the study programme and department is specified in accordance with RSU requirements for developing final papers, specificity of the programme's content and with principles of scientific research. Management of the study programme in cooperation with the department and its partners can also

offer research direction and topic of the final paper. Supervisors of final papers are appointed at the study programme and department meeting by assessing compliance of teaching staff's experience, expertise and scientific directions of the programme and department with thematic directions (ideas) of the final papers conducted by students. Students are entitled to request for a specific supervisor of final paper from the study programme and department teaching staff and to request for an external expert with whom the student has had a successful cooperation during the studies. Such requests are almost always approved by assessing the potential effectiveness and compliance with learning outcomes to be achieved of such cooperation.

Analysis and evaluation of the topics of final papers, as well as evaluations of final papers clearly reflect the following positive peculiarities:

- almost all planned learning outcomes of the study programme are achieved – knowledge, skills, and competences. It is shown and proved by the students' ability to identify current issues in the sector, development trends, as well as practical manifestations of theoretical concepts and connections of management science, sustainable economics and international business. Likewise, this analysis demonstrates students' skill to encourage their own and their subordinate professional development in compliance with the latest trends in international business management and development. **For example:** each year start-up business development plans, competitiveness strengthening strategies, models of foreign market canvassing, etc., are analysed in the students' final papers. For example, in the academic year 2018/2019, one of the final papers analysed the benefits and challenges of recently merged several international insurance companies which cover a large part of Latvia's insurance market. Another student's final paper was conducted on the renewable energy resource economic analysis in Latvia which was especially topical in this period along with intentions of new foreign country investors on the planning of wind farm construction in Kurzeme;
- the identified labour market and employer requirements and expectations are achieved with regard to graduates of the programme at the level of Latvia's business, economics, and society management, and also of an international business;
- The fact that students select topics for their final papers according to acquired knowledge in study courses can be evaluated very positively. The subjects correspond to the name of the study programme;
- Bachelor's theses are usually of distinct practical importance and applicability in relation to particular enterprise's development, whereas the methodological framework of the conducted analysis which demonstrates the student's ability to synthesise adapted and innovative analysis solutions; moreover, the conducted information analysis (both primary and secondary data analysis) can mostly be used in a wide business sector, i. e., in other enterprises in the sector or, in many cases, in other sectors.

Annex 17.1 contains table on the study programme's compliance with the national education standard.

Annex 18.1 contains mapping of study courses for the achievement of learning outcomes of the study programme.

Annex 19 contains the plan of the study programme (for each type and form of implementation of the study programme).

Annex 20 contains descriptions of the study courses of the study programme.

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

**Students' surveys and their results:** At the end of each module during the academic year, student surveys are conducted on how they assess the process of study course mastering. These surveys evaluate the content of study courses, quality of lecturer's teaching and competence, as well as the material and technical resources of the study course. All in-house and invited lecturers of the department are always informed of the survey results, and they improve their courses, eliminate deficiencies, and implement expressed recommendations. Students' participation in surveys is organised both online by using the RSU information system and in person in several courses when the lecturer of a particular course conducts the overall course assessment together with students in an oral and written manner by using short and quick assessment methods, **for example**, STC (start, stop, continue, i. e., students anonymously express in writing what they liked, did not like or what could be changed. Each completed survey is a valuable source of information which helps to improve the quality of studies. Assessments of study course and survey results are aggregated by lecturers of the study course and director of the study programme, and they are regularly collectively discussed at department meetings. The RSU information system ensures (publishes) feedback to students, as well as teaching of study courses is improved by means of negotiations with heads of study courses. The survey process and its results are discussed also with the students during study courses or with the director of the study programme meeting with students or group leaders, as well as with representatives of the RSU Student Union.

### Graduate surveys and their results

1. Overall, programmes and their courses, content, topicality, means of teaching and lecturers are evaluated positively. The vast majority of respondents are totally satisfied or somewhat satisfied.
2. Respondents are essentially totally satisfied or somewhat satisfied with the organisation and environment of the study process.
3. The principal assessment points where respondents are somewhat unsatisfied are the following:
  1. Practical application of theoretical knowledge in seminars;
  2. Information availability in the e-studies environment and the availability of respective literature;
  3. Logic and clarity of the progression of a course, content structure, and of the order of topics;
  4. Topicality of the course and potential overlapping of content with other courses.
  5. Certain students indicated the study process load in the comments section of the survey.
4. A large part of respondents have given a positive assessment on the lecturers and the teaching style, more often emphasising the following positive points:
  1. *Life examples were given, and the topics were presented in an interesting manner;*
  2. *The lecturer was responsive, explained the topics easily;*
  3. *Interesting and modern course content;*

Overall, it can be concluded that the education to be acquired in the study programmes is topical and practically applicable and that students and graduates will be/are competitive in the labour

market – all graduates have indicated in the comments that they consider themselves to be competitive in the labour market.

### **Employer surveys**

In the study programme, cooperation with employers takes place continuously – both in the form of guest lectures and especially during placement and during the development of study assignments and Final papers, in other academic activities, for example, in conferences, as well as in the Quality Council of study direction. An important source of employer opinions is also the feedback and evaluation surveys of the placement manager – of the employer or its representative – that are to be obligatorily attached to the students' placement reports. Necessity for the placement feedback is also laid down in Paragraph 2.4 of RSU ESF Placement cooperation agreement (see Annex 9.2). In this feedback, employers assess student placement aspects, for example, student's attitude towards work, quality of completed tasks, work discipline, teamwork ability, creativity, novelty, ability to work individually, as well as recommendations both for organisation of student placement and for the improvement of learning outcomes – knowledge, skills, competences – by employers indicating what knowledge and abilities, in their opinion, the students lacked when carrying out placement tasks. Results of these surveys overall indicate a very positive employer assessment (mostly 8–10 out of 10), at the same time often emphasising that in practical entrepreneurship individual solutions are often needed that are best acquired during placement. The number of placement feedback complies with the number of placements on a yearly basis: In 2014/2015 – 12, in 2015/2016 – 10, in 2016/2017 – 8, in 2017/2018 – 5, in 2018/2019 – 8.

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

Students of the programme actively (and with an annually increasing tendency) use the outgoing mobility options and during the mastering of the study programme they spend one semester studying abroad. Courses mastered during the mobility and their amount in credit points are recognised by equalising them to the respective IBSE courses. Mostly course recognition takes place smoothly. It is ensured by a qualitative mobility planning during which the student consults with the head of the study programme on the intended courses to be mastered during mobility and their compliance with the IBSE study plan and learning outcomes.

There are relatively large numbers of incoming mobility students in the programme which positively complement the study environment and content. To a great extent, it is promoted by the fact that a number of IBSE lecturers have the ability to teach several (8 in total) study courses in English, and they do so.

*Table 3. INCOMING MOBILITY International students in the RSU IBSE (Erasmus) academic year 2018/2019 – length of studies in semester 1*

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**University, country**

IUT La Roche-sur-Yon, Université de Nantes, France
Fontys University of Applied Sciences, Netherlands
Fontys University of Applied Sciences, Netherlands
Fh Burgneland, Germany
Universidad Carlos III de Madrid, Spain
Universidad Carlos III de Madrid, Spain
Universidad Carlos III de Madrid, Spain
Justus-Liebig-Universität Gießen, Germany
Justus-Liebig-Universität Gießen, Germany
Fontys International Business school, Netherlands
Fontys International Business school, Netherlands
Università degli Studi di Napoli "Parthenope", Italy

Table 4. OUTGOING MOBILITY. Outgoing mobility participants in the spring semester of 2019

Period	University, country
02.01.2019.–31.05.2019.	University of Vaasa, Finland
28.01.2019.–28.06.2019.	SMK University of Applied Social Sciences, Lithuania
15.01.2019.–10.05.2019.	American University in Bulgaria, Bulgaria

Additional information on student mobility is reflected in the description of the study direction (see Part II, Section 5, paragraph 5.2.).

### 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.**

RSU resource provisioning necessary for the implementation of the study programme and achievement of learning outcomes is completely adequate. Particular emphasis must be placed on the wide availability of the information base, including ready availability of thousands of topical scientific literature units in the e-environment – students have access to about 2000 full texts of journal articles from different science fields at the RSU e-library that have been published from 2002 to the latest editions, including scientific journals in social sciences and science and sub-science fields related to it – finance, economics, organisation, psychology, etc. Likewise, the openness and responsiveness of the RSU library have to be emphasised in the popularisation of scientific research instruments for students, for example, library guest lectures: **Example:** In the IBSE first year study course “Research Methodology in Economics” that is taught by 2 lecturers of the programme – Kristīne Blumfelde-Rutka and Romāns Putāns – the representative of the RSU library was invited in the second or third class to give a guest lecture/practical guest seminar to the students on the practical usage of RSU resources – during the seminar, the representative of the RSU library demonstrates practically how to work with RSU library resources, how to find the necessary information, how to register, edit, refer to a source, and other particularly important things which are an integral part of students’ individual research development and developing an understanding of scientific research. During the guest seminar, the representative of the RSU library demonstrates examples of practical work by using the terminology and content specificity of science fields that students will be working with in their first study assignment in the first year.

RSU offers both technical facilities and methodological resources. Lecturers are offered opportunities for in-service training and professional development; more detailed information is described in the Description of the Study Direction (see the information provided in Chapter II, Section 3, sub-paragraph 3.5).

The relevance of resources and provision (study bases, science bases (if applicable), information bases (including libraries), material and technical bases and financial bases) is described in the Description of the Study Direction and is equally available for all RSU study programmes. (See the information provided in Chapter II, Section 3, sub-paragraphs 3.1-3.3).

The range of resources and provision offered by RSU is appropriate for the successful implementation of distance learning. Resources used in distance learning are described in sub-paragraph 2.3 and in several annexes: 25, 26 and 27.

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

Not applicable.

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

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

Updating of the composition of teaching staff is an integral part of development of the study programme and co-occurs with other study programme updating and development aspects, including in compliance with changes in the course content, learning outcomes, practical trends in the field, with student changes and with labour market demand changes in the context of international business and sustainable economy. In the reporting period – 2013–2019 – the content of programme's teaching staff has been supplemented by several lecturers, for example, Dr. sc. admin. Olga Leontjeva, Dr. sc. admin. Romāns Putāns, Dr. oec. Marija Bočkarjova, Dr. oec. Dace Kalsone and others. Many new lecturers of the programme have relatively recently defended their doctoral dissertations and have obtained a doctoral degree, thus ensuring the analytical aspect of particularly new scientific findings in study courses.

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

Table 5. Compliance of IBSE teaching staff's qualification with the specificity of IBSE (courses of the programme) in the respective DIBAE directions of research and scientific topics. Examples

DIBAE main directions of research	Specifically relevant IBSE study courses	Lecturer
· Economic integration problems, finance sector integration problems	· Theory of Macroeconomics	I. Dovladbekova
· State investment policy and investment environment	· Fundamentals of Finance · Basics of Accounting · International Financial Relations and European Monetary Union	A. Berķe-Berga I. Magone

<ul style="list-style-type: none"> <li>· Creation of economy based on innovations in Latvia</li> <li>· Development of competitive advantages in small and medium-sized enterprises in Latvia</li> </ul>	<ul style="list-style-type: none"> <li>· Introduction to Studies and Practical Entrepreneurship</li> <li>· Innovation Management in International Business</li> <li>· Management of Change</li> </ul>	<i>K. Zaļais</i> <i>V. Rojenko</i> <i>I. Kalve</i>
<ul style="list-style-type: none"> <li>· Role of State economic policy in the development of market economy in Latvia</li> </ul>	<ul style="list-style-type: none"> <li>· International Business</li> <li>· Regionalisation Trends in International Economy</li> </ul>	<i>D. Zelmeni</i> <i>R. Putāns</i>
<ul style="list-style-type: none"> <li>· Human capital and social capital issues</li> </ul>	<ul style="list-style-type: none"> <li>· Human Resource Management in International Business</li> <li>· Environmental Economics and Finances</li> </ul>	<i>O. Leontjeva</i> <i>M. Bočkarjova</i>
<ul style="list-style-type: none"> <li>· Socio-economic State development models</li> </ul>	<ul style="list-style-type: none"> <li>· Public Support Models in International Business</li> </ul>	<i>R. Putāns</i>

A particularly increasing trend in the whole reporting period is the attraction of visiting lecturers for the implementation of study courses of the programme, as well as study visits to enterprises and organisations which ensure a pronounced and clear connection between the analysis of theoretical findings and analysis of a practical situation based on a real case study in a real environment – in an enterprise or specific field. For example:

- *Brussels Week*, in cooperation with Latvian European Community Studies Association which allows students to participate in study visits in the EU lead institutions, research centres, Brussels business incubator and in seminars with students and teaching staff from the University of Bremen and Swiss Business School (in 2017, two IBSE students participated in the Brussels Week, in 2016 – also two students). As of 2019, it is intended to further integrate the Brussels Week into the IBSE study plan by offering students the possibility to equalise credit points from several study courses;
- *Krzysztof Jasiecki*, Centre for Europe at the University of Warsaw, guest lecture for the IBSE and SE students on 8 May 2019 “New Economic Policy of Poland after 2015 and the Role of Economic Cooperation of the Visegrad Countries in the EU”;
- *oec. Marija Bočkarjova*, Utrecht University in the Netherlands, guest lecture “Nature-Based Solutions in the EU: definitions, institutions and practice” for the IBSE students in the 2018 autumn semester in study course “Public Support Models in International Business”.

After analysing the compliance of SBIE teaching staff’s qualification with the SBIE’s requirements for qualitative implementation, it can be concluded that heads of SBIE courses, lecturers and guest lecturers ensure a practical and high level of expertise of their particular sphere both in particular study courses of the study programme and in the programme in general. Information about the experience of the academic staff is summarised in Annexes 6.1, 6.2, 6.3, and 6.4.

The composition of the academic staff involved in the implementation of the study programme complies with the requirements of laws and regulations. With regard to the opinion of the Council of Higher Education from 30.01.2020, the composition of the academic staff of the study programme has been updated and, as at 28.12.2020, 2 professors and 3 associate professors are involved in the implementation of the compulsory and compulsory elective parts of the programme (see

Annexes 24.7 and 24.9).

Testing of the lecturers' English language skills and teaching English to the lecturers is done within the programme "Growth and Employment", the specific support objective 8.2.1. "To reduce the fragmentation of study programmes and strengthen resource sharing" under the project "Reduction of fragmentation of study programmes and promoting the internationalisation of studies at Rīga Stradiņš University", No. 8.2.1.0/18/A/014. Opportunities to improve the qualification of the academic staff, including improvement of the English language skills, are described in the Description of the Study Direction (see Chapter II, Section 3, sub-paragraph 3.5).

**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).**

Not 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).**

Not applicable.

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

The academic staff of the Department and the lecturers involved in the programme implementation conduct active scientific activity. The scientific activity of the academic staff is attested by the number of publications, including in internationally cited databases, and the number of monographs, participation in international and local conferences, as well as in projects. The academic staff of the Department and the lecturers involved in the study programme actively participate in various projects of a scientific and practical character. The research projects are funded from the Latvian state budget – the funding of the Latvian Council of Science, from European Union funding – the European Union Framework programme research projects, as well as from other foreign institution funding resources – the Ebert fund projects in Latvia. The results of

scientific research are summed up in scientific publications and reports, as well as presented in scientific conferences. The scientific work of about 70 % of the involved lecturers is closely related to the study courses they teach. The development of scientific research is attested by the number of publications, participation in conferences, research projects, ERASMUS programme and qualification improvement training. Lecturers at the department cooperate with the European Commission delegation office in Latvia. Academic staff of the department participates in the organisation of conferences and other events aimed at popularisation of scientific work results, conducting discussions on topical economic and management issues. In April 2018, RSU Scientific Conference, RSU Research Week, and RSU Students' Scientific Conference took place; lecturers involved in the study programme implementation participated in all the activities.

The obtained information and research results are actively used in the study process, for example, Prof. I. Dovladbekova, lecturer of the Theory of Macroeconomics manages sub-project 5.2.7 "Society involvement in social innovation processes for ensuring sustainable development in Latvia" (2014–2017) of "NRP Transformation of national economy, smart growth, management and legal framework for the sustainable development of state and society – new approaches for creating a sustainable knowledge society" (EKOSOC-LV).

Results of Doc. A. Berķe-Berga's from scientific articles "Examining health inequalities in Latvia – a decade of association between socioeconomic position and perceived health status" ("BioMed Research International", 2017) and "Managerial Ownership and Firm Performance: Evidence of Listed Companies in the Baltics" ("Polish Journal of Management Studies", 2017) have been integrated into study course Fundamentals of Finance.

Experience gained by Assist. Prof. R. Putāns who participated in EC Erasmus+ project "Boosting adult career management and key competences for inclusion and employability through social media" (AGEFACTOR) No 2016-1-FR01-KA204-024066 (01.10.2016.–31.09.2019) is integrated into study course Research Methodology in Economics.

Lecturers of study courses prepare or update methodological materials for the study process; for example, in the academic year 2017/2018 M. Ābula conducted methodological material "Problem situations, handouts, tasks" in study course "Introduction to the Theory of Law".

Experience from participation in international conferences is integrated in study course "International Marketing":

- K. Blumfelde-Rutka, K. Briņķe. (2019). The impact of brand image on recruitment companies in B2B segment, Rīga Stradiņš University international interdisciplinary conference on social sciences "Places", 2 April 2019, Riga.
- K. Blumfelde-Rutka. (2018). Analysis of consumer shopping habits in the Internet in Latvia, Rīga Stradiņš University Scientific Conference, 22-23 March 2018, Riga.
- K. Blumfelde-Rutka, L. Lazdiņa. (2017). Influence of Children on Purchase Decision Making Process in Dairy Consumption Segment in Latvia, Rīga Stradiņš University Scientific Conference, 6–7 April 2017, Riga.
- K. Blumfelde-Rutka. (2016). Specifics of Social Networking in the Marketing Process in Latvia, Rīga Stradiņš University Scientific Conference, 17–18 May 2016, Riga.

Lecturers involved in the study programme are members and participants of several associations:

- 1) Inna Dovladbekova – participant of the European Political Economics Development Association; International Society for the Study of European Ideas; Latvian European Community Studies

Association; expert at the European Commission; Council Member of the University of Latvia Doctoral Studies School “Ensuring International Competitiveness of the National Economy”; member of the Latvian Economic Association; RSU representative at the Latvian Employers Confederation (Form No M-1.1 (2) 20);

2) Henrijs Kaļķis – Member of the Board of [Latvian Ergonomics Society](#); Member of the Board of [Association of Business Efficiency](#); Member of the Council of [International Ergonomics Association](#); Member of the Council of [Federation of European Ergonomics Societies](#) ; Member of the Council of [Centre for Registration of European Ergonomists](#) ; Member of *Institut CEDIMES (Centre for Studies in International Development and Economic and Social Movements,)*, Lettonie, France, (No. 1875); Member of [Business Systems Laboratory](#), Italy; Member of [Association of Latvian Young Scientists](#);

3) Marta Ābula – Council of the Faculty of European Studies; Member of the journal’s “Academic Life” (“*Akadēmiskā dzīve*”) editorial board; Member of the RSU Constitutional Assembly;

4) Irina Režepina – Member of Latvia’s Association of Business Efficiency, Latvian European Community Studies Association;

5) Romāns Putāns – Member of Association of Latvian Young Scientists;

6) Renāte Cāne – Member of Latvian Public Relations Association; Member of Association of Latvian Young Scientists; Member of Latvian Filmmakers Union.

#### **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).**

Knowledge obtained in other study courses is taken into account when preparing the content of study courses by indicating it as necessary prior knowledge. In the development of the content of the study programme, work towards increasing the number of collectively lectured study courses is being done, currently study course “Research Methodology in Economics” taught by two lecturers is evaluated very positively which enables the lecturers to work as a team, to use mutually supplemented teaching methods. For the purpose of updating study courses and improving content of the study programme, regular observation of study courses takes place which is aimed at taking over positive practice, as well as to react to student recommendations. In mapping workshops organised by RSU CEG in 2018, review of the content of study courses took place in order to ensure the achievement of learning outcomes, as well as to prevent potential overlapping of study course content and to identify the necessity for prior knowledge. In joint discussions, lecturers assessed the content of study courses, agreed on direction change for certain study courses. In spring semester of 2018, Prof. I. Dovladbekova of the Department of International Business and Economics organised a methodological seminar for development of Final papers of study programmes of the department with an aim to ensure a common approach to development and assessment of Final papers. During the seminar, teaching staff of the department discussed methodological guidelines for developing Final papers and agreed on common requirements and evaluation criteria. Teaching staff of the department participates in the implementation of joint research by promoting mutual cooperation and exchange of knowledge, for example, “Reduction of fragmentation of study programmes and promotion of internationalisation of studies at Rīga Stradiņš University”, project

number: 8.2.1.0/18/A/014 (period 01.05.2019.-30.11.2023.). Department teaching staff meetings, discussions on study content, evaluation criteria and on collectively implementable activities are regularly organised. Another valuable aspect for teaching staff cooperation is the organisation of preliminary presentation of Final papers during which the performance of the student and supervisor – version of the Final paper – is presented to two to three other lecturers of the programme who give their feedback.

The total number of lecturers involved in the implementation of the academic Bachelor's study programme "International Business and Sustainable Economy" is 35, but the total number of students on 1 October 2020 was 58, thus the ratio of students and lecturers is 1.66.

# 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	16_pielik_SBIE_statistika_engM.pdf	16_pielik_SBIE_statistika_lvM.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Valsts_standarts_SBIE_eng_.pdf	17.1_pielik_Valsts_standarts_SBIE.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18-1_pielik_StK_StR_kartejums_SBIE_eng.pdf	18-1_pielik_StK_StR_kartejums_SBIE_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielikums_SBIE_planojums_18-01-2021_ENG.pdf	19_pielikums_SBIE_planojums_18-01-2021_LV.pdf
Descriptions of the study courses/ modules	20_pielikums_Studiju_kursi_SBTM_ENG.pdf	20_pielikums_Studiju_kursi_SBIE_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24-1_pielik_SBIE_diploma_paraugs_ENG.pdf	24-1_pielik_SBIE_diploma_paraugs_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_eng.pdf	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_parakstits.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	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits_eng.pdf	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	24-5_pielik_Apliecin_anglu_val_StV_VANIP-p_tulk_eng.pdf	24-5_pielik_Apliecin_anglu_val_StV_VANIP-parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	24.7_Apliecinajums_ABSP_SBIE-lv-en.pdf	24.7_Apliecinajums_ABSP_SBIE.pdf
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	24-9_pielik_SBIE_AIP_atzinums_eng.pdf	24-9_pielik_SBIE_AIP_atzinums.pdf



# International Marketing and Advertising

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Marketing and Advertising</i>
Education classification code	<i>43342</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Kristīne</i>
Surname of the study programme director	<i>Blumfelde-Rutka</i>
E-mail of the study programme director	<i>kristine.blumfelde-rutka@rsu.lv</i>
Title of the study programme director	<i>Mg. soc. zin.</i>
Phone of the study programme director	
Goal of the study programme	<i>Aim of the study programme The aim of the programme is to prepare academically educated and demanded marketing and advertising professionals with in-depth knowledge of advertising, marketing, brand management who are able to adapt to dynamic changes in international marketing and business environment, and be able to quality operate in both private and government sectors, and continue Master's degree studies.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To apply the newest marketing trends in response to the rapid development of technologies.</i></li> <li><i>2. To analyse international research on impact of changes in consumer behaviour trends on marketing and advertising.</i></li> <li><i>3. To identify and carry out the most appropriate marketing activities for each industry to effectively achieve the business objectives.</i></li> <li><i>4. To ensure mastering of theoretical knowledge, research abilities and skills in main disciplines of economy, business management, marketing and advertising.</i></li> <li><i>5. To promote students' comprehension of the marketing as an integral part of the business management and advertising as a form of communication and the future development.</i></li> </ol>

Results of the study programme	<ol style="list-style-type: none"> <li>1. <i>Comprehend the impact of economic regularities on changes in modern companies and organisations operating in the global market and using new technologies, develop new products, apply modern communication tools.</i></li> <li>2. <i>Capable to carry out analytical research to identify changes in consumer preferences and needs, factors influencing the consumer behaviour and to assess potential markets.</i></li> <li>3. <i>Capable to design and execute marketing and advertising strategies using creative solutions to attract new customers and gain international markets.</i></li> <li>4. <i>Possess knowledge of international trends in marketing theory and advertising organisation.</i></li> <li>5. <i>Capable to participate in the development of marketing and advertising industry.</i></li> <li>6. <i>Comprehend the management and marketing theory, its historical development and modern trends to be able to apply it in day-to-day business operations whether in teamwork, individually or leading the working groups.</i></li> <li>7. <i>Capable to carry out scientific research selecting the information needed to achieve a specific goal, to solve problems so that the company/organisation is able to make important decisions by interpreting the obtained results.</i></li> <li>8. <i>Capable to build up and manage a brand by applying the analytical and scientific approach to the problem solving.</i></li> <li>9. <i>Capable to develop a corporate communication plan by applying theoretical knowledge of marketing and advertising processes and demonstrating creativity and research skills.</i></li> <li>10. <i>Capable to analyse the latest industry research, and capable to use and present the international marketing and advertising research results.</i></li> <li>11. <i>Capable to organise daily and long-term tasks of a marketing department.</i></li> <li>12. <i>Capable to make decisions and solve problems in marketing.</i></li> <li>13. <i>Capable to operate in the process of achieving the goals in high quality creative, modern and goal-oriented private companies and government sector.</i></li> <li>14. <i>Capable to identify and execute the most appropriate marketing activities for each industry to effectively achieve the business objectives and make efficient decisions.</i></li> <li>15. <i>Capable to structure, evaluate and solve marketing problems by applying analytical skills, analysing the business environment and making grounded and logical decisions.</i></li> </ol>
Final examination upon the completion of the study programme	Defence of the Bachelor's thesis

## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	Full time studies
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Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	120
Admission requirements (in English)	Secondary education. Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Marketing and Advertising
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time studies - 3 years - english

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	Secondary education. Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Marketing and Advertising</i>
Qualification to be obtained (in english)	—

### Places of implementation

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Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 3 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English)</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Marketing and Advertising</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
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Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 3 years, 6 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Marketing and Advertising</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 3 years - latvian

Study type and form	<i>Full time distance learning</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120

Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English)</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Marketing and Advertising
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 3 years - english

Study type and form	Full time distance learning
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Marketing and Advertising

Qualification to be obtained (in english)	—
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#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

#### Part time extramural studies distance education - 3 years, 6 months - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<p><i>Secondary education. Admission requirements are available online on RSU homepage under the study programme:</i>  <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a>  <i>Admission procedure in Latvian is available online:</i>  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  <i>and in Annex 1 (in Latvian and English)</i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Marketing and Advertising</i>
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

#### Part time extramural studies distance education - 3 years, 6 months - english

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	3

Duration in month	6
Language	english
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-marketing-and-advertising">https://www.rsu.lv/en/study-programme/international-marketing-and-advertising</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a>  and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Marketing and Advertising
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405



### 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**

Nr.	Parameter	Analysis of changes
1.	Study direction	—
2.	Name of the study programme	—
3.	Code of the study programme in accordance with the Latvian Education Classification	—
4.	Director of the study programme	Kristīne Blumfelde-Rutka is a long term lecturer of the study programme and has been the director of the programme from 05.06.2018 by strenghtening the directions of understanding in marketing, brand management and advertisement processes.
5.	Scientific degree of the head of the study programme	Mg. sc. soc.
6.	Aim of the study programme	Has changed taking into account the demands of competence based education, changes in the requirements of the labour market and topicalities in the field.
7.	Objectives of the study programme	Have changed taking into account the demands of competence based education, changes in the requirements of the labour market and topicalities in the field.

Nr.	Parameter	Analysis of changes
8.	Learning outcomes to be achieved	Learning outcomes have been updated to reflect the current essence of the study programme more accurately and testify to the conformity of the study programme to the requirements of the 6th level of LQF/EQF and current trends in the fields of communication and information sciences. Have changed taking into account the demands of competence based education, changes in the requirements of the labour market and topicalities in the field.
9.	Final examination upon the completion of the study programme	—
10.	Form and type of the study programme	Taking into account student demand and changes in the labour market, part-time regular studies and full and part-time distance learning has been added to the programme <sup>[1]</sup> .
11.	Duration of the study programme	Full-time studies — Full-time distance learning 3 years and 0 months Part-time studies 3 years and 6 months Part-time distance learning 3 years and 6 months
12.	Language in which the study programme is implemented	—
13.	Amount of the study programme (CP, preferably also ECTS)	—
14.	Admission requirements	—

Nr.	Parameter	Analysis of changes
15.	The degree, to be awarded	The title of the degree to be obtained corresponds to the Cabinet Regulation No. 322 on the Classification of Education in Latvia:: Bachelor of Social Sciences in Marketing and Advertising. With Latvia's accession to the OECD Convention in 2016 there were subsequent changes including the new classification of sciences, so the Department of International Business and Economics that implements the Study Direction have the opinion that clarifications should be introduced to legislation ( <a href="#">Cabinet Regulations No. 49</a> and <a href="#">Cabinet Regulations No. 322</a> and <a href="#">Cabinet Regulations No. 240</a> ), adjusting <a href="#">Cabinet Regulations No. 240</a> in compliance with <a href="#">Cabinet Regulations No. 49</a> , as they have been revised according to the OECD classification. The Department considers that, according to this classification, the qualification to be granted in this and other equivalent study programmes of the Study Direction would be a <b>Bachelor's Degree of Social Sciences in Economics and Business.</b>
16.	The professional qualification to be awarded	—
17.	Place of implementation	So far, the study programme has only been implemented in Riga, but in accordance with the plan for the development of the study direction it is planned to set up a workgroup to evaluate the possibilities for implementation of study programmes and to model their implementation plan at RSU Liepaja branch. The material and technical facilities of the branch and RSU as a whole are adequate for its implementation.

The dynamics of the development and changes of the study programme is influenced by the multilateral nature of its content, connection with labour market activities, skills improvement and competence development methods, and the annual improvement and updating of the study course content and literature, as well as teaching staff competence. All of these and other aspects are addressed in the implementation of the study programme.

In general, several changes have taken place in the parameters of the study programme:

1. The aim, objectives and learning outcomes have been specified and the content of the study

programme has been updated in accordance with the latest scientific developments and the requirements of the labour market;

2. Blumfelde-Rutka, the new Head of the study programme has been managing it since 2018;
3. Thinking about the development of the programme, it is planned to implement the programme also in part-time studies and distance learning. Changes to the parameters of the study programme are designed to improve the content and quality of the programme and to provide opportunities for development.

[1] Full-time distance learning and part-time distance learning as a type and form of implementation is justified with changes in Law of Education, adopted on 20 September 2018 that have come into effect on 18 October 2018, in Clause 2 of the First paragraph of Section No 2.8 in which it is stated that the words 'type of part-time studies – distance learning' are omitted and the First paragraph is supplemented with Clause 2.<sup>1</sup> in the following edition: '2<sup>1</sup>)distance learning'. With this change in the law it is agreed that distance learning is no longer a form of part-time studies but is a separate form of studies which can be implemented accordingly in two types – full-time and part-time.

[2] Fields and sub-fields of science in Latvia. Annex to Regulations of the Cabinet of Ministers No.49 of 23 January 2018. Available online at: <https://www.vestnesis.lv/op/2018/18.9>

[3] Initial impact assessment report (annotation) for Regulations of the Cabinet of Ministers No.49 of 23 January 2018 "Regulations on the Fields and Sub-Fields of Science in Latvia". p. 1-2. Available online at: <https://likumi.lv/doc.php?id=296661>

## **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.**

See Annex 16 for statistics on students during the reporting period.

