

APPLICATION

Studiju virziena "Management, Administration and Management of Real Property" for assessment

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Jēkabpils Agrobiznesa koledža</i>
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Self-evaluation report

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

Jēkabpils Agribusiness College

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I - Information on the Higher Education Institution/College

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

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

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

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

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

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

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

As an educational institution, founded on 1 April 1927.

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

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

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

STRATEGIC OBJECTIVES:

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

MAIN DIRECTIONS OF ACTIVITY:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

National and European Union level planning documents:

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

Specific education policy planning documents:

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

Studies at College take place in the state language. Students are enrolled in accordance with external and internal regulatory frameworks. Students are divided into groups when selecting a study programme (e.g. AN1.n - "A" - indicates that the student is a College higher education representative (College also offers vocational secondary education programmes); "N" - part-time studies (studies take place every Saturday at the College premises); "1" - studying in the first year of study; "n" - studying in the "Real Estate Management" programme). For the period of assessment of the number of students see *Appendix No.27*. The number of full-time students decreases: from 144 (2014/2015) to 92 (2019/2020); in part-time studies - there is tendency to increase from 81 (2014/2015) to 95 (2019/2020) during the last three years.

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

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

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

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

Tasks:

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

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

Composition:

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

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

College tasks:

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

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

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

Tasks:

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

5. Keeping information flows.

Composition: administration – 100%

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

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

Tasks:

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

Composition:

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

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

Tasks:

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

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

Composition:

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

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

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

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

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

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

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

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Partially complies</p> <p>Colleges:</p> <ol style="list-style-type: none"> 1. the administration has undergone major qualitative changes over the last 2 years: since 2017, the removal of the former educational establishment, on its basis and the addition of the Barkava unit: <ol style="list-style-type: none"> 1.1. the establishment of today's existing educational establishment; 1.2. starting from 1 January 2017, another Director is appointed; 1.3. renewed post of Deputy Director in the field of study in 2017/2018.; 1.4. the work of the year 2018/2019 was initiated by another deputy director in the field of upbringing; 1.5. The College's study division took a more rapid course on process development based on the ESG; 2. The Administration shall participate purposefully in ESF project seminars: <ol style="list-style-type: none"> 2.1. "Effective management of vocational training institutions and the development of staff competencies"; 2.2. "Aid to fulfil the requirements of the EQAR Agency"; 2.3. "National coordinators for the implementation of the European Programme for Adult Education"; 2.4. in a conference for the teachers of higher education institutions in Latvia, organised by LIZDA in cooperation with the Subcommittee on Higher Education, Science and Innovation of the Saeima Education, Culture and Science Commission; 2.5. during the discussion cycle "Higher Education Management: the courage to change European Union Structural Fund investments for strong universities in Latvia"; 2.6. "Academic honesty and ethics in higher education", etc. 3. The Administration is familiar with theoretical findings in the interpretation of the terms "quality" and "management", applying them to ensure the functioning of the College. 4. There is an understanding of the specificities of the implementation and operation of the various quality management systems (ISO standard, CAF self-assessment system, 5-S system, EFQM model of excellence, TQM - Total quality management). 5. A quality management system has been established whereby all the parties involved are involved in the interaction. 6. A general description of the quality management system of the College has been established. 7. The QMS "Manual" has been created with process descriptions based on the context of the College. 8. The QMS is published at www.jak.lv
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2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <ol style="list-style-type: none"> 1. On the basis of the internal regulatory enactment “Procedures for the Development, Approval and Update of the Study Programme”, new programmes are being developed at the College, updating existing programmes. This document provides for the planned update of the programmes every three years if it is not proposed on the part of the lecturers/learning/sector/auditors. 2. Based on the development and investment strategy of Jekabpils Agrobusiness College 2016 -2020, developed by the College, a new programming and computer network management programme was developed and licensed in September of 2018. 3. The planned update of the programmes is ongoing during this period.
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<p>3. The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>Complies</p> <ol style="list-style-type: none"> 1. The college has developed and made public internal laws that define the criteria for evaluating success. Increased attention shall be paid to learners to know where information can be found, to familiarise themselves with their content and to guide them. 2. In the context of the evaluation, the regulatory enactment "Procedures for the Development and Defences of Course Papers" (applicable to the chapter "Evaluation of Course Paper") is ongoing. The laws and regulations have been published at www.jak.lv to registered users, they are available immediately as soon as the e-mail has been created, i.e. On the day of entering into a study contract). 3. In the course of studies, the results of the studies to be achieved have been identified, taking into account cognitive and practical aspects, on the basis of a professional standard, LKI/ENI. 4. A lecturer has indicated the intended results to be achieved by matching them with the results of the study programme. 5. In the first lesson of the study course, the lecturer's obligation ("Procedures for Studies and Tests") is to perform: <ol style="list-style-type: none"> 5.1. mutual introduction ("Ice breaking"); 5.2. receiving explanatory works and feedback: <ol style="list-style-type: none"> 5.2.1. present the intended results of the study course; 5.2.2. explain the ways to accomplish tasks, methods; 5.2.3. explain the objectives and types of tests; 5.2.4. explain the assessment methods and criteria; 5.2.5. receive feedback from students on understanding; 5.2.6. hearing and examining student proposals, providing a reasonable response on the use of recommendations for not using them in achieving the results of studies. 6. Lecturers in internal training have obtained information and understanding, not only on the intended results of the studies to be achieved, but also on the understanding of the results of studies on the part of the student and on the part of the lecturer. This assessment may be carried out by the lecturer both in the middle and at the end of the study course. Particular attention should be paid to cases where the gap between the understanding of the results of studies on both sides reaches at least 3 points (where the evaluation was carried out at a 10-point scale). This mechanism has proved itself in action: the sooner learners see meaning, i.e. what will be learned, what learning pathways will be used, how it will be reflected in the assessment, the more positive attitudes of students and the higher the assessment. A student- centred approach (including self-assessment in the course of study, assessing one or all of the results achieved) increases the student's responsibility in the study process.
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<p>4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>Complies</p> <p>Mechanism:</p> <ol style="list-style-type: none"> 1. The qualifications of lecturers are initially taken into account when evaluating candidates who have applied for the positions of elected lecturers, the evaluation shall be carried out: <ol style="list-style-type: none"> 1.1. Commission for the Evaluation of Applicants was established by the Director's order. The criteria are specified in the internal regulatory enactment "The by-law of academic and administrative posts" (approved by the College Board); 1.2. in the second round of selection, the Board of College (if necessary, the Board of College may request in-person interviews with the applicant; in the Board of College elections are held by secret voting). 2. At the beginning of each academic year: <ol style="list-style-type: none"> 2.1. lecturers plan to improve their professional qualifications; 2.2. the survey form "Support" is distributed, through which the lecturer provides himself with the necessary information, educational, practical, technical support for the presentation of the study course; 2.3. Young lecturers also fill out the "Support" form and find out that the head of the profiling department in September is his mentor, and may indicate in the Form that a mentor is needed for future action; 2.4. the young lecturers meet the adaptation package ("Adaptation" form) and choose the adaptation measures they need; 2.5. the Deputy Director in the field of studies and the Head of department organise targeted measures for the adaptation of young lecturers and for the development of pedagogical skills (for the convenience of guest lecturers - also after 17.00 in order for guest lecturers - practitioners from the sector to be introduced to the guidelines on the didactics of higher education) - these measures have been justified; 2.6. During the course of the academic year, the College for the development of vocational qualifications of lecturers in directions - pedagogy, university didactics, personality development, IT skills - organizes planned activities conducted by national guest lecturers or college specialists. <p>For example:</p> <ol style="list-style-type: none"> 1. The National Uniform Communication and Training Activities Programme "Mana Latvija.lv. Do it digitally!" - 2 "Digital communication with the country: useful e-solutions in life situations" workshops were organised - 18 College digital agents were prepared (certificates received). 2. 2 workshops for academic staff and guest lecturers were organised as part of the academic year's work priority: <ol style="list-style-type: none"> 2.1. "Coffee with a researcher" (research working methods), Dr.sc.ing., Professor A. Teilāns [A. Teilāns] 2.2. "Use of teaching methods to promote innovation in the field of education" led by Dr. paed., Professor Ivanova. 3. Workshop for "Emotional Intelligence" for 8 hours - lecturer Lauma Zubule [Lauma Žubule] (34 certificates received). 4. Within the framework of the ESF project "Development of the Professional Competencies of Employed persons" under No. 8.4.1.0/16/I/001 since 1 January 2018, 15 College staff have acquired non-formal education programs ("Data Analysis and Reporting", "Microsoft Office 365", "Personal Data Protection"), one - "JAVA programming" for professional development. 5. For young lecturers, the capacity provided by "Microsoft Office 365" for a study course presentation (chaired by the Deputy Director for IT). 3. There is a mutual exchange of experience between lecturers during the meetings of the departments. 4. The College supports travelling by transport for students initiated in order to strengthen the relationship with the "industry". 5. The College's general staff/lecturers share information materials on the possibilities of learning different training programs at the College, outside College. 6. The College supports the participation of lecturers in the development activities of lecturers (seminars, conferences, courses, forums, etc.), by paying travel expenses, travel money, participation fees, and providing transport. 7. The Deputy Director in the field of studies, the Head of the department, shall carry out a targeted information activity for developing academic/scientific careers of lecturers, resulting in a total of 2 active doctoral candidates in this academic year. 8. Lecturers shall make records in the lecturers' annual work report on the development of prof. (with the use of the One Drive Store in the academic year 2019/2020) in order to make timely records without burdening the lecturers at the end of the academic year so that simple monitoring is to be carried out), the Deputy Director in the field of studies shall carry out an assessment by identifying future actions, and the head of the department has been informed of the situation. 9. At the end of the year, lecturers fill in the survey form "Materials - technical provision for the provision of a study course"; the information is collected, a purchase plan is established and the provision is made as far as possible (feedback to the lecturers is provided at the August meeting of the department).
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5.	<p>The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.</p>	<p>Complies</p> <p>In order to take quality assurance and improvement measures, the College implements a data-based decision-making culture, i.e. collecting and analyzing reliable data.</p> <p>1. QUANTITATIVE DATA is collected:</p> <p>1.1. assessments (protocols) of the State examination (qualification examination);</p> <p>1.2. assessments of the defence of qualification practices (protocols);</p> <p>1.3. assessments of course papers (protocols);</p> <p>1.4. assessments of study courses (protocols).</p> <p>The resulting data are examined and analysed at the meetings of the departments, solutions are sought, remedial actions are identified in existing processes, internal laws and regulations have been changed. For example, an analysis of the results of the qualification practice for the academic year 2017/2018 showed the need for greater involvement of practitioners in the process. The reporting forms of the practice managers were changed. As of September 2018, the internal legal act "Procedures for Qualification Practice" was updated. On the other hand, the analysis of the practice in 2018/2019 highlighted the need for a review of the qualification practice programmes and in 2019/2020 it became a priority task for the study division, which was completed in October of 2019.</p> <p>2. PROJECTED SURVEYING OF STUDENTS is made - to obtain information from various viewpoints on the ongoing processes at the College:</p> <p>2.2. after each course of study;</p> <p>2.3. after practice of each qualification;</p> <p>2.4. in the adaptation process, each year;</p> <p>2.5. Assessment of the course paper development process - each year.</p> <p>These data are collected, summarized and analysed at the meetings of the departments, solutions are being sought, corrective actions are identified in existing processes, internal laws and regulations are changed. For example, the lecturers are presented with the common conclusions at the meetings of the departments. The head of the department meets individually with those lecturers, regarding which several students have commented. The lecturers shall clearly state the situation in writing and take a decision on the way forward.</p> <p>We have also implemented an assessment of interpreted learning outcomes - from the perspective of both students and lecturers. In the event of a gap in the assessments, the lecturer evaluates the situation and plans the further activities.</p> <p>In the surveys of each study course, we shall identify and analyse issues related to the achievement of study results, the methods used by the lecturer, the interaction between them. The effectiveness of teaching work is highlighted.</p> <p>3. INTERVIEWING/NEGOTIATING STUDENTS (oral) — To explain the processes, prevent/reduce student tension at the beginning of/during the study process in order to act swiftly:</p> <p>1.1. challenges to the study process, uncertainties, particularly in September, October;</p> <p>1.2. suggestions for improving the life of students - during the academic year.</p> <p>Given that all groups have a single building and that the number of students is not high, we use the opportunity to establish a relationship of mutual trust. This method is applied on a regular basis, mainly practised by the Deputy Director in the field of studies and by the Head of department in order to find contact with students in order to investigate the situation from the point of view of students. Students acquire practical communication skills - gather information, formulate a thought, express clearly, understandably, debate, take/do not take a different view, act in non-standard situations (social skills are being developed). The administration, meanwhile, is gaining information for reviewing the processes.</p> <p>4. In order to get a complete picture of the study process, THE PLANNED SURVEYING OF LECTURERS is carried out at regular intervals:</p> <p>4.1. "Support for achieving the expected results of the study course" – at the end of August and at the beginning of September – to find out what information, educational, practical, material – technical support is needed for teachers. The Deputy Director in the field of studies compiles information and organises support – lessons, courses, contacts with the head of the keeping unit regarding the necessary provision;</p> <p>4.2. "Materials - technical provision for achieving the intended results of a study course" at the end of the academic year;</p> <p>4.3. "Adaptation" survey: for young teachers in September; the young lecturer chooses which adaptation measures he needs;</p> <p>4.4. "Sector-linking": the questionnaire is completed throughout the academic year in order to reflect outgoing lessons and activities, which link the course presentation to the industry when meeting in a real working environment with its representatives; arrangements for organising and reporting outgoing lessons have been established;</p> <p>4.5. "Development of professional qualifications" - the questionnaire is completed throughout the academic year, so that the lecturer and the supervisor have in one place aggregated information on the professional development of lecturers and the support provided by the College.</p> <p>5. Planned surveys of students CONDUCTED BY THE SELF-GOVERNMENT of students - at least 1 time during the academic year, to identify and address the needs of students at the College; usually, proposals related to the study process are presented. These surveys are answered at joint meetings – learners and administration representatives.</p> <p>6. INDUSTRY representatives express their views when meeting in exam commissions, training seminars, completing proficiency practice assessment questionnaires, conferences organised by the college, meetings updating programmes, meetings and of the convention and college boards.</p>
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6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>The College has developed a quality management system, such as systematic, structured and permanent process planning, their implementation, monitoring, measuring and future corrective action, identifying and implementing improvements (Deming circle).</p> <p>Internal laws, mechanisms have been developed, measures are being taken to ensure that the content, learning and teaching facilities and equipment of college programmes are consistent with strategic and tactical objectives, so that action meets standards at national and European levels of a single higher education area (developments in the Bologna process).</p> <p>The College QMS is implemented in three directions:</p> <ol style="list-style-type: none"> 1. Management. 2. Basic activity. 3. Support. <p>The continuous development, perfection and operational effectiveness of the course of study shall be determined by:</p> <ol style="list-style-type: none"> 1. The internal regulatory framework and the QMS, which provide for continuous, targeted planning: <ol style="list-style-type: none"> 1.1. monitoring of existing study programmes; 1.2. planned updating of study programmes; 1.3. updating study courses; 1.4. the professional development of staff, the exchange of academic experience; 1.5. the collection, summarizing and analysis of reliable data; 1.6. infrastructure, materials - technical provision in line with trends in industry, field. 2. Follow-up to the ESG and the external laws and regulations at national level: legislation, policy documents, legislation. 3. Bilateral, supportive cooperation with industry. 4. Mechanisms for attracting interesting, future students.
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II - Description of the Study Direction (1. Management of the Study Direction)