The study programme has so far been implemented in full-time studies. As indicated in Section 1.1, paragraph 10, during the accreditation the programme was submitted for the extension of the implementation possibilities. According to the StD development plan until 2023, taking into account the dynamics of the number of students and the results of market research, the availability of resources, the workload of the teaching staff, profitability and other aspects, the possibility of starting implementation of the study programme also in part-time and distance learning will be evaluated. The new Bachelor's study programme "International Business and Start-up Entrepreneurship" of RSU Faculty of European Studies may facilitate the implementation of the programme in English as several lecturers from the study programme "International Marketing and Advertising" are involved in its implementation.

The number of students in the study programme in a period from the academic year 2013/2014 to the academic year 2018/2019 varied from 69 students in the programme in the academic year 2017/2018 to 99 students in the academic year 2018/2019. In general, the number of students in the study programme is stable, which testifies to the students' motivation and ability to study. Applicants choose the study programme purposefully because of the quality content, the form and the duration of studies.

The dynamics of the study programme is driven by the annual development and updating of its

content and elements, especially the transfer of lecturers and knowledge, the methods of development of skills and competences as well as the content and literature of the study courses, the strengthening of cooperation with the RSU Communications Department. In recent years, a special emphasis has been placed on the quality of education and study programmes of the RSU social package which has resulted in the programme becoming more recognizable through modern media (social media, video advertising), and the dissemination of information on public events organised by the RSU ESF, the SBK Department and the programme itself, such as the Open Day, the exhibition "Skola", [producing of new promotional videos](#) both on the content of the programme and on the studies in the programme, the graduate feedback posted on the website. Co-operation with the RSU Communications Department is seen as positive also with regard to the acquisition of students' practical skills, for example, in 2018, a student of the study programme underwent a placement at the Department. Students' experience in studies is regularly reflected in the RSU ESF social network profile as well as on the RSU homepage, for example, on [an external seminar with the company "Spilva"](#). Applicants and students have the opportunity to get acquainted with the lecturers of the study programme on the RSU homepage, for example, in 2018, the programme manager Kristīne Blumfelde-Rutka was awarded the title of RSU Lecturer of the Year, and [an interview](#) was posted on the RSU homepage.

The dynamics of the enrolment in next reporting period and the total enrolment is expected to remain stable, thanks to significantly strengthened RSU visibility, the study, science and programme development activities in 2018, as well as due to increasing demographics and stabilising the economic situation.

In the academic year 2019/2020, the total number of students in the study programme "International Marketing and Advertising" was 96, of which 38 students were enrolled in the 1st year of study; 34 students were in the 2nd year of study and 24 students in the 3rd year of study.

### **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 study programme is designed to prepare academically educated and demanded marketing and advertising professionals with a thorough education in marketing and advertising, using the results of fundamental and practical research in the relevant scientific disciplines, capable of operating in both the private and public sectors, leading to further studies at the Master's level. The content has been developed sequentially and in accordance with the aim and tasks of the academic study programme. The Bachelor's degree of Social Sciences in Marketing and Advertising acquired after graduation corresponds to the title and content of the study programme "International Marketing and Advertising". The results of the study programme are achieved by updating the content of the study programme and reviewing the topicality of the study courses, as well as by creating new study courses.

The title of the degree to be obtained corresponds to the Cabinet Regulation No. 322 on the Classification of Education in Latvia:: Bachelor of Social Sciences in Marketing and Advertising. With Latvia's accession to the OECD Convention in 2016 there were subsequent changes including the new classification of sciences, so the Department of International Business and Economics that

implements the Study Direction have the opinion that clarifications should be introduced to legislation ([Cabinet Regulations No. 49](#) and [Cabinet Regulations No. 322](#) and [Cabinet Regulations No. 240](#)), adjusting [Cabinet Regulations No. 240](#) in compliance with [Cabinet Regulations No. 49](#), as they have been revised according to the OECD classification. The Department considers that, according to this classification, the qualification to be granted in this and other equivalent study programmes of the Study Direction would be a **Bachelor's Degree of Social Sciences in Economics and Business**.

Part A study courses provide in-depth theoretical knowledge of basic courses in economics and management. These include the study courses such as "Microeconomic Theory", "Macroeconomic Theory", "Mathematics", "Introduction to Legal Theory", "Introduction to Studies and Practical Entrepreneurship", "Methodology of Economic Research", "Business Communication and Ethics", "Statistics", "Fundamentals of Finance", "Basics of Accounting", foreign languages.

Part B study courses specialise directly in marketing and advertising, contribute to the acquisition of the elements of marketing environment, research of market segmentation and product positioning techniques, advertising management and communication, strategic marketing, international branding and creation of advertising design. These include the study courses such as "Consumer Behaviour", "Corporate Strategy and Policy", "Marketing Communication Methods", "International Advertising Market and its Development", "Direct and Interactive Marketing", "Advertising Design", "Development and Management of International Brands".

Part C courses provide opportunities for students to take additional courses such as "Business Plan Development Methodology" as well as "Stress Management" and "Leadership" being popular among students in recent years.

The content of the study programme has been developed in accordance with the Law on Higher Education and the requirements established by the Cabinet Regulations on academic study programmes. The study programme ensures that upon successful completion of the study programme students will be able to use theoretical knowledge and acquired skills at work to analyse, interpret and solve management and marketing problems in changing or uncertain environment as well as to make appropriate and competent management decisions.

Applicants need secondary education, certificates of centralised exams in Latvian and a foreign language. Applicants of the study programme are enrolled according to competition results formed by average assessment of Latvian and a foreign language certificate. In the case of equals, the competition is dependent on the certificate of a foreign language and the secondary school diploma average grade. No state-funded study places are available to students of the study programme, however the ESF found an opportunity to provide two budget study places partly from their own and partly from the RSU funds. The student admission is carried out in accordance with the Admission Regulation approved by the RSU Senate for the respective academic year as well as external regulations. Admission Regulations in Latvian are available online:

<https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsanas-noteikumi> and in Latvian and English in Annex No. 1 Additional information for international applicants:

<https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes>. In accordance with Paragraph 3 of Cabinet Regulations No. 846 "Regarding Requirements, Criteria and Procedure for Admission to Study Programmes" of 10 October 2006, the rules for admission to study programmes for the next academic year shall be drawn up, approved and published (also on the website) each year by 1 November. The technical procedures of admission are established and described in Paragraph 7.1 of RSU Process Description No. 7 "Service Provision for Students". RSU applicants apply electronically on the [website](#).

The study programme complies with the Bologna Declaration and the guidelines and

recommendations of the Bologna Process, it takes into account the qualification enhancement tools, including the European Credit Transfer and Accumulation System (ECTS) and relevant European higher education quality assurance standards, it adheres to requirements and it defines the strategy for internal quality assurance; the learning outcomes (knowledge, skills, competences) formulated in the description of the study programme meet the requirements of the European Qualifications Framework; the content of the study programme has been compared with similar study programme models and criteria developed in Europe; the quality management system of the study programme complies with the quality instrument - European Foundation for Quality Management Excellence Model (EFQM); the provisions of the Lisbon Diploma Recognition Convention; the guidelines set out in intergovernmental agreements, including: Memorandum of Cooperation between the Republic of Latvia and the United Nations Educational, Scientific and Cultural Organization (UNESCO); Agreement between the Government of the Republic of Latvia, the Government of the Republic of Estonia and the Government of the Republic of Lithuania on the Establishment of Common Educational Space in the Baltic States; Agreement between the Government of the Republic of Latvia and the Government of the Republic of Finland on Cooperation in Culture, Education and Science; Agreement between the Government of the Republic of Latvia and the Government of the Federal Republic of Germany on the Reciprocal Recognition of Academic Studies and Diplomas in Higher Education. Guidelines for the European Commission's Higher Education Reform Strategy (Brussels, 2011): attracting more public attention to the development of higher education; to improve access to education at all levels and to reduce the number of students not completing the education or not obtaining a professional qualification; increase the number of researchers in higher education institutions; increase cost-efficiency at all levels and forms of education; more involvement of employers in the development of study programmes, and other activities. Guidelines for the Strategy of the National Reform Program of Latvia "EU 2020": increasing the share of higher education graduates; strengthen cooperation between public administration, educational institutions and employers in adjusting education supply to labour market needs; to increase the access to lifelong learning and the motivation of public in this area; to increase the level of technological skills and the knowledge of natural sciences in general, to improve the system of vocational guidance and to ensure accessibility of vocational guidance services to all public in the context of lifelong learning. The study programme meets the requirements of the European Higher Education Space for achieving the common strategic goals of higher education, i.e. to increase the number of graduates; to improve the quality of teaching and to increase the contribution of higher education; to educate more researchers and preparing the grounds for future industries; to strengthen the link between education, research and business.

The uniqueness of the study programme may be evaluated not only by the students' recognized module system, especially practical orientation, independent students research, but also by the acquired knowledge, skills and competences. The graduates of the study programme indicate that the acquired knowledge is applied in practice, both in setting up their own companies, working in international organisations and advertising agencies. The results of the study programme - comprehension of the impact of economic regularities on changes in modern companies and organisations operating in the global market that create new products by applying new technologies and using modern communication tools - enable students to be competitive in the labour market as marketing managers or specialists. The ability to conduct analytical research to identify the changes in consumer preferences and needs, the factors influencing the consumer behaviour, and assessing the potential market give students unique skills in demand planning, sales forecasting which is very useful when working in corporate marketing or sales departments. Graduates of the study programme are able to design and implement marketing and advertising strategies using creative solutions to attract new clients and gain international markets which gives them a unique opportunity to work in advertising agencies or companies actively pursuing foreign

markets. Knowledge of international approaches to marketing theory and advertising organisation, and ability to participate in the development of marketing and advertising allow graduates to pursue Master's studies and carry out research such as on trends in consumption patterns or the importance of a website to drive sales.

Comprehension of the management and marketing theories and historical development as well as modern trends enables graduates to become lead officers of advertising agencies, to work in team or to manage marketing department of a company and enables graduates to apply the acquired competence in daily operations of a company, whether in teamwork, individually or in working groups.

Table on compliance of the study programme with the State Education Standard in Annex 17.1.

Mapping of the study courses for the achievement of learning outcomes of the study programme in Annex 18.1.

The curriculum of the study programme (for each type and form of the implementation of the study programme) in Annex 19.

Descriptions of the study courses of the study programme in Annex 20.

### **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 quality of the study programme courses, placements and graduation theses descriptions and the compliance with the requirements of regulatory enactments, as well as the content and topicality of the content are ensured by annual updating of the study courses by individual lecturers, the head of the study programme and the Head of the Department, taking into account students' feedback on the study course evaluation questionnaire, the results of close cooperation with RSU Students' Council, the results of cooperation with labour market representatives, as well as the vision on business and economic developments of the lecturer of the respective course. At the same time, the mapping of the programme has made it much clearer to determine skills, abilities and competences to be acquired within both the study course and the entire study programme according to the Bloom's taxonomy classification, and to align it more closely with the aims and objectives of the study programme. This significantly increases the programme manager's, lecturers', students' as well as graduates' attitude to and clear understanding of the topicality of the study programme and the accordance of the study outcomes to the labour market, industry needs and scientific trends. The mapping also provides for a more structured and targeted way of examining the content of individual courses in relation to other courses in the curriculum in



order to avoid possible duplication of content or to justify the need for the use of the same content in different courses.

The study process in the programme is organised according to a modular system. One of the main forms of study in the study programme is lectures which, according to the study programme and the description of the course, provide information on the development and innovations of the sub-branch of science; modern teaching methods, discussions, case studies, round-table discussions, focus groups as well as students' own work are used in seminars and workshops. The following methods of conducting the study process are used: specification of the acquired theoretical knowledge in seminars, analysis of problem situations, tests and test works, homework, preparation of reports, development and presentation of individual and group projects. The number of students enrolled in the seminars is limited to 20-25 students, which allows quality testing of students' knowledge and readiness for the seminar. The professional level of students is enhanced by guest lectures delivered by prominent Latvian and foreign specialists, scientists, heads of state institutions, small and medium business managers, including managers of international organizations.

In the beginning of 2016, RSU become member of "[Latvian Art Directors Club](#)" (LADC). In cooperation with LADC members, marketing and advertising companies and agencies, the students of the study programme are provided with the opportunity to meet marketing and advertising specialists well-known in Latvia and Europe. Students of the study programme now may participate in all events organised by LADC free of charge.

In the academic year 2018/2019, students attended the following training organised by LADC:

1. Lecture by brand designer Liene Skrulle on branding design, on experience working in an international team, on creation process and design concepts for global brands;
2. LADC school 2019, module "Project Management and Customer Service";
3. Kārlis Smiltēns, Digital Agency "CUBE" - "Digital Marketing in the Time of the Attention Economy", which includes the following: campaign planning, setting the goals, measuring the goals, analysing data and user behaviour, analysing the campaign results;
4. Creative Director Voldemārs Dūdums, director Roberts Kuļenko - workshop "Video cover for magazine *IR*";
5. Creative Director Agnija Grigule, *Honeymoon High* - "Influencer Marketing and Instagram Content";
6. Project Director Digna Degtjarova, *Frank by Inspired* - "E-commerce".

In the academic year 2017/2018, a number of guest lectures were delivered on the following topics:

1. "Designer mindset", Matīss Zvaigzne, visiting lecturer, professional designer;
2. "May an Advertisement Be Good?", Vairis Strazds, visiting lecturer, Creative Director, *DDB advertising agency*;
3. "Effective Marketing Communication in Media", Valdis Točs, media producer, marketing and public relations consultant.

In the academic year 2015/2016, a number of guest lectures were delivered on the following topics:

1. "Start-up Environment and the Development Potential", U. Leiters, visiting lecturer, company *Infogram*);

2. "Start-up: Technology Business in Cross-Section", K. Korņilova, visiting lecturer, *Executive Assist. Intern. of TechHub Riga*;
3. "Work Must Have an Emotional Fulfilment", R. Puhovs, visiting lecturer, *LADC member*;
4. "Dragons for Sale are Right Here", V. Jonāts, visiting lecturer, *LADC member*;
5. "Practical Project Management in a Creative Advertising Agency", S. Rapa, visiting lecturer, *LADC member*;
6. "Strategy of No", K.Siliņš, visiting lecturer, *LADC*

Problem solving skills are enhanced through study course seminars, off-site lectures/seminars in companies (JSC "Spilva", "CocaCola HBC Latvia" Ltd., "Aldaris" Ltd.), students of the study programme actively participate in events of European Consumer Day by researching consumer behaviour and developing projects, for example, in March 2016, students held a discussion on "May responsible consumption become a reality?".

Within the framework of the study programme, a co-operation with employers and professional organizations takes place in the course of students' placements, during seminars, conferences as well as through personal contacts of lecturers, analysing the competence of students and graduates as well as solving the issues of the future employment opportunities. For example, in April 2019, during the RSU Science Week, R. Ozoliņš, guest lecturer, business growth specialist delivered a lecture "Digital Transformation of the Company: Creating the Demand in B2B Markets". Within the framework of study courses, students also carry out analysis of problematic issues raised by the companies. For instance, responding to the following questions raised by the marketing department of the "Orkla" group company "Spilva":

- 1) how to enhance the competitiveness of brand "Spilva"?
- 2) how could our water brand "Everest" compete better with "Mangāļi" and "Venden" waters?
- 3) what to do with "Gutta" juices to increase the market share?
- 4) how to increase the recognition of "Orkla" brand in Latvia?
- 5) how to attract new employees and specialists more successfully?

The research results were presented during the visit to the company on 16 May 2018.

When interviewing employers regarding the attitude of graduates to the work and the job opportunities, it may be concluded that graduates of the study programme "International Marketing and Advertising" have certain employment opportunities in local and international companies as every company has its own marketing department as well as in the market research and advertising agencies. Employers are satisfied with the RSU ESF graduates' work, attitude, ability to integrate into the work environment and to take responsibility as well as to cope with the amount of work. Graduates are able to apply the acquired knowledge in professional work. On 22 November 2018, a graduate shared the results of her research "The Importance of Brand Image in Segment *Business to Business* in the Recruitment Industry" and carried out a directing of student career, as well as representing the recruitment company SIA "ARISTA Executive Search Latvia", emphasized the growing importance of marketing and advertising education in both companies and public authorities, as the role of marketing and advertising in modern business is crucial to the company's success in the market, as well as the increasing need for successful communication. On 6 December 2018, a graduate delivered a guest lecture "Venden Brand Development and Challenges" and informed about the marketing tools used by the company, the challenges of daily work in the marketing department and emphasized the importance of the acquired knowledge, competencies and skills for career development.

The uniqueness of the study programme is the content with the focus on practical work which is

based on a high level of academic knowledge. As a result of this study process, students are able to carry out scientific research work, selecting the information necessary for the achievement of a specific goal and problem solutions in order to be able to make important decisions for the company/organisation by interpreting the obtained results which can only be done by combining academic knowledge with practical topicality of the industry. The content of the study courses gives the graduates the ability to analyse the latest research results in the field and to use and present the results in the international marketing and advertising industry, as the graduates have acquired a broad knowledge of the specifics of academic and industry interrelation. Graduates of the programme are able to develop and manage a brand based on an analytical and scientific approach to problem solving that allows them to pursue Master's studies and research on modern business and publicly relevant topics (the usage of application, the influencers' role, the relevance of brand image, the consumer behaviour, the behavioural economy, the social network communication, the concept of loyalty etc.). Placements, study works, Bachelor's thesis provide students with the ability to work quality in the process of meeting the goals of creative, modern and goal-oriented companies in both the private and public sectors, and ability to make decisions and solve problems in marketing.

**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.**

Each study course achieves at least three outcomes from the study programme. When developing the content of the study courses, every year the lecturers update the content of the study courses, the sources of information and take into account the tendencies and specifics of the industry. For example, the study course "Direct and Interactive Marketing" was included in the programme to update the content in the context of e-marketing and digital marketing. The content of the course also takes into account the continuity of the study courses so that the content of the studies is complementary and relevant to the objective/aims of the study programme. For example, the course "Business Communication and Ethics" is delivered in the first study year, and then the acquired knowledge further is strengthened in the study course "Marketing Communication Techniques" of the second study year. In the autumn semester of the second study year students are taught the course "Fundamentals of International Advertising Organisation and Management", and in the spring semester the course "International Advertising Market and its Development". Each course has a defined objective, aims and the knowledge, skills and competences to be acquired, which are closely linked and adapted to the objective and aims of the programme.

Students of the study programme undergo their placements in companies, including leading advertising and public relations agencies in Latvia, retail networks, banks, universities and NGOs. Students' placements provide feedback on the practical business environment in the marketing and advertising areas.

The study programme is regularly adjusted and improved according to the following parameters:

- based on the mapping results, the content of all courses of the programme is improved by

- refining and supplementing the study outcomes;
- possible cases of overlapping of study course content are analysed and eliminated;
- students are regularly motivated to use more the latest scientific articles in the study process;
- lecturers update the thematic content of the study courses and add the newest literature sources;
- the use of RSU e-environment by both lecturers and students is being enhanced;
- practitioners are being involved in teaching of certain study courses;
- guest lectures with representatives of marketing and advertising agencies and companies are being systematically conducted;
- feedback from students is being activated by systematically arranging meetings with students;
- the content of the study programme is being updated with new digital marketing tools and content, incorporating it into the existing and study courses and developing new ones;
- in order to enhance the cooperation with graduates of the study programme, a cooperation platform is being developed (a student of the programme undergoes the placement at RSU alumni Association) to provide placements, guest lectures, research cooperation and exchange of experience on the study process, quality, opportunities and challenges;
- the Ministry of Education and Science of the Republic of Latvia is systematically informed about the necessity to allocate state funded places to the study programme.

The study programme is unique in providing an intensive feedback from students. As the head of the study programme conducts four study courses and supervises both semester papers and Bachelor theses, the contact with students is continuous, which allows to diagnose and detect problems and react in a timely manner, for example, by changing a course lecturer (for example, as it was the case in the academic year 2019/2020 in the course “Marketing Communication Methods”) or by transferring the course from the spring semester to the autumn semester which is more suitable for students (for example, as it was the case in the academic year 2019/2020 in the course “Methodology of Economic Research”).

The priorities for further development of the study programme are the following: ongoing communication with students and graduates of the study programme in order to tailor the content of the study programme to their requirements; in cooperation with students, to select visiting lecturers with respect to the content and topicality; to participate in the process and implementation of the RSU Marketing Department activity plan by engaging students; to develop RSU ESF social network communication plan to improve the communication with the current programme students, attract potential students and provide alumni linkage; to update the content of the study programme by including digital marketing study courses; the creation of a platform for student scientific research collaboration will address a variety of marketing and advertising issues, develop research and analyse recent trends.

Students of the study programme actively carry out scientific research by participating in RSU students' scientific conferences, for example, “Health and Social Sciences” in 2019 with 10 scientific reports.

In general, it can be concluded that the study programme is unique and the graduates have competitive advantages in the modern labour market by using analytical skills, analysing the business environment, they are able to structure, evaluate and solve marketing problems by making grounded and logical decisions.

See Annex 18.1 “Mapping of the study courses for the achievement of the learning outcomes of the study programme”.

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

The study process is mostly implemented in the form of lectures, practical interactive classes or seminars and independent work of students. All advanced technologies available at RSU are used in both lectures and classes.

During their studies at RSU, students can ask questions they are interested in, discuss them with the lecturer and fellow students. The studies employ a problem-oriented teaching strategy that prioritises the student, his or her motivation to study, the level of comprehension of the study course, the use of individual analytical research and the individual approach to the study process. All additional study materials are freely available to the students in the e-studies environment. It also provides references to additional information sources for studying the specific issues, as well as materials for self-guided learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative evaluation is used in the studies. The formative evaluation takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent works of students that are practised during the study process. The summative evaluation takes place at the conclusion of each study course as a test or examination. Summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions. At the conclusion of studies, the students select a topic they are interested in and write and defend a Bachelor's thesis in cooperation with the selected supervisor.

In general, RSU practises student-centred education, providing that:

- an independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the intended learning outcomes of the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to check whether and at what level the planned learning outcomes have been achieved;
- the task of the teaching staff is to facilitate the study process of the student so that the student achieves the set learning outcomes;
- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

Learning outcomes of the study programme are formulated in a student-centred way and the outcomes:

- establish a unified understanding of students and teaching staff regarding what is expected from the student at the end of the course or the programme;
- provide the students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain if they successfully complete the respective

course. The students can also track what they have learned already and what they still need to learn, and what is their progress towards achieving the outcomes of the programme;

- present a tool for the teaching staff to be able to organise the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes set for the study course or study programme;
- create a mutual understanding between the teaching staff and colleagues regarding for achievement of which learning outcome the course is studied, and the respective learning method is selected;
- identify the areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in selecting, which courses to study in accordance with the learning outcomes the student wishes to achieve;
- provide clear information for employers on the knowledge and skills the students have acquired, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

The study implementation and evaluation methods applied contribute to the achievement of the study course results and the aim set for the study programme.

The study process, as well as the assessment in the Department of International Business and Economics follows the common principles. The assessment system for each particular study course is specified in the respective course description. Knowledge is assessed on a 10-point scale and the final grade is the sum of all grades. Understanding of the study material is assessed by the following forms of examination:

- 1) attendance of lectures and seminars;
- 2) participation and quality of answers in seminar classes;
- 3) lecture or seminar summaries and problematic presentations aimed to develop the ability to reproduce the material learned and develop the ability to capture the essence and the core;
- 4) a report or individual project. The aim of the report is to develop the student's ability to analyse, to determine the nature of the main problem of the topic, to evaluate alternative opinions, and to offer their own opinion substantiating it;
- 5) an exam. The examination schedule is determined according to the deadlines for the implementation of study courses within the system of study cycles, namely, at the end of the study courses, with five weekdays off before each exam.

As of academic year 2015/2016, a verification mechanism of the objectives and aims of the programme has been activated. The following methods of conducting the study process are used: specification of the acquired theoretical knowledge in seminars, analysis of problem situations, tests and test works, homework, preparation of summaries, essays and reports, development and presentation of individual and group projects. The criteria used: complex assessment of students' knowledge and skills (final grade) within each study module, assessment by the placement supervisor, successful presentation of the study paper and Bachelor's thesis, and opinion of the commission.

The interactive approach of the study process is quality complemented by various knowledge transfer, skill development and competence building methods used by the lecturers of the study programme, including a number of new topical methods, such as student debates, business games, role plays, specific content analysis tasks, the method "I say .. you say ..", the method "Frankly

speaking ...", case studies, joint and individual preparation of practical examples, moderated discussions including discussions moderated by students themselves, specific tasks of homework (calculations, case studies), short tests, handouts (formula sheets; "draw it yourself" add-on handouts), multiple knowledge test types (open, closed questions, essay, presentation), group presentations, the take-home exam, the Flipped-Classroom method, the Station method, study visits, the question-making method, the use of on-line tools such as Kahoot!, and other methods and techniques that both keep the student's attention and promote the learning of content and the development of skills and competences.

Students' knowledge and skills are assessed on a continuous basis and the assessment is complex, which encourages students to study systematically throughout the semester. The learning process is monitored, the deadlines for submission of summaries, essays, reports, study papers are strictly controlled. At the end of the spring semester, presentation of the study papers was organized for the first year students, during which each student received a grade for their work. For the second year students, changes were introduced as of academic year 2015/2016 - they had to write the study paper in the autumn semester and present in January; students evaluated this innovation very positively.

At the end of each semester, students are informed of the average final grade, which includes all semester grades. The Department deals with debtors on a systematic basis, they are summoned to the Department meeting where they are asked to render explanations of the reasons for debts and commit to settlements.

#### **Weighted average grade of the students of the study programme**

<b>Academic year</b>	<b>Weighted average grade</b>
2014/2015	7.50
2015/2016	7.53
2016/2017	7.65
2017/2018	7.56
2018/2019	7.88

In general, the study process and study courses employ a broad, modern and up-to-date set of methods that enables students to achieve higher results and acquire in-depth skills and competencies that enable them to identify and apply most suitable marketing activities to each industry for effective achievement of business goals and decision making. The students' survey of the study course content, methods and assessments shows positive dynamics.

#### **Implementation of distance learning**

In the distance learning study courses and programmes implemented by RSU, the student acquires the study content and takes the examinations using digital and online study means, without attending RSU in person or with minimal attendance.

Pursuant to Section 1 of the Law on Higher Education Institution, RSU is planning implementation of full-time distance learning study programmes in such way that student would obtain 40 credits and would devote at least 40 academic hours to studies a week.

When implementing a study course or programme in full-time distance learning, RSU provides the same amount of contact hours as in a full-time regular study programme, replacing full-time contact hours (lectures, classes and seminars, consultations) with online contact hours (live lectures and/or video recordings, webinars, online consultations) and contact hours are planned similarly to the regular study programme, using the RSU lecture and lesson planning system and thus providing the student with an electronic list of lectures and lessons.

#### *E-study environment*

Each study course implemented by RSU has a respective e-course, which is available in the RSU e-study environment (created on the basis of the *Moodle* learning management system).

In each e-course, the student is provided with information about organisation of studies and communication (contact information of the lecturers and support staff, information about the study course, technical and organisational information, etc.), digital study materials (presentations and other materials developed by lecturers, video recordings of lectures and workshops, links to articles and books in online data bases, etc.), interactive study materials (knowledge tests, etc.), options of mutual communication and communication with the lecturer (forums, chat rooms, etc.) and functionality of independent work submission and evaluation (submission of independent work, electronic tests).

#### *Online lectures and classes*

Broadcast of video lectures is implemented, using the technical platforms at disposal of RSU (*Panopto*, *Zoom* or *Microsoft Teams*). Hyperlinks to the planned online lectures or lecture recordings are published in the e-study course. After the video lecture in the e-study environment, an electronic knowledge self-assessment test is available to students.

Online classes and consultations are implemented using *Zoom* or *Microsoft Teams* platform, hyperlinks to the planned online classes and recordings thereof are published in the e-study course.

*Panopto* video platform is used for publishing and storing video lectures and classes, ensuring availability of multimedia materials for authorised RSU users. Video recordings are processed and stored in accordance with requirements of laws and regulations, the provided consents, concluded agreements and other requirements.

#### *Online examinations*

The forms of examinations of study courses and programmes are adapted to the online environment, ensuring the assessment of the planned learning outcomes identical to the regular study course or programme, using synchronous and asynchronous online examinations.

Solutions of the RSU e-studies environment (*Moodle* tests, *Moodle* file uploading tasks, *Turnitin* assignments) are used to ensure implementation of written examinations. The *Turnitin* content originality verification system is used to verify written work submitted by students. If *Moodle* tests are used in written final examinations, security of examinations is monitored, using the online examination security system *Respondus Monitor*.

Either *Zoom* or *Microsoft Teams* platform is used for remote oral final examinations.

#### *Quality assurance of e-environment*

Content of the e-studies must be created and organised in line with the RSU methodological materials "E-study Course Content" and "E-study Content Guidelines", which comprise quality criteria for self-assessment of content of an e-studies course.

Once in two weeks, the RSU Study Process Quality Analysis Department summarises information on



usage of the e-study environment and availability of the resources and activities provided in the e-study environment to students.

To inform and support lecturers, there is an e-study course “Support for the Online Study Process”, serving as the main source of all the current support materials necessary for implementing online study process.

The university conducts thematic training for lecturers, as well as offers individual consultations aimed at improving pedagogical digital competence and acquiring purposeful usage of IT tools with a view to ensure implementation of high-quality remote studies.

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

The aim of the placement (in an amount of 4 CP) is to provide students with an in-depth understanding of the practical application of the theoretical knowledge acquired in the relevant field of social science. Students of the study programme undergo their placement in companies and organizations - leading advertising and public relations agencies in Latvia, retail networks, banks, universities and NGOs. The placement provides feedback from the practical business environment and provides an opportunity to apply the knowledge gained from the placement in the fields of marketing and advertising.

The placement in the study programme is carried out in Latvian (allowing for exceptions, for example, when a student is doing the placement at the US Embassy in Latvia. It is planned to apply the same requirement parameters for the programme implemented in English as they are in the training in Latvian; and the language during the placement will be English, and the employers offering the placements will be informed about it. Students often choose international companies as their placement where they can carry out placement tasks in English.

Skills to be acquired during the placement:

- to plan and organise one's own work;
- to acquire skills and abilities connected to the implementation of practical entrepreneurship and functioning of an organisation, to formulate conclusions;
- to analyse and systematise the information obtained;
- to use data processing techniques;
- to promote teamwork skills;
- to communicate with employees of the company/organisation.

Characteristics of the company or organisation (the placement report must include all mandatory tasks identified in the subsections):

- 1) to provide a general description of the company/organisation, including branch and sub-branch of activity, direction of activity, key characteristics;
- 2) to analyse the direction of activities of the company/organisation;
- 3) to evaluate the size of the company/organisation (micro, small, medium, large) according

to the following criteria: turnover, balance sheet total, number of employees;

- 4) to evaluate the organisational structure of the company/organisation (type, number of management levels, degree of centralisation and decentralisation of management functions);
- 5) to find out the mission, vision, goals (strategic, tactical, operational) of the company/organisation;
- 6) to evaluate the system of plans (long-term, short-term, operational plans) of the company/organisation.

Placement elective task (placement report must reflect one of the elective tasks according to the study programme):

- 1) to get acquainted with the organisation of work and the structure of the marketing department of the company/organisation;
- 2) to get acquainted with the marketing plan of the company/organisation and evaluate its place and role in the overall plan system;
- 3) to evaluate the existing logistics scheme in the company;
- 4) to evaluate and describe the basic elements of marketing (*mix*) in the company/organisation;
- 5) to characterise the company's consumers and to evaluate the studies conducted by the company to find out consumers' wishes;
- 6) to describe the company's market position, the estimation of the market share in the company's studies;
- 7) to get acquainted with marketing/advertising projects implemented by the company/organisation;
- 8) to evaluate the costs of marketing and advertising in the company/organisation and the share in total expenses.

The placement process is organised according to the RSU Instructions on Studies and the ESF Placement Regulations; the placement is included in compulsory part A, in the amount of 4 CP.

The experience of the Department of International Business and Economics in the implementation of placement in all study programmes shows that many students continue to work and develop practical skills in these companies, as well as continue to work after obtaining the Bachelor's degree. Consequently, several places of placement can be considered employers.

The content of the students' placement tasks in the academic year 2015/2016 was improved by ensuring the acquisition of practical skills related to the following activities: analysis of marketing plans; market research; product pricing and development of distribution channels; development and organisation of customer surveys; market segmentation; analysis of advertising campaigns; media planning; analysis of sales staff policy.

The Department provides all the necessary organisational support for the placement. Each placement site is evaluated in the light of its relevance to the placement objectives.

The placement was organised in marketing and advertising departments of Latvian and international companies, market research companies and advertising agencies, the students choose the placement sites independently.

To improve the acquired skills in placements, since the academic year 2014/2015 the duration of placements is four weeks which has been appreciated by students and placement managers. Each student must sign a placement contract with the respective placement company and submit it to the Department, and the company/organisation placement manager submits a written feedback to

the Department on the student's assessment. At the end of the placement, the student prepares a placement report which must be defended in the commission. For example, in the academic year 2017/2018, the students of the programme underwent the placements in the following companies/organisations: AS "Bigbank" Latvian Branch, AS "VIRŠI-A", society "Latvian Art Directors Club", SIA "Baltais Putns", SIA "BalticBlock", SIA "FCR Media Latvia", SIA "JCDecaux Latvija", SIA "Narciss", SIA "Promo Projekti", SIA "RIMI", SIA "Rosta-Engineering", SIA "TV3 Latvia", SIA "Forum Cinemas", SIA "Real Web", SIA "Infinitum Agency", SIA "Digital Journey", RSU Department of Communications, SIA "Unilever Baltic LLC", SIA "Stenders", AS "LIDO", RSU Association of Alumni, SIA "Spring Valley".

Placement managers in the respective companies/organizations assess students' activities according to the following parameters:

- provide placement assessment of student's attitude to the work, performance of tasks, observance of work discipline, quality of work performance, teamwork;
- the information provided by the student during the placement, new ideas that could be used for the future operations of the company/organisation;
- the student's ability to cope with the placement tasks.

See Annex No. 9.1 with a description of the students' placement organisation.

See Annex No. 9.2 with information on contracts and other confirmations about the provision of student placements in companies.

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

Students developed their Bachelor's theses related to the direction of the study programme, researching the topical issues in marketing, digital marketing, marketing communications, advertising and consumer behaviour. The topics of students' final theses are closely related to the topicalities and specifics of the industry; the topicality of the works is closely related to the topicalities in the industry and science. Students develop theses in several directions: marketing and marketing communication factors in companies and organizations, factors influencing consumer behaviour, loyalty, packaging role, branding, social network communication in business, various aspects of product/service promotion. The knowledge, skills and competences acquired during the study process are applied in developing the theses. The theses are developed independently. Industry specialists are engaged as experts of quality research methods, a cooperation with various companies and the society "Latvian Art Director Club" is exercised. Students demonstrate very good skills in analysing scientific literature, research theory, defining goals and objectives, developing empirical and practical sections. Bachelor's theses are worked out on topical, business-relevant and in-depth topics. Bachelor's theses are often worked out in collaboration with industry companies ("Maxima", "Venden", Ogre Municipality, "Tele2", local and international brands, advertising agencies). In the spring semester of 2018, students worked out Bachelor's theses related to the study programme direction, studying topical issues of marketing, digital marketing, marketing communications, advertising and consumer behaviour. Bachelor's theses are worked out on topical, business-relevant and in-depth topics:

- *Analysis of the use of digital marketing services in Latvia;*

- *Tasting as a way to influence consumers' buying decisions;*
- *The influence of packaging on consumers' behaviour in the chocolate bar product category of "Laima" brand;*
- *The impact of customer loyalty programme "Cashback Solutions" on the consumers' buying habits and loyalty in Latvia;*
- *Analysis of the social network communication of Latvian sports federations;*
- *The importance of brand image in business for business segment in recruiting company SIA "ARISTA Executive Search Latvia";*
- *Assessment of the brand change in enterprise "Circle K";*
- *Analysis of "Stenders" consumers' behaviour;*
- *The use of visual communication for promotion of awareness of "Mērniecības centrs MC";*
- *Assessment of "Virši-A" customer loyalty and ways to improve it;*

There is a positive dynamic in the assessment of theses, the average rating of the bachelor's theses is growing, which indicates the increase of quality both in the study process and in the elaboration of the theses. The results of students' independent research are applied in business, in the industry development.

#### **Average grade for defended theses**

<b>Academic year</b>	<b>Average grade for defended theses in programme, in total</b>
2013/2014	7.81
2014/2015	7.50
2015/2016	6.00
2016/2017	7.94
2017/2018	7.63
2018/2019	8.44

The assessment of graduation theses in the study programme has increased in recent years, which can be explained with the improvement of the study content quality and the quality feedback between the lecturers and students. One of the heads of the study programmes who has been leading the programme since June 2018 has set the selection of topics for graduation theses and motivation of students to do independent research as one of her priorities. The joint work of the lecturers of the Department of International Business and Economics allows students to achieve good results, namely:

- 1) the support to students by lecturer K. Blumfelde-Rutka, Head of Programme with respect to selection of graduation theses topics;
- 2) "Methodology seminar on graduate thesis" by professor I. Dovladbekova;
- 3) pre-defence of the topic of graduate thesis in which two lecturers of the Department participate;

- 4) pre-defence of the graduate thesis in which two lecturers of the Department participate;
- 5) defence of the Bachelor's thesis in commission.

The graduate theses are developed on topical and relevant themes, the results of which are often presented at scientific conferences, particularly:

- Lazdiņa (2017). Influence of children on purchase decision making process in dairy consumption segment in Latvia, Riga Stradiņš University Scientific Conference, 6-7 April 2017, Riga.
- Briņķe (2019). The impact of brand image on recruitment companies in B2B segment, Rīga Stradiņš University international interdisciplinary conference on social sciences "Places", 2 April 2019, Riga.

Table on compliance of the study programme with the State Education Standard in Annex 17.1.

Mapping of the study courses for the achievement of learning outcomes of the study programme in Annex 18.1.

Curriculum of the study programme (for each type and form of the implementation of the study programme) in Annex 19.

Descriptions of the study courses of the study programme in Annex 20.

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

### **Student survey**

As part of the study process at the end of each module, student surveys are conducted to find out the student's thoughts on how they evaluate the course learning process, including: the use of e-studies and the availability of study materials (literature), the understanding of the course requirements, the feedback from lecturers when explaining the assessments and providing comments thereto, the lecturers' attitude. The questionnaires also include a section on the organisation of the study process and the contribution of the students' own work. These surveys evaluate the content of the study course, the quality of teaching and competence of the lecturers, as well as the technical provision of study course materials.

Both the permanent lecturers at the department and visiting lecturers are always informed on the survey results. The lecturers improve their respective study courses, eliminate shortcomings, implement the suggestions, as well as the group leaders give feedback indicating what improvements will be made.

The survey results of the academic year 2017/2018 show that students positively evaluated the course "International Advertising Market and its Development". Students point out the need to clarify the requirements in the course "International Advertising Organisations and Management". As a result, the assessment criteria were refined. Students suggest to extend the period of the study course "Business Communication and Ethics", which will be evaluated when developing the study plan of the programme. Students are very positive about the following courses: "Psychological and Ethical Aspects of Advertising", "International Brand Building and Management",

"Microeconomic Theory", "International Marketing". Students indicated that the e-studies should update and introduce newer study materials for the course "Fundamentals of International Advertising Organisation and Management". Recommendation to the lecturer of the study course "International Business" to update the content of the course according to the present day or to work out a course on the historical development of international business. The recommendation has been taken into consideration, and a new study content was developed and the lecturer was replaced in the academic year 2019/2020. Students appreciate RSU Language Centre courses in foreign languages. In the autumn 2017 semester, 35% of the students who are enrolled in the programme completed the questionnaire, while in the spring 2018 semester, 20% of the students completed the questionnaires. In order to find out the students' opinion about the quality and content of study courses, regular meetings (3-4 times per semester) are organised between the head of study programme and students, as well as a close communication takes place between the group leader and the head of the study programme. The study courses are also regularly reviewed to take over good practice of other lecturers, to evaluate the students' activity in classes and to analyse the content of the course and its correspondence to the course description. During the six-year period, the content of the programme has undergone several refinements, updating the course content, for example, by including more case studies in the course "International Marketing" and by changing the course delivery timing, for example, setting the course "Economic Research Methodology" delivery before submitting the applications for study theses, thus supporting and motivating students to meet the requirements, tasks and content of their own research studies in a timely manner and so that the course outcomes may be used in further study.

### **Graduate survey**

At the end of the study programme "International Marketing and Advertising", graduates are invited to fill in questionnaires about the study programme.

The survey shows that most of the graduates of the study programme are satisfied with their enrolling to the programme "International Marketing and Advertising" at the Faculty of European Studies of Rīga Stradiņš University, and the vast majority of students are satisfied with the quality of studies.

The majority of students have a positive attitude towards the module system and perceive it positively, however they are not satisfied with the planning of lectures and classes as there are breaks between classes which was also noted in the previous academic year. The high room occupancy at RSU limits the scheduling of classes.

Students are satisfied with the resources provided by the library. It was in the last year that the library stock was supplemented with specialised literature in the field of marketing and advertising. The provision of computers and e-materials in the e-learning environment is also satisfactory to students, however a proposal was made to improve the visual quality of the e-materials. Graduates indicate that they would like to take more courses in English. Students point out that more practitioners should be involved in the teaching of study courses, the evaluation of their own work and the analysis of the latest trends in marketing. Emphasis is placed on the need to include a digital marketing course in the curriculum, and this has been implemented in the academic year 2018/2019. The survey results are taken into account when developing and updating the study programme content both for the study courses and the guest lecture cycles. For example, a course practitioner, manager of an advertising agency, lectures a course "Developing an Advertisement Design".

Within the framework of the study programme, a co-operation with employers and professional

organizations takes place in the course of students' placements, during seminars, conferences as well as through personal contacts of lecturers, analysing the competence of students and graduates as well as solving the issues of the future employment opportunities. The RSU Study Quality Council renders ongoing recommendations towards improvement of the study programme content. The feedback is also obtained through references from managers of placement companies/organisations.

Recommendations are provided for the increase of knowledge, skills and abilities that would improve the fulfilment of the placement tasks. Recommendations are also provided with respect to particular study courses that should be added to the study programme content.

The feedback from employers that is mainly obtained from completed questionnaires about the students' attitude to the work and the work opportunities indicate that graduates of the study programme "International Marketing and Advertising" have certain employment opportunities in local and international companies as every company has its own marketing department as well as in the market research and advertising agencies. Employers are satisfied with the RSU ESF graduates' work, attitude, ability to integrate into the work environment and to take responsibility as well as to cope with the amount of work. Graduates are able to apply the acquired knowledge in practical work, are able to organise the daily and long-term tasks of the marketing department and, by applying the theoretical knowledge of marketing and advertising processes, are able to develop a company communication plan, demonstrating a creative approach and research 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.**

Students of the study programme constantly use the study exchange opportunities offered by the programme *Erasmus*, and carry out studies in various universities, for example, *Univesidad de Huelva* in Spain, *University of Applied Sciences* in the Netherlands, *Univesidad Carlos III de Madrid* in Spain, *SMK University of Applied Social Sciences* in Lithuania, *Jan Amos Komensky University Prague* in Czech Republic. Since 2018, graduates of the study programme have the opportunity to use *Erasmus* exchange placements in European companies, which have already been used by two graduates of the study programme.

The recognition of study courses takes place by coordinating the student's study plan before going on an *Erasmus* exchange, assessing the relevance of the study course to the specifics of the study programme and the semester to ensure the inclusion of marketing and advertising courses. After the student returns from *Erasmus* exchange studies, the transcript of attendance is assessed, and a confirmation of academic recognition is prepared. Approval of the study plan prior to the commencement of the *Erasmus* exchange ensures that the content corresponds to the aims of the study programme and ensures the acquisition of the required credit points. *Erasmus* exchange study grades are equalized to the RSU grades.

In the academic year 2018/2019, three students studied under *Erasmus* programme at *Univesidad de Huelva* in Spain and *Fontys University of Applied Sciences* in the Netherlands. Two graduates of the study programme underwent their placement at "TuaTeam", a company in Spain.

In the academic year 2017/2018, two students studied under *Erasmus* programme at *Fontys University of Applied Sciences* in the Netherlands and *Univesad Carlos III de Madrid* in Spain.

In the academic year 2016/2017, five students studied under *Erasmus* programme at *SMK University of Applied Social Sciences* in Lithuania, *American University in Bulgaria* in Bulgaria, *Jan Amos Komensky University Prague* in Czech Republic and *Univesidad de Huelva* in Spain.

In the academic year 2015/2016, two students studied under *Erasmus* programme at *Fontys University of Applied Sciences* in the Netherlands.

In the academic year 2014/2015, two students studied under *Erasmus* programme at *Fontys University of Applied Sciences* in the Netherlands.

The lecturers of the Department of International Business and Economics regularly teach courses for incoming *Erasmus* students (courses "International Business Law", "Project Management in International Business", "Workforce Management in International Business", "Creativity and Innovation", "Change Management"). Average number of incoming *Erasmus* students in the academic year 2018/2019 was 2-10 students.

In general, it can be concluded that students are very active in using *Erasmus* for study and placements in foreign universities, and we can conclude that there is a very successful cooperation between RSU ESF Department of International Business and Economics and RSU International Relations Department. Students are motivated and they have good readiness to study abroad, good foreign language skills and ability to integrate in an international environment which is generally attributable to a very large proportion of students of the study programme. In the academic year 2018/2019, approximately 20 students of the study programme applied for study abroad. In the academic year 2018/2019, a good example of international cooperation is the exchange of staff at the American University in Bulgaria that has been exercised by Kristīne Blumfelde-Rutka, the head of programme and Liene Stoka, Head of the Office of the International Business and Economics Department.

### **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 content of the study courses is regularly integrated into the RSU electronic study platform e-studies, which provides students with access to the study materials, presentations, links to scientific articles, seminar tasks, summary questions, independent work topics, as well as the opportunity to communicate with the lecturer on-line. The e-learning platform enables the students to submit their individual theses, enables the lecturer to evaluate and comment thereon, as well as ensures prevention from plagiarism in the students' individual theses, provides for the opportunity to enter and store the final date and time for submission. It is a good opportunity for students to give an assessment of the study course content and the study programme, ensuring anonymity, as



well as to give the lecturers the opportunity to respond to the recommendations, comments and to provide feedback on the planned improvements. In the future, video lectures are planned to attract more foreign visiting lecturers as well as technical development of e-learning is in pipeline.

RSU offers both technical facilities and methodological resources. Lecturers are offered opportunities for in-service training and professional development; more detailed information is described in the Description of the Study Direction (see the information provided in Chapter II, Section 3, sub-paragraph 3.5).

The relevance of resources and provision (study bases, science bases (if applicable), information bases (including libraries), material and technical bases and financial bases) is described in the Description of the Study Direction and is equally available for all RSU study programmes. (See the information provided in Chapter II, Section 3, sub-paragraphs 3.1-3.3).

The range of resources and provision offered by RSU is appropriate for the successful implementation of distance learning. Resources used in distance learning are described in sub-paragraph 2.3 and in several annexes: 25, 26 and 27.

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

Not applicable.

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

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

When developing a new study programme, academic and scientific staff in compliance with provisions of Section 55, Paragraph 1, Clause 3 of the Law on Institutions of Higher Education (LIHE) and Law on Scientific Activity is involved for its provision. Academic and pedagogical staff with high qualification, relevant competences and good reputation are involved in the implementation of the study direction and achievement of results.

Application and selection procedure of the academic staff at RSU is regulated by the Regulations of Rīga Stradiņš University on Academic Staff Positions and Rīga Stradiņš University Process "Elections of Academic Staff".

The knowledge of official language of the academic staff fully complies with the Cabinet Regulation No. 733 of 07.07.2008 "Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office, Receipt of the Permanent Residence Permit and Obtaining of the Status of a Long-term Resident of the European Union and the State Fee for

Examination of the Fluency in the Official Language” RSU Human Resources Department checks the official language skills when selecting the staff, as well as while summarising documents during the preparation process of academic election.

Heads of structural units pay particular attention to succession issues and interaction between staff of different generations. In order to improve the content of the study programme, as well as to introduce innovative methods in study processes, RSU attracts international visiting lecturers.

Changes in the teaching staff in the study programme have taken place due to a number of important reasons: a change of generations when lecturers retire, student feedback on the content and quality of the study course, an analysis of labour market trends and appropriate improvement of the content. The study course “Research Methodology in Economics” taught by the lecturer K.Blumfelde-Rutka and the assistant professor R. Putāns was introduced in the 1st year of study of the study programme to promote students’ research skills, creating close cooperation, high-quality communication and knowledge improvement. R. Cāne, a long-term lecturer has started teaching the study course “Psychological and Ethical Aspects of Advertising” in response to students’ feedback and suggestions. Starting from the academic year 2020/2021, I.Buša, a representative of the marketing and advertising sector teaches the study course “Basics of Organisation and Management of International Advertising” for the 2nd year students of the programme, and S. Bormane, who obtained a doctoral degree in 2029, teaches the study course “Direct and Interactive Marketing”.

The process of recruitment and evaluation of lecturers is transparent, effective and one of the preconditions for high quality of the study process.

At the study programme level, the duty of the head of the study programme is to ensure compliance of the content of the study programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse data that might provide information on factors affecting results and quality of the study programmes, and to implement necessary improvements to the study programmes. At the study programme level, quality indicators of the study programmes are measured that are directly linked to remuneration of the heads of the study programmes. This aspect promotes taking responsibility and motivates the heads of the study programmes to achieve higher defined quality standards.

At RSU level, the duty of the management is to set strategic and quality aims and quality policy, to make a decision on quality approach, to manage resources, and determine the internal procedures. Supervision of the system introduced by RSU is performed by both the internal system and quality auditors and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. It is regularly established by participating in a reputation survey and evaluation of brands.

**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.**

For the lecturers involved in the study direction and programme implementation, the teaching load is planned according to the study plan of each academic year and study semester. Study courses can be organised in modules and the load is reviewed according to necessity and regulations. RSU promotes a balanced workload for lecturers, and promotes a healthy lifestyle to reduce and eliminate the risk of burnout for teaching staff.

Academic and research activities at RSU are carried out by distinguished and highly regarded permanent employees elected to academic positions. In order to ensure comprehensive knowledge and skills appreciated by the labour market, educational staff performing the duties as the teaching staff only for a certain time are involved in addition to the permanent staff. The staff includes industry experts and teaching staff elected in other higher education institutions etc.

Scientific research findings in economics and management sciences are used in study courses. It should be noted that approximately 70% of the scientific work and findings of the research produced by the engaged lecturers closely relate to the taught courses and contribute to the correspondence of the study programme content with scientific findings in the respective field of science. The research directions of the lecturers of the study courses directly help to achieve the results of the study courses by applying the latest knowledge of international research and current issues of the industry.

<b>Lecturer</b>	<b>Research directions of the teaching staff of the study programme "International Marketing and Advertising"</b>	<b>Study courses, the results of which are related to the directions of research work</b>
I. Dovladbekova	<i>EU Integration, Economic Policies of the EU and Latvia; Financial Management of Financial Markets and Business; Regulation and Functioning of the Labour Market;</i>	<i>Theory of Macroeconomy Study and Bachelor's theses assessment commissions.</i>
I. Rezepina	<i>Management of the Corporate Marketing Process;</i>	<i>Organisational Theory and Management; Corporate Strategy and Policy. Study and Bachelor's theses assessment commissions.</i>
K. Blumfelde-Rutka	<i>Specifics of the Purchase Decision Making Process; Changes in Consumption Patterns; Brand as a Factor of Corporate Competitiveness;</i>	<i>International marketing; Consumers' Behaviour; Building and Managing an International Brand; Study and Bachelor's theses assessment commissions.</i>

A. Berķe-Berga	<i>The Problems of Security and Currency Market Functioning; Increasing Business Efficiency, Corporate Finance;</i>	<i>Fundamentals of Finance; Study and Bachelor's theses assessment commissions.</i>
J. Pankova	<i>Project management;</i>	<i>International Business; Project Management: Development of New Products; Study and Bachelor's theses assessment commissions.</i>
K. Zaļais	<i>Management of Startup Business; Leadership;</i>	<i>Introduction to Study and Practical Entrepreneurship; Leadership; Study and Bachelor's theses assessment commissions.</i>
R. Putāns	<i>Importance of Customer-Focused Approach in the Development of Public Administration; Trends of Regionalization in the International Economy;</i>	<i>Methodology of Economic Research; Study and Bachelor's theses assessment commissions.</i>
M. Ābula	<i>International Commercial Law; EU Law; Commercial Law; International Investment Law;</i>	<i>Introduction to Theory of Law; International Commercial Law; Study and Bachelor's theses assessment commissions.</i>
V. Tilgalis	<i>Aspects of Advertising in Consumer Society; Consumer Behaviour on Internet;</i>	<i>International Advertising Market and its Development;</i>
R. Cāne	<i>Social Psychology of Groups; Sociology and Psychology of Work and Organisations; Management Psychology;</i>	<i>Business Communication and Ethics; Methods of Marketing Communication; Psychological and Ethical Aspects of Advertising.</i>
A. Batraga	<i>Marketing Communication in the Context of Globalisation; Brand Management;</i>	<i>Basics of International Advertising Organisation and Management.</i>

H. Kalķis	<i>Quality Management Issues; Process Management, Labour Resource Management; Current issues of Small and Medium Business.</i>	<i>Study and Bachelor's theses assessment commissions.</i>
J. Šalkovska	<i>Integrated Marketing Communication; Digital Marketing and Its Development Perspectives;</i>	<i>Direct and Interactive Marketing.</i>

In response to the students' feedback and the changes in the world business environment, the study course "Marketing" in the study programme of the academic year 2017/2018 for the second year students was replaced by a study course "International Marketing" which is taught by a lecturer with marketing experience. Taking into consideration the trends of digital marketing, an author of several books has been engaged in the development of the study programme, and she teaches a new course "Direct and Interactive Marketing" to the students of the second study year. A new study course "Project Management: Development of New Products" has been introduced to the study programme. As part of the study course "Organisational Theory and Management", a lecture "Current Issues of Human Resource Management" was delivered by a "Solvey" staff specialist, and a lecture "Effectiveness of Performance Management Systems" by a "Borw Partners" manager. Within the study course "Building and Managing an International Brand", a guest lecture on branding challenges and penetrating export markets was delivered by the author of brand "SAZ". As of the academic year 2018/2019, V. Točs, head of an advertising agency, teaches the course "Creating and Managing Advertising Design". The topics of guest lectures are discussed in detail in section 2.1.

Lecturers of the Department of International Business and Economics regularly teach study courses in English to local and incoming Erasmus students (study courses "International Commercial Law", "Creativity and Innovation"). Testing of the lecturers' English language skills and teaching English to the lecturers is done within the programme "Growth and Employment", the specific support objective 8.2.1. "To reduce the fragmentation of study programmes and strengthen resource sharing" under the project "Reduction of fragmentation of study programmes and promoting the internationalisation of studies at Rīga Stradiņš University", No. 8.2.1.0/18/A/014. Opportunities to improve the qualification of the academic staff, including improvement of the English language skills, are described in the Description of the Study Direction (see Chapter II, Section 3, sub-paragraph 3.5).

In general, we can conclude that the lecturers' research directions are in line with the objectives and outcomes of the international marketing and advertising programme. Selection of lecturers and quality assurance is a continuous process that takes into account both the latest trends and the wishes expressed by students.

**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).**

Not 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).**

Not applicable.

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

The academic personnel of the Department and the lecturers involved in the programme implementation conduct active scientific work. The scientific activity of the academic staff is attested by the number of publications, including in internationally cited data bases, and the number of monographs, the participation in international and local conferences, as well as in projects. The academic staff of the Department and the lecturers involved in the study programme actively participate in various projects of a scientific and a practical character. The research projects are funded from the Latvian state budget - the funding from the Latvian Council of Science, from European Union funding - the European Union Framework programme research projects, as well as from other foreign institution funding resources - the Ebert fund projects in Latvia. The results of scientific research are summed up in scientific publications and reports, as well as presented in scientific conferences. It must be noted that the scientific work of approximately 70 % of the engaged lecturers is closely related to the study courses they teach. The development of scientific research is evidenced by the number of publications by the teaching staff engaged in the programme, participation in conferences, research projects, the *Erasmus* programme and in-service training. The lecturers of the Department cooperate with the European Commission Representation in Latvia. The teaching staff of the Department organises conferences and other events aimed at advertising the results of the research work and conducting discussions on current economic and management issues. In April 2018, an RSU scientific conference, Science Week events and an RSU students scientific conference took place, and all the lecturers who are involved in the implementation of the programme participated.

The obtained information and research results are actively used in the study process, for example, the lecturer of "Macroeconomic Theories", professor I. Dovladbekova leads the sub-project 5.2.7 "Involvement of Society in Social Innovation Processes to ensure Sustainable Development of Latvia" (2014-2017)" of "Transformation of National Economy, Smart Growth, Management and Legal Framework for the Sustainable Development of State and Society - New Approaches for Creating a Sustainable Knowledge Society" (EKOSOC-LV).

Assistant Professor A. Berķe-Berga's research paper "Examining Health Inequalities in Latvia - a Decade of Association between Socioeconomic Position and Perceptual Health" (BioMed Research International, 2017) and "Managerial Ownership and Firm Performance: Evidence of Listed Companies in the Baltics" (Polish Journal of Management Studies, 2017) has been integrated into the study course "Fundamentals of Finance".

Assistant Professor R. Putāns participates in the EC project *Erasmus+* project "Promoting Adult Career Development and Competences for Social Inclusion and Employment through Social Media" (AGEFACTOR) No 2016-1-FR01-KA204-024066 (01.10.2016-31.09.2019). The experience gained is integrated into the study course "Methodology of Economic Research".

Lecturers of study courses prepare or update methodological materials for the study process, for example, in the academic year 2017/2018 year Assistant Professor M. Urbāne developed a methodological material "Problem Situations, Handouts, Tasks" in the study courses "International Commercial Law" and "Introduction to Theory of Law".

The experience gained from participation in international conferences is integrated into the courses "International Marketing", "Consumer Behaviour" and "International Branding and Management", particularly:

- Blumfelde-Rutka, K. Briņķe (2019). The impact of brand image on recruitment companies in B2B segment, Rīga Stradiņš University international interdisciplinary conference on social sciences "Places", 2 April 2019, Riga.
- Blumfelde-Rutka (2018). Analysis of consumer shopping habits on Internet in Latvia, Riga Stradiņš University Scientific Conference, 22-23 March 2018, Riga;
- Blumfelde-Rutka, L. Lazdiņa (2017). Influence of children on the purchase decision making process in dairy consumption segment in Latvia, Riga Stradiņš University Scientific Conference, 6-7 April 2017, Riga.
- Blumfelde-Rutka (2016). Specifics of using social networks in marketing process in Latvia, Riga Stradiņš University Scientific Conference, 17-18 March 2016, Riga;

The lecturers engaged in the study programme are members and participants in various associations, particularly:

- Dovladbekova Inna - Member of the European Association of the Development of Political Economy; Member of the International Association of the Study of Ideas; Member of the Latvian Association of European Community Studies; Expert of the European Commission; Member of the Council of the Doctoral School of the University of Latvia "Ensuring the International Competitiveness of the National Economy"; Member of the Latvian Association of Economists; RSU representative at the Employers' Confederation of Latvia;
- Henrijs Kaļķis - Latvian Ergonomics Society ([ergonomika.lv](http://ergonomika.lv)) - Board Member; Association ([www.efektivs.lv](http://www.efektivs.lv)) of Business Efficiency - Board Member; International Ergonomics Association ([www.iea.cc](http://www.iea.cc)) - Member of the Council; European Federation of Ergonomic Societies ([www.ergonomics-fees.eu](http://www.ergonomics-fees.eu)) - Member of the Council; European Centre for Registration of Ergonomists ([www.eurerg.eu/](http://www.eurerg.eu/)) - Member of the Council; Institut CEDIMES (Centre for Studies in International Development and Economic and Social Movements,), Lettonie (<http://www.cedimes.org/>, France) - member (No 1875); Business Systems Laboratory ([www.bslaboratory.net](http://www.bslaboratory.net), Italy) - member; Latvian Association of Young Scientists (<http://ljza.lv>, Latvia) - member;
- Marta Urbāne - Council of RSU Faculty of European Studies; on the editorial board of the journal "Academic Life"; Member of RSU Constitutional Assembly;

- Režepina Irina - Member of Latvian Business Efficiency Association; Member of Latvian Association for European Community Studies;
- Romāns Putāns - Member of Latvian Young Scientists Association;
- Renāte Cāne - Latvian Association of Public Relations Professionals - member; Member of Latvian Young Scientists Association; Member of Latvian Cinematographers Union

In addition, please find a summary of the teaching staff's publications and industry experience on attachments 6.1 and 6.4.

**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 linking of the study course content is taken into account in the development of the study course content, indicating the knowledge acquired in other study courses as the necessary prior knowledge.

When developing the content of the study programme, an increase of the number of jointly taught courses is paid with great attention. At present, the two lecturers' study course "Methodology of Economic Research", which allows lecturers to work in team and use mutually complementary teaching methods, is very positively evaluated.

To update the study courses and improve the content of the programme, the study courses are constantly being monitored which aims to take over positive practice examples as well as to respond to students' recommendations. For example, K. Blumfelde-Rutka, the head of the study programme, visited the following study courses in the academic year 2018/2019:

- "Organisation and Management of International Advertising" which led to the conclusion that the terms and conditions of the seminar tasks and the evaluation criteria need to be more specific, to make sure that students fully understand it;
- "Designing Advertising", which led to the conclusion that it was necessary to partly organise the course in a computer room to provide students with practical skills of designing advertising; the lecturer should describe in more detail the terms and conditions of the seminar tasks and make sure that the students fully understand it.

The mapping workshops organised by RSU PIC in 2018 revised the course content to ensure the achievement of study outcomes as well as to avoid potential duplication of course content and to identify the need for prior knowledge. The lecturers assessed the content of the study courses in joint discussions, agreed on changing the direction of certain study courses, for example, to change the content of the course "International Business" to provide all necessary prior knowledge for the course "International Marketing" and to avoid duplication.

In the spring 2018 semester, Prof. I. Dovladbekova organised a methodology seminar on the graduate theses of the Department study programmes with the aim to ensure a unified approach to the development and evaluation of the graduate theses. During the seminar, the faculty members discussed methodological guidelines for the graduate theses and agreed on common requirements



and evaluation criteria.

The faculty academic staff participate in joint projects, promoting mutual cooperation and knowledge exchange, for example, "Reduction of Study Programme Fragmentation and Promotion of Internationalisation at Rīga Stradiņš University" (project No. 8.2.1.0/18/A/014, period 01.05.2019–30.11.2023).

Meetings of the department's teaching staff, discussions on study content, assessment criteria and jointly implemented activities are organised on a regular basis.

The total number of lecturers involved in the implementation of the study programme "International Marketing and Advertising" is 28, but the total number of students on 1 October 2020 was 113, thus the ratio of students and lecturers is 4.04.