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

Increasing the country's economic growth, productivity and competitiveness is based on efficient entrepreneurship provided by high-quality professionals in various sectors of the economy. The development plan "Latvia 2030" sets out one of the goals for successful development of Latvia - "Labour Productivity Improvement". While labour productivity is increasing, the country's overall competitiveness is decreasing in recent years. As Professor Inna Steinbuka [Inna Šteinbuka] stated in her monograph "Productivity Improvement: Trends and Future Challenges": "The reasons for these trends are complex - there is a shortage of qualified professionals..., the academic environment could more actively cooperate with industry, and there is a lack of private sector investment in workforce training." According to the GCI (Global Competitiveness Index), as stated in Latvia's Sustainable Development Strategy 2030: "Latvia is still among countries which economy is driven by productivity rather than innovation." Public education institutions contribute to the development of qualified workforce by developing the field of professional study programmes (analysing Innovation Union Scoreboard 2015, Latvia has comparatively higher achievements in human resources development compared to other European Union countries: number of citizens with higher education, the number of young people with highest level of secondary education). All preconditions and conditions have been created in Latvia for the preparation of specialists of the 4th level of vocational qualification (level 5 of the European Qualification Framework).

As the energy efficiency improvement of buildings is actively pursued in Latvia and more and more apartment owners want their property to be kept clean and the value of the buildings does not decrease, the College sees as a promising education field the preparation of building managers in the first level vocational higher education study programme "Real Estate Management" (qualified professionals able to manage residential and non-residential buildings, manage and control subordinate employees, manage the operation of buildings, as well as documentation, work arrangements, etc.).

The necessity and importance of establishing and implementing the first level vocational higher education study programme "Real Estate Management" at Jekabpils Agrobusiness College is justified by the fact that quality building maintenance and management plays an important role in the Latvian economy. Real estate management includes the maintenance and preservation of one of the largest assets in Latvia - the housing stock, its utilities and its functionally owned land - in the required quality, providing sanitary, technical maintenance and management of buildings and territory. Real estate management includes not only specific repair works, cleaning services of buildings and structures, but also financial-legal services that are connected to it. One of the most important aspects is also long-term planning, which involves large investments in construction and the saving and attraction of the necessary cash resources. Real estate management also includes the provision of utilities, therefore the issue of availability of these services and efficient use of resources is topical. Important is also waste management, which involves meeting certain environmental requirements.

Real Estate management covers many sectors of the national economy, forming a certain revenue expenditure structure, thus contributing to the Latvian economy, while certain processes in the development of the national economy also have a significant impact on the real estate management and administration sector.

Real estate management is a specific service that requires a good understanding of industry regulatory framework. By concluding maintenance contract, the manager assumes responsibility to the building owners for the performance of the maintenance task assigned to him in accordance with the laws governing the sector, the provisions of the Civil Law and the maintenance agreement.

Intelligent property management - means that we live in a clean environment and the property retains value in the long run by providing long-term management.

The study process at our college corresponds to the growing demand for well-educated real estate management professionals as the state's promotional and leadership role in the industry continues to decline. Therefore, in the foreseeable future, there will be a demand for qualified, certified real estate management professionals who are familiar with the complex nature of their field.

In Latvia several higher education institutions and colleges are implementing 1st level vocational higher education programmes, by mastering them is possible to gain 1st level vocational higher education and qualification of building manager.

Table 2

**“Real Estate Management” study programme
comparison with other Latvian higher education programmes.**

	Jekabpils Agrobusiness College	Law College	Riga Technical University
Programme name	Real Estate Management	Real Estate management and maintenance	Real Estate management
Qualification to be awarded	Building manager	Building (Real Estate) manager	Building manager
Duration of studies:			
Full-time studies		2 years	2 years
Part-time studies	2.5 years	2.5 years	2.5 years
Amount of credit points	80 CP	80 CP	80 CP
Volume of general education courses	20 CP	20 CP	20 CP
Volume of field courses	36 CP	36 CP	36 CP
Practice	16 CP	16 CP	16 CP
Qualification Paper	8 CP	8 CP	8 CP

Comparing the study programme “Real Estate Management” of Jekabpils Agrobusiness College with the programmes of other higher education institutions and colleges in Latvia, it can be concluded

that the duration of the “Real Estate Management” programme in Latvian higher education and college programmes is also 2 years full time and 2.5 years part time studies. The scope of the programme is 80 CP, the qualification level to be acquired - European Qualifications Framework (EQF) and Latvian Qualifications Framework (LQF) level 5, Latvian vocational qualification level 4, qualification - real estate manager, building (real estate) manager.

Comparison of the study programme “Real Estate Management” of Jekabpils Agrobusiness College with the study courses of Riga International School of Economics and Business Administration and Riga Technical University

Jekabpils Agrobusiness College	Law College	Riga Technical University
Study course	Study course	Study course
General electrical engineering	-	Electrical equipment and electrical engineering
		Electrical engineering and electronics
Psychology of business relations	Communication psychology	Organizational Psychology
Fire safety and civil protection	Fire safety and civil protection	
Ethics and etiquette in business	Business ethics	Ethics basics
		Business Etiquette
Microeconomics	Microeconomics	Real estate economics
Macroeconomics	Macroeconomics	
Mathematics for economists	Mathematics for economists	Mathematics
		Mathematics for economists
Professional English	Business communication in foreign language	Business English
Professional German	-	Business German
Statistics basics	Mathematical statistics	Statistics
Technical drawing basics	-	Technical drawing basics
Environment and labour protection	Work safety and safety equipment	Labour protection
		Ecology management
Regulatory framework of real estate management and maintenance	Legal aspects of building maintenance and management	Building Law and Building Regulations
		Legal basics of real estate and movable property
Energy efficiency, energy audit of the building	Energy efficiency and energy audit	Energy efficiency in building maintenance

European real estate management law	-	European law
Evaluation of the structure of buildings, technical condition of buildings and structures (course paper)	Life cycle of the housing	Evaluation of technical condition of buildings and structures
		Evaluation of technical condition of buildings and structures (Study project)
		Evaluation of building structures
Engineering communications service, maintenance	Engineering communications	Engineering communications of the real estate
Construction planning, organization and construction business	-	Construction basics and construction products
Information technology in speciality	Information technology	Computer science (basic course)
	Real estate management technologies	Computer science for economists
Real estate insurance	-	Real estate insurance
Tax system basics	-	Real estate and taxes
Project development and presentation	Project management	Project management in the construction business and real estate maintenance and management
	Presentation skills	
Commercial Law and Labour Law	Commercial and Labour Law	Commercial Law
Management (including human resource management)	Management	Business management
	Human Resource Management	
Commercial calculations in real estate maintenance and management	-	Commercial calculations in real estate maintenance
Real Estate management and maintenance (Course paper)	-	Organization of real estate management and maintenance
		Real Estate management and maintenance (Course paper)
Computerized record keeping	Record keeping in speciality	Record keeping and correspondence
Real estate market and advertising	Marketing	Real estate marketing
Economic activity and financial analysis	Investments in real estate	Economic and financial market
Accounting	Finance system basics	

Practice 1 - Engineering communications, real estate maintenance Practice 2 - Real estate management	Practice - Engineering communications, real estate maintenance Practice 2 - Real estate management	Practice
Development and defense of qualification paper	Qualification Paper	Qualification Paper
Course paper: "Evaluation of technical condition of buildings and structures"	Commercial activity	Course paper: "Evaluation of technical condition of buildings and structures"
Course paper: "Real estate maintenance and management"	Quality Management	Course paper: "Real estate maintenance and management"
	Research methods in economics and business	Business Russian

Comparing the study programme of Jekabpils Agrobusiness College with the study programmes of the College of Law and Riga Technical University, it can be concluded that the programme of Jekabpils Agrobusiness College corresponds most closely to the programme of Riga Technical University. Our programme includes additional study courses or parts of the study course: technical drawing basics, general electrical engineering, evaluation of technical condition of engineering structures, buildings and structures, practical aspects of construction business, construction planning and organization, European Law in the field of real estate management, two professional foreign languages. Some course programmes have different names, but overall the programmes are similar in content. The programmes are based on the requirements of the basic standard, and the College's programme also includes the provisions of the revised profession standard.

The relevance of the programme content allows college students to move to a similar programme at another university or college. The programme is coordinated with the prospective institution of further education - Riga Technical University, providing the college graduates with the opportunity to continue their education at the second vocational level, bachelor's vocational programme.

Comparison of the Real Estate Management study programme with the study programmes of Zittava/Görlitz University in Germany and Karlstad University in Sweden

Jekabpils Agrobusiness College		Zittava/Görlitz University in Germany		Karlstad University in Sweden	
Study course	ECTS	Study course	ECTS	Study course	ECTS
General electrical engineering	3	Construction physics	4		
Psychology of business relations	3			Consumer behaviour	9
Fire safety and civil protection	1	Real Estate appliances, measurements	7		

Ethics and etiquette in business	3			Ethics and sales technologies	6
Microeconomics	3	National economy basics	2	Economics and Real Estate	9
Macroeconomics	3	Macro-theory	2	Economics and Real Estate	
Mathematics for economists	3	Financial mathematics	8		
Professional English	2	Foreign language	8		
Professional Russian	2	Foreign language			
Statistics basics	2	Population and economic statistics	6		
Technical drawing basics	1	Construction statistics	6		
Environment and labour protection	1.5	Premise arrangement, land and regional planning, urban construction	6		
Regulatory framework of real estate management and maintenance	3	Real Estate law basics	2	Real estate with an introduction to commercial law	15
				Lease law	3
Energy efficiency, energy audit of the building	1.5	Construction equipment III	4	Real estate evaluation	6
European real estate management law	1.5	Residential property management rights	2	Real estate law	15
Evaluation of technical condition of engineering structures, buildings and structures (course paper)	4.5 +1.5	Valuation method	4	Property technical evaluation	12
Service, maintenance of engineering communications	3	Real estate maintenance	4	Introduction to real estate management	3
Construction planning, organization and construction business	1.5	Construction structures	6	Basic building structures	12
				Construction supervision and renovation	3

Information technology in speciality	3	Informatics basic course	4		
		Database management systems	2		
Real estate insurance	1.5	Economic and order policy	2		
Tax system basics	3	Real estate taxes	2	Real estate tax legislation	15
		General taxes	2		
Project development and presentation	3	Selection of investment programmes	2	Introduction to project management	6
				Real estate management/maintenance project	6
Commercial Law and Labour Law	3	Rental rights	2	Real estate law	
		Intorduction to Civil law	2		
Management	3	Management basics	4	Business administration	6
				Property management	
Commercial calculations in real estate maintenance and management	3	Construction cost determination/calculation	4	Financial and management accounting	18
Real Estate management and maintenance	3 +3	Apartment management	6	Introduction to real estate management	3
				Service management	6
Computerized record keeping	3	Human resource management	4		
Real estate market and advertising	3	Real estate financing	4	Real estate marketing	6
		Marketing	4		
Economic activity and financial analysis	3	Business management basics	6	Corporate Finance	6
Accounting	3	Accounting	9	Financial and management accounting	18

Practice 1 - Engineering communications, real estate maintenance Practice 2 - Real estate management	24	Practice	Practice	6
Development and defense of qualification paper	12	Qualification exam	Qualification project	15
		Financing and investment	4	

Comparing the college study programme “Real Estate Management” with programmes of universities and colleges of other countries, it can be concluded that the duration of the real estate management programme abroad is 4 or 3 years for full-time studies due to higher credit points.

Studying the study programme “Apartment and Real Estate Management” of the Faculty of Economics and Economic Engineering of Zittau/Görlitz University (Germany), it can be concluded that the duration of studies is 8 semesters, the volume is 240 (ECTS CP). The study process combines the construction, legal, economic and real estate management content.

The first three semesters of this programme provide basic studies. From 4th to 7th semester vocational studies are organized, during which 5th semester is a practice time. During the 8th semester students develop and defense the thesis.

During basic studies students acquire knowledge in real estate and construction engineering in business and economics. Basic studies can be deepened with optional study courses and practice. In-depth study courses: apartment and real estate financing, technical construction, real estate appraisal, wood, metal, concrete masonry, construction, building management or maintenance of historical monuments, use of geographic information systems.

After eight semesters, by passing the Qualification Exam, the student gains a diploma in economic engineering. Job opportunities for graduates: work in real estate agencies, on behalf of contractors and project developers, valuation, engineering offices, real estate research, business consultancy, public administration, mortgage banks, savings banks, building and apartment boards, housing associations, apartment managers' associations.

Graduates are in high demand in the labour market, as specialists have acquired knowledge in construction, architecture, planning, financing, cooperation with banks.

Exploring Karlstad University in Sweden's Real Estate Management programme, it aims to prepare students for a professional career in real estate. This requires a multidisciplinary approach - knowledge of economics, law and construction, for example, it is essential to understand and solve problems arising in various professional real estate situations with banks, real estate companies, real estate agencies, real estate consultations, state and municipal institutions. The structure of the programme focuses on real estate and its management, so that students are competent in different real estate areas when fulfilling different tasks. Students' communication skills are being improved through working in small groups, one with another, intercultural communication and presentations to help students find job. The University offers a full-time bachelor's programme, a special course acquiring an optional specialization that can also be studied abroad. The programme includes 180 ECTS credit points,

The following study courses are included in the programme - introduction to real estate

management (1CP), financial accounting (7CP), marketing (7CP), real estate (15CP), economics and real estate (9CP), construction technology basics (12CP), business management in real estate companies (9CP), real estate tax law (15CP), real estate valuation (9CP), business finance (6CP), business management methods (9CP), ethics & sales technology (6CP), real estate law (15CP), property technologic inspection (12CP), business administration (management) practice (6CP), evaluation in real estate maintenance (15CP), bachelor thesis in business administration (15CP).

Optional study courses: service management and real estate (6CP), development of intermediary services in real estate maintenance (6CP), real estate maintenance (12CP).

Real estate in Sweden is worth billions and needs to be managed. Future Employers: owners, property consulting agencies, real estate agencies, state or municipal companies. Graduates of the programme receive a Bachelor's degree in Business Administration. This diploma gives the right to register with the Swedish Board of Real Estate Supervisors and to continue the studies for a Master's degree in Business Administration.

Evaluating the programme implemented by Jekabpils Agrobusiness College and the comparative Latvian and foreign vocational study programmes in terms of content, duration of study and credit points, it can be concluded: foreign higher education institutions have a higher number of credit points, study programmes are more extensive, and there are no opportunities to acquire first-level vocational higher education. In Latvia, the implementation of the study programme "Real Estate Management" of Jekabpils Agrobusiness College is longer in part-time studies (2.5 years) than in College of Law, and also the form of implementation differs. Our programme includes all standard study courses that provide the appropriate professional competencies, required skills, and required knowledge at the conceptual, understanding, or application level, our programme consistently adheres to the requirement that the proportion of practical works is relatively high, as it provides the practical competencies necessary for qualified real estate managers. The study courses of the vocational part of the JAK programme are similar in content to the programmes implemented abroad, thus ensuring the possibility of comparing the courses. The main groups of study courses are the same - e.g. economics, law, management, construction engineering, building structures and real estate financing. All programs include practice.

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

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

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

Tasks:

1. Provide education relevant to the latest trends in the development of economic sectors and research-based education.
2. Manage the acquisition of knowledge and the development of skills and competences in accordance with the descriptions of descriptors of the Latvian/European Qualifications

Framework (Level 5) and the standards of the relevant professions (vocational qualification Level 4).

3. Develop civil participation skills and patriotism.
4. Ensure the quality of the study process in conformity with the standards “Standards and guidelines for quality assurance in the European Higher Education Area” (ESG) and Latvian policies and regulatory enactments.

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

Jekabpils Agrobusiness College offers two study programmes in the study direction “Management, Administration and Real Estate Management” - “Commercial activity”, “Real Estate Management” - part time studies; and one study programme “Commercial activity” - full-time studies.

The development of the study programme “Real Estate Management” is justified from the point of view of the interests of the Republic of Latvia, because according to its objectives it promotes education of specialists who meet the requirements of the labour market and personality development. There is a growing demand in the Latvian labour market for specialists who are not only qualified in a particular profession, specializing in a particular field, but who also have extensive knowledge in various management issues. This is particularly important in the situation of the planned shortage of modern skilled labour in Latvia. The study direction and study programmes are fully integrated into the Latvian higher education system and the Single European Education Area, providing for the training of suitably qualified specialists.

The first level vocational higher education study programmes correspond to the mission of the Jekabpils Agrobusiness College stated in the development strategy - to offer students the opportunity to study closer to their place of residence by acquiring the 1st level vocational higher education provided in the national legislation. Developing the College's strategy for the next period, evaluating the current situation, we have come to the conclusion that there is a need to move from a local to a larger territorial scale in terms of attracting students (further implementation of the study programme “Commercial activity” is not planned).

The study direction corresponds to the aim of the College's development strategy - to strengthen the status and position of the first-level vocational higher education institution so that college graduates are competitive in the Latvian and EU labour market and prepared for continuing education at a higher level. The realization of the study programme ensures continuity of education levels and the principle of lifelong learning, enabling those interested to continue their education throughout their lives. The College's positions in training young professionals are solid: quality management is focused on student-centred study process and study programme content compliance with labour market requirements, study course content is revised at the beginning of each academic year according to the trends of national economy and science development, lecturers' education corresponds to requirements and professional development is performed on regular basis, the results of the final state examinations are good and excellent, the material and technical provision for the implementation of the study course content is in line with the time trends.

The development of the study direction shall be ensured by:

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

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

Strengths:

1. Academic knowledge of academic staff, experience.
2. Professional activity of academic staff in the sector.
3. Regular professional development of academic staff.
4. Quality management of the study process: regular monitoring, analysis, optimisation.
5. Cooperation with industry representatives.
6. Outing lessons, lectures for students.
7. Materials - technical provision for the development of study and non-study activities.
8. Results of national final examination.

Weaknesses:	Further action
Different level of preparation of students when starting their studies.	Introduce preparatory courses in August for students before commencing their studies.
Sometimes low level of motivation for study.	Regularly explain the course of the study process, the learning outcomes to be achieved, continue self-evaluation, to achieve 100% familiarity with the College's internal regulatory framework, continuation of tutor cooperation with students.
Number of students	Implement a College Publicity Event System; to evaluate it. Extend the scope of publicity measures.

English knowledge of the staff.	Increase lecturers' involvement in College offered activities (projects: career education, lifelong learning, ERASMUS + projects; partner activities; English language training; guest lectures, etc.)
Lack of distance learning programmes.	Get acquainted with the experience of colleagues in organizing distance education. Develop a plan for the implementation of distance learning programmes.
Ageing academic staff.	In the second half of each academic year, conduct a lecturer survey on the workload of the next academic year. Collect information and talk to industry representatives who would like to be involved in academic work.
Options:	Further action
Expand cooperation with industry representatives.	<ol style="list-style-type: none"> 1. Activate collaboration: <ol style="list-style-type: none"> 1) arranging face-to-face guest lectures; 2) providing video lectures (also in foreign languages); 3) conferences on applied research; 4) order of research; 5) work in college council; 2. continue to attract in study programme/ course for updating, qualification practice and defense process.
Expand the range of partners abroad.	Make it one of the priorities of the next academic year. Start implementation and continue.
Use the freedom of study for students to listen to lectures in other higher education institutions.	Inform students in person. Develop an internal regulatory enactment to regulate this process.
Development of applied research in cooperation with industry companies and organisations, municipalities through college experience and integration.	Continue the previous step by expanding, activating.

Threats:

1. Insufficient provision for public funding for recruitment of professional and prospective

lecturers.

2. Demographic situation in the state.
3. Solvency of population for education.
4. The outflow of young people to EU countries.
5. Political decision in the country on the reorganisation/winding-up of higher-level vocational education institutions.

The report on the implementation of the plan was presented annually in self-assessment reports and in the Annual Report (Annual book).

The development plan for the direction of study in college will be drawn up on the basis of the Strategy, which will be developed at College in 2020.

Priorities for the next period (project):

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

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.

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

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

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

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

At the level of the study part, management shall be performed by the methodical board. In the field of studies, the Deputy Director in the field of studies, who is also the head of the methodical board, also an expert on administrative and quality management matters, shall monitor the consistency of the direction of studies and regulatory framework, and shall ensure a relationship with the highest level of management, as well as curators and the self-government of students. The methodical

board shall also consist of department leaders - experts on methodological, research, organisational matters and shall provide links with lecturers (both elected and guest lecturers) and programme leaders. The secretary for recording of the study division shall be an expert in his/her field of activity, shall be a guest lecturer and shall provide a connection with students and lecturers in accordance with their duties. The methodical board shall comply with the decisions of senior management, perform the necessary corrective actions in the study division, perform the planning of study division within the academic year, accept the work plans of the departments, perform supervision and operational activities. *For example:*

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

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

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

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

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

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

1. Appointed another Director in 2017.
2. Renewed position of Deputy Director in the field of study in 2017/2018.
3. Another deputy director in the field of upbringing started work in 2018/2019.
4. A quality management system is in place, followed by all parties involved.
5. The College study division took a more rapid course on process development based on the ESG.
6. The Administration shall participate in educational seminars (e.g. "Effective Governance of Vocational Training Institutions and Development of Personal Competencies", "Support for the fulfilment of the requirements of the EQAR Agency", workshops on "Academic

Honourability and Ethics in Higher Education”, “National Coordinators for the Implementation of the European Programme for Adult Education”, conference “For a Decent Work in Higher Education” for teaching staff of educational institutions in Latvia, organised by LIZDA in cooperation with the subcommittee of the Saeima Education, Culture and Science Commission on Higher Education, Science and Innovation, during the 4 discussion cycle “Higher Education Management: the courage to change European Union Structural Fund investments for strong universities in Latvia”).

7. In a scientific and practical conference, the lecturers and other listeners were presented on:
 - The role of the Bologna process in the development of modern higher education;
 - The alignment of the Latvian Qualifications Framework (LKI) and the European Qualifications Framework (ENI);
 - regarding the levels of professional qualification of Latvia.
8. the lecturers were educated about:
 - the results of studies, planned/achievable and understood, both on the student's side and on the lecturer's side;
 - the planning of the results of studies in study course programmes.
9. In attracting learners, the academic staff carried out the update of internal regulatory enactments regulating core activities so that internal quality management processes comply with ESG, Latvia's external regulatory enactments: legislation, policy documents, legislation.
10. A quality management system for the part of studies has been developed and implemented.
11. There are qualitative changes in the composition of lecturers (*see Appendix 17*):
 - the number of lecturers with an academic master's degree has increased (this curve is up throughout the reporting period in 2014/2015 — 18, 2019./20.g. - 24);
 - 1st College lecturer has obtained a scientific doctoral degree in 2018 and 2 College lecturers are phd. students (up to 2018 there was only one guest lecturer with doctoral degree);
 - the number of teachers with higher vocational education has increased (2014-2015-4, 2015-2018 - 3, 2019./2020 - 5) because, when providing vocational training, we focus on guest lecturers coming from the sector. These colleagues are encouraged to develop academic careers.
12. In order to improve the effectiveness of the study process, the study form “Take-away lessons” is strengthened, when students meet with industry in a real working environment and know specific processes or procedures. The course statement draws on specialists from the industry who meet with students at College during academic sessions.
13. The results of the defence of qualifications are upward dynamic (*see Appendix No. 33*).
14. Evaluation commissions involve highly qualified academic staff with a scientific lecturer, professionals with long experience in the industry, representatives of the College Administration. Students have the right to invite representatives of self-government or industry representatives of students to defend, in agreement with the head of the department in advance.

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

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

application of these procedures.

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

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

1. At the beginning of each academic year, the methodical board of the section of studies, observing Cabinet regulations regarding requirements, criteria and procedures for admission to study programmes, shall review the internal regulatory enactment "Admission Regulations for the academic year of Jekabpils Agrobusiness College ...", as the external regulatory enactments or internal situation change. Students shall also be invited to the meeting of the methodical board. This is done with the aim of developing social skills, working with regulatory frameworks, and building a trust-and-dignity relationship between the administration and students.
2. The accepted "Reception Rules at Jekabpils Agrobusiness College for the academic year ..." are approved by the College Board, as provided for by the "College Statute".
3. The approved regulations, in accordance with Cabinet Regulation No. 348, "Procedures by which the High School and College shall submit information regarding their activities to the Ministry of Education and Science" shall be submitted electronically to the Ministry of Education and Science by 1 November of the current year.
4. The Admission Commission determined by the College Board and approved by the College Director shall organise the admissions procedure:
 - registration for studies;
 - notification of the competition, the procedures for their conduct and the results;
 - entering into contracts (the regulations to be included in the contract of studies shall be determined by the Cabinet) and immatriculation.
5. The regulatory enactment "Jekabpils Agribusiness College Admission Regulations for the academic year..." provides requirements for applicants.

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

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

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

These processes are divided into 4 steps:

Step 1 "Identification".

Step 2 "Documentation".

Step 3 "Assessment".

Step 4 "Issuing".

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

For example, **the applicant**:

1. *In the identification step at the planning stage:*
 - Obtaining information at jak.lv
 - Getting information by contacting College.
 2. *In the course of the identification step, the Consultant shall be consulted:*
 - the process and requirements;
 - the documents to be drawn up in order to demonstrate the results achieved;
 - how to correctly select and prepare documents;
 - regarding the evaluation process;
 - on possible results.
 3. *In the documentation step during the planning phase:*
 - full acquisition of information and awareness on:
 - process,
 - requirements,
 - content
 4. *In the documentation step in the implementation phase:*
 - recording of study results;
 - search for evidence;
 - arranging the evidence;
 - submission of an application with attachments to the College (submission of copies, presentation of originals);
 - payment (in accordance with the College Charge Services Price List) for the process (payment for additional checks will be made later if the commission decides on the need for additional checking);
 5. *In the assessment step in the implementation phase:*
 - participation in the test;
 - receiving feedback from the commission.
 6. *In the delivery step at the implementation phase:*
 - receipt of a Commission decision on the extent of the results of the studies achieved in credit scores;
 - the name of the study programme or study course in which credits of the results of the recognised studies are credited;
 - adoption of a decision;
 - challenge to the College Director;
 - challenge before the Administrative Court;
 - entering into a contract with the College for immatriculation in a given semester (adding a comparison protocol and an individual study plan with additional requirements);
 - registration of a decision in accordance with the procedures specified by the College.
- Until 2020 there have been no requests in college for recognition of competencies acquired outside formal education or acquired in professional experience.

The college regularly carries out and has accumulated experience in recognising the results of studies in previous education:

Table 3

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

Example - to see Appendix No.60

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

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

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

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

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

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

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

requirements set out in the professional standard.

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

In the case of participation in scientific research conferences, the student has the possibility of obtaining an additional 0.3 points at the final rating in the qualification exam.

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

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

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

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

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

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

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

1. Test.
2. Individual discussions on the results of the performance of own-initiative work.
3. Presentation of the developed project.
4. Home test.
5. Independent work with developed evaluation criteria.