# 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	16_pielik_MR_statistika_engM.pdf	16_pielik_MR_statistika_lvM.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Atbalstiba-izglitiba-standartam_BSP_MR_eng.pdf	17.1_pielik_Atbalstiba-izglitiba-standartam_BSP_MR_lv.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18-1_pielik_StK_StR_kartejums_MR_eng.pdf	18-1_pielik_StK_StR_kartejums_MR_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielikums_MR_planojums_18-01-2021_ENG.pdf	19_pielikums_MR_planojums_18-01-2021_LV.pdf
Descriptions of the study courses/ modules	20_pielikums_Studiju_kursi_MR_ENG.pdf	20_pielikums_Studiju_kursi_MR_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24-1_pielik_MR_diploma_paraugs_ENG.pdf	24-1_pielik_MR_diploma_paraugs_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_eng.pdf	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_parakstits.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	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits_eng.pdf	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	24-5_pielik_Apliecin_anglu_val_StV_VANIP-p_tulk_eng.pdf	24-5_pielik_Apliecin_anglu_val_StV_VANIP-parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	24_7_Apliecinajums_ABSP_SMR_lv-lv-en.pdf	24_7_Apliecinajums_ABSP_SMR_lv.pdf
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	24-9_pielik_SMR_AIP_atzinums_eng.pdf	24-9_pielik_SMR_AIP_atzinums.pdf

# Management of International Marketing and Business

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Management of International Marketing and Business</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>Henrijs</i>
Surname of the study programme director	<i>Kalkis</i>
E-mail of the study programme director	<i>henrijs.kalkis@rsu.lv</i>
Title of the study programme director	<i>Dr. sc. admin.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare highly qualified professionals in the field of international marketing and business management with in-depth theoretical and practical knowledge of international marketing and international business management, who are able to define and formulate the basic principles of the company, to plan and manage the company and its marketing department, to analyse and evaluate the dynamic changes in the international marketing and business environment, to align the company and society interests, successfully operate in the Latvian and international business environment.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To educate professionally qualified specialists, providing theoretical and practical knowledge in international marketing and business management.</i></li> <li><i>2. To promote the competitiveness of professionals in the local and international labour market, based on new professional skills and a high level of expertise in international marketing and business management.</i></li> <li><i>3. To provide students with the knowledge and resources necessary to make critical and important decisions in international marketing and business management.</i></li> <li><i>4. To provide knowledge for preparation and implementation of international marketing research.</i></li> <li><i>5. To develop an understanding of how to conduct brand management and analysis in international marketing.</i></li> <li><i>6. To provide knowledge on how to develop international marketing strategy, international marketing communication and to gain team support and readiness to implement the developed marketing strategy.</i></li> <li><i>7. To prepare graduates of the study programme for doctoral study.</i></li> </ol>

Results of the study programme	<p>1. Will gain in-depth knowledge and extended understanding of international marketing and business management theory, the latest discoveries, methods, and problem-solving techniques using critical thinking and scientific research.</p> <p>2. Will be able to critically analyse and reasonably explain processes in international marketing and business management, discuss complex or systematic aspects of international marketing and business management with professionals, laypersons and the public.</p> <p>3. Will gain the ability to integrate international marketing and business management knowledge, contribute to the generation of new knowledge, including the development of new approaches and methods, and be able to assess the impact of professional activity on the environment and society, and independently develop professional competencies.</p> <p>4. Will be able to do business, to find innovative solutions in international marketing and business management, be able to work in a team and take responsibility for work results and analysis of the results, to independently propose ideas, to plan, to structure and to manage large-scale projects, including international and scientific projects.</p> <p>5. Will be able to independently apply theory, methods and problem solving skills in practice, will be able to independently evaluate and select the most appropriate methods to make grounded decisions and to provide highly qualified professional international marketing and business management functions.</p> <p>6. Will be able to perform highly qualified professional functions, be able to scientifically and analytically study complex issues of international marketing and business management under difficult and unpredictable conditions, to carry out qualitative and quantitative research applying modern business management approaches and methods, as well as to perform professional work duties with high level of responsibility and ethics.</p>
Final examination upon the completion of the study programme	Master's thesis

## 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)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's Degree in Business Administration
Qualification to be obtained (in english)	Manager of Organisations

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Full time studies - 2 years - english

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	english
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's Degree in Business Administration
Qualification to be obtained (in english)	Manager of Organisations

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Part time studies - 2 years, 6 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Full time distance learning - 2 years - latvian

Study type and form	<i>Full time distance learning</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Full time distance learning - 2 years - english

Study type and form	<i>Full time distance learning</i>
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Duration in full years	2
Duration in month	0
Language	english
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's Degree in Business Administration
Qualification to be obtained (in english)	Manager of Organisations

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

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

Study type and form	Part time extramural studies distance education
Duration in full years	2
Duration in month	6
Language	latvian
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's Degree in Business Administration



Qualification to be obtained (in english)	<i>Manager of Organisations</i>
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#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

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

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

#### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

#### Full time studies - 1 years, 6 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	60

Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's Degree in Business Administration
Qualification to be obtained (in english)	Manager of Organisations

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Full time studies - 1 years, 6 months - english

Study type and form	Full time studies
Duration in full years	1
Duration in month	6
Language	english
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's Degree in Business Administration
Qualification to be obtained (in english)	Manager of Organisations

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

**Part time studies - 2 years - latvian**

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

**Part time studies - 2 years - english**

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Full time distance learning - 1 years, 6 months - latvian

Study type and form	<i>Full time distance learning</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Full time distance learning - 1 years, 6 months - english

Study type and form	<i>Full time distance learning</i>
Duration in full years	<i>1</i>

Duration in month	6
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### Part time extramural studies distance education - 2 years - latvian

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

**Part time extramural studies distance education - 2 years - english**

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0">https://www.rsu.lv/en/study-programme/management-international-marketing-and-business-0</a> Admission procedure in Latvian is available online <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-magistra-studiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes">https://www.rsu.lv/en/study-here/admissions/post-graduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's Degree in Business Administration</i>
Qualification to be obtained (in english)	<i>Manager of Organisations</i>

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

### 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**

Nr.	Parameter	Analysis of changes
1.	Study direction	—
2.	Name of the study programme	—
3.	Code of the study programme in accordance with the Latvian Education Classification	—
4.	Director of the study programme	During the reporting period, the head of StP has been assoc. prof., dr. oec. Henrijs Kaļķis, who also participated on the preparing of accreditation documents. From November 2020, the management of StP is taken over by the assistant professor p.i. dr. oec. Ieva Kalve, who is a lecturer of several study courses in StD / study programs.
5.	Scientific degree of the head of the study programme	—
6.	Aim of the study programme	Has changed taking into account the demands of competence based education, changes in the requirements of the labour market and topicalities in the field.
7.	Objectives of the study programme	Have changed taking into account the demands of competence based education, changes in the requirements of the labour market and topicalities in the field.

Nr.	Parameter	Analysis of changes
8.	Learning outcomes to be achieved	Learning outcomes have been updated to reflect the current essence of the study programme more accurately and testify to the conformity of the study programme to the requirements of the 7th level of LQF/EQF. Have changed taking into account the demands of competence based education, changes in the requirements of the labour market and topicalities in the field.
9.	Final examination upon the completion of the study programme	—
10.	Form and type of the study programme	Taking into account student demand and changes in the labour market, part-time regular studies and full and part-time distance learning has been added to the programme[1].
11.	Duration of the study programme	Full-time studies — Full-time distance learning 3 years and 0 months Part-time studies 3 years and 6 months Part-time distance learning 3 years and 6 months
12.	Language in which the study programme is implemented	During the course of accreditation, it is intended to include English as a language of instruction, although there are currently no specific plans to start offering studies in English. However, such an opportunity will be discussed and possibly implemented in future.
13.	Amount of the study programme (CP, preferably also ECTS)	—
14.	Admission requirements	The admission requirements exclude discussions about the essay with the applicants
15.	The degree, to be awarded	—



Nr.	Parameter	Analysis of changes
16.	The professional qualification to be awarded	Name of the qualification has been specified according to the professional standard "Manager of Organisations".
17.	Place of implementation	—

The changes made to the programme (see the table above) are technical, including potentially feasible additional study forms and languages, supplementing or updating information, etc. No significant changes have been made to the content of the study programme.

[1] Full-time distance learning and part-time distance learning as a type and form of implementation is justified with changes in Law of Education, adopted on 20 September 2018 that have come into effect on 18 October 2018, in Clause 2 of the First paragraph of Section No 2.8 in which it is stated that the words 'type of part-time studies – distance learning' are omitted and the First paragraph is supplemented with Clause 2.<sup>1</sup> in the following edition: '2<sup>1</sup>)distance learning'. With this change in the law it is agreed that distance learning is no longer a form of part-time studies but is a separate form of studies which can be implemented accordingly in two types – full-time and part-time.

[2] Fields and sub-fields of science in Latvia. Annex to Regulations of the Cabinet of Ministers No.49 of 23 January 2018. Available online at: <https://www.vestnesis.lv/op/2018/18.9>

[3] Initial impact assessment report (annotation) for Regulations of the Cabinet of Ministers No.49 of 23 January 2018 "Regulations on the Fields and Sub-Fields of Science in Latvia". p. 1-2. Available online at: <https://likumi.lv/doc.php?id=296661>

## **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.**

Until now, all students study only full-time in Latvian, studies are financed by their own means. As indicated in Section 1.1, paragraph 10, during the accreditation the programme was submitted for the extension of the implementation possibilities. According to the StD development plan until 2023, taking into account the dynamics of the number of students and the results of market research, the availability of resources, the workload of the teaching staff, profitability and other aspects, the possibility of starting implementation of the study programme also in part-time and distance learning will be evaluated. During the accreditation, the study programme was also submitted for implementation in English, however, the management of the study programme does not have any specific plans to do this in the coming years.

In the academic years 2018/2019 and 2019/2020, the decrease in the number of students enrolled compared to previous academic years can be explained by the decline in initial interest about new/unique study programme. About one hundred students, most interested in this study

programme were enrolled in the first three years. However, following the temporary decrease in students and after the constant updating of the study programme and the increasing positive information about it, there is high and stable enrolment of students in the study programme compared to other Masters' study programmes. The number of students enrolled in the academic year 2020/2021 is again approaching the number of students admitted in the first years of the programme implementation.

Detailed information about students in different sections is provided in Annex 16. The dynamics of the study programme is influenced by the annual improvement and updating of the study programme content and its elements, especially the transfer of the teaching staff and the knowledge transfer, the methods of skills and competence development, as well as the study course content and literature, and strengthening of cooperation with RSU Marketing Department as well as recognition through modern media (social media, video advertisements), and the dissemination of information about public events organised by the RSU ESF, the SBUEK Department and the programme itself, such as the Open Day, production of new promotional videos (e.g., <https://youtu.be/8vi73KgCKvk>; <https://www.youtube.com/watch?v=sTJVlJ459N0>; <https://www.youtube.com/watch?v=j3qjj0hvgac>), etc. Therefore, it is expected that the dynamics of enrolment and the total number of students enrolled in the next reporting period will remain stable, thanks to the significantly strengthened RSU recognition, and the study, science and programme development activities in 2018.

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

The title of the study programme “International Marketing and Business Management” clearly and unambiguously indicates that the programme belongs to the field of social sciences and is therefore closely related to the degree obtained as the outcome of the programme. The title is closely related to the formulation of the main objective of the programme, repeating and emphasizing the marketing and business management aspects in the international environment.

The Master's degree in business management and the professional qualification of “Manager of Organisation” correspond to the title of the study programme, including the relevant field of science and with an emphasis on international marketing and business management. After completing the study programme, the graduates have mastered the necessary theoretical foundations and practical knowledge of international marketing and business management, embedded in the placements and transformed into managerial skills. Thus, the title of the study programme refers to the acquisition of interdisciplinary knowledge, skills and competences in international business which includes both marketing and business management aspects.

The aim of the study programme is closely related to the formulation of the title of the study programme, emphasising the interdisciplinary nature of the study programme in international marketing and business management. Similarly, the defined study programme objectives are sequentially and clearly subordinated to the aim of the study programme, while also bearing in mind the wording of the study programme title, as it is essential for addressing potential students and creating the first impression, thus ensuring a close link between the title of the study

programme, aim and objectives. This, in turn, provides guidelines for the formulation of the programme outcomes which are used to define the study course outcomes. The outcomes of the study programme to be achieved are formulated using a student-focused approach, in a structured and detailed manner defining the knowledge, skills, competencies that the student possesses and which the student is able to apply and implement after graduation. The formulation of study outcomes is both clear in the title, aim and objectives of the programme, and includes the development of other 21<sup>st</sup> century skills and competences.

Similarly are defined also [admission requirements to the study programme](#):

- higher education - Bachelor's degree in management, economics, business or law and at least 2 years work experience in business or management (full professional description required) or Bachelor's degree or higher education gaining at least 10 CP from basic economic and legal studies as well as at least 2 years professional experience in business or management (a detailed description of professional activities must be provided)[1];
- a motivation essay and essay discussion.

Admission requirements of the study programme comply with the aims and objectives of the study programme. Considering that the aim of the study programme is to prepare highly qualified specialists in the field of business management with in-depth theoretical and practical knowledge in international marketing and business management, it is important to assess the applicants' previous education and, if it is not related to commercial studies, the professional experience of the applicants in business management is to be assessed. In order to ensure achievement of the study programme objectives, the motivation of students is essential, therefore, the motivation essay is included in the admission regulations as an additional requirement. In the motivation essay, applicants must substantiate their motivation to study, including a description of their undergraduate education and professional experience as a basis for further graduate studies, define a future professional perspective (to be pursued after the graduation) and identify research interests for the development of the Master's thesis. Interviews with applicants are organised to test the students' ability to substantiate their opinion and readiness for Master's level studies. Interviews are not being assessed, but rather provide an opportunity for more effective collaboration with prospective students. The following questions are addressed in the interviews: *How did you choose this programme? How would the studies help your career? What are your research interests in business management or marketing? In your opinion what are your potentials and what are your challenges in the study process?* The candidate views allow planning the development of the study programme according to the current trends and allow eliminating obstacles to its successful implementation.

The study programme enrolment conditions and procedures fully correspond to the study outcomes to be achieved. This is confirmed by the students' deep interest in the study courses on international marketing and business management, as well as the results achieved in the study courses (comparatively high average grades in the study courses, defended placements and the assessments thereof - average score above 8).

In accordance with [the Cabinet Regulations of 14 August 2018, No 505 "Regulations Regarding Recognition of the Study Results Achieved in Previous Education or Professional Experience"](#) (available only in Latvian) one is entitled to submit an application to Rīga Stradiņš University (RSU) regarding recognition of knowledge, skills and competencies acquired in previous education or professional experience in a study programme or part thereof implemented by the university. Decision on recognition of study results achieved in previous education or professional experience is made by the Commission on Recognition of Study Results Achieved in Previous Education or Professional Experience established by the University. Its rights, duties, rules of formation, as well

as specific conditions of the procedure for recognition of study results achieved in previous education or professional experience are established in [\*the Regulations on Recognition of Study Results Achieved in Previous Education or Professional Experience at Rīga Stradiņš University of 21 May 2019\*](#). (regulations and other related documents are available on RSU website, in the section – [\*Recognition of Learning Outcomes\*](#), available only in Latvian). In order to initiate the recognition of the learning outcomes gained, the following documents must be submitted to the learning outcomes recognition commission: application; documents proving the learning outcomes of the previous education or professional experience; payment slip from the bank proving the payment made. The application is considered and a decision is made within a month since receipt of the application.

The study programme is designed in accordance with the Law on Vocational Education and the binding regulations of the Cabinet of Ministers of the Republic of Latvia. The content of the study programme fully complies with the Professional Standard “Manager of Company or Institution”. The content of the study programme is fully subordinated to the aim and objectives of the study programme, as it includes general education courses that ensure that the knowledge, skills and competences correspond to the Master's degree to be acquired and to the national standard, e.g. *Financial Management, Methods of Quantitative Analysis, International Commercial Law for Organisation Leaders, Management of Organisational Efficiency*. The study programme includes specialised study courses that provide specialisation in international marketing management, for example, *E-marketing Strategies in International Business, International Advertising, Brand Management in International Business*.

Versatile teaching methods are applied in the study courses, and students acquire the ability to work individually and in groups, using the knowledge and leadership skills as required by the Profession Standard.

The study programme complies with the Bologna Declaration and the guidelines and recommendations of the Bologna Process, it takes into account the qualification enhancement tools, including the European Credit Transfer and Accumulation System (ECTS) and relevant European higher education quality assurance standards, it adheres to requirements and it defines the strategy for internal quality assurance; the learning outcomes (knowledge, skills, competences) formulated in the description of the study programme meet the requirements of the European Qualifications Framework; the content of the study programme has been compared with similar study programme models and criteria developed in Europe; the quality management system of the study programme complies with the quality instrument - European Foundation for Quality Management Excellence Model (EFQM); the provisions of the Lisbon Diploma Recognition Convention; the guidelines set out in intergovernmental agreements, including: Memorandum of Cooperation between the Republic of Latvia and the United Nations Educational, Scientific and Cultural Organization (UNESCO); Agreement between the Government of the Republic of Latvia, the Government of the Republic of Estonia and the Government of the Republic of Lithuania on the Establishment of Common Educational Space in the Baltic States; Agreement between the Government of the Republic of Latvia and the Government of the Republic of Finland on Cooperation in Culture, Education and Science; Agreement between the Government of the Republic of Latvia and the Government of the Federal Republic of Germany on the Reciprocal Recognition of Academic Studies and Diplomas in Higher Education; European Commission Guidelines for Higher Education Reform Strategy (Brussels, 2011): to attract more public attention to the development of higher education; to improve access to education at all levels and to reduce the number of students not completing education or training; to increase the number of researchers in universities; to increase the cost-effectiveness in all levels and forms of education; to involve more employers in the development of study programmes, and other activities. Guidelines for the

Strategy of the National Reform Program of Latvia "EU 2020": increasing the share of higher education graduates; strengthen cooperation between public administration, educational institutions and employers in adjusting education supply to labour market needs; to increase the access to lifelong learning and the motivation of public in this area; to increase the level of technological skills and the knowledge of natural sciences in general, to improve the system of vocational guidance and to ensure accessibility of vocational guidance services to all public in the context of lifelong learning. The study programme meets the requirements of the European Higher Education Space for achieving the common strategic goals of higher education, i.e., to increase the number of graduates; to improve the quality of teaching and to increase the contribution of higher education; to educate more researchers and preparing the grounds for future industries; to strengthen the link between education, research and business.

Table on compliance of the study programme with the State Education Standard in Annex 17.1.

Mapping of the study courses for the achievement of learning outcomes of the study programme in Annex 18.1.

Compliance of the qualification acquired in the study programme with the profession standard in Annex 18.2.

Curriculum of the study programme (for each type and form of the implementation of the study programme) in Annex 19.

Descriptions of the study courses of the study programme in Annex 20.

[1] <https://www.rsu.lv/studiju-programma/starptautiska-marketinga-un-biznesa-vadiba>

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

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

The content of the study programme has been developed sequentially and in accordance with the aim and tasks of the professional programme. The study courses included in the study programme reflect the guidelines, principles, structure and methodology of international marketing and business management. The offered study courses promote the acquisition of important knowledge, skills and competences that ensure achieving the aim of the study programme and compliance with the state professional standard "Manager of Organisation" (according to the Minutes No 6 of the Tripartite Cooperation Subcommittee on Vocational Education and Employment of 18 September

2019). Compliance of the qualification acquired in the study programme with the profession standard in Annex 18.2.

The quality of the study programme courses, placements and graduation theses descriptions and the compliance with the requirements of regulatory enactments, as well as the content and topicality of the content are ensured by annual updating of the study courses by individual lecturers, the head of the study programme and the Head of the Department, taking into account students' feedback on the study course evaluation questionnaire, the results of close cooperation with RSU Student Union, the results of cooperation with labour market representatives, as well as the vision on business and economic developments of the lecturer of the respective course. At the same time, the mapping of the programme has made it much clearer to determine skills, abilities and competences to be acquired within both the study course and the entire study programme according to the Bloom's taxonomy classification, and to align it more closely with the aims and objectives of the study programme. This significantly increases the head of programme's, lecturers', students' as well as graduates' attitude to and clear understanding of the topicality of the study programme and the accordance of the study outcomes to the labour market, industry needs and scientific trends. The mapping also provides for more targeted way of examining the content of individual courses in relation to other courses in the curriculum in order to avoid possible duplication of content or from various perspective to justify the need for the use of the same content in different courses.

Further, see Annex 18.1 Mapping of the study courses for the achievement of the learning outcomes of the study programme.

In order to ensure that the content of studies is based on the achievements and findings of the respective science sector concerned, the development trends of both science and the sector are carefully followed within the study programme. The integration of the latest scientific findings into study courses is facilitated by the research work carried out by the teaching staff and the preparation of publications (see sub-paragraph 4.2), as well as by continuous self-improvement of lecturers, using the access to various scientific and publication databases provided by RSU. The integration of scientific findings into study courses is also facilitated by the involvement of the teaching staff in projects. Employers and representatives of professional organizations provide ideas and advice for improving the study content and process during formal and informal meetings, as well as during guest lectures and the defence of final theses. The exchange of information and experience on topicalities is also carried out during student placements, seminars, conferences or personal contacts between lecturers, addressing student competence issues, as well as addressing the student employment issues in the current labour market. Thus, the content of the study courses is developed sequentially, based on the requirements of the profession standard, as well as in accordance with the basic principles of international marketing and business. The invited visiting professors and specialists make a significant contribution to the education of Master's students by providing feedback on the need to improve the study process, as well as by highlighting topical aspects of business environment. Thus, students have an opportunity to understand the practical skills that will be needed in the labour market, for example, in the course "Human Resources Management in the Global Environment" (engaged Katri Vintiša, Head of the Human Resources Department of the Public Administration Policy Department of the State Chancellery), "Management of Organisational Efficiency" (engaged industry experts Ginta Grandāne, Member of the Board, Business Efficiency Association, and Uldis Piekuss, Head of Sales Department, AS "Virši-A"), "E-marketing Strategies in International Business" (Alan Amron, Professor from the USA, engaged in the academic year 2017/2018), "Integrated Marketing Communication in the Digital Era" (the course is led by Zigurds Zaķis, an industry expert). This ensures a steady link between the study courses and the industry, the current trends in international marketing and business management

in the current labour market and business environment in Latvia and elsewhere in the world.

**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 link between the study course structure, including the defined study outcomes and aim, and the aim of the study programme and the results to be achieved is largely ensured by the annual updating of the study courses in a co-ordinated manner (including face-to-face discussions with lecturers and in working groups), and by mapping of the study programme (see Section 2.1). For example, the link between different courses is discussed in the face-to-face discussions with the Department lecturers and in working groups (e.g., "Human Resources Management in the Global Environment", "Management of Organisational Efficiency", "Methods of Quantitative Analysis", "Financial Management", "International Commercial Law for Organisation Leaders", or specialised study courses, for example, "International Advertising", "Brand Management in International Business", "E-marketing Strategies in International Business") and the complementarity, including the methods of knowledge transfer used by the lecturer of the study course, the aim and outcomes of the course to be achieved therewith, the correspondence of the applied methods to the aim and outcomes of the study programme. As a result of these two main methods (tools). i.e., face-to-face discussions and mapping, the interconnection of the information included in the study courses is kept up-to-date and in line with the latest trends in the labour market and modern academic requirements.

This is a unique study programme in Latvia as there are no similar programmes with direct business and marketing specialisation, as well as qualified and professional teaching staff with a great deal of practical and pedagogical work experience, foreign visiting professors are engaged (e.g., "E-marketing Strategies in International Business"), the study process is carried out as a modular system (student surveys show that most of them are satisfied with such approach, which provides a sequential learning of the study programme focusing only on particular course and then moving on to the next course). The study programme also provides opportunities for students to effectively combine studies with work, as lectures are mainly held on Friday evenings and Saturday mornings. Not least, the tuition fee is calculated to be competitive with other Latvian universities. Constant consideration is given to closing up the weaknesses of the study programme, for example, the opportunities include improving the marketing activities of the study programme (it is being done, however social media campaigns with RSU marketing department may be exercised in addition); to constantly improve the content of the study programme in accordance with national priorities and requirements of employers and students (it is being implemented and it is planned to go on), to invite students and lecturers to participate in *Erasmus* and other mobility programmes, to increase the involvement of professional practitioners in the teaching of study courses (implemented in separate study courses, but there are still opportunities to attract to other study courses as well).

See Annex 18.1 Mapping of the study courses for the achievement of the learning outcomes of the study programme.

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

The study process is implemented mostly as interactive lectures, practical interactive classes or seminars and independent work of students. All the advanced technologies available at RSU are used during lectures and classes. The interactive approach of the study process is quality complemented by various knowledge transfer, skill development and competence building methods used by the lecturers of the study programme, including a number of new topical methods, such as student debates, business games, role plays, specific content analysis tasks, the method "I say .. you say ..", the method "Frankly speaking ...", case studies, joint and individual preparation of practical examples, moderated discussions including discussions moderated by students themselves, specific tasks of homework (calculations, case studies), short tests, handouts (formula sheets; "draw it yourself" add-on handouts), multiple knowledge test types (open, closed questions, essay, presentation), group presentations, the take-home exam, the Flipped-Classroom method, the Station method, study visits, the question-making method, the use of on-line tools such as Kahoot!, and other methods and techniques that both keep the student's attention and promote the learning of content and the development of skills and competences.

During their studies at RSU, students have a possibility to ask questions they are interested in, discuss it with the lecturer and study colleagues. Problem-centred teaching strategies are used for studies. All additional study materials are freely available to the students in the e-studies environment. It also provides references to additional information sources for studying the specific issues, as well as materials for self-guided learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Both formative and summative assessment is used in the studies. Formative evaluation takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent works of students that are practised during the study process. Summative evaluation takes place at the conclusion of each study course as a test or examination. Summative evaluation tests are organised in a written form (in paper format or electronically) or as oral discussions. At the conclusion of studies, the students select a topic they are interested in and write and defend a **Bachelor's** thesis in cooperation with the selected supervisor.

As already mentioned, at the end of each study course, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Student representatives are also involved in faculty councils ensuring representation of their opinion in decision-making.

In general, RSU practises student-centred education, providing that:

- an independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve



them;

- students know and understand the intended learning outcomes of the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to check whether and at what level the planned learning outcomes have been achieved;
- task of the teaching staff is to facilitate the study process of the student so that the student achieves the set learning outcomes;
- it can be observed that aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

Learning outcomes of the study programme are formulated in a student-centred way and the outcomes:

- establish a unified understanding of students and teaching staff regarding of what is expected from the student at the end of the course or the programme;
- provide the students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain if they successfully complete the respective course. The students can also track what they have learned already and what they still need to learn, and what is their progress towards achieving the outcomes of the programme;
- present a tool for the teaching staff to be able to organise the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes set for the study course or study programme;
- create a mutual understanding between the teaching staff and colleagues regarding for achievement of which learning outcome the course is studied, and the respective learning method is selected;
- identify the areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in selecting, which courses to study in accordance with the learning outcomes the student wishes to achieve;
- provide clear information for employers on the knowledge and skills the students have acquired, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

The study implementation and evaluation methods applied contribute to the achievement of the study course results and the aim set for the study programme.

Within the framework of the study programme, a co-operation with employers and professional organisations takes place in the course of students' placements, during seminars, conferences as well as through personal contacts of lecturers, analysing the competence of students and graduates as well as solving the issues of the future employment opportunities. For example, in April 2019, during the RSU Science Week, R. Ozoliņš, visiting lecturer, business growth specialist delivered a lecture "Digital Transformation of the Company: Creating the Demand in B2B Markets".

In the beginning of 2016, RSU become member of "Latvian Art Directors Club". In cooperation with LADC members, marketing and advertising companies and agencies, the students of the study programme are provided with the opportunity to meet marketing and advertising specialists well-known in Latvia and Europe. Students of the study programme now may participate in all events organised by LADC free of charge. In the academic year 2018/2019, students attended the following training organised by LADC:

1. Lecture by brand designer Liene Skrulle on branding design, on experience working in an international team, on creation process and design concepts for global brands;

2. LADC school 2019 module "Project Management and Customer Service";
3. Kārlis Smiltēns, Digital Agency *CUBE* - "Digital Marketing in the Age of the Attention Economy", which includes the following: campaign planning, setting the goals, measuring the goals, analysing data and user behaviour, analysing the campaign results;
4. Creative Director Voldemārs Dūdums, director Roberts Kuļenko, "Workshop Video Cover for Magazine *IR*";
5. Creative Director Agnija Grigule, *Honeymoon High*, "Influencer Marketing and Instagram Content";

As of the academic year 2015/2016, a verification mechanism of the objectives and aims of the programme has been activated. The following methods of conducting the study process are used: specification of the acquired theoretical knowledge in seminars, analysis of problem situations, tests and test works, homework, preparation of summaries, essays and reports, development and defence of individual and group projects. The criteria used: complex assessment of students' knowledge and skills (final grade) within each study module, assessment by the placement supervisor, successful presentation of the study paper and Master's thesis, and opinion of the commission.

### **Implementation of distance learning**

In the distance learning study courses and programmes implemented by RSU, the student acquires the study content and takes the examinations using digital and online study means, without attending RSU in person or with minimal attendance.

Pursuant to Section 1 of the Law on Higher Education Institution, RSU is planning implementation of full-time distance learning study programmes in such way that student would obtain 40 credits and would devote at least 40 academic hours to studies a week.

When implementing a study course or programme in full-time distance learning, RSU provides the same amount of contact hours as in a full-time regular study programme, replacing full-time contact hours (lectures, classes and seminars, consultations) with online contact hours (live lectures and/or video recordings, webinars, online consultations) and contact hours are planned similarly to the regular study programme, using the RSU lecture and lesson planning system and thus providing the student with an electronic list of lectures and lessons.

#### *E-study environment*

Each study course implemented by RSU has a respective e-course, which is available in the RSU e-study environment (created on the basis of the *Moodle* learning management system).

In each e-course, the student is provided with information about organisation of studies and communication (contact information of the lecturers and support staff, information about the study course, technical and organisational information, etc.), digital study materials (presentations and other materials developed by lecturers, video recordings of lectures and workshops, links to articles and books in online data bases, etc.), interactive study materials (knowledge tests, etc.), options of mutual communication and communication with the lecturer (forums, chat rooms, etc.) and functionality of independent work submission and evaluation (submission of independent work, electronic tests).

#### *Online lectures and classes*

Broadcast of video lectures is implemented, using the technical platforms at disposal of RSU (*Panopto*, *Zoom* or *Microsoft Teams*). Hyperlinks to the planned online lectures or lecture recordings

are published in the e-study course. After the video lecture in the e-study environment, an electronic knowledge self-assessment test is available to students.

Online classes and consultations are implemented using *Zoom* or *Microsoft Teams* platform, hyperlinks to the planned online classes and recordings thereof are published in the e-study course.

*Panopto* video platform is used for publishing and storing video lectures and classes, ensuring availability of multimedia materials for authorised RSU users. Video recordings are processed and stored in accordance with requirements of laws and regulations, the provided consents, concluded agreements and other requirements.

#### *Online examinations*

The forms of examinations of study courses and programmes are adapted to the online environment, ensuring the assessment of the planned learning outcomes identical to the regular study course or programme, using synchronous and asynchronous online examinations.

Solutions of the RSU e-studies environment (*Moodle* tests, *Moodle* file uploading tasks, *Turnitin* assignments) are used to ensure implementation of written examinations. The *Turnitin* content originality verification system is used to verify written work submitted by students. If *Moodle* tests are used in written final examinations, security of examinations is monitored, using the online examination security system *Respondus Monitor*.

Either *Zoom* or *Microsoft Teams* platform is used for remote oral final examinations.