6. Discussion.
7. Debate.
8. Role play.
9. Report, etc.

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

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

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

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

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

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

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

Conditions for the assessment of the qualification practice report:

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

Conditions for the assessment of qualifications:

1. Content of the qualification work submitted in writing (compliance with the design requirements, including the amount determined; subject matter, study level; relevance of the research methods applied to the subject-matter and purpose of the study; quantity of sources used (scientific works, regulatory documents and practice materials), relevance to the subject and the purpose of the work, quality of the study; full and effectiveness of its application efficiency; presentation of clarity, transparency and comprehensiveness; details

and justifications of the conclusions and proposals made, practical feasibility of the work being developed, etc.).

2. The content of the student's report on the most important sections of the qualification paper.
3. The student's answers to the questions raised, the ability to base his or her conclusions and proposals.
4. Notes made in qualification work reviews and recommended grade.
5. At the end of the acquisition of the programme, a national examination – a qualification examination, which is assessed in the 10-point system and the part of which is to defend the qualification paper.
6. A first-level vocational higher education diploma shall be awarded by a student who has acquired a study programme and passed a qualification exam, obtaining a score of not less than 4 (“almost average”) points.

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

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

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

In college at the beginning of the academic year:

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

The College, based on the Copyright Law, the Scientist Code of Ethics, the concept of Academic

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

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

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

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

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

The Commission shall take into account:

1. The number, volume and importance of plagiarized fragments in the paper.
2. Previous plagiarisms and other offences committed by the student.
3. Written explanation of the student.

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

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

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

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

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

The Commission decided:

1. *On the basis of the internal rules No 1-8/12 of Jekabpils Agrobusiness College 23.04.2018. "Rules for Control and Prevention of Plagiarism at Jekabpils Agrobusiness College", TO MAKE a note on the findings of plagiarism for the students of Level 1 professional higher education study programme "****" for a full-time study group A *** ***,*
2. **** ***, to make corrections to qualifications by removing plagiarism and sending to the*

Deputy Director in the field of study and continuing training by 14.06.2019. 12.00 for the examination of corrected qualification works in the single computerised plagiarism control system.

3. *The student made the necessary improvements.*

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

In 2018, the college changed the design and structure of the homepage www.jak.lv, enriching content as well. The home page shall be administered by the Deputy Director in the field of IT and distance learning. The content of the information provided by the section of studies shall be the responsibility of the Deputy Director in the field of study and continuing training.

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

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

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

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

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

1. By 2017 On 1 September, the Deputy Director in the field of study and continuing training was recruited, increasing the management capacity to take targeted and planned quality management measures with the Heads of departments. A quality management system was introduced, process management based on quality management principles. Internal legislation (see Appendix No.40) has been targeted and updated at the college, on the basis of the ESG, a European Union-funded project in educational seminars, conferences (e.g. “Effective management of vocational education institutions and the development of staff

competencies”, “Aid for the fulfilment of the requirements of EQAR Agency”, “National coordinators for the implementation of the European Programme for Adult Education”, “Academic Honourability and Ethics in Higher Education”, during the discussion cycle “Higher Education Management: Course to Change the Investment of European Union Structural Funds for Strong Higher Schools” in Latvia, the information and experience of colleagues, as well as the conclusions resulting from monitoring and proposals made by students and academic staff, obtained by the conference “For a Respect Work for Higher Education Institutions in Latvia”:

2. For each academic year, starting from 2018/2019, priority actions shall be identified, implemented, monitored, analysed. At the end of the academic year, an assessment is carried out, self-assessment is prepared, with 2017 – Annual book report.
3. Within the scope of college lifelong learning, one of the lines of action is defined as “Professional development of staff”.
4. In the audience of lecturers, questions were raised about the framework structures of Latvian and European qualifications (Level 5 descriptors), the principles of student-centred higher education, the orientation of the study process on learning outcomes and the underlying processes at College, the graduation of knowledge by level – in terms of perception, understanding, application, academic honesty in the study process, etc. The lecturers were presented with the term “understood study results” on the part of the lecturers and on the part of the students. Lecturers measure the understood study results not only at the end of the course, but also at the time of the course presentation. In cases where the gap between the understanding of the results of studies on both sides is “large”, additional analytical measures shall be taken.
5. The lecturers reporting system was optimized so that one information should not be duplicated in more than one document, e.g. in the “Linking to Sectors” table, the lecturers reflects only the same organised activities targeting students. But in the “Development of professional qualifications” table, the training activities visited by the lecturer. At the end of the academic year, this table is printed and added to the Annual Report of the Lecturer's Work and not duplicated again.
6. Students' Contracts with the College include a requirement to participate in annual college scholarly research conferences when developing research and presentation skills.
7. The form of study – outing lessons – defining specific requirements and reporting types for outgoing lesson organisers and students, as well as for students who do not take the opportunity to familiarise themselves with the chosen profession or sector in the working environment.
8. An “Adaptation” questionnaire was introduced for young teachers and for all teaching staff: “Aid for the implementation of the study course” and “Materials – technical provision for the implementation of the study course”.
9. Increased attention is being paid to young lecturers, especially those who are not educators. Individual and additional group lessons are organised in the fields of quality training, IT skills development and work in the Mykoob system.
10. Teaching working places more emphasis on methodological working groups (e.g. only accountancy or informatics study teachers, etc., when specific issues are to be addressed).
11. A planned update of programmes is introduced every 3 years, in cases where the update has not been proposed by internal/external entities.
12. Quality is seen as a result of interaction (between students, teaching staff and the learning environment).

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

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

The College, while ensuring uniform quality management, has approved the “Procedures for the Development, Approval and Update of the Study Programme”

(<https://jekabpils.jak.lv/uploads/files/cv/study-programme-development-approval-and-renewal-procedure.pdf>).

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

1. The College has a recent experience in developing and licensing a new study programme – the “Programming and Computer Networking” study programme was licensed in October 2018.
2. At the beginning of each academic year, study leaders update their study programmes: reviewing the results of studies to meet the standard of occupation (level 4) and LKI/ENI (level 5), topics, information sources. As a general rule, lecturers make major changes to the study course following informational or professional training activities in departments/outside College, providing the most up-to-date information on higher education trends at national or international levels.
3. The administration, during meetings with students or self-government of students, industry representatives, invites to give their vision/ recommendations for the implementation of study programmes/ courses. When contacting the Qualifications Paper Assessment Commission, the current version of the programme is sent electronically with the request to submit the proposals on the programme updates.
4. Lecturers invite students who are already working in the field to express their suggestions on the topics or topic content, the content of the study programme to be included in the study course; this method has been recognized as effective and recommended for all lecturers at the department meeting.
5. In the absence of internal or external proposals, the updating of the study programme shall be carried out every three years. In September and October 2019, the College is scheduled to update the programmes of “Management, Administration and Real Estate Management” and “Economics” study directions.
6. When updating the programme, a working group is created, the head of the programme is determined. Students (active and graduate), industry representatives, staff are involved. The results of studies to be achieved are reviewed at the level of programmes and study courses (mapping is being developed), study courses and topics within them, the evaluation system (criteria, methods), the discussion of empirical and practical student pressures, the revision of the qualification practice programmes.
7. During the academic year, meeting several times with industry (e.g. *The College Applied Studies Conference, study orders from industry, defending course jobs, defending qualifications/works, scheduled/unplanned appointments; as well as when electronically sending information on the progress of the examination to the Qualification Examination*

Board, the study programme is attached with the request for suggestions on how to improve it, etc.) accrues the views expressed and the working group on updating the programme is presented to them.

8. The internal regulatory enactment "Procedures for the development, approval and updating of the study programme" provides that changes to study programmes and study course programmes may be proposed by students, staff, industry or after external audits, evaluation of processes (e.g. in the College box "Proposals for the Improvement of College" in 2019. to extend the subjects of study courses to the "Accounting and Finance" programme, this issue is addressed immediately in the process of updating the programme planned for autumn).
9. At the end of each course and academic year, the Head of department shall organise graduate surveys, which shall also have the possibility of making proposals to improve the programme. The results of the surveys are examined, analysed at the meetings of the departments, presented conclusions and proposals.
10. In the absence of internal or external proposals, the updating of the study programme shall be carried out every three years. In September and October 2019, the College is scheduled to update the "Economy" and "Management, Administration and Real Estate Management" programmes.
11. When updating the programme, a working group is created, the head of the programme is determined. Students (active and graduate), industry representatives, staff are involved. The results of studies to be achieved are reviewed at the level of programmes and study courses (mapping is being developed), study courses and topics within them, the evaluation system (criteria, methods), the discussion of empirical and practical student pressures, the revision of the qualification practice programmes.
12. During the academic year, meeting several times with industry (e.g. College applied research conference, research orders from industry representatives, course paper defense, qualification practice/ paper defense, scheduled/ unscheduled appointments) the expressed opinions are collected and presented to the programme revision working group.
13. The updated Programme shall be considered at the meeting of the departments; approved by the Methodist Board with the participation of the Director, voting by the members of the methodical board and by the Director (the vote of the Director shall be decided on equal votes by the parties). The updated programme shall be approved by the College Board
14. Students and lecturers are presented with changes to the programme in writing using e-mail; the current version of the programme is placed on the home page of the College and college's internal file sharing server "ROZE".
15. After updating the programme/making changes, the Head of department shall, within the next academic year, carry out the planned thematic monitoring by organising discussions, meetings, surveys, etc. with lecturers and students.
16. The development of new programs at College is carefully planned and weighted, and it should be noted that at College, in parallel, education programmes are carried out in two stages (so licensing and accreditation processes are common, which requires additional staffing and financial contributions).

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

respective examples.

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

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

1. Procedures for the circulation of documents in the Jekabpils Agrobusiness College Proposals Box No. 1-7./37, 27.12.2018, published to registered users in jak.lv/ have been developed.
2. The college foyer has a “Proposals for College Performance” box in which anonymous/signed proposals, critical remarks, complaints about the study process in general or individual processes, procedures, individuals may be placed on paper (*e.g. an anonymous author suggested that the study be extended to topics in September 2019. viewed by the Methodist Group of the Economic Department, the solution was sought and found*).
3. For the provision of the representation of the rights and interests of students, an institution - the self-government of students has been established at the College. The internal regulatory enactment “The By-law of the Self-government of students”, which governs its activities has been developed and approved (<https://jekabpils.jak.lv/uploads/files/nolikums-stud-studejoso-pasparvalde-.pdf>). The self-government of students shall be informed of the objectives, functions, powers of its activities. It periodically updates the issue of using a box to increase the effectiveness of the study process by placing a message on the INFO bench in the hallway on the 1st floor; on the basis of the internal arrangements “Procedures for the circulation of documents in the proposals box of Jekabpils Agrobusiness College”, takes part in this process – opening the box, examining the contents, providing feedback link (*e.g. a submission of students has been received regarding the loud sound of a call for classes and the unpleasant sound for the hearing. At the administration meeting, this submission was examined and decided to carry out price research for the development of a new digital call and internal radio network. The deputy director in upbringing work and the groups of educatees of the head of the economic unit shall be informed orally of the decision taken*).
4. On the first day of the academic year, following a formal event, at a joint meeting, the Deputy Director shall present students with their rights, duties at College, and shall present a mechanism for making proposals and complaints (verbally, in writing, anonymously, by signing) to use the “Proposals for improving the functioning of college”. Students are encouraged to use the self-government of students as an expression of their interests and needs, thereby developing the principles of civil positions, the principles of action in life.
5. At the beginning of the academic year, groups of students are filled in by a “PDF – First Day File” which reflects their first impressions on the College (to find out the emotional background of young students and the image of a college on the part of newcomers), asking vague questions (so that the administration, self-government, to focus on the measures to be taken at the beginning of the proceedings), creates an overview of the group (to consolidate the group). The replies shall be prepared, provided by the student self-government, consulted, supervised by the Deputy Director in the field of upbringing.

6. Students shall be informed by e-mail of the annual opportunity of the self-government to meet with the College Director in order to agree on the objectives of the action to listen to the students' representatives in order to jointly increase the effectiveness of the work at College.
7. Students shall be informed, through e-mail, of the possibilities to express their views when writing in e-mail to the director, deputy director, faculty, student self-government or submitting an application to a specific addressee.
8. In cooperation with the association "Jekabpils NGO Resource Centre", the College organised joint activities to develop student citizenship, local patriotism (e.g., in the context of the "Speak to Me Jekabpils" project, representatives of the association met with our students to explore the views of the student youth on Jekabpils' infrastructure and activities for young people in Jekabpils, to listen to proposals; lecture "21st Century – Captured by social media").
9. In addition to the "Latvian Platform for Development Cooperation" (LAPAS), the event in the **"On Humanity" campaign** also took place in College (g. *playing a documentary film, discussions, meeting with decision-makers – young people not only obtained information, developed attitudes, but also expressed their views on life in College and City*).

Conclusions:

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

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

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

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

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

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

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

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

For example, the obtained data is collected (conducted by the head of department or self-government of students) and named and analysed at the departmental meetings (specific names are not mentioned, conclusions are drawn and further action is determined). In academic year 2018/2019 the lecturers, who got negative feedback of the students, are familiarised with the full text of the questionnaire content and the lecturer gives his/her opinion on the expressed remarks; conversation with the head of the department is held - negative features are being identified, the lecturer plans his/her future activities to avoid repetition. This practice will continue in 2019/2020. The obtained results will be compared and it will be defined whether there is any improvement in the quality of the process.

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

Data on the results of state final examinations are collected annually. Lecturers express their opinions by comparing them and taking into account everyday observations. It was mentioned that the knowledge of some applicants is not sufficient for successful achievement of study results, therefore students do not fulfil their obligations to the College and terminate studies or are being exmatriculated. It was decided to organize additional classes during summer for students who apply for studies at the College. As well as the College Council decided: in accordance with Article 4(3)(3)(b) of the Law on Institutions of Higher Education of 02.11.1995, which stipulates that the Institution has the right to determine additional regulations for admission of students, to express the paragraph 15.2 of the internal regulations "Admission Requirements at Jekabpils Agrobusiness College" as follows: "organize written tests for applicants (results not taken into consideration in the admission competition)". None of the applicants applied for additional mathematics classes in the summer. Written diagnostic test has not yet been used.

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

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

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

College's methods of collecting information for monitoring: self-assessment surveys (for the acquisition of qualitative and quantitative data), semi-structured interviews (based on qualitative data), pooling objective quantitative data.

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

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

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

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

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

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

Planned surveying of lecturers:

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

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

Aggregated quantitative data:

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

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

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

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

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

- Quality policy

The quality management system is briefly reflected in the development and investment strategy of Jekabpils Agrobusiness College 2016 - 2020, a general description of it has been developed, a "Manual" has been established,

<https://jekabpils.jak.lv/uploads/files/nolikums-stud-studejoso-pasparvalde-.pdf> has been identified in terms of quality management with those responsible and processes with process owners; the parties involved in quality management are in interaction.

The objectives of the quality management system:

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

Three quality management directions have been identified in the college:

In 1 Management.

In 2 Basic activity.

In 3 Support.

After getting acquainted with the theoretical framework and the experience of colleagues, we consider this standard requirement as a challenge for the future period. The College is interested in establishing quality management system corresponding to modern standards to implement quality assurance policy.

- **Programme development and approval**

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

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

- **Student-centred learning, teaching and evaluation.**

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

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

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

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

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

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

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

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

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

College doesn't have experience in recognition of competencies acquired outside formal education or acquired in professional experience. At the conference in 2019 we got acquainted with the experience of Jelgava University colleagues. The processes are clear from the theoretical point of view

- **Teaching staff**

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

When planning the growth of the College, the main task of human resource development is to develop the English language competence of the teaching staff.

- **Learning resources and support for students**

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

- **Information management.**

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

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

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

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

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

- **Informing the public**

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

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

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

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

At the beginning of each academic year, the lecturer is obliged to update his/her study course programme.

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

- **Cyclical external quality assurance.**

A cyclical college development process is based on accepting the results of previous evaluations and improving performance. Internal quality management shall also be based on the performance of previous assessment recommendations.

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

The external quality assessment process is a major financial burden for a small higher education institution. At the conference in 2019, we got acquainted with the experience of other European countries, where state funding is allocated for these processes.

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

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

The financial provision for the study programmes "Management, Administration and Real Estate Management" includes financing from the state budget and own funds.

No specific funding is received for research.

Financing of the study direction for the implementation of the study programmes
in 2016-2018 (EUR)

Table 4

Financing	2016	2017	2018
State budget funding for the study direction "Management, Administration and Real Estate Management" (without grants)	0.00	20900.00	21878.00
Own funds - tuition fees for the students of the study direction "Management, Administration and Real Estate Management"	3672.00	5508.00	7092.00
Financing total	3672.00	26408.00	28970.00

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

Funding for Self-government of students in 2016-2018 (EUR)

Table 5

Financing	2016	2017	2018
Total revenue of the study process	3672.00	26408.00	28970.00
Financing for the self-government of students	18.00	132.00	145.00
<i>Ratio of self-government of students financing from total study process revenue, %</i>	0.5	0.5	0.5

Further implementation of the study programme “Commercial activity” is not planned. The study programme “Real Estate Management” is implemented in paid part-time studies.

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

In achieving the results of studies, the College plans and implements not only personnel and financial but also methodological and material technical provision. (See *Appendix No.49*)

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

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

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

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

to use Microsoft software for teaching purposes.

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

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

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

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

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

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

The College Library shall support and promote the study process as a whole, carry out the

accumulation, systematisation, cataloguing, librarisation and preservation of printed publications, electronic publications and other documents, and shall ensure the public availability and use of information contained in it for students and lecturers.

Main tasks of the College's library;

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

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

The total area of the premises is 109m², the area of the readers' service premise is 61 m². Premises are accessible for people with movement disorders. Number of places for readers - 12.

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

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

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

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

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

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

At the beginning of each academic year, students and lecturers are presented with the Library's Law, with the possibilities of using the Library Information System Alise, the learning resources available in the College Library. Lecturers update the list of information sources used in their study courses and propose that the college acquire the latest teaching and professional literature. The list of recommended literature shall be reviewed by the librarian and submitted to the college director for approval. In the light of the recommendations of students and lecturers, the addition and

renewal of the Library Fund with professional and educational literature takes place twice during the academic year. The list of purchased literature is presented electronically to lecturers and students, who are also available at the college library's informative stand.

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

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

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

Each year, the material base of the study programme “Commercial activity” is regularly supplemented with the latest study literature in the following study courses: Microeconomics, Business communication, Accounting basics, Corporate finance management, Commercial activity basics, Taxes and Fees, Document Management, Management Accounting, Management basics, Logistics basics, Marketing basics, Marketing Research and Analysis.

The material base of the study programme “Real Estate Management” is regularly supplemented with the latest study literature in the following study courses: Microeconomics, Macroeconomics, Statistics, General electrical engineering, Assessment of the technical condition of construction structures, Computerized record keeping, Building planning, organization and construction business. The Library provides students with the necessary number of books and publications to successfully master study programmes.

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

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

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

The selection and recruitment of college teaching staff shall be carried out in accordance with the internal regulatory enactment on the Law of Academic and Administrative Positions of College (<https://jekabpils.jak.lv/uploads/files/studiju-dala/by-law-for-academic-and-administrative-positions.pdf>). On this basis, a public tender for vacant positions is organised for recruitment. The information regarding the tender is published in the official publication Latvijas Vēstnesis and in the local newspaper. In parallel, the information is placed on a college home page. The list of vacant posts

shall be determined by the College Director and approved by the College Board. In Round 1, the documents submitted by the applicants (CV EUOPASS with annexes) are examined, their compliance with the requirements. The examination shall be carried out by an applicant evaluation commission established by the Director's order. For Round 2, applicants shall submit to the Commission a draft for the implementation of the post (indicate the professional development and the subject of the study, the research plan within the next two academic years).

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

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

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

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

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

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

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

justified.

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

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

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

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

Mechanism:

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

the teaching groups of the department for those who need this subject (e.g. *evaluation of creative works*).

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

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

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

For example:

- *a practical workshop for lecturers at the College on "Non-violent communication – a path to understanding, trust and acceptance. The role of mediation in everyday life. " (4 hours)2019;*
- *2 workshops for academic staff and guest lecturers ("Coffee with a researcher" (research working methods) were organised as part of the academic year 2018/2019, led by Professor, dr.sc.ing. Teilans [A. Teilāns]; "Using teaching methods to promote innovation in an educational establishment" – chaired by Dr Paed, Professor I. Ivanova);*
- *Outgoing to a workshop in Liepaja organised for the lecturers of marketing courses "Not a*

step without marketing!" Developments in modern marketing. Competition: an incentive for development. How do I connect with an audience? A marketing professional himself " 2019;

- *workshop for employees at College "Emotional Intelligence" 2019 (8 hours) – Lecturer L. Zubule [L. Žubule] (34 certificates received);*
 - *Within the framework of the ESF project "Development of the Professional Competencies of Workers" No. 8.4.1.0/16/I/001 since 1 January 2018 15 employees of the College have acquired non-formal education programs ("Personal Data Protection", "Introduction and maintenance of Microsoft 365 services", "Data analysis and reporting"), 1 employee — the "JAVA programming" professional development programme;*
 - *Specially contacted, the National Uniform Communication and Training Activities Programme "Mana Latvija.lv" Do it digitally!" 2019 – 2 seminars "**Digital communication with the country: useful e-solutions in life situations**" - 18 College digital agents (certificates received) were organised;*
 - *practical positive psychology workshop "Maintaining emotional well-being in the workplace. Positive interaction and cooperation "2018;*
 - *for improving the computer skills of lecturers Methodological Day in the field of IT "Spotlight in the field of IT at Jekabpils Agrobusiness College" 2018, a lesson led by a College lecturer;*
 - *"Development of professional competence of vocational education teachers for the implementation of adult education" 2017;*
 - *Practical application of the amendments to the tax law from 2018 2017, etc.;*
 - *individual sessions for young lecturers conducted by the Head of the department in September-October.*
4. Library storage is available for lecturers and general staff representatives. The library also contains the necessary office techniques, paper to prepare the lecturers for lessons.
 5. In the foyer, the lecturers have free access to powerful copier and paper; in the educator room, a printer is provided for the lecturer. The paper may be obtained from the head of the unit at the holding.
 6. At the end of the year, lecturers complete the survey form "Materials – technical provision for the provision of a study course", the information is collected, the purchase plan is established and the provision is made as far as possible (feedback to the lecturers is provided at the August section meeting).
 7. An operational problem solution is in place: lecturers provide information to the head of the farm unit in office 112 and receive an immediate solution (paper, markers, sticky slips, etc.).
 8. Material security (planning, implementation, monitoring, action) shall be the responsibility of the head of the unit in the work of the holding.
 9. A gym is available for all employees.
 10. Joint collective events are organised during the academic year (visits to cultural and historical sites/events, honouring in anniversaries, receiving awards, obtaining an academic/scientific degree, etc.).

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

3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment

of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.

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

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

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

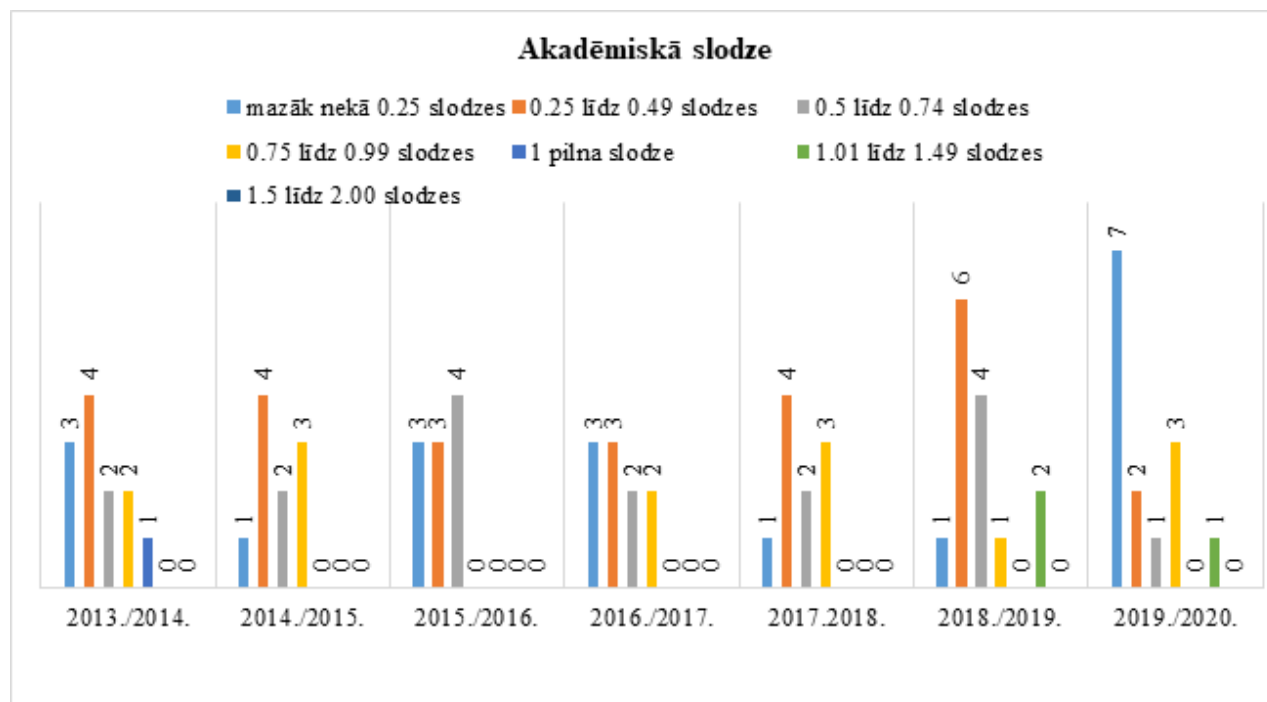
Since 5 November 2018, the College has participated in the project of the Interreg Europe 2014-2020 programme for the Zemgale Planning Region, entitled "Promoting the entrepreneurial awareness of young people by developing competencies, training methods and the business environment" (E-COOL), providing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

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

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

The college financially supports teaching activities organised by teaching students in order to bring

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



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

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

Study implementation of programme “Real Estate Management” in College is 2.5 years (5 semesters). In the second, third year of study, students involves in practice and do not stay in college for a long time. Therefore, the College Administration has a major challenge of including students in college life, providing insight into rights and responsibilities, developing social skills, and achieving regulatory compliance. From the date of entering into the contract of study, students shall be continuously informed of the possibilities of studies and non-studies, of the possibilities for civil participation, of the duties and rights of the self-government of students, of the funding available, of the regulatory framework and the possibilities for initiating changes thereto, as well as the support provided by the College:

1. Advice is free of charge.
2. Participation in projects (including international ones).
3. A psychologist's free counselling.
4. The library, which works on working days and Saturdays (especially needed for part-time students) without interruption, shall be accessible to people with disabilities.

5. Self-government of students.
6. Representation of students in the Board of College, commissions for granting grants and credits.
7. The "Proposals for the Improvement of College" box (anonymously) is available for expressing views on a daily basis.
8. Hostel.
9. Targeted and organised non-employment activities (sporting days, national and traditional holidays, cinema impressions, morning runs - basically for hostel residents, etc.).
10. Information on civil participation opportunities in College, Jekabpils, State.
11. Civil participation opportunities in College and Jekabpils (joint projects, events with the Jekabpils NGO Resource Centre and Jekabpils City Youth Council).
12. A coffee machine (coffee, tea, broth ...) is available in the 1st floor foyer.
13. Become acquainted with the cultural and historical heritage of Latvia during paid outing lessons.
14. Familiarity with business support opportunities in Jekabpils (organized visits to Business incubator, SRS, ALTUM, etc.).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

College students perform research orders from companies and municipalities.

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

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

See also information 4.3. – 4.4.

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

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

Lecturers shall also participate in traineeship activities with international partners.