#### *Quality assurance of e-environment*

Content of the e-studies must be created and organised in line with the RSU methodological materials “E-study Course Content” and “E-study Content Guidelines”, which comprise quality criteria for self-assessment of content of an e-studies course.

Once in two weeks, the RSU Study Process Quality Analysis Department summarises information on usage of the e-study environment and availability of the resources and activities provided in the e-study environment to students.

To inform and support lecturers, there is an e-study course “Support for the Online Study Process”, serving as the main source of all the current support materials necessary for implementing online study process.

The university conducts thematic training for lecturers, as well as offers individual consultations aimed at improving pedagogical digital competence and acquiring purposeful usage of IT tools with a view to ensure implementation of high-quality remote studies.

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

The content of this professional Master's study programme, depending on the form and duration of the implementation (see Annex 19) includes one or two placements, the aim of which is to prepare

senior managers for professional work in a specific business environment (Placement I, 12 CP) as well as to collect empirical material for the development of Master's thesis (Placement II, 14 CP). For the quality assurance of students' placements, the methodological guidelines for placements are updated annually, and they are sent to students in good time before the start of the placement. They specify the goal of the student's placement, the skills to be acquired, the compulsory and elective placement tasks, as well as the structure and the scope of the placement documentary report and requirements for presentation and deadlines.

The updating of the placement tasks takes place in strict compliance with the updated changes and clarifications in the study programme, its planning, learning outcomes, study courses and their expected learning outcomes. The student's placement tasks are drawn up covering the topics of the study course content, goals and intended learning outcomes. Placement tasks are structured according to the study programme design - study courses, taking into account the specifics of the content. The aim of the placement, which is also indicated in the methodological guidelines, is to provide students with an in-depth understanding of the practical application of theoretical knowledge acquired in the respective field of science; therefore the placement tasks (mandatory and optional) are subordinated to the aim and, at the same time, to the relevant study programme outcomes that, in turn, are defined according with EQF level study outcomes.

The study programme provides two or one placement, depending on the version of the study programme (2-year full-time studies with 80 CP or 1.5-year full-time studies with 60 CP, see Annex 19.1 for details): two placements (Placement I and Placement II for those who undertake the 80 CP study programme, see Annex 19 for details) or one placement (Placement II for those who undertake a 60 CP study programme, see Annex 19). The duration of Placement I is 12 weeks, whereas the duration of Placement II is 14 weeks. The aim of these placements is to prepare senior managers for professional work in a specific business environment, as well as collecting empirical material for the development of Master's thesis (during Placement II). During placements, students acquire practical skills in business management, in international marketing and topicalities of business management, using theoretical knowledge acquired in lectures. The purpose of the placements is to ensure the ability to have a good grasp of the business environment of Latvia and the world, to take decisions independently in a specific situation, to cooperate in the implementation of certain international marketing or business management projects. Placements are organised in companies, organisations or public and municipal institutions whose activities are related to international business or international activities. The trainee's work is strictly defined by the specific placement goal and tasks, such as market research, development of international marketing and international advertising strategies.

At the end of the placement, the student submits a placement report that reflects on the duties assigned to the student and the work results with a feedback from the placement supervisor (company representative) that assesses the student's work, activity, independence and ability to cope with the placement task as well as to contribute new ideas. The placement report needs to be defended and is graded.

Practical skills and competences to be acquired in *Placement I*: development of marketing strategies in international environment, analysis of practical situations for the development and implementation of an international marketing strategy, financial analysis of the organisation's operations, attraction and use of financial resources.

Practical skills and competences to be acquired in *Placement II*: use of modern marketing methods and techniques in international environment, integrated marketing communication in international business; practical solving of various branding related issues, basic principles of international advertising development, application of modern marketing activities in practice, management and

implementation of marketing projects in international business. Students may use the results of the placement as empirical material in the development of the Master's thesis.

Students search for placements independently, but if necessary, the Head of the study programme and the Department get involved in finding a placement place.

The feedback received from the placement reports shows that employers are generally satisfied with the students' activities in placements. The evaluations and feedback of the placement supervisors from the placement companies emphasise that students successfully use their knowledge and are able to independently perform the assigned tasks. Students undergo placements in international organisations and public institutions such as: SIA "Prestol kompozīts", AS "Amber Beverage Group", a restaurant "KID", SIA "Danini", SIA "Cabot Latvia", AS "HKSCAN Latvia".

See Annex No. 9.1 with a description of the students' placement organisation.

See Annex No. 9.2 with information on contracts and other confirmations about the provision of student placements in companies.

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

The students choose the final thesis topics according to the knowledge acquired in the study courses and in connection with the world topicalities in international marketing and business management. The topics are in line with the title of the study programme. The Department provides students with sample topics of Master's thesis, however, the topics of the Master's thesis are specified together with the appointed supervisor. Depending on the topic of the Master's thesis, the Department selects the most suitable Master's thesis supervisor. Students also may suggest their own supervisor candidate for the Master's thesis, and it is discussed and assessed at the Department meeting (qualification, experience, appropriateness of the Master's thesis supervisor) where an appropriate decision is made. The topics are chosen in relation to the content, aims and objectives of the study programme, and the selected topics correspond to the current trends in the labour market and business environment. For example, the topics "Efficiency Analysis of AS "Dzintars" Advertisement Campaign on the New Product Line "Future Formula", " SIA "Cabot Latvia" Marketing Communication to attract Potential Employees", "The Role of Integrated Marketing Communication Tools in Developing the Consumers' Value of LMT Brand", "The Potential of Improving the Human Resources Management in AS "Virši-A", "Impact of SIA "Inchcape Motors Latvia" Marketing Activities on "Ford" Cars Market Share Increase in Latvia", "Assessment of LEAN Methods and Development of System of Methods for the Service Line in Company X", "Potentials of Employment EBAY Sales Platform for Enhancing LATSWIM Trade", "Potentials of Business Efficiency Improvements in SIA "Ripo AISK", "Applicability of Design Thinking to Product Development in SIA "VALPRO" confirm full compliance with the aim and objectives of the study programme and current trends in the industry and modern business environment.

Students participate in scientific conferences with the results of the research, which are further elaborated in developing the Master's thesis, for example, participation reports at the annual scientific conferences of Riga Stradiņš University (e.g. 2017 conference: Authors: Silva Kleinberga, Henrijs Kaļķis, a study: Business Strategy Improvement Opportunities at Ellex Klavins Law Firm), at

annual RSU student conferences (e.g., 2019 conference: Edgars Butāns, a study: “Analysis and Comparison of the Key Performance Indicators of the Major Food and Non-Food Retail Companies In Latvia”). Final papers are assessed according to the RSU requirements, the Master's Thesis Defence Commission is formed which complies with Cabinet of Ministers Regulations No 512 “Regulations on the National Standard for the Second Level Professional Higher Education”. The Commission is formed by following a principle that it consists of the Chair and at least four Commission Members, at least half of whom are representatives of the industry professional organisations or employers. Therefore, it can be concluded that the choice of the topics of the Master's thesis is topical, regulated and effectively managed, as well as the defence of the final theses complies with the RSU and Latvian legislation in force.

## **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.**

Within the programme, collaboration with employers and professional organisations is implemented through placements, seminars, conferences, or through personal contacts with lecturers, addressing the issues of students' competence and addressing their future employability. An employer survey on the RSU students' placements shows that overall employers are satisfied with the RSU students' performance, attitude, ability to integrate into the work environment and take the responsibility, as well as coping with job responsibilities and work volume. In the reporting period, the head of study programme established contacts with several placement companies to find out more views and opinions about the study programme. The opinion of the employers is generally positive, the knowledge acquired by the students in several study courses is highly appreciated. Some of the employers have pointed out that there is a need to increase the acquisition of practical skills during the study process. On the basis of these recommendations, hands-on business and marketing leaders are engaged in a number of study courses such as "Human Resources Management in the Global Environment", "Management of Organisational Efficiency", "E-Marketing Strategies in International Business", "Consumer Behaviour in the Global Environment". These include, for instance, the following:

- Historical development of human resource management, linkage with general management, global perspective. (visiting lecturer in class: Gints Turlajs, CEO, Smart Continent LV Ekoterm SIA);
- Modern methods of training and developing employees. Management and assessment of human resource system.(sc. soc. Katri Vintiša, lecturer and advisor in personnel management);
- LEAN - one of the most successful business management strategies in the last 50 years. LEAN methods (Uldis Piekuss, member of Business Efficiency Association, Manager of Sales Department, AS “Virši-A”);
- LEAN in manufacturing. Continuous efficiency improvement. Process management - process visualisation: Analysis of VSM present and future status (Ginta Grandāne, Board Member of Business Efficiency Association, LEAN.LV representative in Latvia, specialist of continuous improvements).

In cooperation and in consultation with both employers and representatives of professional organisations, a number of proposals have been received and implemented to improve the study programme, for example:

- The role play 'interviewing and evaluating of a job applicant' was introduced in the study course "Human Resource Management in Global Environment".
- The study course "Management of Organisational Effectiveness" is supplemented with modern and real-use *Lean* tools; regular guest lectures of the representatives of the Business Efficiency Association are held and role plays conducted by guest lecturers are offered.
- Digital marketing projects that are close to reality or realistic and relevant to a specific organisation are developed and defended in the study course "E-marketing Strategies in International Business".

Foreign professors are also invited to conduct lecture cycles within the framework of the study programme, for example:

- "The Role of Ergonomics in the Work Environment. Practical and Scientific Experience in France", *Sylvain Leduc*, Marseilles University (France), President of the European Federation of Ergonomic Societies (April and July 2016);
- "Human Resources Management or Management Communication", Prof. Knut Reese, HS Wismar, Faculty of Business (Germany), Dallas Reese, HS Wismar, Faculty of Business, professors of Wismar University (April 2018).

Invited visiting professors and specialists make a significant contribution to the education of Master's students by providing feedback on the need to improve the study process, as well as by highlighting topical aspects in business environment. This gives students the opportunity to understand the practical skills that will be needed in the labour market. Each year one or two practically working business and marketing management specialists are invited to the Master's thesis defence commissions, which provide significant feedback on the study content and quality improvement directions. A study quality council meeting is convened at least once a year to discuss the content of the study courses, the necessary additions and improvements.

The results of the student surveys on the quality of the study courses as well as on the implementation of the study programme as such (individual meetings with the head of study programme before and after the end of the academic year) are regularly analysed. In general, students are overall positive about the choice of the university and the study programme. Students are generally satisfied with the quality of the lectures and rather satisfied than dissatisfied with the quality of the seminars. Students' recommendations are discussed and analysed at the Department meetings. Study course monitoring is also carried out to ensure the quality of lectures and seminars. It is important to note the recommendations for improvement of the study programme rendered by graduates in the comments to the questionnaires, particularly:

- distance lectures and seminars (on-line), providing remote student presence while away from Latvia;
- to engage new and appropriate visiting lecturers;
- renewal and updating of the lecture materials;
- to improve feedback between student and lecturer when correcting the papers. Lecturers are advised to comment on the assessment on the available e-environment platform;
- the Manual for the Development and Defence of the Master's Thesis should be regularly updated.

The above suggestions have already been discussed at the Department meetings and particular measures have been taken to improve the study process and the implementation of the study courses, including discussions with the lecturers involved in the study programme.

Feedback from students is also created in special meetings organised once a semester with

students of each study year programme. In the academic year 2015/2016 meetings took place on 27 November 2015, 22 April 2016, 21 October 2016, 14 April 2017, 15 September 2017, 23 March 2018, where students expressed their views on the organisation of the study process. In general, good feedback was received, but the most important suggestions from the students were about the wish to engage visiting lecturers from foreign universities in the study programme, as well as to take a course on economics of international business. The study programme was supplemented with the suggested study course in the academic year 2019/2020.

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

Within the framework of the study programme “International Marketing and Business Management” the following courses are conducted in English which are each year attended by *Erasmus* students:

- “International Advertising” (lecturer H. Chauhan)
- “International Business Economics” (lecturer R. Putāns)
- “Sustainable International Marketing” (lecturer A. Zorina)

Students of the study programme positively assess the fact that they can operate in a multicultural learning environment, exchange experience with students from other countries while working on the tasks and tests, doing group work, participating in mini-projects, and being involved in other study activities. However, until now, students of this study programme have used exchange mobility opportunities relatively seldom (2 students in recent years, see Annex 8.2 for details. This is related to the fact that students usually combine work and studies and cannot be away from work for a long time to study abroad.

Student mobility is described in the Description of the Study Direction (see Chapter II, Section 5, sub-paragraphs 5.1 and 5.2), as well as the overall student mobility can be seen in Annex 8.2

## **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.**

Access to a safe wireless network *Eduroam WiFi* is provided in all buildings of RSU. Students may



connect to the *Eduroam* wireless network using their username and password. *Eduroam* is available in 36 European countries, as well as in Australia, the United States and Canada. RSU students may also use open access computers with provided access to the student systems and internet resources. Multimedia projectors are available in 140 training rooms for use of audiovisual materials for studies; most of these are high-resolution interactive projectors that are connected to a sound system. *Panopto* video recording system is used for the preparation of audiovisual training materials, whereas video conferencing system is used to provide online lectures. A centralised management system of the multimedia equipment of lecture rooms has also been established. Also, 10 computer rooms with more than 200 work stations that are used both for the implementation of certain study courses, as well as for provision of electronic examinations and other types of knowledge testing are available for the needs of study process.

RSU offers the students an opportunity to use *Office365*, providing an option to use a full *Microsoft Office*, *OneDrive* file storage without additional fee. While studying at RSU, students have access to all software necessary for successful study process. The student can install *Microsoft Office* software – *Word*, *Excel*, *PowerPoint*, *OneNote*, on five computers (*PC* or *Mac*) and five mobile devices (for example, a smartphone, laptop, and tablet computer). Student may use *OneDrive* of 1 TB for automatic synchronisation of devices.

RSU students and academic staff are already provided with a well-developed IT infrastructure and virtual study environment. RSU students and academic staff have access to e-studies environment with study materials and student assessments, Student portal containing the necessary study information and e-services, Academic Staff portal containing information on academic staff, academic structural units, register of study courses and study programmes, survey system, and feedback.

RSU IT Department is a structural unit of RSU, one of the aims of which is implementation of advanced strategy for the information technology infrastructure. IT Department develops RSU e-services and ensures running thereof.

The physical IT infrastructure of RSU consists of the following:

- 1) RSU computer network located in 10 buildings, connections thereof, with a total of 3,142 network connection ports, 176 wireless network access points, including provision of a wireless network at the student hostels;
- 2) RSU data centre infrastructure located at Dzirciema iela 16 and Anniņmuižas bulvāris 26a, 43 physical servers, three reserved disk arrays, *VMware* virtual server infrastructure with more than 100 virtual servers, backup power supply system, cooling, data backup infrastructure;
- 3) IT equipment and systems monitoring system *Nagios*, *HP IMC*, *MS SCCM* with more than 800 monitored devices and services;
- 4) *Lync* telephone infrastructure maintenance and support – 300 connections;
- 5) *Panopto* video lecture recording system, where about 100 records of lectures are made per month;
- 6) video conferencing system for ensuring online lectures, with an average of 120 remote lectures ensured per study year;
- 7) e-mail system maintenance – *Exchange* for the staff, ensuring management of calendar and contacts; cloud service *Office 365* is provided for students;
- 8) *MS Active directory* based maintenance of electronic identity management infrastructure (one username and password for all IT systems maintained in a centralised way);
- 9) maintenance of the file server;
- 10) servicing of computerised workstations and computer classrooms (1,444 computers, 526

- printing equipment units, scanners, and other equipment);
- 11) maintenance of training room equipment – 133 stationary equipped rooms, 179 projectors, including performance of scheduled maintenance of equipment;
- 12) training rooms are provided with the necessary on-site support for recording of video lectures, online lectures and lectures held in rooms with a complicated multimedia equipment; a specialist of the IT service centre ensures on-site technical support;
- 13) administration of self-service photocopying/printing/scanning system.

In order to ensure continuous availability of IT resources in the study process, IT service centre has been established with open hours on working days from 7:30 to 20:00 and on Saturdays from 8:00 to 14:00.

In order to ensure the infrastructures necessary for implementation of the study programmes, improvement of the informative and technical provision in accordance with the development needs of the study programmes, an IT development working group has been established consisting of academic and administrative staff. The IT development working group reviews suggestions on development of new IT systems and improvement of the existing ones. At the same time, physical IT infrastructure is planned in accordance with the requests of structural units, evaluating the load of the current infrastructure during the development of RSU budget.

In order to achieve the above-mentioned aims, IT Department is granted budget each year in accordance with the long-term IT development plan. A large part of the funding is directed towards long-term investments in fixed assets, including system software. More than 30% of the annual IT budget is directed towards development, which includes long-term investments in network and server infrastructure, equipment, and software.

IT services, hardware, network and peripheral equipment are evaluated as excellent; yet it should be taken into account that upgrades are necessary in order to ensure efficiency of study processes. For example, for the students from various study programmes to be able to use knowledge, skills, and competences obtained during the study process to solve cases, it is necessary to develop RSU library of audiovisual study materials (repository of training objects) that would support approach of case studies and analysis in studies and inter-disciplinary aspect. In addition, it is necessary to upgrade the student portal by implementing an internationally recognised solution that includes a mobile application providing an option to work at the student portal, improved experience of portal use, an option to integrate functions from current RSU information systems in the portal, as well as built-in integration with *Office 365*, *Primo* search tool, email, calendar, and other applications. In order to manage the study programme more efficiently, it is necessary to develop a new mapping system of study programmes.

The current list of IT services is available on the RSU [website](#).

The range of resources and provision offered by RSU is appropriate for the successful implementation of distance learning. Resources used in distance learning are described in sub-paragraph 2.3 and in Annexes 25, 26 and 27.

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

Not applicable.

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

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

Academic and pedagogical staff with high qualification, relevant competences and good reputation are involved in the implementation of the study direction and achievement of results.

Application and selection procedure of the academic staff at RSU is regulated by the Regulations of Rīga Stradiņš University on Academic Staff Positions and Rīga Stradiņš University Process "Elections of Academic Staff".

The knowledge of official language of the academic staff fully complies with the Cabinet Regulations No. 733 of 07.07.2008 "Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office, Receipt of the Permanent Residence Permit and Obtaining of the Status of a Long-term Resident of the European Union and the State Fee for Examination of the Fluency in the Official Language" RSU Human Resources Department checks the official language skills when selecting the staff, as well as while summarising documents during the preparation process of academic election.

Heads of structural units pay particular attention to succession issues and interaction between staff of different generations. In order to improve the content of the study programme, as well as to introduce innovative methods in study processes, RSU involves foreign visiting academic staff.

The process of recruitment and evaluation of lecturers is transparent, effective and one of the preconditions for high quality of the study process.

At the study programme level, the duty of the head of the study programme is to ensure compliance of the content of the study programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse data that might provide information on factors affecting results and quality of the study programmes, and to implement necessary improvements to the study programmes. At the study programme level, quality indicators of the study programmes are measured that are directly linked to the remuneration of the heads of the study programmes. This aspect promotes taking responsibility and motivates the heads of the study programmes to achieve higher defined quality standards.

At RSU level, the duty of the management is to set strategic and quality aims and quality policy, to make a decision on a quality approach, to manage resources, and determine the internal procedures. Supervision of the system introduced by RSU is performed by both the internal system and quality auditors and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. It is regularly established by participating in a reputation survey and evaluation of brands.

Overall, the lecturers engaged in the study programme have not changed in the reporting period. In

the academic year 2018/2019, M. Dubickis was invited to lead the course “E-Marketing Strategies in International Business”. While Assoc. Professor H. Kaļķis was on a creative leave (8 months internship programme in the USA), J. Pankova taught the course “Management of Organisational Efficiency”, and K. Vintiša taught “Human Resources Management in the Global Environment” in the academic year 2018/2019. This approach can be seen as a very positive example, as students are ensured with qualified and the field-recognised teaching staff. Specialists of the field will be attracted also in the future to conduct the study courses.

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

The qualification of the teaching staff engaged in the implementation of the study programme fully complies with the study programme “International Marketing and Business Management” implementation requirements, ensures achievement of the aims and outcomes of the study programme and the respective study course, as there are lecturers of international business elected by the Economics Department, and several study courses are conducted by experts and lecturers recognised in Latvia and elsewhere in the world, such as the following visiting lecturers:

- lecturer of the course "Integrated Marketing Communication in the Digital Era" Zigurds Zaķis, Manager of Digital and Analogue Company, practitioner of strategy, marketing, communications and branding with 20 years experience in advertising and creative industries. One of the most experienced strategic planners of communications in Latvia;
- lecturer of the course “Consumer Behaviour in the Global Environment” Jūlija Šipicina-Bugholca, *LapsaStrategy* Marketing Director (previously has been leading major international marketing projects *Samsung Electronics, Mars Baltics, L`Oreal SA, AlisCoc.*);
- lecturer of the study course “E-Marketing Strategies in International Business” Valdis Tilgalis, business and marketing consultant on various Latvian and international marketing projects;
- lecturer of the course “Sustainable International Marketing” Andželika Zorina, marketing consultant in various Latvian and international marketing projects, formerly Marketing Director of AS “Aldaris”.

The qualification of the teaching staff engaged in the study programme is confirmed by the acquired education, work experience, internships and selected research directions (see Table below).

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**Teaching Staff**

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**Research interests and areas in which scientific articles are published, participation in research projects**

Dr. oec., Prof. Inna Dovladbekova	EU Integration, Economic Policies of the EU and Latvia; Financial Market development Regulation and Functioning of the Labour Market
<i>Dr. admin. sc.</i> , Assistant Prof. Romāns Putāns	Economics of International Business Intercultural Business Trends International Marketing
<i>Dr.oec.</i> , Assistant Prof. Ieva Kalve	Business Management of Change Business Project Management
<i>Dr. admin. sc.</i> , Assoc. Prof. Henrijs Kaļķis	Improving Human Resource Management Business Efficiency and Quality Management Issues Process Management
<i>Dr. math.</i> , Assistant Prof. Normunds Gūtmanis	Forecasting Methods and Application Possibilities, Improvement of Marketing Methods in Latvia and Europe
<i>Dr. iur.</i> , Assistant Prof. Marta Urbāne	Practical Aspects of the Application of EU Commercial Law Development of EU Law EU Investment Law in the Context of the EU Single Market

Analysis of the table leads to the conclusion that the qualification, research interests and capacity of the engaged teaching staff enable the students to acquire the necessary knowledge, skills and competences in the study courses according to the current market and business environment trends. Lecturers constantly improve their knowledge and experience by participating in scientific and practical conferences and research projects. The specialisation of each lecturer is unique and provides an opportunity to transfer the most current knowledge, skills and abilities to the students of the Master's study programme in a versatile way.

Testing of the lecturers' English language skills and teaching English to the lecturers is done within the programme "Growth and Employment", the specific support objective 8.2.1. "To reduce the fragmentation of study programmes and strengthen resource sharing" under the project "Reduction of fragmentation of study programmes and promoting the internationalisation of studies at Rīga Stradiņš University", No. 8.2.1.0/18/A/014. The information on the knowledge of the English language of the lecturers is summarised in Annex 6.1. RSU continuously supports and promotes the professional development and training of academic staff. More information about the in-service training and professional development, including the improvements of the English language skills, is summarised in the Description of the Study Direction (see the information given in Chapter II, Section 3, sub-paragraph 3.5).

#### **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).

Not 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).**

Not 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 teaching staff of the Department organises conferences and other events aimed at advertising the results of the research work and conducting discussions on current economic and management issues. For example, since the implementation of the study programme, every year a section "Transformations of the Political, Economic, Social and Legal System in Latvia and the World" is organised within the framework of the annual RSU scientific conference where the teaching staff reports on results of their research work. The teaching staff of the Department is active in the leading Latvian professional associations and societies. The lecturers organise conferences in cooperation with other institutions, such as Business Efficiency Association, European Commission Representation in Latvia (organising the lectures and discussions), Latvian Economists Association, Latvian Ergonomics Society, magazine Baltic Course, organisation of methodological seminars within the European Commission projects *Jean Monet* and *LISBOAN*.

The obtained information and research results are actively used in the study process, for example, Prof. I. Dovladbekova leads the sub-project 5.2.7 "Involvement of Society in Social Innovation Processes to ensure Sustainable Development of Latvia" (2014-2017)" of "Transformation of National Economy, Smart Growth, Management and Legal Framework for the Sustainable Development of State and Society - New Approaches for Creating a Sustainable Knowledge Society" (EKOSOC-LV). Assistant Prof. A. Berķe-Berga's research paper "Examining Health Inequalities in Latvia - a Decade of Association between Socioeconomic Position and Perceptual Health" (BioMed Research International, 2017) and "Managerial Ownership and Firm Performance: Evidence of Listed Companies in the Baltics" (Polish Journal of Management Studies, 2017) results has been integrated into the study courses. Assistant Prof. R. Putāns participates in the EC project *Erasmus+* project

"Promoting Adult Career Development and Competences for Social Inclusion and Employment through Social Media" (AGEFACTOR) No 2016-1-FR01-KA204-024066 (01.10.2016–31.09.2019). The experience gained is integrated into the delivered study course.

Department of International Business and Economics has certain experience in the field of lecturer mobility within the framework of Erasmus and other mobility programmes, e.g. study programme Assoc. Prof. Henrijs Kaļķis participated in several mobility and experience exchange trips during the study programme reporting period, particularly:

- Penn State University, The Harold and Inge Marcus Department of Industrial and Manufacturing Engineering, USA, Baltic-American Freedom Foundation (BAFF) research fellowship (01.07.2018 - 01.03.2019);
- Eight academic lectures have been delivered in English at the University of Valencia, Spain on "Effective Work Organisation in the Framework of Organisational Design and HRM Strategy", Valencia, Spain (Erasmus Lecturer Mobility Programme);
- A 5-day training "Human Factor, Ergonomics and Business Management", AHFE Training, Orlando, USA (27.07.2016–31.07.2016);
- A 3-day training on ergonomics and the human factor in Volvo Cars Company (Volvo Cars Product Development, Craftsmanship & Ergonomics Centre, DUX AE & Research: Digital User Experience Advanced Engineering & Research), Göteborg, Sweden (02.06.2016–04.06.2016);
- Eight academic lectures have been delivered in English at University of Valencia, Spain on topic "Business Excellence through LEAN and Ergonomics Approach", Spain, Valencia (*Erasmus* lecturer mobility programme) (25.04.2016–29.04.2016);
- A 5-day training on production organisation, LEAN management, human factors and ergonomics in a company KATHREIN-Werke KG, Rosenheim, Germany (12.10.2016–16.10.2016).

The acquired international experience is useful for the adjustment of the study programme in line with the current international academic and business environment. At the meetings of the Department, examples of good practice of other countries in organising the study process are regularly discussed. The international scientific and academic experience is reflected in CVs of the teaching staff engaged in the study programme. The lecturers engaged in the study programme are members and participants in various associations, particularly:

- Inna Dovladbekova:
  - Member of the Latvian Association for European Community Studies;
  - Expert at European Commission;
  - Member of the European Association for the Development of Political Economy;
  - Member of the International Association for the Study of Ideas in Europe;
  - Member of the Council of the Doctoral School of the University of Latvia "Ensuring International Competitiveness of the National Economy";
  - Member of the Latvian Association of Economists;
  - RSU representative at the Latvian Employers' Confederation.
- Prof. Henrijs Kaļķis:
  - Business Efficiency Association ([efektivs.lv](http://efektivs.lv)) – Board Member, member;
  - Latvian Ergonomics Society ([ergonomika.lv](http://ergonomika.lv)) – Board Member;
  - International Ergonomics Association ([iea.cc](http://iea.cc)) – Member of Council;
  - Federation of European Ergonomics Associations ([ergonomics-fees.eu](http://ergonomics-fees.eu)) – Member of Council;
  - Registration Centre of European Ergonomists ([www.eurerg.eu/](http://www.eurerg.eu/)) – Member of Council;

- Institut CEDIMES (Centre for Studies in International Development and Economic and Social Movements,), Lettonie (<http://www.cedimes.org/>, France) – member (No. 1875);
- Business Systems Laboratory ([bslaboratory.net](http://bslaboratory.net), Italy) – member;
- Latvian Association of Young Scientists (<http://ljsa.lv>, Latvia) – member.
- Assistant Prof. Romāns Putāns:
  - Member of Latvian Young Scientists Association.

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

In order to ensure more efficient cooperation between the lecturers in the study process, regular meetings (once a week) are organised with the lecturers where the current issues and the results of the study courses are discussed. At the beginning of each academic year, the lecturers engaged in the study programme are invited to a meeting, a seminar to discuss the content of the study courses, the topics, and to jointly work out suggestions for improving the study process so as not to overlap study course topics etc. The seminar is also held every year on the final thesis where every lecturer of the study programme, Master's thesis supervisor, is invited to find a united approach in the development of Master's theses and the use of scientific and research methods.

In order to improve the study process, lectures of the lecturers engaged in the study programme are monitored. The results of lecture monitoring are summarised and analysed at the Department meetings where recommendations for lecturers to improve the quality of lectures and seminars are formulated. Overall, the monitoring results indicate that the lecturers are using modern teaching methods as well as employ technological potentials. Lecturers are knowledgeable in the respective fields. Monitoring is organised in a way that does not charge unnecessary stress on the lecturers, and it is carried out on a collegial basis. In the reporting period, all study programme courses have been monitored.

Pre-defence of Master's theses is organised within the study process with participation of the teaching staff committee who give recommendations for improving the final thesis before submitting the finished version. Thus, mutual co-operation between lecturers of different areas is ensured which allows to comprehensively recommend further improvements or corrections to be made to the final theses.

The lecturers also cooperate in joint research, for example, joint research and scientific publications are conducted by Prof. Inna Dovladbekova and Assistant Prof. Marta Urbāne, also Assoc. Prof. Henrijs Kaļķis, Prof. Anda Batraga and lecturer Irina Rezepina.

The total number of lecturers involved in the implementation of the professional Master's study programme "Management of International Marketing and Business" is 14, but the total number of students on 1 October 2020 was 42, so the ratio of students and lecturers is 3,00.