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

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

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

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

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

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

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

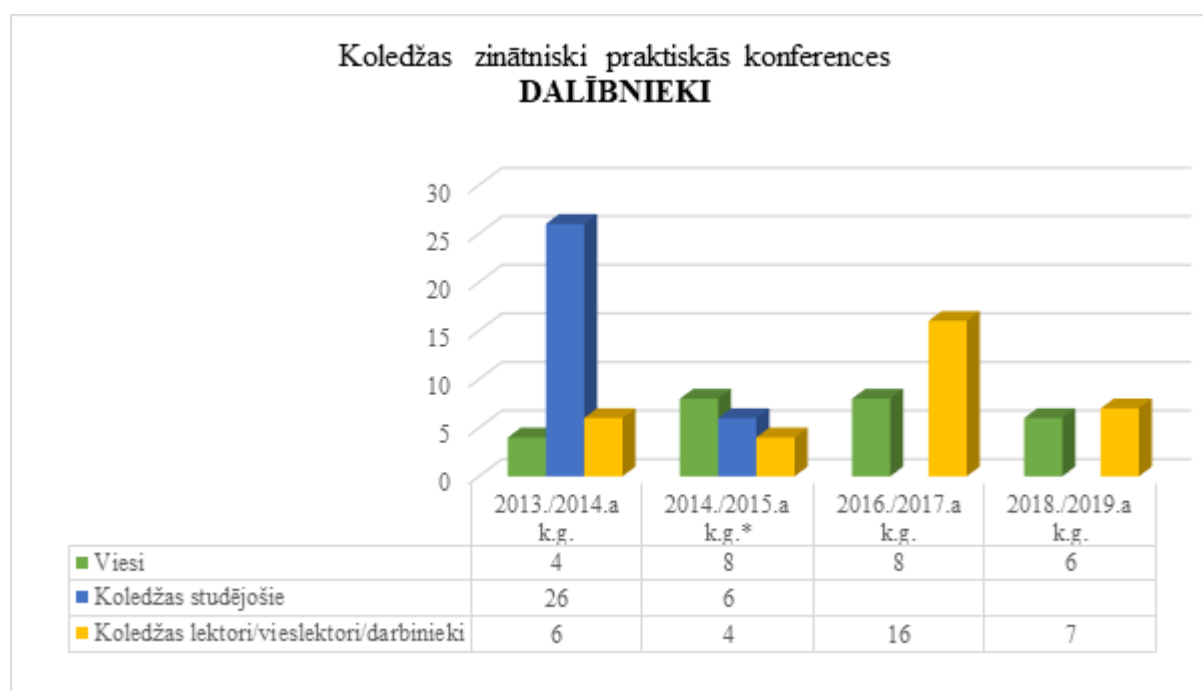
In college, the study process is based on research, which obliges teaching staff to promote research activities, to engage in the same process and to advise, educate, support students. The college's material support for teaching performance in research is insufficient, the "Research Activities Support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

academic year, taking into account the financing allocated for remuneration.

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

1. The lecturer of Jekabpils Agrobusiness College gained a scientific degree in the regional economy sub-sector - on 16 March 2018, during an open meeting of the Daugavpils University Council of Economic Industry, defending the promotion work "The role of vocational education in preparing the labour force for Latvian regions". The lecturer has spoken at several conferences with the lessons of the promotion. For example: 16. 10.2019. At the 100-year anniversary conference of Riga State Technical School, the conference outlined possible solutions for attracting new specialists to Latvian regions and the role of the vocational education institution in this process. The aim of the conference was to discuss the substantive and organisational changes in the field of vocational education, their development and further development opportunities.
2. There are two doctoral candidates in college: one lecturer joined doctoral in 2018/2019, the other in 2019./2020.
3. In 2018./2019, the lecturer obtained also mg.oec. bachelor's degree in law.
4. The college supported in 2019 participation of 2 lecturers in the 5th International Scientific Symposium "Economics, Business & Finance" ("Economics, Business & Finance"), the 2nd International Multidisciplinary Academic Conference (IMAC) "Productivity in the context of globalization" (The role of productivity in the context of globalization).

The involvement of lecturers in research increases the link between the real working environment and the study process



Examples of study-based research see in Section 4.5.

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.

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

'The student shall undertake:

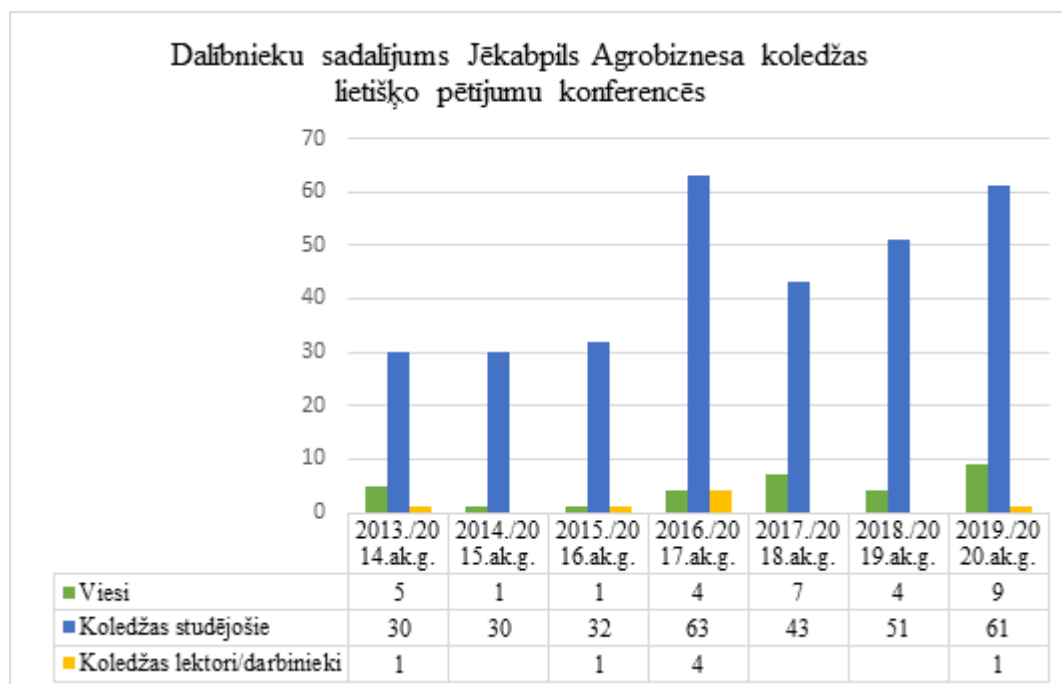
1. In the course of the acquisition of a research-based study programme, all individual works should be carried out independently, taking into account the principles of academic fairness.
2. To carry out research activities, to participate in conferences organised by the College in accordance with the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

The College supports student research by encouraging participation and funding of travel expenses and participation fees in conferences (e.g., Alberta College and the EKA University of Applied Sciences, the international scientific and practical conference "Study activities of Students: Theories and Practice 2018" was attended by the student of the study programme "Marketing and Innovation" L. Runcite [L. Runcīte], with a reading on "Study activities of learners: Theory and Practice 2018". verbal review - mysterious, invisible, magical force" - thesis collection (2018), Ruta Baranovska [Rūta Baranovska] participated in the scientific and practical conference of Rezekne Technology Academy International Students and Lecturers, with a reading on "The organisation of long-term intangible and financial investment in affiliated companies." (2018), Malins Aigars [Māliņš Aigars] participated in the scientific-practical conference of Rezekne Technology Academy "INDIVIDUAL". SOCIETY. COUNTRY" with the reading "Accounting for and Analysis of Micro-enterprise Tax in Company" (2016), Cipane Inita [Čipāne Inita] participated in Rezekne University's 16th Science Practice Conference with the reading "Corporate Tax Control, Analysis and Optimisation Opportunities" (2015).

Lecturers shall support and promote research activities of students, by offering self-employed tasks in which students develop applied research. As a result, students collect the data and summaries obtained with the most important findings. Student studies are presented at college Applied Study Conferences. On 5 December 2012, the was organized the first Jekabpils Agrobusiness College's 1st Applied Research Conference (15 participants; Conference in 2018/2019 - 51 participants, 2019/2020 - - 89) with the aim of promoting the need for applied research to lecturers and students. At the beginning of each academic year, all students receive a briefing on the applied study conference format and types of membership (reading, bench report). As well as IT development, college students also offer more creative presentations (e.g., starting with the November 2019 Applied Study Conference, students have the opportunity to speak with an electronic bench (on-screen) report).

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

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



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

College students conduct research orders (e.g., evaluation of services provided by Jēkabpils Regional Hospital in 2017 (patient survey). *The most important conclusions were presented to representatives of the Jēkabpils Regional Hospital Administration and College's 6th conference of applied research; 2018 - Jēkabpils Tourism Information Centre study "Tourism Development in Jēkabpils City". In person, 300 respondents (Jēkabpils residents, guests) were surveyed, the data collected, and the conclusions were submitted to the employees of the Jēkabpils Tourism Information Centre ; 2019/2020 - two research orders; SIA "Biofarma", College administration. The results will be presented at the College's 8th Applied Studies Conference on 26 November 2019. The data from the study ordered by the College will be used to develop a development strategy for the next period).*

The College organizes:

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

At the beginning of each academic year, the fields of research shall be examined at the meetings of the sections that are profiling, approved by the College Board, inviting municipalities and entrepreneurs to submit studies to develop the research skills of students and contribute to the economy. By 2018/2019, following a proposal from the College Board, the direction "Territorial Reform" was added.

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

4.6. Provide a brief description and assessment of the forms of innovation (for instance,

product, process, marketing, and organisational innovation) generally used in the study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.

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

Innovative training form - College students are involved in market research (e.g., evaluation of services provided by Jekabpils Regional Hospital in 2017 (patient survey). The most important conclusions were presented to representatives of the Jekabpils Regional Hospital Administration and College's 6th conference of applied research; 2018 - Jekabpils Tourism Information Centre study "Tourism Development in Jekabpils City". In person, 300 respondents (Jekabpils residents, guests) were surveyed, the data collected, and the conclusions were submitted to the employees of the Jekabpils Tourism Information Centre ; 2019/2020 - two research orders; SIA "Biofarma", College administration. The results will be presented at the College's 8th Applied Studies Conference on 26 November 2019. The data from the study ordered by the College will be used to develop a development strategy for the next period).

In the framework of the study courses, the lecturers offer the students with outside classes, setting out the aims and tasks of the study courses, as well as developing the students' social skills and getting acquainted with the Latvian cultural and historical heritage. The College financially sponsors outside classes (e.g., 1st and 2nd year students of 2018 Real Estate Management study programme went on outside building exhibition "House I 2018" in Riga and in March 2019 2nd year students went to find out how to provide real estate management services in Jekabpils), there are certain procedures for their organization and reporting system. The knowledge and attitudes gained in the outing activities contribute to both the overall quality of the study process and the quality of research implementation and the quality of life of students.

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

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

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

- **Cooperation with Latvian and foreign institutions.**

For the purposes of development-oriented College activities and interaction with the professional environment, for the provision of State, local government and non-governmental sectors, the College shall purposefully establish cooperation (see Appendix No.2) The choice of cooperation partners is mainly based on the content of the cooperation partner's activity in accordance with the content of the study direction and programme, as well as recommendations, personal contacts and confirmations on quality compliance with the standards.

Cooperation with:

1. **With Latvian partners:**

- colleges;
- universities;
- representatives of the economic sectors;
- non-governmental organizations;
- other educational establishments.

The annual cooperation takes place during the implementation of the qualification practice. When licensing the study program, the College concludes contract of intent with companies/institutions/organizations regarding potential practice places. During the reporting period, the College provides qualification practices (including recommends work places) to all students. A tripartite agreement is concluded between the student, the place of practice and the College (see Appendix No.40).

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

Cooperation partners are involved in the activities of the College Council, provision of qualification internships, internship defense and examination commissions, arranging applied research conferences, professional development of teachers, promotion of awareness of social participation processes, development of students' academic/professional career.

2. **With foreign counterparts.**

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

The College has won an Erasmus + Charter in the higher education sector. 12 staff and

administration mobility in Spain, Malta, Slovakia, Finland, Germany and Croatia have been implemented during the reporting period. Cooperation agreements have been concluded with training centres and universities (see Appendix No. 24). Staff mobility experience sharing trips give priority to the education system in different countries, on the different education process, as well as on the good practices and the different learning methods that staff apply to their day-to-day work when returning. Personal mobility is a major asset for personality development and improvement of language skills, as well as for the acquisition of contacts for future cooperation.

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

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

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

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

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

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

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

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

In 2012, lecturer I.Veipa participated as a researcher in the study "Perspectives for Business and Science Cooperation" developed the Latvian-Lithuanian cross-border cooperation programme for

2007-2013, “Promoting business development capacity in the cross-border region of Latgale – Utenas”, under acronym REGION INVEST (Identification No. LV-LT/1.1 ./LLII-119/2010/25).

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

College teachers, as well as other interests of the Zemgale Planning Region, participated in the European Commission's Erasmus + Programme (European Commission grant agreement No 2016-3137/001-001) project “EPALE (Electronic Platform for Adult Learning in Europe) National Support Service” (contract between the Ministry of Education and Science of the Republic of Latvia and Jekabpils Agrobusiness College participation in the project) educational activities and became registered users of the EPALE electronic platform. All programmes offer extensive information and educational materials in the field of adult education, research.

Lecturers in the learning process have useful knowledge in andragogy and good practice among European colleagues in working with adults.

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

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

1. To familiarise themselves with the experience and methods of financial education in partner countries and to disseminate this experience in Latvia.
2. Participate in the development of a financial education programme.
3. Participate in the preparation of e-learning materials for financial education.
4. To send the lecturer of Jekabpils Agrobusiness College

to take active part in a planned international training seminar for the project in UK, who could further lead financial literacy classes for college students and adults and integrate financial literacy into other subject classes.

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

The study programme “Real Estate Management” is implemented in part-time studies, students are in an employment relationship, therefore international mobility is not relevant.

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

Information is available on the college home page

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

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

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

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

No planned targeted activities have been performed to attract foreign lecturers, taking into account the small workload that could be provided to the lecturer, as well as the possibilities of work financing.

There were no foreign students in the college during the reporting period.

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

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

A tripartite agreement is concluded between the student, the place of practice and the College (see *Appendix No.40*).