# 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	16_pielik_SMBVM_statistika_engM.pdf	16_pielik_SMBVM_statistika_lvM.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Atb_izgl_stand_SMBVM_eng.pdf	17.1_pielik_Atb_izgl_stand_SMBVM_lv.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	18-2_pielik_Prof_standarta_kartejums_SMBVM_eng.pdf	18.2_pielik_Prof_standarta_kartejums_SMBVM_lv.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18-1_pielik_StK_StR_kartejums_SMBVM_eng.pdf	18.1_pielik_StK_StR_kartejums_SMBVM_lv.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielik_SMBVM_planojumi_ENG.pdf	19_pielik_SMBVM_planojumi_LV.pdf
Descriptions of the study courses/ modules	20_pielikums_Studiju_kursi_SMBVM_ENG.pdf	20_pielikums_Studiju_kursi_SMBVM_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24-1_pielik_SMBVM_diploma_paraugs_ENG.pdf	24-1_pielik_SMBVM_diploma_paraugs_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_eng.pdf	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_parakstits.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	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits_eng.pdf	24-3_pielikums_Apliecinajums_par_zaudejumiem_VANIP_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	24-5_pielik_Apliecin_anglu_val_StV_VANIP-p_tulk_eng.pdf	24-5_pielik_Apliecin_anglu_val_StV_VANIP-parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# International Business and Start-up Entrepreneurship

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>International Business and Start-up Entrepreneurship</i>
Education classification code	<i>43345</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Romāns</i>
Surname of the study programme director	<i>Putāns</i>
E-mail of the study programme director	<i>romans.putans@rsu.lv</i>
Title of the study programme director	<i>Dr. sc. admin.</i>
Phone of the study programme director	
Goal of the study programme	<i>To train highly qualified and creative specialists in economics and management of international business and start-up entrepreneurship.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide students with knowledge and to ensure the development of practical skills and competences in understanding, analysis and management economic and business processes implementing student-centred approach in an interesting and practical study process;</i></li> <li><i>2. To balance the theory and knowledge about modern development trends with the analysis and resolution of practical business problems and work environment based situations in the study process;</i></li> <li><i>3. To purposefully ensure quality, highly valuable and innovative study process using best practice examples in higher education in the international context, including with regard to the study process infrastructure (e-environment, library, multimedia equipment, etc.) and process organisation (team teaching, cooperation in the labour market, simulation, video lectures, semester projects, etc.);</i></li> <li><i>4. To consciously implement modern and unconventional knowledge transfer and co-creation, as well as skills development methods promoting the interest of students in topics of the study programme and motivation to use in the international business environment;</i></li> <li><i>5. To maintain and develop extracurricular and seminar activities and cooperation in the business, public governance and academic context in Latvia and in the international environment (conferences, summer schools, visits, etc.);</i></li> <li><i>6. To ensure continuous quality monitoring and updating of the study programme in cooperation with entrepreneurs and representatives of professional organisations in the business sector;</i></li> <li><i>7. To create the best example for students in the aspect of professional ethics and professional improvement (participation in the development of the sector, building opinion leadership, etc.) promoting active personal and professional improvement and participation culture in students.</i></li> </ol>

Results of the study programme	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Able to demonstrate specialised knowledge in economics and management of international business and start-up entrepreneurship.</li> <li>2. Able to demonstrate a critical and current understanding of concepts and regularities in the economics and management of international business and start-up entrepreneurship.</li> <li>3. Able to demonstrate in-depth theoretical and practical knowledge of theory, analysis methods and tools in the economic analysis of international business and start-up entrepreneurship.</li> <li>4. Is aware of the development of the necessary knowledge and skills, including social digital skills, and the need for self-growth in the global environment of international business and start-up entrepreneurship.</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Able to identify trends and find creative solutions using a scientific approach to the changing problems of international business and start-up entrepreneurship.</li> <li>2. Able to gather information from various sources analytically and independently, evaluate it critically and present it correctly.</li> <li>3. Able to formulate information in a structured analytical and laconic concentrated manner in writing, to express oneself precisely and to discuss general and specialised aspects of international business and start-up entrepreneurship with arguments.</li> <li>4. Able to use appropriate practical and theoretical knowledge and skills in professional business management and research (scientific) work, being aware of the impact of one's activities on the environment and society.</li> </ol> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Able to plan business process and resources, including time, work, staff, talent, finance, infrastructure.</li> <li>2. Able to participate in the development of international business and start-up entrepreneurship in a global environment, offering innovative solutions to industry problems.</li> <li>3. Able to demonstrate an understanding of and application of professional ethics and culture, including intercultural ones, understanding thereof and respect thereto.</li> </ol>
Final examination upon the completion of the study programme	Bachelor's Thesis

## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0

Language	latvian
Amount (CP)	120
Admission requirements (in English)	Secondary education. Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English)
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and administration
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RINĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time studies - 3 years - english

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	Secondary education. Admission requirements are available online on RSU homepage under the study programme: <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a> Admission procedure in Latvian is available online: <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants: <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and administration

Qualification to be obtained (in english)	—
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### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 3 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English)</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time studies - 3 years, 6 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	6
Language	<i>english</i>

Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and administration
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Part time extramural studies distance education - 3 years, 6 months - latvian

Study type and form	Part time extramural studies distance education
Duration in full years	3
Duration in month	6
Language	latvian
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English)</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and administration
Qualification to be obtained (in english)	—

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

**Part time extramural studies distance education - 3 years, 6 months - english**

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	3
Duration in month	6
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<p><i>Secondary education. Admission requirements are available online on RSU homepage under the study programme:</i></p> <p><i><a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a></i></p> <p><i>Admission procedure in Latvian is available online:</i></p> <p><i><a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English)</i></p> <p><i>Additional information for foreign applicants:</i></p> <p><i><a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></i></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Management and administration</i>
Qualification to be obtained (in english)	—

**Places of implementation**

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

**Full time distance learning - 3 years - latvian**

Study type and form	<i>Full time distance learning</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120

Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English)</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and administration
Qualification to be obtained (in english)	—

### Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

### Full time distance learning - 3 years - english

Study type and form	Full time distance learning
Duration in full years	3
Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	<p>Secondary education. Admission requirements are available online on RSU homepage under the study programme:  <a href="https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship">https://www.rsu.lv/en/study-programme/international-business-and-start-up-entrepreneurship</a>  Admission procedure in Latvian is available online:  <a href="https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas">https://www.rsu.lv/studiju-iespejas/uznemsana/uznemsana-pamatstudiju-programmas</a> and in Annex 1 (in Latvian and English) Additional information for foreign applicants:  <a href="https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes">https://www.rsu.lv/en/study-here/admissions/undergraduate-programmes</a></p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Management and administration
Qualification to be obtained (in english)	—



**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

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

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

No.	Parameter	Analysis of changes
1.	Study direction	—
2.	Name of the study programme	—
3.	Code according to the Latvian Education Classification	—
4.	Head of the study programme	—
5.	Scientific degree of the head of the study programme	—
6.	Aim of the study programme	—
7.	Objectives of the study programme	—
8.	Learning outcomes to be achieved	—
9.	Final examination upon the completion of the study programme	—
10.	Type and form of studies	Supplemented with distance learning <sup>[1]</sup> implementation form. Such a format of studies shows full compliance of the StP with the newest labour market, professional activities and business developments and also a proactive vision of changes in the international higher education demand format.

No.	Parameter	Analysis of changes
11.	Duration of implementation	Full-time studies — Full-time distance learning 3 years and 0 months Part-time studies — Part-time distance learning 3 years and 6 months
12.	Language of implementation	—
13.	Amount of the study programme (CP)	—
14.	Admission requirements	—

No.	Parameter	Analysis of changes
15.	The degree to be awarded	<p>The title of the degree to be obtained corresponds to the Regulations of the Cabinet of Ministers No. 322 on the classification of education in Latvia: Management and administration. However, RSU continues to keep the issue up-to-date related to the alignment of laws and regulations in connection with Latvia's accession to the OECD Convention in 2016 and the subsequent changes, including the new classification of science sectors; so the Department of International Business and Economics that implements the Study Direction have the opinion that clarifications should be introduced to legislation (Cabinet Regulations No. 49 and Cabinet Regulations No. 322 and Cabinet Regulations No. 240), adjustments should be made to the Cabinet Regulations No. 240 in compliance with the Cabinet Regulations No. 49, as they have been revised according to the OECD classification. The Department considers that, according to this classification, the qualification to be granted in this and other equivalent study programmes of the Study Direction would be a <b>Bachelor's Degree of Social Sciences in Economics and Business Administration</b>. Such a title of the degree to be obtained would correspond more precisely to the study programme and the relevant science sector: entrepreneurship and the economy, with an emphasis on the acquisition of knowledge, skills and competences in the aspects of international business and economics with a specialisation in international business and start-ups. Such a title of the degree would also contribute to the international recognition and competitiveness of the programme, particularly the above-mentioned aspects of the content of the StP, as well as the latest laws and regulations of the Republic of Latvia, including those that raised the issue of the classification of science sectors in compliance with the classification of science sectors offered in the methodological collection of R&amp;D statistics Frascati Manual published by the OECD (available on the <a href="#">Internet</a>) and, most importantly, it is already used in 35 countries around the world, including most countries of the European Union.<sup>[2]</sup></p>

No.	Parameter	Analysis of changes
17.	Place of implementation	The RSU Liepāja Branch was included to extend the supply of places of implementation of studies and strengthen competitiveness in the future.

Analysing and evaluating the changes made to the IBSE study programme after obtaining the licence in April 2020, described in more detail in the table above, it can be concluded, that in the implementation, monitoring, quality maintenance and quality assurance of the study programme and overall programme development, a number of aspects affecting the quality of the programme are constantly analysed, taken into account and adjusted accordingly.

In the context of the implementation of the SAM project at Rīga Stradiņš University, the study programme “Start-Up Entrepreneurship” is included in the new academic Bachelor's study programme “International Business and Start-up Entrepreneurship” in accordance with RSU Development and Consolidation Plan for Study Programmes. In 2020, a decision was taken not to admit new students to the Bachelor's study programme “Start-up Entrepreneurship” starting with the academic year 2020. The present 3rd year students of the study programme “Start-up Entrepreneurship” will complete the study process started in the study programme within the framework of the present accreditation; the present 2nd year students of the programme will complete the started study process and the agreed study plan as a sub-programme under the new programme “International Business and Start-Up Entrepreneurship” developed within the SAM project, by transferring to the IBSE programme in September 2021, thus the programme “Start-Up Entrepreneurship” will be closed in September 2021.

[1] Full-time distance learning and part-time distance learning as a type and form of implementation is justified with changes in [Law of Education, adopted on 20 September 2018 that have come into effect on 18 October 2018, in Clause 2 of the First paragraph of Section No 2.8 in which it is stated that the words ‘type of part-time studies – distance learning’ are omitted and the First paragraph is supplemented with Clause 2.<sup>1</sup> in the following edition: ‘2<sup>1</sup>\)distance learning’](#) (available only in Latvian). With this change in the law it is agreed that distance learning is no longer a form of part-time studies but is a separate form of studies which can be implemented accordingly in two types – full-time and part-time.

[2] Initial impact assessment report (annotation) for Regulations of the Cabinet of Ministers No.49 of 23 January 2018 “Regulations on the Fields and Sub-Fields of Science in Latvia”. p. 1-2. Available online at (available only in Latvian): <https://likumi.lv/doc.php?id=296661>

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

The first admission of students to the StP IBSE took place in September 2020.

By offering joint international business and start-up entrepreneurship studies in *IBSE* in English with innovative elements of the study process and close cooperation with the business environment, a high demand for the StP is expected. The business StP is suitable for both potential students from Latvia and foreign countries, as well as after graduating from a secondary school, as well as with initial employment experience. Also, the student who has established own pupil training company and is related to and interested in modern technologies and wants to acquire competitive and modern education in the future, and a young entrepreneur or interested person with already acquired higher education who wants to continue to improve and acquire more knowledge, experience and cooperation networks at the moment in one of the newest and fastest growing business trends – start-up entrepreneurship – will find high-quality growth opportunities in *IBSE*. At present (in the autumn semester of 2020), upon launching the programme, it takes place in full-time regular format in English and in accordance with the epidemiological situation and restrictions imposed by the government, mainly online. Those students who are currently continuing their studies in the SUV program will be gradually included in the new *IBSE* program, in accordance with the procedure specified in the previous section – 1.1. In order to promote the export capacity of the StP, by evaluating the course of implementation of StP *IBSE* and the updates necessary for its export, within three years it is planned to develop the StP for implementation in distance learning, as far as possible online, ensuring the transfer of knowledge, e.g. through the MOOC (massive open online course) system, including considering the possibility of creating a vocational continuing education course of a smaller scope based on *IBSE*. Such a focused and comparatively narrow demand is observed both in higher and vocational education, when interested persons wish to learn only a specialised part of the StP supply, for example, *Start-Up Patents, Venture Capital, Securities Market, Innovation Management and Creativity, Strategic and Change Management* as courses or individual specialised modules: *Start-up entrepreneurship specialisation interdisciplinary basic module, Social entrepreneurship specialisation module, Health economics and business specialisation module* or *Start-up management specialisation module*.

### **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.**

- **Title – INTERNATIONAL MARKETING AND BUSINESS MANAGEMENT** – clearly and unambiguously indicates that the programme belongs to the field of social sciences and is therefore closely related to the degree obtained as the outcome of the programme. The title is also closely related to the formulation of the main objective of the programme (see below), repeating and emphasising the interdisciplinary nature of the social sciences specified in the title of the programme – business or business in international environment and targeted specialisation of start-up entrepreneurship.
- **Degree to be awarded – Bachelor of Social Sciences in Management and Administration.** The title of the degree to be obtained corresponds to the Regulations of the Cabinet of Ministers No. 322 on the classification of education in Latvia specified in: Management and administration. However, RSU continues to keep the issue up-to-date related to the alignment of laws and regulations in connection with Latvia's accession to the OECD Convention in 2016 and the subsequent changes, including the new classification of

science sectors; so the Department of International Business and Economics that implements the Study Direction have the opinion that clarifications should be introduced to legislation (Cabinet Regulations No. 49 and Cabinet Regulations No. 322 and Cabinet Regulations No. 240), adjustments should be made to the Cabinet Regulations No. 240 in compliance with the Cabinet Regulations No. 49, as they have been revised according to the OECD classification. The Department considers that, according to this classification, the qualification to be granted in this and other equivalent study programmes of the Study Direction would be a **Bachelor's Degree of Social Sciences in Economics and Business Administration**. Such a title of the degree to be obtained would correspond more precisely to the study programme and the relevant science sector: entrepreneurship and the economy, with an emphasis on the acquisition of knowledge, skills and competences in the aspects of international business and economics with a specialisation in international business and start-ups. Such a title of the degree would also contribute to the international recognition and competitiveness of the programme, particularly the above-mentioned aspects of the content of the StP, as well as the latest laws and regulations of the Republic of Latvia, including those that raised the issue of the classification of science sectors in compliance with the classification of science sectors offered in the methodological collection of R&D statistics Frascati Manual published by the OECD (available on the [Internet](#)) and, most importantly, it is already used in 35 countries around the world, including most countries of the European Union.<sup>[1]</sup>

- **Aim** – To prepare highly qualified and creative specialists in economics and management of international business and start-up entrepreneurship – particularly closely linked to the wording of the title of the programme, specifying it and emphasising the interdisciplinary nature of the study programme both in terms of international business and its management and in terms of the economics, particularly in terms of sustainable economy and economic growth.
- **Objectives** – the objectives of the programme are clearly subordinated to the objective of the programme, while also bearing in mind the wording of the title of the programme, which is important for addressing potential learners and creating a first impression, thereby ensuring a close title-aim-objectives interrelation, which, in turn, constitutes guidelines for the formulation of the learning outcomes in the programme, which are used to define the results and to update them iteratively on an annual basis.
- **Learning outcomes** – the learning outcomes of the study programme to be achieved are formulated using the student-focused approach, defining in a structured and detailed manner the knowledge, skills, competences that the student possesses and which the student/graduate is able to apply and implement after the graduation of the study programme. The formulation of learning outcomes is both clear in the title, aim and objectives of the programme, and includes the development of other 21<sup>st</sup> century skills and competences (transversal skills).
- **Admission requirements** – secondary education, knowledge of English and mathematics. The objectives and learning outcomes of the study programme have been formed so as to gradually develop knowledge, skills and competences of students from the basic level immediately after secondary school, therefore admission requirements in this programme have been defined in accordance with regulations of the Latvian Cabinet of Ministers without specific additional requirements of RSU and IBSE.

[1] Initial impact assessment report (annotation) for Regulations of the Cabinet of Ministers No.49 of 23 January 2018 “Regulations on the Fields and Sub-Fields of Science in Latvia”. p. 1-2. Available online at: <https://likumi.lv/doc.php?id=296661>

### 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.**

Start-ups, whose main advantage is speed, flexibility and the potential for rapid growth, are increasingly emerging and developing in the business and global economic environment. This change trend is also emerging rapidly in the educational area – programmes focused on start-up entrepreneurship and business innovation are increasingly spreading in Europe. The [European Commission](#) has also defined the objective of promoting business education as one of the prerequisites for the growth of the Single Market, emphasising its importance at all levels, from primary to university and beyond. Business education prepares future labour market participants to be responsible and susceptible. It helps to develop the skills, knowledge and attitudes needed to achieve the objectives pursued. One of the most important aspects for the growth of start-ups and in general modern Latvian businesses is scalability, which is strongly promoted by the international context – the development of the European Union (EU) single market, economic globalisation, division and digital economy, which not only makes it possible to enter foreign markets more quickly, but makes it a necessity for development. In this rapidly progressive, saturated and fast-paced entrepreneurial environment, start-up entrepreneurship knowledge, skills and competences are in high demand among new and experienced entrepreneurs alike. The relevance of *IBSE* to the study direction “Management, Administration and Management of Real Estate”, which aims, in turn, to meet the needs and trends of society and economic development, is clearly supported by a series of labour market research results<sup>[1]</sup> on the professions and skills needed in the labour market, which have been taken into account in the planning and development of the new StP. The objectives of *IBSE* are in line with the needs of the national economy development and the integrated elements of the [Latvian Smart Specialisation Strategy \(RIS3\)](#), including the capacity building of human capital and public innovation, the gradual modernisation of the research and education sector, and the development of an innovation system aimed at directing public resources to innovation.

The modernity of *IBSE* is characterised by its content, knowledge transfer and knowledge co-creation methods and preservation of topicality in accordance with the latest trends in higher education, national economy and labour market, which, in turn, will ensure high quality of the study process and learning outcomes and hence the prestige. The content of the study programme and innovative implementation methods will develop knowledge, skills and will promote students' basic and specialisation competences that will enable graduates to actively participate in the modern international business and start-up entrepreneurship planning and management. The development of student' knowledge and skills in the *IBSE* in the study process will focus on the development of general critical competences – the promotion of communicative and digital skills, team work organisation, the development of entrepreneurship and leadership, which will be enriched by the opportunity to learn, for example, process management and the specific nature of business models



in the fields of the health economy and social entrepreneurship.

The content of the StP *IBSE* is designed to gradually develop the knowledge, skills and competences of students over six (or for part-time – seven) academic semesters in the context of the economics and management of international business and start-up entrepreneurship. In the provision of StP content acquisition, alongside knowledge transfer and skill development, during the creation equal attention was given to both knowledge transfer and co-creation methods, as well as to the format of teaching and implementation of the study courses, including extracurricular and seminar activities in real business and economic management environment, and the interconnection of study courses, in particular over a semester and respective academic year.

The description of each semester states the amount of studies to be studied in each semester in credit points, including in each study course, indicating also the type of studies:

- FTI: 20 credit points (30 ECTS credit points) in each semester;
- PTI:
  - 1st semester – 16 CP (24 ECTS);
  - 2nd semester – 16 CP (24 ECTS);
  - 3rd semester – 18 CP (27 ECTS);
  - 4th semester – 16 CP (24 ECTS);
  - 5th semester – 18 CP (27 ECTS);
  - 6th semester – 18 CP (27 ECTS);
  - 7th semester – 18 CP (27 ECTS).

**In the first study semester** it is intended to learn the basic knowledge corresponding to higher education and programme content in the context of economics and business management amounting to FTI 20 credit points (30 ECTS credit points), but in PTI – amounting to 16 CP or 24 ECTS credit points, implementing the study courses listed below.

### Study courses of the 1st semester

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
1	Practical Entrepreneurship	6	4	A	FTI, PTI
2	Business Research Methodology	6	4	A	FTI
3	Business English and Concise Writing*	6	4	A	FTI, PTI
4	Business English and Concise Writing*	3	2	A	FTI, PTI
5	Applied Microeconomics and Mathematics in Business	6	4	A	FTI, PTI
6	Civil Defence and Environmental Protection	3	2	A	FTI, PTI
7	Latvian Language for Foreign Students*	3	2	A	FTI, PTI
8	Semester Project I – Study Integration and Academic Orientation	3	2	A	FTI, PTI

Since the study programme will be learned also by Latvian students, who will not be interested in the *Latvian Language Course for Foreign Students* (2 CP), RSU and the study programme management have come forward with the following solution: each full time intramural student will acquire 20 credit points in the 1st semester (part-time intramural students – 16 CP) and the necessary study content, foreign students will learn the Latvian language course of 2 CP, but will learn *Business English and Concise Writing* in a reduced amount of 2 CP (course code VC\_125), while Latvian students will learn *Business English and Concise Writing* in the amount of 4 CP (course code VC\_119).

The link to international business and start-up entrepreneurship matters is emphasised in the study courses developing basic knowledge. It is important to emphasise that as part of Business Language and Writing students will practically participate in the organisation of the study visit to Brussels planned for the 3rd semester – under supervision and in cooperation with teaching staff they will have written and, where necessary and possible, oral contacts, communication with the planned foreign visit partners – companies, research centres, EU authorities, hotels, etc. The 1st study semester is also expected to have the study course *Semester Project I – Study Integration and Academic Orientation*, which is better known in the international environment in this form and reflects more precisely the added value of the study course. Namely, the study course has been developed taking into account the study course module “Introduction to the Studies”, taking into account the recommendation of the RSU Student Union, discussions among teachers and the results of surveys of students in study programmes of the Department of International Business and Economics in academic years 2017/2018 and 2018/2019, as well as recommendations of foreign experts. These courses show the need for a more focused students’ “guide” or introduction to the study process. The purpose of the new study course is to develop students’ knowledge and skills in finding their way and integrating in the academic environment, including within the scope of other StP study courses and their interrelation and outside them, in particular at the RSU Library, RSU scientific life and its events, teaching staff and their expertise dimension, as well as students’ social and administrative life through the RSU’s institutional context, in this case the RSU Student Union, the RSU Student Services, departments, faculties, the International Department. In addition to the learning outcomes of the content of study courses of the 1st semester (see annexes to descriptions of study courses), it is necessary to emphasise some other novelties, namely, also when developing titles of study courses, attention was focused on clarity about the content of the study course, and added value of the study course in the learning outcomes – mastering of knowledge and skills (for example, *Business English and Concise Writing*). Also, in order to provide additional content and ensure closer interlinking of several topics, study courses will be taught using the team teaching method, which is one of innovations in the new StP. The method has several advantages, some of them: linking several themes within a single study course, which is not emphasised so much in the classical method; team teaching is also recognised as a more inclusive knowledge transfer method for students, as it includes and reflects the psychological and physical simulation of the study process of the students themselves, namely that teaching staff is also working as a group throughout the study process.

**In the second study semester** mastering of knowledge and skills of students mainly continues equivalently to the principles of the 1st semester in other and new study content topics in FTI amounting to 20 credit points (30 ECTS credit points), but in PTI – amounting to 16 CP or 24 ECTS credit points, implementing the study courses listed below.

### **Study courses of the 2nd semester**

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
1	Business English and Concise Writing	6	4	A	FTI, PTI
2	Practical Macroeconomics and Statistics	6	4	A	FTI, PTI
3	Fundamentals of Finances and Accounting	6	4	A	FTI, PTI
4	Business Communication and Ethics	6	4	A	FTI
5	Semester Project I – Knowledge Integration	6	4	A	FTI, PTI

The course *Business English and Concise Writing* continues from the 1st semester. Practical participation in the organisation of the study visit to Brussels planned for the 3rd semester will continue within this course. At the end of the second semester students draft a semester project – a research paper (*Semester Project I – Knowledge Integration*). This study course / project of the second semester shows one more StP innovation, namely, drafting of a research paper in a team consisting of two students; students should form semester project teams themselves, involving StP teaching staff only when needed. The research paper in the format of a semester project covers the reflection of the knowledge and the use of the skills learned during the first year of studies, at the same time developing specialisation skills in the defined topic. Students are offered topics of the semester project (and their supervisors), which are developed by *IBSE* teaching staff in cooperation with industry and labour market representatives – companies, policy makers. Some specific problem may be solved within the semester project, which has been proposed for StP by a cooperation partner outside the university – companies, policy makers. This provides a link between the knowledge learned by the students and current needs and trends of the labour market.

**In the third study semester**, more in-depth and specialised content in the context of economics and business management starts to be learned with a focus on international business and start-up entrepreneurship. FTI of 20 credit points (30 ECTS credit points), but PTI of 18 CP or 27 ECTS credit points will include new and continue already started study courses using the knowledge transfer methods initiated in the 1st and 2nd semester and significantly extending the dimension of learning of knowledge and skills in the international environment.

### Study courses of the 3rd semester

No. in seq.	Title of the study course	ECTS	CP	Category	Form
1	Start-up Patents	6	4	A	FTI
2	Business and Corporate Governance / International Experience I – Brussels Week	9	6	A	FTI, PTI
3	Securities Market. European Experience.	3	2	A	FTI

No. in seq.	Title of the study course	ECTS	CP	Category	Form
4	Second Language (German, French, Spanish or Russian) and Intercultural Relations	6	4	B	FTI, PTI
5	Venture Capital	6	4	B	PTI
6	Semester Project III – Leadership and Business Ideas Presentation (Pitch)	6	4	A	FTI, PTI
	IBSE Bachelor thesis topic selection competition	-	-	-	FTI, PTI

The course *Business and Corporate Governance / International Experience I – Brussels Week* includes kick-off sessions for learning knowledge in the auditorium and a clearly international part of the course – a study visit to Brussels, during which (five business days) students participate in expert briefings of business institutions, research institutions, international organisations and EU management institutions together with students from Switzerland, Belgium and Germany. After the return from the study visit, there are follow-up sessions, individual study work and examination. Students of the course *Second Language and Intercultural Relations* can study one of four languages offered by the RSU Language Centre (German, French, Spanish or Russian). The course will be taught by the RSU Language Centre in cooperation with the RSU FES DIBE IBSE visiting university lecturers from Switzerland and India, whose role in the content of the course is to develop students' knowledge, skills and understanding of intercultural relations in international business, including in the use of professional language.

The study course *Semester Project III – Leadership and Business Ideas Presentation (Pitch)* implemented at the end of the 3rd semester is closely integrated with the semester project, where student, again as a team of two, using the knowledge and skills learned during the three semesters, developed under the leadership of teaching staff and present to investors at the RSU Business Incubator business idea pitch sessions. These pitch sessions include the use of the knowledge learned during semesters so far and, in particular the use of skills and their further development – concise expression, argumentation skills, presentation skills, business communication skills.

Another novelty in the new StP, which strengthens cooperation with the labour market and practicality of studies, is the *Bachelor thesis topic selection competition* in cooperation with companies, employers, RSU Career Centre and RSU Business Incubator. The idea of the selection competition is to ensure high practical and scientific value of Bachelor's theses and to strengthen the development of the problem-based learning method, which becomes increasingly popular all over the world. Within the competition, a Bachelor thesis topic selection competition for businesses will be announced during the 3rd semester, and the results of the competition – the selected topics – will be announced at the end of the semester along with business ideas pitches at the RSU Business Incubator. It is planned that the businesses, whose recommended topics will be selected, will provide placement for students to strengthen work on the identified problem (recommended topics of Bachelor's thesis). Placement is students is expected at the end of the 4th and 5th semester. Such a competition will ensure an even closer link of StP and the labour market – practical business problems will be solved within the StP, using scientific research.

In the fourth study semester, paying really focused attention to the development of competences of students in study course contents, mastering of knowledge and skills of students continues

equivalently to the principles of the study process in the previous semesters (team teaching, study course title motivation and teaching methods) in new study courses offering students to learn them in four specialisation modules in FTI studies of 20 credit points (30 ECTS credit points), but in PTI of 16 CP or 24 ECTS each. If the number of students is appropriate (at least 6 *IBSE* students in one module) students will be able to choose such specialisation modules throughout the entire 4th semester (both individual specialisation study courses and study courses joint for all modules – *Second Language and Intercultural Relations* (4 CP, FTI, PTI) and *Semester Project IV – Practical Experience Integration I* (4 CP, FTI, PTI) are implemented in each module:

**1) start-up entrepreneurship specialisation interdisciplinary basic module** – *IBSE* basic specialisation module ensured by DIBE with the following study courses (in part B FTI students should select courses amounting to 16 CP).

**Study courses of the 4th semester. Start-up entrepreneurship specialisation interdisciplinary basic module**

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
1	Second Language and Intercultural Relations	6	4	B	FTI, PTI
2	International Business and Marketing	6	4	B	FTI, PTI
3	Innovation Management and Creativity	6	4	B	FTI
4	Talent Management in International Business	6	4	B	FTI
5	Venture Capital	6	4	B	FTI
6	Process Management for Sustainable Business Development	6	4	B	PTI
7	Semester Project IV – Practical Experience Integration	6	4	A	FTI, PTI

The course *Second Language and Intercultural Relations* continues the study course that started in the 3rd semester to master a second foreign language at the RSU Language Centre with a foreign StP lecturer, including in this study course over three semesters the topic of intercultural relations, which has been developing rapidly in international business, global economics and proportionally equivalently in the start-up entrepreneurship environment. The course *Talent Management in International Business* (classically – management of work resources, labour force, personnel) for the PTI group will be taught in the 6th semester, but the course *Venture Capital* – in the 3rd semester, while the course *Process Management for Sustainable Business Development* for the FTI group – in the 5th semester. At the end of the semester both FTI and PTI groups of students implement *Semester Project IV – Practical Experience Integration I* – student placement. Cooperation agreements have already been concluded in the *IBSE* programme, including on student placement, with companies and other cooperation partners in Latvia and abroad – *SIA Evotek*, *SIA Panonia Group zīmolu Getuppo*, *SIA Happycard*, *LEKSA*, *BDR NewDoor*, *SIA OWA*, *BDR RBCafe*, *BDR SvLAB*, *UBI* higher education institution in Brussels. These cooperation agreements also include visiting

lectures in the *IBSE* study process and visits of students to companies in the real business environment. The experience of RSU DIBE in the implementation of student placement until now shows that in most cases students find companies for student placement themselves, as well as companies apply themselves during the year of studies to accept students for placement.

**2) social entrepreneurship specialisation module** – *IBSE* specialisation module developed and implemented in close cooperation between faculties and departments – DIBE with Department of Welfare and Social Work (DWSW) of the RSU Faculty of Public Health and Social Welfare (FPHSW) implementing the below mentioned study courses (in part B FTI students should select courses amounting to 12 CP).

**Study courses of the 4th semester. Social entrepreneurship specialisation module**

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
1	Second Language and Intercultural Relations	6	4	B	FTI, PTI
2	Behavioural Economics	6	4	B	FTI
3	Sustainable Social Entrepreneurship	6	4	B	FTI, PTI
4	Social Innovation Design and Social Impact Assessment	6	4	B	FTI, PTI
5	Process Management for Sustainable Business Development	6	4	B	PTI
6	Semester Project IV – Practical Experience Integration I	6	4	A	FTI, PTI

**3) health economics and entrepreneurship specialisation module** – *IBSE* specialisation module developed and implemented in close cooperation between faculties and departments – DIBE with RSU FPHSW Department of Public Health and Epidemiology (DPHE), as well as with RSU Faculty of Medicine, in particular RSU FM Department of Clinical Skills and Medical Technologies implementing the below mentioned study courses (in part B FTI students should select courses amounting to 12 CP).

**Study courses of the 4th semester. Health economics and entrepreneurship specialisation module**

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
1	Second Language and Intercultural Relations	6	4	B	FTI, PTI
2	Impact of Healthcare System on the Labour Market	6	4	B	FTI, PTI

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
3	Public Health	6	4	B	FTI, PTI
4	Digital Health and Development of Medical Technologies	6	4	B	FTI
5	Process Management for Sustainable Business Development	6	4	B	PTI
6	Semester Project IV – Practical Experience Integration I	6	4	A	FTI, PTI

**4) start-up management specialisation module** – mainly created on the basis of the existing ABSP “Startup Entrepreneurship”<sup>[2]</sup> (SUV) by including the study courses, which were not taken over to the *IBSE* programme, therefore this specialisation module has an extensive supply of 3 CP study courses (part B), of which interested students choose four courses and learn also two above-mentioned courses of 8 CP (FTI), which are common for all modules. This specialisation modules makes it possible for existing SE students to complete started studies at the time of closure of the study programme, as well as offers an opportunity to specialise in detail in start-up entrepreneurship without clear international business context, which is offered in the first start-up entrepreneurship interdisciplinary module.

In addition, it should be emphasised that students will be able to learn each of these specialisation modules also after the completion of studies using the opportunities of the RSU open university.