The student may choose the practice at his own discretion or accept the College offer. The College has agreed on practice places outside Jekabpils as students are not only residents of Jekabpils. In order to support students in the achievement of the tasks assigned to them, each student shall be appointed a college supervisor and a head of practice at the company. In college practice, the student is regularly contacted, is interested in the student's ability to complete a practice program, in the student's cooperation with the head of practice at the company, and in advising the student on the tasks to be performed. The practice supervisor at the college also contacts the practice supervisor at the company to find out whether the student has sufficient knowledge, skills and competences to complete the practice assignments. In cases where the student has unsuccessfully

chosen the practice place (it is not possible to implement the practice programme), the supervisor at the college assists the student in finding another place. In the academic year 2018/2019 there were two cases when students changed their practice during their qualification practice. In college in 2018 the internal regulatory enactment "Procedure for Qualification Practice" (see *Appendix No. 55*): bigger emphasis was placed on developing social skills, on tripartite cooperation: trainee - college manager - company manager; this is reflected in the records of the "Qualification practice report" of the practice supervisor of the College; arrangements were made for the student to communicate with the practice supervisor at the College by sending the execution of the planned weekly tasks (Weekly diary report), etc. Supervision is performed to ensure that the student and practice supervisor at the College understands this process, regulatory framework, and reporting system prior to practice. At the end of the qualification practice, both students and qualification practice supervisors in companies are surveyed; practice is not approved if any of the surveys are not submitted.

After evaluating the results of the qualification practice, a conclusion has been made on the specialization of the qualification practice. At the beginning of the academic year 2019/2020, the College purposefully revised, updated and coordinated the qualification practice programme for all study programmes with the consultants-experts (e.g., within the programme "Accounting and Finance" 4 qualification practice programmes with specialization corresponding to the practice place have been developed (practice suitable for performance in manufacturing, construction or service companies, associations, budget institutions, trading companies). Qualification practice supervisors or representatives of the companies are invited to the College for a scientific-practical conference "Student Research Activities: Theory and Practice" during which the execution of the qualification practice tasks is presented (first-year students also participate). Statistics on the ratio of the number of students starting and completing the qualification practice are analysed at department meetings, conclusions and suggestions are made.(see *Appendix No.41*).

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

The students of the Real Estate Management programme are part-time students, they do not use international mobility, because all of them are working and most of them have families.

5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description

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

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

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

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

1. The college has to reconsider its niche, thereby the mission, vision and strategies.

The college has to reconsider its niche, thereby the mission, vision and strategies.

The College Development and Investment Strategy has been developed in 2016-2020. The development of the strategy for the next phase will start in 2020. The recommendation "Review your niche, thus, mission, vision and strategies" will be taken into account

2. The strategies have to be based on critical evaluation of internal and external influencing factors.

The strategies have to be based on critical evaluation of internal and external influencing factors.

The College Development and Investment Strategy has been developed in 2016-2020. The development of the strategy for the next phase will start in 2020. Recommendations will be taken into account. The recommendation "Strategy should be based on critical evaluation of internal and external influencing factors " will be taken into account.

3. An applied science has to be developed in order to ensure the sustainable development of the college and study direction in it.

An applied science has to be developed in order to ensure the sustainable development of the college and study direction in it.

During the reporting period, the recommendation has been followed:

1. The College agreement with the student includes a requirement for each student to participate in business research conferences organized by the College with a research

presentation or stand report. There has been an understanding of this issue from both college lecturers and students side. The number of participants is increasing every year (e.g. 2013/2014 – 19 participants, 2013/2014 – 30, 2014/2015 academic year – 30, 2015/2016 – 32, 2018/2019 – 51, 2019/2020-61).

2. College lecturers and students also attend conferences outside the College (Real Estate Management study programme part-time students do not attend conferences outside the College). 2015 - 2018 five College full-time students attended conferences outside the College.
3. The College is purposefully operating and ensuring the involvement of students in the implementation of ordered market research (ordered by industry representatives and municipalities (e.g., 2017 - *satisfaction of patients of Jekabpils Regional Hospital with the services provided by the hospital*; 2018 - *"Tourism Development in Jekabpils City"*; 2019 students received two research orders - from SIA "Biofarma" and College Administration)
4. Research activities in a college shall be governed by the internal regulatory enactment "Procedures for Support of Research Activities" 27.08.2019 No. 1-8/16, which lays down the procedures for determining the directions, forms and financing of research activities.
5. College lecturers are financially supported to participate in research presentations and publications at national and international conferences (*for example, the College supported in 2017 and 2019 participation of 2 lecturers in the 5th International Scientific Symposium "Economics, Business & Finance" ("Economics, Business & Finance"), the 2nd International Multidisciplinary Academic Conference (IMAC) "Productivity in the context of globalization" (The role of productivity in the context of globalization). Or lecturer of Jekabpils Agrobusiness College dr. oec. 16.10.2019 at the 100-year anniversary conference of Riga State Technical School, outlined possible solutions for attracting new specialists to Latvian regions and the role of the vocational education institution in this process etc.).*
6. Research work by academic staff is in most cases linked to the specialisation of lecturers within the framework of the study programme, with the lectures that have been read. The themes of teaching research work are underpinned by courses of college research approved by the College Board each academic year.
7. On 30 May 2013 and 14 May 2015, the College organised the International Science Practical Conference "Exploration and analysis of factors affecting economic development".
8. The results of the research work are published annually in stocks of college articles or thesis (with ISBN code), which are also available electronically.
9. During May/June, a scientific and practical conference is organised every two years, where lecturers, guest lecturers from college and other higher education institutions present their studies.

The College's responses to the recommendations for study programme "Real Estate Management" (see Appendix No.42).

In the autumn 2019, the "Real Estate Management" programme has been updated (see Appendix No.52).

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).

(Not applicable)

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	40.pielikums_ENG.docx	40.pielikums_LV.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	13.pielikums_ENG.docx	13_pielikums.PNG
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Studiju_virziena_ATT_plana_IJZILDE_vadiba_ENG.docx	Studiju_virziena_ATT_plans_IJZILDE_VADIBA_LV.docx
Management structure of the study direction	Management structure of the study field.DOCX	Studiju_virziena_parvaldibas_struktura.DOCX
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	Macibspeki_NAMI_ENG.doc	Macibspeki.docx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CV_ENG_Vadiba.zip	CV_LV_Vadiba.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	24.pielikums_ENG.docx	24_pielikums.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	26_pielikums_ENG.docx	26_pielikums.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	2.pielikums_ENG.docx	2.pielikums.docx
Statistical data on the teaching staff and the students from abroad	24.pielikums_ENG.docx	24_pielikums.pdf
Statistical data on the mobility of students (by specifying the study programmes)	studenti_MOBILITATE_ENG.doc	studenti_MOBILITATE_LV.docx
Description of the organisation of the traineeship of the students	Appendix_55 Procedure for the Qualification practice.doc	55.pielikums_Kvalifikacijas_prakses_kartiba.doc
Information on the agreements and other documents confirming the traineeship of the students in companies	Ligums_par_studijam_nepilns_laiks_2019_Namu_parvaldisana_ENG.pdf	Studenta_prakses_ligums_nami.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	3.pielikums_Rekomendaciju_izpilde_ENG.DOCX	Rekomendaciju_ieviesana.DOCX
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	09.12.2019_258_Par_valsts_valodas_zinasanam_ENG.docx	09.12.2019_258_Par_valsts_valodas_zinasanam.edoc
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		

Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	10.02.2020_43 AIC Iesniegums akreditacijai_Vad_ENG.edoc	10.02.2020_41 AIC Iesniegums akreditacijai_Vad.edoc

Other annexes

Name of document	Document
54.pielikums.pdf	54.pielikums.pdf
54.1.pielikums.pdf	54.1.pielikums.pdf
Appendix_27.docx	Appendix_27.docx
Appendix_12.docx	Appendix_12.docx
Appendix_14.docx	Appendix_14.docx
33.pielikums.xlsx	33.pielikums.xlsx
2_pielikums.docx	2_pielikums.docx
Appendix_2.docx	Appendix_2.docx
41_pielikums.docx	41_pielikums.docx
Appendix_55 Procedure for the Qualification practice	Appendix_55 Procedure for the Qualification practice.doc
Pielikums_55 Kvalifikācijas prakses kārtība	55.pielikums_Kvalifikācijas prakse.doc
Appendix_27_ENG.docx	Appendix_27_ENG.docx
PRACTICE PLACES	prakses_vietas_saraksts_ENG.doc
Prakšu vietas	VADIBA_prakses_vietas_LV.docx
Recomendāciju izpilde Eng	Recomendaciju izpilde_ENG.DOCX
Rekomendāciju ieviesanam LV	Rekomendaciju ieviesana.DOCX
faktu kludu labojums_LV_vadiba.doc	faktu kludu labojums_LV_vadiba.doc
factual_mistakes_comments_EN_management.doc	faktu kludu labojums_EN_vadiba.doc

House Management

Title of the higher education institution	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>House Management</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Ināra</i>
Surname of the study programme director	<i>Upeniece</i>
E-mail of the study programme director	<i>inara.upeniece@jak.lv</i>
Title of the study programme director	<i>Mg.philol.</i>
Phone of the study programme director	
Goal of the study programme	<i>According to the 4th qualification level house manager profession standard and the first level professional higher education requirements, the aim of the study program is to prepare qualified house managers who provide residential or non-residential house management, reconstruction, renovation and restoration work planning, execution organization and control; cooperates with apartment owners, tenants, tenants; is familiar with the operation of buildings, the technology of application of construction materials, examines and evaluates the documentation of the reconstruction, renovation and restoration project, the procedure for the performance of work; monitors that the reconstruction, renovation and restoration works are performed in accordance with the requirements of the project, construction norms and standards, within the specified time limits and the costs thereof are included within the approved estimate; ensure compliance with labor protection, fire safety, electrical safety and other regulations; ensures the maintenance of the land plot belonging to the residential building in sanitary and technical order, manages and controls the subordinate employees. The house manager may work in state and municipal institutions, merchants, non-governmental and international organizations and other institutions operating in the field of real estate management and administration or related fields.</i>
Tasks of the study programme	<i>https://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0286.pdf 1. Provide the relevant level of theoretical knowledge corresponding to the development trends of the national economy and science. 2. Facilitate interaction of theoretical knowledge with skills acquisition. 3. Develop and strengthen the necessary competencies. 4. Form and develop attitudes. 5. Develop active civic participation. 6. Raise awareness of the role of lifelong learning in career development.</i>

Results of the study programme	<p><i>The study results of the study programme “Real Estate Management” comply with the European Qualifications Framework level 5 and Latvian professional qualification level 4 requirements, which are included in the profession standard “Real Estate Manager (PS 0286)”.</i></p> <p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate the knowledge necessary in the work of real estate manager provided in the profession standard of the real estate management specialist.</i> <i>2. Demonstrate knowledge and understanding of real estate maintenance and management business in economics, European and Latvian legislation, real estate accounting and insurance, and use of information technology.</i> <i>3. Demonstrate understanding of key concepts, facts, technologies, and legislation in the area of social science and real estate management.</i> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <i>1. Using the acquired theoretical foundations and skills in real estate maintenance and management, based on an analytical approach, to perform the work of the real estate manager by implementing analytical planning and control of work.</i> <i>2. Apply knowledge independently to find creative solutions to real estate management problems.</i> <i>3. Explain the calculations of real estate maintenance, renovation and reconstruction costs, justify the best solutions.</i> <i>4. Cooperate with apartment owners, tenants, be patient, tolerant, create a positive communication environment.</i> <i>5. With a certain degree of autonomy to continue learning, to develop competences.</i> <i>6. Be aware of professional ethics, evaluate and improve their own and other people work in the real estate management community.</i> <i>7. Take responsibility and initiative when managing the real estate renovation, construction projects with possible unpredictable problems.</i> <i>8. Focus on result and quality.</i> <p><i>Competence:</i></p> <ol style="list-style-type: none"> <i>1. Able to provide management of residential and non-residential buildings, planning of reconstruction, renovation and restoration works, organization of execution and control.</i> <i>2. To know the operation of structures, the technology of application of construction materials, to review and evaluate the documentation of reconstruction, renovation and restoration projects, the procedure of work performance.</i> <i>3. Ensure that reconstruction, renovation and restoration work is carried out in accordance with the requirements of the project, building normatives and standards, within the deadlines and within the approved cost estimates.</i> <i>4. Ensure compliance with labour protection, fire safety, electrical safety and other regulations.</i> <i>5. Ensure sanitary and technical maintenance of the land adjacent to the residential building.</i> <i>6. Manage and control subordinate employees, evaluate own and subordinate activities</i>
Final examination upon the completion of the study programme	Qualification paper

Study programme forms

Part time studies - 2 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Registration for studies 1. Documents for full-time / part-time studies are accepted by the College Admission Commission at Pasta Street 1, Jēkabpils. 2. Applications shall be accepted for full-time and part-time studies at the time approved and published by the order of the Director of the College, in accordance with the regulations of the Cabinet of Ministers. 3. The applicant submits an application for studies to the Admission Commission (form prepared by the College). 4. The applicant shall present to the Admission Commission: 4.1. a document regarding the acquired secondary education; 4.2. centralized examination certificates; 4.3. transcript of records; 4.4. passport or identity card; 4.5. if the surname has been changed - a document certifying the change of the surname; 4.6. a document certifying the status of a low-income person (if the person wishes). 5. Applications shall be accepted from persons: 5.1. who have a certificate (diploma) for secondary education, certificates for all passed centralized examinations; 5.2. if a person has acquired secondary education before 2004, acquired education abroad, is a person with special needs or is a person (in the first year after obtaining secondary education) who is exempt from state examinations of secondary education for special merits in accordance with the procedures specified in regulatory enactments of the Cabinet, when admitting to college, the final assessment is taken into account in two of the following subjects: foreign language (compulsory for all programs), Latvian language, Latvian literature (as one subject for those applicants who have studied Latvian language and Latvian literature separately), Latvian language and literature, mathematics, history, biology, chemistry or physics (at the choice of the applicant); 5.3. if a person has acquired an educational document abroad, a statement from the Academic Information Center shall be appended to the application to which educational document obtained abroad corresponds to the educational document obtained abroad; 5.4. a person who submits documents issued abroad shall attach notarised translations of the documents into Latvian; 5.5. the right to study at the expense of the state budget for the acquisition of a higher education professional qualification may be exercised by a natural person several times. Preference for studies at the expense of the state budget is given to those persons who obtain the relevant higher education professional qualification for the first time at the expense of the state budget. Only one study program can be studied at the same time at the expense of the state budget. 6. When registering for studies, the applicant has the right to receive comprehensive advice on all issues related to admission. 7. The tenderer has the right to authorize another person who, upon presentation of the power of attorney and writing of the application, may submit the documents referred to in the Regulations.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	

Qualification to be obtained (in english)	<i>Real Estate manager</i>
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Places of implementation

Place name	City	Address
Jēkabpils Agribusiness College	JĒKABPILS	PASTA IELA 1, JĒKABPILS, JĒKABPILS NOVADS, LV-5201

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

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

1. Characteristics of the “Real Estate Management” study programme.

Table 6

Name of study programme	“Real Estate Management”	
Name of study programme in English	“Real Estate Management”	
Study programme code according to the classification of Latvian education	41 345	
Type and level of study programme	First-level vocational higher education study programme. Part-time studies	
Level of qualification to be obtained (NKI/EKI)	Fourth level of professional qualifications.	
Profession code in the classification of professions	333412	
Scope of the study programme (CP, also recommending ECTS)	80 CP/120 ECTS	
Form, type, duration of implementation (if less than one year, indicate in months) and language of implementation		
full-time studies		
part-time studies	2 years and 6 months	Latvian

Study Programme Director	Dr.oec. Ingrida Veipa [Ingrīda Veipa]
Admission requirements	With general secondary or vocational secondary education
Degree to be awarded, professional qualifications or qualifications and professional qualifications	Real Estate manager
Purpose of the study programme	Preparation of competitive real estate managers for the labour market by providing theoretical knowledge in interaction with skills acquisition, competence, attitude development according to the profession standard of real estate manager (4th vocational qualification level), 1st level vocational higher education requirements, EQF/LQF level 5 descriptors.
Tasks of the study programme	<ol style="list-style-type: none"> 1. Provide the relevant level of theoretical knowledge corresponding to the development trends of the national economy and science. 2. Facilitate interaction of theoretical knowledge with skills acquisition. 3. Develop and strengthen the necessary competencies. 4. Form and develop attitudes. 5. Develop active civic participation. 6. Raise awareness of the role of lifelong learning in career development.