Also the fourth semester of *IBSE* StP is characterised as innovative in content by the student’s possibility to choose at the end of the semester one of three options for four weeks – a semester project for the development of a business idea in cooperation with the RSU Business Incubator, placement in a company or gain international experience abroad (in the international higher education environment such a choice is usually called elective courses).

**The fifth study semester** continues the development of knowledge and skills paying really focused attention to the development of student’s competences in new study course contents in FTI studies of 20 credit points (30 ECTS credit points), but in PTI – 18 CP or 27 ECTS credit points (FTI students should choose courses amounting to 12 CP in part B, 4 CP – in part C; PTI students should choose one course of 4 CP in part B).

#### Study courses of the 5th semester

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
1	Business Research Methodology	6	4	A	PTI
2	Start-up Patents	6	4	A	PTI

No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
3	Securities Market. European Experience	3	2	A	PTI
4	Second Language and Intercultural Relations	6	4	B	FTI, PTI
5	Environmental Economics and Finances	6	4	B	FTI, PTI
6	Social and Legal Aspects of Digital Economy	6	4	B	FTI
7	Process Management for Sustainable Business Development	6	4	B	FTI
8	Strategic Management and Management of Change	6	4	B	FTI
9	Stress Management	3	2	C	FTI
10	Elective course of part C	3	2	C	FTI
11	Semester Project V – Practical Experience Integration II	6	4	A	FTI, PTI

*Stress Management* is a recommended *IBSE* course in part C, however students can choose any study course of 4 CP from part C offered in the catalogue of RSU study courses. At the same time, the course *Second Language and Intercultural Relations* continues in the 5th semester. Also, at the end of the semester – in *Semester Project V – Practical Experience Integration II* – really focused attention is paid to the development of students' competences at the student's choice in any of the offered three competence development options similarly to the end of the 4th semester – placement in a company, international business idea project development in the RSU Business Incubator, or other international experience, for example, summer schools of universities in Latvia or abroad.

**In the sixth study semester** FTI students develop under the leadership of a supervisor their StP graduation paper – a Bachelor's thesis of 18 CP (27 ECTS). StP ensures a methodological study course for drafting a Bachelor's thesis (2 CP, 3 ECTS), as well as paper drafting supervision appropriate for the topics of Bachelor's thesis defined in StP and corresponds to the areas of expertise of teaching staff. Students may choose a topic themselves, if they can ensure a supervisor in the respective area of expertise, including from RSU and cooperation partners – employers, foreign universities. There is still the possibility to select topics of Bachelor's theses at the end of the 3rd semester in cooperation with the RSU Career Centre, RSU Business Incubator, companies, employers and four years after the beginning of the StP – also in cooperation with StP graduates. Furthermore, in the 6th semester PTI students continue to master study courses amounting to 18 CP or 27 ECTS, including 6 CP in courses of part A, 8 CP in compulsory elective courses of part B and 4 CP in elective courses of part C.

### **Study courses of the 6th semester**



No. in seq.	Title of the study course	ECTS	CP	Cat.	Form
1	Methodological and Theoretical Seminar for the Development of Bachelor's Thesis	3	2	A	FTI, PTI
2	Preparation and Defence of the Bachelor's Thesis	27	18	A	FTI
3	Business Communication and Ethics	6	4	A	PTI
4	Innovation Management and Creativity ( <i>Start-up entrepreneurship specialisation interdisciplinary basic module</i> )	6	4	B	PTI
5	Talent Management in International Business ( <i>Start-up entrepreneurship specialisation interdisciplinary basic module</i> )	6	4	B	PTI
6	Behavioural Economics ( <i>Social entrepreneurship module</i> )	6	4	B	PTI
7	Digital Health and Development of Medical Technologies ( <i>Health economics and entrepreneurship module</i> )	6	4	B	PTI
8	Social and Legal Aspects of Digital Economy	6	4	B	PTI
9	Strategic Management and Management of Change	6	4	B	PTI
10	Stress Management	3	2	C	PTI
11	Elective course of part C	3	2	C	FTI

**The seventh study semester** is intended only for PTI students, who develop under the leadership of a supervisor and in cooperation with entrepreneurs the StP graduation paper – a Bachelor's thesis of 18 CP (27 ECTS).

The *IBSE* implementation mechanism is complex and it therefore fully and innovatively fits the RSU study process ensuring valuable, interesting studies, focusing on the achievement of learning outcomes and learning and development of knowledge, skills and competences in academic studies and in closely integrated cooperation with the labour market and real business environment.

*IBSE* study process and study course descriptions in full-time (FTI) and part-time (PTI) study forms are in line with Section 1(8) of the Law on Institutions of Higher Education (1 CP corresponds to 40 academic hours of work (one week of studies)). Paragraph 9 of the Cabinet of Ministers Regulations No. 240 "Regulations on the National Standard of Academic Education" provides that contact hours make up no less than 40% of a Bachelor's study programme in full-time studies (except for the amount intended for placement and writing of the Bachelor's thesis). **In *IBSE* FTI planning, the amount of contact hours makes 40% of the study programme.** In addition to contact hours in

the form of lectures and seminars, in order to implement the aims, objectives of *IBSE* and the planned innovative solution for creation of skills, knowledge and competences, solutions for their transfer and co-working, several formats of contact hours are implemented in each study course, including individual consultations, visiting lectures, study visits, semester project management, participation in RSU Research Week and other wider public scientific and research events – conferences, seminars, discussions. Students contemplate on the ideas learned during these study activities outside lectures and seminars in home assignments and independent work. Individual consultations in each study course after each covered topic promote individual approach with regard to each student and with regard to profound understanding of real economic and business problems and possibilities of addressing them.

The amount of contact hours of **individual consultations** depends on the diversity and level of complexity of topics of the respective course. During them, lecturers of the course discuss with the student in detail aspects of the topic covered in the study course, the content and methods of fulfilment of independent work – individual studies, reading, case studies, home assignments and other elements of independent studies. In this way, *IBSE* lecturers ensure more active involvement and higher motivation of students to participate in the research of problems of in national economy and economic management processes and in discussion, implementation of solutions. Individual consultations are organised immediately after the class in an auditorium (lecture or seminar) or department, upon individual agreement, or, taking into account experience, also by phone and e-mail, contacting about different matters related to the course content and individual studies.

Also, in addition to lectures and seminars, several **visiting lectures** are implemented in each semester, on which there are agreements (and cooperation agreements) with representatives of companies and other business and administration industry organisations. The scope of visiting lectures in one semester is planned at 10 contact hours on average (5 × 90 min).

In implementing the need emphasised when developing *IBSE* for very close cooperation with the labour market, with companies, with real business and economic problems, in the study process there will be regular study visits to companies and industry organisations, on which there already are agreements and cooperation agreements. The scope of study visits per semester is 12 contact hours on average (6 × 90 min), except for the 3rd semester, when students will participate in a foreign study visit to Brussels of about 50 contact hours (appr. 40 working hours).

40 contact hours are also planned for participation of students in the RSU Research Week every year and in other broader **public science and research events – conferences, seminars, discussions**. Participation of students in the RSU Research Week includes plenary sessions of the research week and attendance of parallel sessions, as well as increasingly more frequent preparation of a publication and presentation to speak at the conference. After attendance of sessions, students contemplate on the obtained knowledge in home assignments and independent work, reflecting the latest scientific and practical insights into trends of the business and economic management development. The students, who participate in the conference with a report, receive specific advisory support from *IBSE* lecturers in the preparation of an abstract, article and presentation for the conference – based on experience such support varies from 3 to 10 or even more contact hours.

In addition to lectures, classes and individual consultations, for the achievement of the *IBSE* aim and the implementation of objectives in study courses lecturers will provide scientific, methodological and practical **semester project management support** – six contact hours per semester on average. The scope of semester project management varies from four contact hours in the 4th and 5th semester, where the semester project is placement integration of a student, which will mainly be led by the placement provider, to about six contact hours in the 1st and 2nd

semester, where projects are academic integration and orientation of studies (1st semester) and knowledge integration (2nd semester). In the 3rd semester, 12 contact hours will be devoted to semester project management, where students within the scope of the project prepare business ideas for pitch sessions (pitches) and prepare themselves for the presentation of these pitches to investors at the RSU Business Incubator. In the 3rd semester students also participate in a discussion on the Bachelor's thesis topic selection tender for entrepreneurs organised by *IBSE*.

Overall, in the *IBSE* study process, the amount of planned contact hours has been calculated as 40% of the study programme. For more detailed planned distribution of contact hours see the tables below.

### Total amount of contact hours

Semester	Credit points				CH per CP A	CH per CP B	CH per CP total
	A	B	C	Total			
1.	20	0	0	20	52%	—	—
2.	20	0	0	20	42%	—	—
3.	16	16	0	20	46%	43%	45%
4.	8	76	0	20	79%	32%	28%
5.	4	32	4	20	—	37%	18%
6.	20	0	0	20	88%	—	—
Total:	88	124	4	120	51%	35%	<b>40%</b>

### Additional contact hours

Additional contact hours A		
Learning activities	Semester	Contact hours
Individual consultations	1	64
Individual consultations	2	48
Individual consultations	3	46
Individual consultations	4	12
Individual consultations	6	4
RSU Research Week and other public scientific events	2	40

RSU Research Week and other public scientific events	4	40
RSU Research Week and other public scientific events	6	40
Visiting lectures	1	10
Visiting lectures	2	10
Visiting lectures	3	10
Visiting lectures	4	10
Visiting lectures	5	10
Visiting lectures	6	10
Study visits	1	12
Study visits	2	12
Study visits	3	53
Study visits	4	12
Study visits	5	12
Study visits	6	12
Semester project (management)	1	6
Semester project (management)	2	6
Semester project (management)	3	12
Semester project (management)	4	4
Semester project (management)	5	4
<b>Additional contact hours B</b>		
<b>Learning activities</b>	<b>Semester</b>	<b>Contact hours</b>
Individual consultations per CP	3	2
Individual consultations per CP	4	2.24
Individual consultations per CP	5	2.25

There are plans to update the content of study courses on a regular basis in line with the

development trends of the relevant industry, labour market, and science. Continuous topicality of the study programme is largely ensured by the vision of lecturers of the programme – industry professionals and experts – about development trends in the topic of their study course in business and economics. Active practical, scientific and research activities of teaching staff of the study direction – participation in conferences, preparation of publications, presentation of reports, participation in research, scientific and experience exchange projects and activities – contributes to this significantly. For example, participation of the head of the study programme and lecturer Romāns Putāns in Social Sciences Conference Places of RSU Research Week with report The Feasibility of Innovative Public Governance Client-Accordance Index (PCAX) in Business and Higher Education (02.04.2019) and participation in the international conference of the Institute of Management Sciences of the Leuven University with report and publication The Feasibility Study of Innovative Public Policy Client-Accordance Index (28.05.2019) largely ensures the topicality of content of the study course Public Support Models in International Business and inclusion in the scientific discussion, as well as its practicality in the labour market. For more information, see Section 4.5. To ensure compliance of the quality and compliance of descriptions of courses, placement and graduation papers of the study programme with the requirements of regulatory enactments, as well as that content is up-to-date and complies with aims of the programme, annual updating takes place in a coordinated way within the department (sessions, meetings, graduation paper commissions, methodological seminars, etc.), by lecturers of study courses and the head of the study programme cooperating with such stakeholders:

- with other lecturers, for example, on a regular basis (discussing several times per month current issues at department meetings, including on the course of implementation of study courses, students, lectures, seminars and improvement needs);
- with the head of the study programme, for example, individual meetings with the head of individual courses several times per year, discussing assessments of students regarding study courses of the respective semester and potential improvements;
- with the head of the department, for example, individual meetings with the head of the study programme several times per year, discussing strategic development matters, including the development of scientific qualification, the development of the study programme;
- with members of the study direction quality council, who include business, public administration and academic environment representatives;
- with employers (in particular, the questionnaires of the placement supervisors appended to placement reports of students are taken into account, where knowledge and skills, and also the progress of placement is evaluated);
- student feedback on the study course evaluation questionnaires is taken seriously;
- with RSU Student Union;
- with other labour market representatives during events at the university and external events.

The mapping of the programme has made it much clearer to determine skills, abilities and competences to be acquired within both the study course and the entire study programme according to the Bloom's taxonomy classification, and to align it more closely with the aims and objectives of the study programme. This significantly increases the programme head's, lecturers', students' as well as graduates' attitude to and clear understanding of the topicality of the study programme and the accordance of the study outcomes to the labour market, industry needs and scientific trends. The mapping also provides for more structured and targeted way of examining the content of individual courses in relation to other courses in the curriculum in order to avoid possible duplication of content or to justify the need for the use of the same content in different courses.

[1] (Latvian Ministry of Welfare and Latvian State Employment Agency (<http://www.nva.gov.lv/index.php?cid=6&mid=95>), Latvian Ministry of Economics, LDDK (<http://www.lddk.lv/notikums/darba-deveju-visbiezak-mineto-profesiju-loka-ari-sogad-ir-it-nozares-specialitates-2/>), Prakse.lv, Junior Chamber International, etc.)

[2] In accordance with RSU Plan for Development and Consolidation of Study Programmes\*, the study programme “Startup Entrepreneurship” is included in the new academic Bachelor’s study programme “International Business and Start-up Entrepreneurship”.

\*Rīga Stradiņš University Plan for Development and Consolidation of Study Programmes was agreed by the Committee for the Evaluation of Plans for Development and Consolidation of Study Programmes established by the Ministry of Education and Science, as confirmed by the letter of the Ministry of Education and Science No. 4-6e/2018/3795, and refinements by the letter No. 4-6e/19/184. RSU Plan for Development and Consolidation of Study Programmes was approved at RSU Senate meeting on 18 September 2018, Minutes No. 2-1/18.09.18 and after refinements by RSU Senate Praesidium on 4 January 2019, minutes No.3-1/2/2019

**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.**

Assessment of the interrelation between the information included in the study courses and modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course and module and the aims and intended outcomes of the study programme has been one of points of attention starting from the very formation of the idea of the programme to the detailed development of course descriptions. Ensuring this link is presented as one of unique points of implementation of the programme by implementing team teaching in joint courses. Below there is a short description of the development of the programme, which clearly emphasises the link between study courses of StP IBSE and with aims and learning outcomes of the programme.

The concept of the study programme was first fixed in 2017 by evaluating development opportunities of the study direction “Management, Administration and Management of Real Estate”, including the possibility of developing the study programme in English. In December 2018, when real work on the StP started to develop the StP design (name, aim, specialisation modules, learning outcomes) a working group was created, which included:

- head of StP, RSU lecturer Romāns Putāns,
- lecturer of StP, RSU assoc. prof. Henrijs Kaļķis,
- dean of the School of Business of the University of Applied Sciences and Arts Northwestern Switzerland prof. Antje Leukens,
- business representative, head of SIA “Vortex Oil Engineering” Sergejs Jakimovs, who later agreed to become one of lecturers of the programme,
- StP lecturers and cooperation partners in Latvia and abroad.

From the RSU administration the development of StP was coordinated by the Study Process Quality Analysis Unit of the Centre for Educational Growth.

The persons involved in the working group has extensive academic and professional experience, including experience in the implementation of study programmes and in content topics of *IBSE* – in international business and start-up entrepreneurship. When developing StP, there were also agreements on participation of invited experts in the implementation of the programme.

The work of the expert working group was actively organised in January-April 2019 by organising personal meetings in Riga, Bremen, Brussels and Switzerland and several online meetings on *Skype*, as well as regular electronic communication by e-mail and phone.

During regular meetings the StP design was created and discussed, gradually supplemented and updated – group work should be particularly emphasised in the development of the following StP elements:

- StP outcomes and their correlation with the skills needed on the labour market;
- creation of the structure of thematic blocks to emphasise the importance of Bachelor level higher education in learning knowledge on international business and start-up entrepreneurship and building competence of graduates;
- defining of titles and content specifics of study courses, when several foreign StPs, their courses, content, modules, implementation format were identified, compared and analysed, for example:
  - *Start-up Entrepreneurship (Undergraduate Professional Applied Higher Education) at the Estonian Entrepreneurship University of Applied Sciences (Estonia),*
  - *Start-up Incubator at the Free University of Brussels (Vrije Universiteit Brussel – VUB; Belgium),*
  - *International Business Management Bachelor's study programme at the University of Applied Sciences and Arts Northwestern Switzerland, School of Business.*

In order to improve the ability and potential of the StP to provide students with international experience, as well as to develop practical skills, *IBSE* semester projects were developed in working groups starting from the 1st semester, during which abilities of students to identify, summarise information and plan resources, to concisely present ideas and action plans to industry specialists and non-specialists are gradually developed.

In the context of obtaining international experience, the *IBSE* design development working group in cooperation with the Latvian European Community Studies Association and its international cooperation network *3D Europe* developed a special *IBSE* study course – a week-long seminar in Brussels, during which students will participate in expert visits to a business incubator un ICAB, in visiting lectures at UBI – United Business Institutes, Brussels, a branch of the Middlesex University Business School in Brussels, the European Commission, Parliament and Council, think-tanks at the European Policy Centre and BRUEGEL, the international non-governmental organisation *Transparency International* and *IBSE* seminars together with students of Swiss, German and Belgian universities.

Based on the StP plan and outcomes prepared by the *IBSE* design development working group, study courses were developed and their content was reflected in descriptions of study courses in cooperation with StP lecturers. The work was organised in May-October 2019. Several on-site seminars and individual meetings were organised in cooperation with lecturers, during which:

- teams of lecturers by thematic blocks of studies and by study courses, specialisation modules were created;
- there was a significant experience exchange in the use of different study methods for

knowledge transfer and co-creation, as a result of which a valuable summary of different methods was created, which was used by lecturers in the development of study course descriptions;

- valuable knowledge was provided by CEG specialists to the developers of StP on formulation of learning outcomes, their interlinking with parts of study course description, for example, independent works and course assessment criteria, etc.;
- StP outcomes were interactively mapped against content of study courses and learning outcomes of study courses, which helped lecturers to become better aware of the learning outcomes of study courses and to see the importance of their study course in the entire StP structure, as well as to start cooperation with other lecturers, who are involved in promoting the achievement of respective learning outcomes;

At the end of the second stage, specialised study courses were submitted for additional expertise Emīls Sjundjukovs (head of the IT Education Fund [Start IT](#)) and professor *Antje Leukens* (dean of the School of Business of the University of Applied Sciences and Arts Northwestern Switzerland). The task of the experts was to ensure expertise of StP study courses in the context of professional experience and, by evaluating the aim of the source, the set topics, independent work, assessment criteria, learning outcomes, concrete, specific skills to be learned, the list of readings and other items of the course description at their discretion, to provide feedback, comments and recommendations on the study course descriptions provided for expertise, based on latest scientific research considerations, compliance with international industry development and development trends, and knowledge, skills and competences necessary in the future, taking into account the StP description.

In addition, the evaluation of the readings for study courses was also carried out by the RSU Library, which recommended many e-books, which are available on defined topics and will be valuable resources in the course of implementation of study courses. Similarly, the list of included readings included in StP IBSE courses and available industry information sources was supplemented in accordance with recommendations of StP licencing experts.

The new StP, its development process and content was also discussed with lecturers at the [School of Junior Academics](#) exchanging experience and helping junior academics to understand how important their participation in the development of StP is. This experience helped StP developers to look at the StP development from the outside.

Cooperation with students by participation in the [Autumn Academic Seminar](#) of the RSU Student Union was important and mutually enriching experience. The seminar brought together more than 70 curious and interested students with different experiences representing students of the social block and healthcare StP students. Participants of the seminar had an opportunity to participate in a panel discussion on the creation of new StPs and learn more on how the StP from its idea is implemented at the university and national level. Students also had many questions about experience with the new StP and that expectations of industry employers were taken into account in its content.

The content of the new StP [was presented also on 25 October 2019](#) and discussed by attending University management – the study Vice Rector Professor Tatjana Koķe and the Dean of RSU Faculty of European Studies Professor Andris Sprūds – and programme lecturers, guest professors, entrepreneurs, and representatives from organisations, which have participated in the creation and evaluation of the StP. At the event, the content of several study courses was presented by lecturers, including online by presenting those study courses, which will be provided by foreign teaching staff. The event was also broadcast online, thus ensuring participation of those, who could not participate in person.



Further as well, the link between the study course structure, including the defined study outcomes and aim, and the aim of the study programme and the results to be achieved will be ensured by the annual updating of the study courses in a co-ordinated manner (including face-to-face discussions with lecturers and in working groups), and by mapping of the study programme. For example, the link between different courses (e.g., individual study courses on microeconomics, macroeconomics and mathematics; process management and project management study courses) and the complementarity, including the methods of knowledge transfer used by the lecturer of the study course, the aim and outcomes of the study course to be achieved, their correspondence to the aim and outcomes of the study programme are discussed in the face-to-face discussions of department lecturers and working groups. As a result of these two main methods (tools) – face-to-face discussions and mapping – the interrelation of the information included in the study courses is kept up-to-date and relevant.

See mapping of the study programme in the annex 18.1, which shows directly the interrelation between the information included in study courses, learning outcomes to be achieved and learning outcomes of the study programme to be achieved.

**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.**

Taking into account that the IBSE programme implementation methods have been an equally important aspect as content of the programme and methods are closely linked to content, a transparent description of the methods of implementation of the IBSE programme is provided also in section 2.1 of the IBSE self-assessment in topicality of study courses and implementation mechanism by semesters, but in this section it is supplemented – the IBSE study process is implemented in the form of interactive lectures, practical interactive classes, students' visits, visiting seminars and seminars and students' independent work. Advanced technologies available at RSU are used in both lectures and classes. The interactive approach of the study process is quality complemented by various knowledge transfer, skill development and competence building methods used by the lecturers of the study programme, including a number of topical methods, such as student debates, business games, role plays, specific content analysis tasks, the method "*I say.. you say..*", the method "*Frankly speaking...*", case studies, joint and individual preparation of practical examples, moderated discussions including discussions moderated by students themselves, specific tasks of homework (calculations, case studies), short tests, handouts (formula sheets; "draw it yourself" add-on handouts), multiple knowledge test types (open, closed questions, essay, presentation), group presentations, the take-home exam, the Flipped-Classroom method, the Station method, study visits, the question-making method, the use of on-line tools such as *Kahoot!*, and other methods and techniques that both keep the student's attention and promote the learning of content and the development of skills and competences.

During their studies at RSU, students have a possibility to ask questions they are interested in, discuss them with the lecturer and fellow students. Problem-centred teaching strategies are used

for studies. All additional study materials are freely available to the students in the e-studies environment. It also provides references to additional information sources for studying the specific issues, as well as materials for self-guided learning (for example, practical assignments that can be done at home with self-assessment algorithm).

Methods of assessment of student performance and achieved learning outcomes, as well as assessment criteria for study course acquisition, are defined in the description of each study course and are available to all students prior to the start of the study course. The academic freedom of each lecturer is respected in the implementation of the study courses, including the development and implementation of study examinations, at the same time providing that the teaching and examination methods must be chosen according to the learning outcomes to be achieved in the study course. Both summative and formative assessment are combined in the study process to enhance students' individual performance and assess the level of learning outcomes achieved. Formative evaluation takes place during everyday study process: by asking control questions to the students during the contact lessons, as well as by discussing the independent works of students that are practised during the study process. Summative evaluation takes place at the conclusion of each study course as a test or examination. Summative evaluation tests are organised in written form (electronically) or as oral discussions.

In the context of learning outcomes, both study course-specific and transversal knowledge, skills, and attitudes are important, therefore, students' active involvement and participation, initiative, and taking responsibility are additionally evaluated. Individual assessments of intermediate and final examinations of study courses are available to each student on their student profile in the RSU e-studies environment. Students can familiarise themselves with the criteria, conditions and binding procedures for the assessment of student performance in the RSU Academic Regulations I (available in [Latvian](#) and [English](#)).

At the end of each study course, students are asked to complete the evaluation survey in RSU e-environment, wherein they can express their opinion and provide proposals both regarding the content of the study course and the methods of implementation thereof, as well as competences and work style of the lecturers. Therefore, study courses are updated each year in accordance with the evaluation given by the students. Student representatives are also involved in faculty councils ensuring representation of their opinion in decision-making.

With regard to the student-focused approach RSU Quality Policy is based on the strategy and values of the university and includes three basic principles: student-focused approach, partnership, and quality. In 2016, RSU performed an international external assessment of the implementation of student-centred learning approach performed by the group of assessment experts of project "Peer Assessment of Student Centred Learning"[1] (PASCL). It was an EU-level project promoted by the European Students' Union in cooperation with other European higher education organisations, whereas the visit of experts in Riga was initiated by the RSU Student Union. The expert opinion described RSU as a student-centred higher education institution that actively involves students in the improvement of the study process. RSU practises student-centred education, providing that:

- an independently learning student is at the centre of the study process;
- learning outcomes are clearly formulated and known, and the student studies to achieve them;
- students know and understand the intended learning outcomes of the study programme or course;
- evaluation of the student's achievements is formed in a way that it is possible to check whether and at what level the planned learning outcomes have been achieved;
- the lecturer's task is to facilitate the study process of the student so that the student

achieves the set learning outcomes;

- it can be observed that the aggregate of outcomes of separate study courses forms the learning outcomes of the study programme.

Learning outcomes of the study programme are formulated in a student-centred way and:

- establish a unified understanding of students and teaching staff regarding of what is expected from the student at the end of the course or the programme;
- provide the students with an opportunity to study more effectively, i.e., students clearly know what knowledge and skills they will obtain if they successfully complete the respective course. The students can also track what they already have learned and what they still need to learn, and what is their progress towards achieving the outcomes of the programme;
- present a tool for the teaching staff to be able to organise the study process more effectively: lectures, seminars, group work, discussions, laboratory work, etc., selecting topics and materials, as well as teaching strategies in accordance with the learning outcomes set for the study course or study programme;
- create a mutual understanding between the teaching staff and colleagues regarding for achievement of which learning outcome the course is studied, and the respective learning method is selected;
- identify the areas where certain types of learning outcomes overlap or lack (by comparing courses and compliance thereof with the programme);
- aid the students in selecting, which courses to study in accordance with the learning outcomes the student wishes to achieve;
- provide clear information for employers on the knowledge and skills the students have acquired, as well as provide an opportunity to assess this knowledge and skills in accordance with the defined professional qualification.

The study implementation and evaluation methods applied contribute to the achievement of the study course results and the aim set for the study programme.

### **Implementation of distance learning**

In the distance learning study courses and programmes implemented by RSU, the student acquires the study content and takes the examinations using digital and online study means, without attending RSU in person or with minimal attendance.

Pursuant to Section 1 of the Law on Higher Education Institution, RSU is planning implementation of full-time distance learning study programmes in such way that student would obtain 40 credits and would devote at least 40 academic hours to studies a week.

When implementing a study course or programme in full-time distance learning, RSU provides the same amount of contact hours as in a full-time regular study programme, replacing full-time contact hours (lectures, classes and seminars, consultations) with online contact hours (live lectures and/or video recordings, webinars, online consultations) and contact hours are planned similarly to the regular study programme, using the RSU lecture and lesson planning system and thus providing the student with an electronic list of lectures and lessons.

#### *E-study environment*

Each study course implemented by RSU has a respective e-course, which is available in the RSU e-study environment (created on the basis of the *Moodle* learning management system).

In each e-course, the student is provided with information about organisation of studies and communication (contact information of the lecturers and support staff, information about the study course, technical and organisational information, etc.), digital study materials (presentations and

other materials developed by lecturers, video recordings of lectures and workshops, links to articles and books in online data bases, etc.), interactive study materials (knowledge tests, etc.), options of mutual communication and communication with the lecturer (forums, chat rooms, etc.) and functionality of independent work submission and evaluation (submission of independent work, electronic tests).

#### *Online lectures and classes*

Broadcast of video lectures is implemented, using the technical platforms at disposal of RSU (*Panopto*, *Zoom* or *Microsoft Teams*). Hyperlinks to the planned online lectures or lecture recordings are published in the e-study course. After the video lecture in the e-study environment, an electronic knowledge self-assessment test is available to students.

Online classes and consultations are implemented using *Zoom* or *Microsoft Teams* platform, hyperlinks to the planned online classes and recordings thereof are published in the e-study course.

*Panopto* video platform is used for publishing and storing video lectures and classes, ensuring availability of multimedia materials for authorised RSU users. Video recordings are processed and stored in accordance with requirements of laws and regulations, the provided consents, concluded agreements and other requirements.

#### *Online examinations*

The forms of examinations of study courses and programmes are adapted to the online environment, ensuring the assessment of the planned learning outcomes identical to the regular study course or programme, using synchronous and asynchronous online examinations.

Solutions of the RSU e-studies environment (*Moodle* tests, *Moodle* file uploading tasks, *Turnitin* assignments) are used to ensure implementation of written examinations. The *Turnitin* content originality verification system is used to verify written work submitted by students. If *Moodle* tests are used in written final examinations, security of examinations is monitored, using the online examination security system *Respondus Monitor*.

Either *Zoom* or *Microsoft Teams* platform is used for remote oral final examinations.

#### *Quality assurance of e-environment*

Content of the e-studies must be created and organised in line with the RSU methodological materials “E-study Course Content” and “E-study Content Guidelines”, which comprise quality criteria for self-assessment of content of an e-studies course.

Once in two weeks, the RSU Study Process Quality Analysis Department summarises information on usage of the e-study environment and availability of the resources and activities provided in the e-study environment to students.

To inform and support lecturers, there is an e-study course “Support for the Online Study Process”, serving as the main source of all the current support materials necessary for implementing online study process.

The university conducts thematic training for lecturers, as well as offers individual consultations aimed at improving pedagogical digital competence and acquiring purposeful usage of IT tools with a view to ensure implementation of high-quality remote studies.

[1] Report of PASCL experts on the implementation of student-focused approach at RSU is available both in [English](#) and in [Latvian](#)

**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 *IBSE* programme is expected to have student placement, and cooperation agreements with companies and organisations have already been concluded to ensure it (See Annex 9). One of novelties in the new StP *IBSE*, which strengthens cooperation with the labour market and practicality of studies, and which is expected to be closely linked to the student placement is the *Bachelor thesis topic selection competition* in cooperation with companies, employers, RSU Career Centre and RSU Business Incubator. The idea of the selection competition is to ensure high practical and scientific value of Bachelor's theses and to strengthen the development of the problem-based learning method, which becomes increasingly popular all over the world. Within the competition, a Bachelor thesis topic selection competition for businesses will be announced during the 3rd semester, and the results of the competition – the selected topics – will be announced at the end of the semester along with business ideas pitches at the RSU Business Incubator. It is planned that the businesses, whose recommended topics will be selected, will provide placement for students to strengthen work on the identified problem (recommended topics of Bachelor's thesis). Placement is students is expected at the end of the 4th and 5th semester. Such a competition will ensure an even closer link of StP *IBSE* to the labour market – practical business problems will be solved within the StP, using scientific research.

To ensure the quality of the placements, the methodological guidelines are developed and sent to students well in advance of the placement. The guidelines clearly state the purpose of the study placement, the skills to be learned, the compulsory placement tasks, the optional tasks, as well as the structure, scope, presentation requirements and deadlines of the placement documentary report. The methodological guidelines, in particular student placement tasks have been developed in accordance with the specifics of the *IBSE* programme and latest trends in economics and business, in particular in start-up entrepreneurship and international business, as well as in the placement in the 4th semester in accordance with the student's choice of the study specialisation module. Placement tasks are developed covering the subject matters, aims and the planned learning outcomes of all study courses envisaged in StP comprehensively. Placement tasks are structured according to the study programme planning – study courses, taking into account the specifics of the content. The main aim of the study placement, which is also indicated in the methodological guidelines, is to provide students with an in-depth understanding of the practical application of practical and theoretical knowledge and developed skills; therefore the placement tasks (both mandatory and optional) are subordinated to the aim and, at the same time, to the relevant study programme outcomes that, in turn, are defined according to the respective EQF level study outcomes.

The placement in the study programme is conducted in Latvian (allowing for exceptions, for example, in the U.S. Embassy in Latvia, where the working language may be English). In the case of having English-speaking students, it is planned to apply the same requirement parameters for the programme implemented in English as those used for the training in Latvian, applying the English language as the language of placement, which would accordingly be agreed with the placement provider. Students often choose international companies as places of placement where they can carry out placement tasks in English. For more information see Part II, Section 5, paragraph 5.3 of

the Description of the Study Direction.

Special attention to the building of students' practical knowledge and practical understanding is also paid in the course implementation of study courses during contact hours and during students' independent work involving both visiting lecturers – employers from companies and graduates of the programme, who are working in different fields of business, and by offering study visits, for example, the *Brussels week* in cooperation with the Latvian European Community Studies Association, which makes it possible for students to participate in a study visit to EU management authorities, research centres, Brussels business incubator and seminars with students and teaching staff of the University of Bremen and the Swiss Business School.

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

The first enrolment of students in StP IBSE is expected in September 2020 and the first graduation papers will be developed in spring 2023.

In the new IBSE programme, a relatively new approach in the field of social sciences is envisaged for drawing up final theses, namely another innovation in the new StP IBSE, which strengthens cooperation with the labour market and the practical approach to studies, is the *Bachelor thesis topic selection competition* in cooperation with companies, employers, RSU Career Centre and RSU Business Incubator. The idea of the selection competition is to ensure high practical and scientific value of Bachelor's theses and to strengthen the development of the problem-based learning method, which becomes increasingly popular all over the world. Within the competition, a Bachelor thesis topic selection competition for businesses will be announced during the 3rd semester, and the results of the competition – the selected topics – will be announced at the end of the semester along with business ideas pitches at the RSU Business Incubator. It is planned that the businesses, whose recommended topics will be selected, will provide placement for students to strengthen work on the identified problem (recommended topics of Bachelor's thesis). Placement of students is expected at the end of the 4th and 5th semester. Such a competition will ensure an even closer link of StP and the labour market – practical business problems will be solved within the StP, using scientific research.

As IBSE is going to take into account the experience of the study programme SUV, it has been described as well. Students of the study programme SUV (hereinafter also IBSE students) can write their Bachelor's theses on the topics suggested by the department or on various freely chosen topics related to entrepreneurship and current development trends of start-ups, available support tools and comparison thereof, development of different business sectors, etc.

The work is structured, providing both theoretical framework and empirical research. In the process of creating the thesis, the student uses all the skills, competences and knowledge acquired during the studies, trying to show them all. Theses are developed independently and verified using the Turnitin system. The theses are developed using different empirical methods as well as involving recognised industry experts and creating something useful and innovative that others then gladly use and become familiar with these studies, as there is little research in the field of start-ups in Latvia, each of the students' work is of great interest to the industry. They can be considered relevant as they can help the industry representatives to develop and include useful suggestions. Students can (and some do) choose to defend and present their theses at RSU and other scientific

conferences.

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

The first enrolment of students to StP IBSE took place in September 2020, enrolling both Latvian and foreign students, which, taking into account the rapidly approaching challenging epidemiological conditions, is considered to be a successful start of the programme. Having evaluated the enrolment statistics, 40 persons from Latvia and according to the available information at least more than 10 persons from foreign countries were interested in the IBSE programme; in the context of enrolment of foreign students travelling restrictions and uncertainty in the development of the epidemiological situation and also the fact that advertising of the programme and application of foreign students lasted only one month and a half – from the beginning of April, when the IBSE received a licence until June 1, which was set as the deadline for applications from foreign students to be able to completely evaluate and administer applications of applicants. As a result of application, 13 applicants from Latvia and 4 applicants from foreign countries submitted applications for studies in the programme. Furthermore, as a result of enrolment and conclusion of study agreements, 14 students are currently studying in the programme, including 12 from Latvia and 2 from foreign countries, which is considered a successful first enrolment for the programme in the current unexpected conditions.

The first survey of graduates of the IBS programme will take place in 2023, where the first enrolled students will complete the programme.

The survey of employers is expected to take place at the end of the 3rd semester at the beginning of 2022, after the Bachelor's thesis topics competition for employers under the IBSE programme will be organised, as well as students' placements with employers will be planned at the end of the 3rd semester. At the same time, it should be noted that cooperation with employers has already taken place in the course of development of the IBSE programme, when 10 cooperation agreements have already been concluded with different employers and organisations (mainly small and medium-sized enterprises) on cooperation with the programme in three main aspects – visiting lectures of employers in the programme, study visits of students to companies and placement of students in companies.

An extensive group of students and graduates, employers and industry experts was organised during the development of IBSE, including during design planning, ensuring international inclusion, ensuring content quality, expertise of study course descriptions. For example, representatives of start-ups and international business managers Sergejs Jakimovs and Emīls Sjundjukovs, the head of the Start-up Support Unit of the Latvian Ministry of Economics Madara Ambrēna, the Deputy Director of the Department of EU and Foreign Economic Relations of the Latvian Ministry of Economics Jānis Zakovics, as well as many lecturers involved in the development and implementation of IBSE StP represent both organisations of graduates, industry employers and other industry organisations, for example, Dr. oec. Dace Kalsone (secretary of the Fiscal Discipline Council, previously the head of the euro project at the Ministry of Finance), doc. Ieva Kalve (businesswoman, author of books, participated in the development of professional standards, received the status of a freelance methodologist at the MoES national Centre for Education), Dr. sc. admin. Henrijs Kaļķis (member of the board of the Latvian Ergonomics Association) and many

others. (See Annex 6: CVs of lecturers, which reflect the high level of qualification and experience of these experts, who will make a significant contribution to the development of the new StP.)

Management, lecturers of the study programme, management and lecturers of RSU departments, students' representatives, representatives of employers, partner organisations in Latvia and abroad, StP graduates (starting from the end of the spring semester of 2023), RSU management and RSU support structural units are interested in ensuring and improving the quality of the study programme. Interested parties will respectively be involved in teaching, implementation of placement, feedback with students, regular improvement of course descriptions and also surveys of graduates, RSU scientific conferences, department meetings, internal seminars for lecturers, in the work of the study quality council, in industry events, for example, breakfast of RSU scientists and monthly meetings of representatives of the start-up ecosystem of the Ministry of Economics of Latvia, regular meetings of Latvian Associations of Young Scientists. The StP management and lecturers and partners involved are aware that the study programme cannot be static in today's dynamic development of industries, therefore improvements should take place during the entire process of implementation of the study programme in different meetings and cooperation formats, which are also expected to take place in ensuring and improving the quality of IBSE.

Whereas, in the study programme SUV, in addition to the student surveys conducted in e-studies during the study course, the head of the study programme contacts the students at least twice a semester at the university regarding all study courses to be taken to discuss all current issues, uncertainties, questions, etc. The head of the study programme is always available via email or in the Facebook group which was created for the students of this study programme and which they also use. In the context of the implementation of the SAM project at Rīga Stradiņš University, the study programme "Start-Up Entrepreneurship" is included in the new academic Bachelor's study programme "International Business and Start-up Entrepreneurship" in accordance with RSU Development and Consolidation Plan for Study Programmes. In 2020, a decision was taken not to admit new students to the Bachelor's study programme "Start-up Entrepreneurship" starting with the academic year 2020. The present 3rd year students of the study programme "Start-up Entrepreneurship" will complete the study process started in the study programme within the framework of the present accreditation; the present 2nd year students of the programme will complete the started study process and the agreed study plan as a sub-programme under the new programme "International Business and Start-Up Entrepreneurship" developed within the SAM project, by transferring to the IBSE programme in September 2021, thus the programme "Start-Up Entrepreneurship" will be closed in September 2021.

There is proactive response to students' various suggestions and questions, each case being individually assessed and discussed. Attempts are made to resolve situations by discussions, with the student meeting the respective course lecturer. In situations where the majority of students submit a particular case or question, the entire course is called together and the possible solution or the uncertainties are discussed. The department also meets with the study course lecturers (individually, in a group), discussing the results of the surveys and evaluating the achieved results, searching for possible solutions, for example, discussing the criteria for the evaluation and management of the study work so that the requirements of all lecturers are as equal as possible. A lecturer of a study course has been changed due to such applications of students, survey results, for example, in Macroeconomic Theory in the academic year 2018/2019.

Graduates' views are captured through surveys conducted through e-studies upon completion of the programme. There are also discussions with graduates about their time in the study programme - in particular, discussing the things that they find most useful, study courses in the programme, and possible shortcomings and improvements therein. The department also organises meetings to discuss various topical issues with the graduates, they are involved in the implementation of study



courses (most often as visiting lecturers), and they have the opportunity to participate in the activities of the Alumni Association.

## **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.**

Taking into account the international cooperation of RSU and its Faculty of European Studies and Department of International Business and Economics, as well as the fact that StP IBSE is implemented in English, StP IBSE is able to ensure extensive incoming and outgoing mobility opportunities, moreover when IBSE starts in 2020, the scope of incoming mobility is expected to increase both due to the extended supply (starting of a new programme) and due to the fact that the new StP IBSE will be implemented in English, thus considerably increasing the number of study courses taught in English in the RSU's field of social sciences.

More information on student mobility is included in the description of the study direction (see Part II, Section 5, paragraphs 5.1 and 5.2.) and Annex 8.2. to the Description of the Study Direction.

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

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

In the process of planning and development of *IBSE*, particular attention was also paid to the analysis and provision of the study base needed to implement the StP. Although it is believed that study programmes in social sciences do not need a special study base, only an auditorium and highly qualified lecturers, *IBSE* developers, including the involved Latvian and foreign experts, considered it essential to take into account examples of world good practice from Finland and Switzerland, which show that a modern study base and infrastructure are essential for high-quality modern higher education. Such an approach identified and also provided the elements of the study base necessary for the full implementation of *IBSE*, which ARE fully provided by RSU. Key elements:

- Auditoriums equipped in a modern way and maintained in good quality, which are fully compatible with the study methods planned for the implementation of *IBSE*, including e-studies environment, video lectures, online lectures, debates, business games, etc.
- The e-studies environment, which includes full study programme course information for both the study process and the achievement of learning outcomes, including practical tasks for the

verification of knowledge in the e-environment, the assessment system in the e-environment, the provision of a platform for discussion in the e-environment, etc.

- [RSU Library](#) – appropriate for complete support of the modern study, scientific and research process in the field of social sciences on a global scale, including for convenient availability of study materials on-site and online, quick ordering of new materials in accordance with needs of *IBSE* lecturers and content of study courses.

RSU support structural units and general staff for ensuring the study process provide a significant and complete support during the entire study process – starting from the Department of International Business and Economics, which supports the study process in general, the [Centre for Educational Growth](#), which consults and administers StP and the development of study courses, including provision of study materials in the e-studies environment and possibilities of continuing education for lecturers. The [Study Department](#) ensures the creation of the timetable of study course classes (time and rooms), maintenance of the student information system, issuing of diplomas and reports on pedagogical work; the RSU Legal Department – review and approval of agreements of cooperation partners, etc., the Human Resources Department and the Finance Department – ensuring employment relations with and remuneration to lecturers of study courses; provision of an auditorium for classes and IT: Department of Infrastructure and [Information Technology Department](#). Significant support in work with foreign students is ensured by the [International Department](#) (SD) and the [Student Services](#). SD and the [Communication Department](#) are involved in provision of information about the study programme. Support to the study process is also provided by the Quality Assurance and Internal Audit Department, Research Department, Student Union. The work of RSU support structural units is effectively organised so that *IBSE* lecturers and heads can maximally focus on the implementation of study content and achievement of learning outcomes without any disturbances.

- RSU management is an important study base support point in planning and implementation of *IBSE*, including, for example, university support and motivation in maintaining and improving qualifications of *IBSE* teaching staff using different support mechanisms, as well as acquiring the innovation necessary in the study process, for example, online business game licences.
- Cooperation of RSU's intersectoral academic structural units both for the development of basic knowledge, for example, with the RSU Language Centre ([information in Latvian](#), [information in English](#)) and in the implementation of intersectoral thematic specialisation modules, for example, in *IBSE* Social entrepreneurship and Health economics specialisation modules of StP in the 4th semester, in cooperation between the Department of International Business and Economics (information about the department in [Latvian](#), [English](#)) and the Department of Political Science, the Faculty of Communication, the Faculty of Public Health and Social Welfare and also the Faculty of Medicine (FM).
- RSU Business Incubator Vīlpa Street 12 ([information in Latvian](#), [information in English](#)) – integrated part of the *IBSE* study process, which not only fully correspond to modern higher education, but also is an example of good practice for other higher education institutions in Latvia, Europe and in the world.

The supply of resources necessary for the implementation of the study programme and achievement of learning outcomes is fully relevant. The extensive availability of information base, including convenient availability of thousands of current scientific literature units in the e-environment – at the RSU e-library students have access to full texts of about 2000 articles from journals in different field of sciences, which were issued starting from 2002 and up to latest issues, including scientific journals in social sciences and related field and sub-fields of science – finances,

economics, organisation, psychology, etc. Openness and responsiveness of the RSU Library in popularisation of scientific research instruments to students, for example, visiting lectures of the library, should also be emphasised: **Example:** In the 1st year of studies in the study course "Methodology of Economic Research", which is led by 2 lecturers of the programme – Kristīne Blumfelde-Rutka and Romāns Putāns – for class 2 or 3 a representative of the RSU Library is invited to lead a visiting lecture/practical visiting seminar on the practical use of RSU resources – during the seminar a representative of the RSU Library show in practice how to work with resources of the RSU Library, as well as find necessary information, how to register, how to edit, how to refer to a source and about other practical things, which are an integral part of development of independent research by students and building their understanding about scientific research. During the visiting seminar, the representative of the RSU Library shows examples of practical work using the terminology and specifics of content of the field of sciences, with which students of the 1st year will work in their first research papers. A visiting seminar is also organised by the manager of RSU e-studies, who shows in detail the Turnitin plagiarism prevention tool, its functioning principle – in this way academic integrity and ethics of studies are ensured.

Material and technical supplies (rooms, computers, projectors, etc.) fully provide and promote the implementation of the study programme.

When commencing studies, each student is assigned a username and, using the self-service services, the student can obtain and reset the password, which can be used for RSU IT systems intended for students. Students use two main sites: the Student portal *MyRSU* and the e-studies. *MyRSU* and e-studies contain all necessary information about studies and the process thereof, as well as different services provided by the university: electronic schedules of classes, final course assessments, application forms, information about finances, RSU student's private email inbox and access to *Office 365*, self-service printing management (printing, scanning, photocopying), questionnaires for assessment of the study course and programmes, study course descriptions, application for receipt of a written statement regarding the student's status, documents regulating the studies (internal and external laws and regulations), online databases, current information on student life. The e-Databases section of *MyRSU* portal provides students with access to electronic databases such as EBSCO, Ebook Central (ProQuest) etc. from anywhere. In the e-studies environment, students have access to e-study courses that the student is studying or has studied. A variety of study materials and video lecture recordings are published for e-study courses, tests are organised, written submissions are submitted, and student knowledge is assessed, so that all student assessments, including intermediate grades, are available in the e-study courses.

RSU collaborative work e-environment uses open source learning management platform Moodle, on the website (hereinafter referred to as e-studies). E-studies environment or Moodle platform is used as a tool for the organisation of study process in each study course – for placement of various materials, execution of tests and homework, checking the originality (plagiarism), and publication of assessments. Additionally, e-studies environment provides both the calendar of pending events and latest RSU news and discussion forums, as well as study materials and all latest information on what the lecturer of the student's course wishes to transfer to the students – different assignments, sample tests, useful additional materials, etc. From 2019, *MyRSU* is linked to the *Moodle* platform. Downloading the *Moodle* app to one's phone will allow students to access courses and course materials, as well as grades more easily from their smartphone or tablet.

Students' e-studies environment provides access not only to the courses of the current semester, but also the courses studied in previous semesters, and the content of previous courses as it is for the students of the current semester. Courses of the previous semesters are kept exactly the same

as they were when the student studied this course. RSU e-studies are available 24 hours a day from any location with internet access, including from mobile phones.

In the e-studies environment, students have access to information on the study course, its topics, and the results to be achieved. Most of the e-courses contain the necessary study materials and provide links to external information resources. In some courses, interactive video lectures are created, the recordings of which can be found in the respective course in the e-studies environment. In addition, e-studies also allow to host an online conference where the lecturer and students can meet virtually on their computers while not being located in the same place. The recordings of these online virtual audience meetings can also be watched later in the e-studies course. In some of the courses in the e-studies environment, students can also find electronic tests for successful learning of the study course, which allows the students not only to assess their knowledge quickly and in high quality, but also use the self-test method to learn the course contents. All student papers are submitted to the lecturer-created *Turnitin* assignment, which not only facilitates the collection of papers, but the system also automatically checks the originality of the paper, providing a full report of content plagiarism. The tool has the option of creating sections and comment templates, as well as for students to submit and rate one another peermark assignment. Checking for plagiarism is possible when comparing a paper to the work of other students (both at RSU and other higher education institutions in Latvia and in the world that use *Turnitin*), the Internet resources that are freely available to everyone, and journals, other publications, and resources included in the *Turnitin* database.

In each e-studies course, the lecturer can electronically record student attendance at lectures and classes, and the attendance data automatically appears in the e-grades section, providing a more convenient overview of student performance in the course. The e-studies environment is also used as a tool, with the help of which it is possible to register remotely for elective courses, apply for placement, consultations, examination times, and other events. As of 2019, a new system of elective courses is in operation. Students will apply through the Student portal (MyRSU) rather than through the e-studies. Lecturers and administrative staff have access to the Course Dashboard, which provides information on the e-studies courses they are responsible for, such as whether the lecturer has made editorial changes; whether materials have been imported from the previous semester course, and other useful features. For the academic staff, the e-studies environment serves not only as a location for publishing study materials and organising examinations in relation to their study courses, but also as a place where they can improve their own knowledge. The e-studies environment not only provides access to manuals on how to do various things with *Moodle* platform, but also makes it possible to apply for various trainings and career development courses organised by the RSU Centre for Educational Growth. The range of offered courses is broad, allowing to improve both the digital and communication and speaking skills. New ways to use *Moodle* are being introduced, for example, for the development of various projects, publishing public materials, including video and other materials of the scientific conference, scientific interest groups, MITC and RAKUS individual work sites, etc.

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

Not applicable.

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

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

The teaching staff of the new StP *IBSE* consists of existing RSU lecturers and visiting lecturers, whose qualifications have been evaluated and recognised in a previous selection, as well as new lecturers were involved, who participated in the development of the idea of StP *IBSE*, the development of design, structuring of international inclusion and preparation of study course descriptions. At the same time, it is taken into account that StP *IBSE* is largely created based on two existing and competitive StPs of RSU FES, including with lecturers of these StPs, whose qualifications and compliance have been evaluated, tested and recognised by the RSU administration and students.

Since the main language of implementation of the new StP is English, lecturers require high level of English, which lecturers confirm by their previous experience of use of English in professional or academic environment and/or certificates of assessment of the level of knowledge of language. In order to ensure StP language quality, RSU has actively and supportively contributed to the improvement of knowledge of English and skills of lecturers, who have no previous assessment certification or evident experience. As a result of this support several lecturers have improved their knowledge of English and have received a relevant language assessment certificate, therefore all StP lecturers are fully capable of leading their study courses in English.

The following qualification requirements have been set in the teaching staff selection process:

- at least a Bachelor's degree in social sciences with specialisation in management sciences or economics, or in business management, or in international economic relations. Applicants with a Master's or doctoral degree will be given priority;
- it is preferable to have professional experience in entrepreneurship and especially in the context of the development of start-ups, or professional experience in the government, public or non-governmental sector related to the development of international business or start-ups, including support and monitoring;
- in some cases, visiting lecturers with valuable practical experience, but whose scientific qualifications do not meet one or several criteria, may be attracted to the StP;
- knowledge of English at high level is necessary.

During the development of *IBSE*, in particular during the process of ensuring its international inclusion, new teaching staff was involved in the StP both from Latvia and abroad, from the academic environment and from the practical international business environment, for example, from Antje Leukens from the School of Business of the University of Applied Sciences and Arts Northwestern Switzerland, assoc. prof. Dr. Marija Bockarjova from the Department of Economic of the Utrecht University in the Netherlands; assoc. prof. Dr. Munira Aminova from the branch of the Middlesex University London in Brussels – dean of the United Business Institutes, assoc. prof. Dr. Praveen Shetty from the Manipal Academy of Higher Education in India, Sergejs Jakimovs and Emīls Sjundjukovs, start-up and international business managers.

The composition of the teaching staff, including qualifications and numerical indicators, are added in Annex 24.7. The composition of the teaching staff in the StP complies with the requirements of the laws and regulations: 4 professors, 5 associate professors, 4 assistant professors and 7

lecturers participate in the implementation of the programme.

**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.**

When developing a new study programme, academic and scientific staff in compliance with provisions of Section 55, Paragraph 1, Clause 3 of the Law on Institutions of Higher Education (LIHE) and Law on Scientific Activity is involved for its provision. Academic and pedagogical staff with high qualification, relevant competences and good reputation are involved in the implementation of the study direction and achievement of results.

The academic staff of *IBSE* and the lecturers involved in StP actively participate in various projects and research of scientific and practical nature. The scientific work of the lecturers is closely related to *IBSE* study courses. The results of scientific research are summed up in scientific publications and reports, as well as presented in scientific conferences and directly used in the study process and knowledge transfer to students. Active practical, scientific and research activities of teaching staff – participation in conferences, preparation of publications, presentation of reports, participation in research, scientific and experience exchange projects and activities – ensure and significantly promote that the content of study courses of *IBSE* is in line the development trends of the industry, labour market, science and the relevant lecturer's study course topics in business and economics. For example, participation of the head of StP and lecturer Romāns Putāns in Social Sciences Conference *Places* of RSU Research Week with report The Feasibility of Innovative Public Governance Client-Accordance Index (PCAX) in Business and Higher Education (02.04.2019) and participation in the international conference of the Institute of Management Sciences of the Leuven University with report and publication The Feasibility Study of Innovative Public Policy Client-Accordance Index (28.05.2019) largely ensures the topicality of content of the study course Business and societal governance and inclusion in the scientific discussion, as well as its practicality in the labour market.; R. Putāns also participates in the following international projects under EC *Erasmus+*: Promoting Adult Career Development and Competences for Social Inclusion and Employment Through Social Media (AGEFACTOR) No 2016-1-FR01-KA204-024066 (01.10.2016–31.09.2019) and KAforHR – Innovative Business Transfer Models for Small and Medium-sized Enterprises in the Baltic Sea Region. The experience gained is integrated into study courses Business Research Methodology and Business and Social Management. The experience of the StP lecturer Kristaps Zaļais, as well as visiting lecturers Emīls Sjundjukovs, Sergejs Jakimovs in the start-up entrepreneurship environment in the academic and professional business dimension significantly ensured high compliance of *IBSE* study courses with practical business and knowledge transfer in this area achieving learning outcomes of the study courses and StP; the lecturer of the study course “Practical Macroeconomics” prof. I. Dovladbekova leads the sub-project 5.2.7 Involvement of Society in Social Innovation Processes to ensure Sustainable Development of Latvia (2014-2017) of NRP Transformation of National Economy, Smart Growth, Management and Legal Framework for the Sustainable Development of State and Society – New Approaches for Creating a

Sustainable Knowledge Society (ECOSOC-LV), the results of scientific articles by doc. A. Berķe-Berga "Examining health inequalities in Latvia – a decade of association between socioeconomic position and perceived health status" (BioMed Research International, 2017) and "Managerial Ownership and Firm Performance: Evidence of Listed Companies in the Baltics" (Polish Journal of Management Studies, 2017) have been integrated into the study course part "Finances" in the 2nd semester. For detailed information and more practical examples on individual representation of teaching staff in business and international cooperation in scientific research see CVs of the teaching staff.

By analysing the compliance of qualification of IBSE teaching staff with conditions of qualitative and competitive implementation of StP, it can be concluded that IBSE lecturers and visiting lecturers ensure practical and high level of expertise on the respective field both in specific study courses of the programme and in the programme as a whole.

**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).**

Not 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).**

Not applicable.

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

The academic personnel of the Department and the lecturers involved in the study programme implementation conduct active scientific work. The scientific activity of the academic staff is attested by the number of publications, including in internationally cited databases, and the number of monographs, the participation in international and local conferences, as well as in projects. The academic staff of the Department and the lecturers involved in the programme actively participate in various scientific and a practical projects. The research projects are funded

from the Latvian state budget - the funding from the Latvian Council of Science, from European Union funding - the European Union Framework programme research projects, as well as from other foreign institution funding resources - the Ebert fund projects in Latvia. The results of scientific research are summed up in scientific publications and reports, as well as presented in scientific conferences. The scientific work of approximately 70% of the lecturers involved is closely related to the study courses they teach. The development of scientific research is evidenced by the number of publications by the academic staff engaged in the programme, participation in conferences, research projects, the ERASMUS programme and further training measures. The lecturers of the Department cooperate with the European Commission Representation in Latvia. The teaching staff of the Department organises conferences and other events aimed at advertising the results of the research work and conducting discussions on current economic and management issues.

Research results of academic staff are actively used in the study process, for example, the lecturer of Macroeconomic Theories module, prof. I. Dovladbekova lead the sub-project 5.2.7 Involvement of Society in Social Innovation Processes to ensure Sustainable Development of Latvia (2014-2017) of NRP Transformation of National Economy, Smart Growth, Management and Legal Framework for the Sustainable Development of State and Society – New Approaches for Creating a Sustainable Knowledge Society (ECOSOC-LV).

The results of scientific articles by doc. A. Berķe-Berga “Examining health inequalities in Latvia – a decade of association between socioeconomic position and perceived health status” (BioMed Research International, 2017) and “Managerial Ownership and Firm Performance: Evidence of Listed Companies in the Baltics” (Polish Journal of Management Studies, 2017) have been integrated into the study course module Fundamentals of Finance.

Doc. R. Putāns participated in several research projects of the European Commission and EU programmes as a researcher (see his CV) and the obtained experience is integrated in the study course Methodology of Economic Research.

The experience gained from participation in international conferences is integrated into the study module International Marketing:

- K. Blumfelde-Rutka, K. Briņķe. (2019). The impact of brand image on recruitment companies in B2B segment, Rīga Stradiņš University international interdisciplinary conference on social sciences “Places”, 2 April 2019, Rīga.
- K. Blumfelde-Rutka. (2018). Analysis of consumer shopping habits on Internet in Latvia, Rīga Stradiņš University Scientific Conference, 22-23 March 2018, Rīga.
- K. Blumfelde-Rutka, L. Lazdiņa. (2017). Influence of children on the purchase decision making process in dairy consumption segment in Latvia, Rīga Stradiņš University Scientific Conference, 6-7 April 2017, Rīga.
- K. Blumfelde-Rutka. (2016). Specifics of using social networks in marketing process in Latvia, Rīga Stradiņš University Scientific Conference, 17-18 March 2016, Rīga;

The lecturers engaged in the study programme are members and participants of various associations, for example:

- Inna Dovladbekova – Member of the European Association of the Development of Political Economy; Member of the International Association of the Study of Ideas; Member of the Latvian Association of European Community Studies; Expert of the European Commission; Member of the Council of the Doctoral School of the University of Latvia “Ensuring the



International Competitiveness of the National Economy”; Member of the Latvian Association of Economists; RSU representative at the Employers' Confederation of Latvia (Form No. M-1.1 (2) 20);

- Henrijs Kalķis – [Latvian Ergonomics Society](#) – Board Member; [Association of Business Efficiency](#) – Board Member; [International Ergonomics Association](#) – Member of the Council; [European Federation of Ergonomic Societies](#) – Member of the Council; [European Centre for Registration of Ergonomists](#) – Member of the Council; *Institut CEDIMES (Centre for Studies in International Development and Economic and Social Movements, Lettonie, France)* – member (No 1875); [Business Systems Laboratory](#), Italy – member; [Latvian Association of Young Scientists](#) – member;
- Marta Ābula – Council of RSU Faculty of European Studies; on the editorial board of the journal “Academic Life”; Member of RSU Constitutional Assembly;
- Romāns Putāns – Member of Latvian Young Scientists Association;
- Renāte Cāne – Latvian Association of Public Relations Professionals – member; Member of Latvian Young Scientists Association; Member of Latvian Cinematographers Union.

**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).**

Ensuring of interrelation between study courses has also been one of the main points of attention in the development of the new StP IBSE (see paragraph 2.2), as a result one of innovative points of IBSE is team teaching. Also, in order to ensure closer interrelation of course contents and ensure closer interlinking of several topics, study courses will be taught using the team teaching method, which is one of innovations in the new StP. The method has several advantages, some of them: linking several themes within a single study course, which is not emphasises so much in the classical single-teacher method; team teaching is also recognised as a more inclusive knowledge transfer method for students, as it includes and reflects the psychological and physical simulation of the study process of the students themselves, namely that teaching staff is also working as a group throughout the study process.

Similarly, in order to ensure interrelation between study courses, the knowledge acquired in other study courses as the necessary prior knowledge is taken into account in the formation of content of study courses. To update the study courses and improve the content of the study programme, the study courses are constantly being monitored which aims to take over positive practice examples as well as to respond to students' recommendations. The teaching staff of the department participates in joint projects, promoting mutual cooperation and knowledge exchange. Meetings of the department's teaching staff, discussions on study content, assessment criteria and jointly implemented activities are organised on a regular basis. Another valuable aspects in cooperation of teaching staff is organisation of preliminary defence of graduation papers, during which the performance of the student and the paper supervisor – a version of the graduation paper – is presented to two to three other lecturers of the programme, who provide their feedback.

The total number of lecturers involved in the implementation of the academic Bachelor's study programme “International Business and Start-Up Entrepreneurship” is 44, but the total number of students on 1 October 2020 was 14, thus the ratio of students and lecturers is 0.32.



# 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	16_pielik_SUV_statistika_engM.pdf	16_pielik_SUV_statistika_lvM.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	17.1_pielik_Valsts_standarts_eng.pdf	17.1_pielik_Valsts_standarts_IBSE_lv.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18-1_pielik_Kartesana_IBSE_lv-eng.pdf	18-1_pielik_Kartesana_IBSE_LV_PRECIZĒTS.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_pielik_planojumi_lv_eng.pdf	19_pielik_planojumi_lv_eng.pdf
Descriptions of the study courses/ modules	20_pielikums_Studiju_kursi_IBSE_ENG.pdf	20_pielikums_Studiju_kursi_IBSE_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	24-1_pielik_IBSE_diploma_paraugs_ENG_15-01-2021.pdf	24-1_pielik_IBSE_diploma_paraugs_LV.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_eng.pdf	24-2_pielikums_Apliecinajums_par_citu_StP_VANIP_parakstits.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	24-3_pielikums_Apliecinajums_par_zadejumiem_VANIP_parakstits_eng.pdf	24-3_pielikums_Apliecinajums_par_zadejumiem_VANIP_parakstits.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	24-5_pielik_Apliecin_anglu_val_StV_VANIP-p_tulk_eng.pdf	24-5_pielik_Apliecin_anglu_val_StV_VANIP-parakstits.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	24.7_Apliecinajums_ABSP_IBSE-lv-en.pdf	24.7_Apliecinajums_ABSP_IBSE.pdf
Sample (or samples) of the study agreement	24.8_pielik_Studiju_lig_eng.pdf	24.8_pielik_Studiju_lig_lv.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	24-9_pielik_AIP_atzinums_IBSE_eng.pdf	24-9_pielik_AIP_atzinums_IBSE_LV.pdf