Results of studies to be achieved

The study results of the study programme “Real Estate Management” comply with the European Qualifications Framework level 5 and Latvian professional qualification level 4 requirements, which are included in the profession standard “Real Estate Manager (PS 0286)”.

Knowledge and understanding:

1. Demonstrate the knowledge necessary in the work of real estate manager provided in the profession standard of the real estate management specialist.
2. Demonstrate knowledge and understanding of real estate maintenance and management business in economics, European and Latvian legislation, real estate accounting and insurance, and use of information technology.
3. Demonstrate understanding of key concepts, facts, technologies, and legislation in the area of social science and real estate management.

Skills:

1. Using the acquired theoretical foundations and skills in real estate maintenance and management, based on an analytical approach, to perform the work of the real estate manager by implementing analytical planning and control of work.
2. Apply knowledge independently to find creative solutions to real estate management problems.
3. Explain the calculations of real estate maintenance, renovation and reconstruction costs, justify the best solutions.
4. Cooperate with apartment owners, tenants, be patient, tolerant, create a positive communication environment.
5. With a certain degree of autonomy to continue learning, to develop competences.
6. Be aware of professional ethics, evaluate and improve their own and other people work in the real estate management community.
7. Take responsibility and initiative when managing the real estate renovation, construction projects with possible unpredictable problems.
8. Focus on result and quality.

Competence:

1. Able to provide management of residential and non-residential buildings, planning of reconstruction, renovation and restoration works, organization of execution and control.
 2. To know the operation of structures, the technology of application of construction materials, to review and evaluate the documentation of reconstruction, renovation and restoration projects, the procedure of work performance.
 3. Ensure that reconstruction, renovation and restoration work is carried out in accordance with the requirements of the project, building normatives and standards, within the deadlines and within the approved cost estimates.
 4. Ensure compliance with labour protection, fire safety, electrical safety and other regulations.
 5. Ensure sanitary and technical maintenance of the land adjacent to the residential building.
- Manage and control subordinate employees, evaluate own and subordinate activities

Final examination at the end of the study programme qualification paper

Organization of the study process: vocational higher education study programme, which is implemented in 5 semesters (2 years 6 months) in the paid part-time studies (study process is conducted on Saturdays from September to June, based on the schedule of study process approved by the College Director)

Interaction of theoretical knowledge with practical competences, skills.

Development of research skills, presentation of research results in classes.

Completion, defending qualification practices. Development, defence of study courses and qualification work (State closing test).

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

Mastering the short cycle programme in the first cycle of higher education (Bologna three-cycle) with the right to continue studies in bachelor's programmes.

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 number of students in part-time studies of "Real Estate Management" study programme (not offered in full-time studies) is increasing (see Appendix No.43) - from 6 students in 2016/2017 up to 26 students in 2019/2020 academic year. The popularity of the programme is growing due to the increasing role of quality real estate maintenance and management in the Latvian economy. Students come from Jekabpils city and surroundings, Madona, Plavinu, Koknese, Aizkraukle, Salaspils, Livani regions. In 2019/2020 16 students have been enrolled in the first year, which is the highest score of the programme. Students are generally employed in the field or are employees who need higher education to pursue a successful career. Usually no student is a graduate of a general secondary school of the current year. As students represent persons of different ages, there are also major differences in the use of life skills and especially computer skills that lecturers have to take into account.

A certain number of students are exmatriculated each year (11 in the reporting period): the majority of those who are expelled are 'debtors' - students who have failed the tests or haven't performed other study tasks (8); for personal reasons (2), deceased - 1. The real reasons for stopping studies could differ from those indicated in the applications. In individual conversations, students who want to be ex-matriculated provide the following reasons - the difficulty to combine work and family life with the studies; is more difficult than planned; studying requires a great deal

of mental effort; not having enough skills to organize their life time.

College-established practice - a student who wishes to terminate studies shall be consulted initially by the curator, evaluating the situation, looking for alternatives, repeatedly – deputy director, clarifying the reasons, possible improvements in the study process and advising on future actions, career opportunities.

At the beginning of each academic year great attention is paid to informing students about the study process, information flow, internal regulatory enactments, academic honesty/plagiarism, opportunities to express their opinion in relation to the study process, etc.

As the number of students is small, individual contact with students is important in the College study process. This ensures successful further collaboration with College graduates both in terms of practice provision, and in the updating of study programmes and course programmes.

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 “Real Estate Management” is developed in accordance with:

- The first level vocational higher education standard, in accordance with the Cabinet Regulation No. 141 of 20 March 2001 “Regulations on the State First Level Vocational Higher Education Standard”;
- profession standard "Real Estate Manager (PS 0286)"(<https://jekabpils.jak.lv/uploads/files/2422-21-namu-parvaldnieks-profstandarts.pdf>).
- vision, strategic goals and tasks of Jekabpils Agrobusiness College.

the first level vocational higher education study programme “Real Estate Management” (code 41 345), license No. 041002-5 has been issued on February 17, 2009. Practical implementation of the study programme started on February 1, 2010. The first class - in June 2012.

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

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

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

The corresponding competencies of the college diploma include the competencies of the graduate of secondary education and are acquired through professional studies in interaction with a relevant professional field.

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

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

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

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

The study program was initially developed in cooperation with Latvian employers and was approved and reviewed by the Association of Real Estate Managers in 2009. The study programme is implemented in part-time studies (classes are conducted by elected lecturers and guest lecturers on Saturdays at the College premises), so the studies can be conveniently combined with work, family. Lecturers-practitioners and professionals in their field are also involved in the implementation of the programme.

During the implementation of the programme, surveys of employers - supervisors of qualification practice are conducted on the conformity of the content of the courses included in the study programme to the needs of the industry. During practice, managers/employees of real estate management companies evaluate students' knowledge and professional competence. Students' communication skills are being improved through working in small groups, cooperation one with another in communication and presentations to help students find job. The communication skills of the trainees in the implementation of the qualification practice programme are also evaluated by the managers of the companies. The results of the surveys show that employers mostly support the content of the study programme and course programmes, as the trainees have sufficient theoretical knowledge and practical work skills, and there have been no communication problems.

The qualification examination assessment commission consists of industry-leading professionals who are well-oriented in industry and labour market aspects, and their recommendations after qualification exams are reviewed, analysed, and regularly included in the study course content, along with recommendations from qualification practice supervisors and college council representatives-practitioners. . The College collects and compiles information about graduates' work and studies, both electronically and in meetings, recommendations for changes in study content are considered, changes in study programs are introduced, mainly by updating the block of vocational courses.

The lecturer of each course shall keep an eye on the latest developments in the sector and shall accordingly update the content of the course and the results to be achieved. The content of the study programme and the study courses are reviewed before each academic year. Updated study courses are approved at the department meeting, and changes to the programme are approved by

the college council. Changes in the content of study courses relate both to changes in the regulatory framework and to updates in the real estate management sector, science.

In Latvia, the labour market and business start-up opportunities are wide in the real estate management sector, as the total housing stock in Latvia is slightly, but growing, from 67.93 million m² in 2010 to 80.38 million m² in 2018. However, almost half of the buildings were built before 1941 and the other half during the Soviet era, the rest after the restoration of independence. The housing stock in Latvia does not meet the modern energy efficiency requirements. Owners' awareness of property maintenance is poor due to a lack of knowledge and experience in these matters. Our college graduates work in real estate management in municipal companies, establish their own societies or associations, and provide services as self-employed.

Science development tendencies in the study programme "Real Estate Management" are relevant, as the study courses develop understanding of the technologies of Eco-building, Eco-house, Smart-house technology and other questions. When developing course and qualification papers, students explore these issues as well.

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

The results of studies to be achieved under study programmes shall comply with Level 5 of the European Qualifications Framework and with the requirements of the fourth level of professional qualifications covered by professional standards.

The content of both general and vocational study courses shall be consistent with the descriptions of the results of studies in study programmes in the fields of knowledge, skills, competences, including common, specific and general knowledge and professional skills in the sector. Taking into account the requirement for students to provide and develop transversal knowledge and skills, the curriculum includes general education courses. As a result, students broaden their overall horizons, raise their quality of life and gain a deeper and wider insight into their chosen profession. Basically these study courses are implemented in the 1st semester. Lecturers, when developing and implementing study course programmes, focus on the field of study to which the study programme belongs (for example, *the course "Professional English Language" envisages the improvement of English language skills in the corresponding study direction. Will the knowledge gained in the course "Labour Protection" be used by the student to improve his/her quality of life in a particular workplace or in private business*).

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

The lecturers cooperate with each other in the development of study course programmes; the

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

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

At the beginning of the academic year, the lecturers update the study course programmes, focusing on the trends of the national economy and science, using the knowledge of professionals-practitioners, organization of professional real estate management, as well as lecturers' knowledge gained during professional development and self-education activities. At the department meeting, the heads of study courses jointly review the topics of all study courses, make proposals to supplement them or to emphasize/cancel a topic. During this meeting the lecturers also agree on the possibilities of inter-course cooperation during the academic year. The administration, when developing the study process plan, takes into account the recommendations and develops the process implementation plan so that the results achieved in previous study courses are successfully integrated and supplemented.

At the end of the semester, a student survey on the evaluation of study courses is organised. The results of the surveys are analysed at the meetings of the department.

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

The interconnection measures of the study course content have proved their worth, and the activity needs to be further expanded.

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

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

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

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

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

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

Tasks:

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

Study course.

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

for improving the results of studies.

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

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

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

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

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

Basic principles for evaluating the knowledge of students:

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

Assessment:

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

In an exam, the program acquisition is evaluated on a 10-point scale:

- 1) very high level: 10 - "with distinction", 9 - "excellent";
- 2) high level of learning: 8 - "very good", 7 - "good";
- 3) average level of learning: 6 - "almost good", 5 - "average", 4 - "almost average";
- 4) low level of learning: 3 - "weak", 2 - "very weak", 1 - "very, very weak".

2. Study course acquisition — 10-point scale,
3. Tests, independent works, practical works may be assessed: passed/failed. or in 10-point scale,
4. The performance of the Qualification Practice Programme is assessed as "passed/failed".

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

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

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

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

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

Students are allowed and encouraged to suggest the most effective teaching methods to teaching staff in order to achieve study results, and are encouraged to supplement the course content with the topics and information provided (it is mostly used by part-time students, as there is always a student in the classroom that works in the sector). The recommendations shall be discussed and made or not adopted by the lecturer in support of the decision.

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

explanation of the assessment (e.g. the issue of corrected tests provision and explaining the results to students was emphasized at the department meeting in 2019).

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

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

In order to develop professionally, the teaching staff share their experience in the implementation of the student-centred study process at the department meetings.

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

In order to ensure the qualification internship, the College shall conclude an intention cooperation agreement with companies/institutions/organisations while licensing the programme or during later stages. Students are entitled to choose a place of internship themselves or to use the College's offer (see Appendix No.56). All students were provided with places of internship during the reporting period. In 2018, the College updated the internal law "Procedures for Qualification Internship" (see Appendix No.55) to ensure quality management of the qualification internship: more emphasis was put on the development of social skills, trilateral cooperation: trainee - manager at college - manager at the company, which is reflected in the records of the "Qualification internship report" of the internship supervisor of the College; arrangements were laid down for the mandatory communication of the trainee with the internship supervisor at College, by sending the weekly scheduled tasks to be performed (Journal Weekly Report), etc.

Supervision follows that the trainee and internship supervisor at College already understand this process, the regulatory framework, the reporting system before internship.

In order to support students in the achievement of the tasks assigned to them, each student shall be appointed a college supervisor and a head of internship at the company. In college internship, the student is regularly contacted, is interested in the student's ability to complete a internship program, in the student's cooperation with the head of internship at the company, and in advising the student on the tasks to be performed. The internship supervisor at the college also contacts the internship supervisor at the company to find out whether the student has sufficient knowledge, skills and competences to complete the internship assignments. In cases where the student has unsuccessfully chosen the internship place (it is not possible to implement the internship

programme), the supervisor at the college assists the student in finding another place.

At the end of the qualification internship, both students and qualification internship supervisors in companies are surveyed. Evaluating the results of qualification internships improves this process or individual procedures.

The course of internship, the information provided in the surveys, the results of the defence are analysed at the department meetings. Students are informed that they are entitled to invite representatives of the self-government of students to defense of their qualification internship. Qualification internship supervisors or representatives of the companies are invited to the College for a scientific-practical conference "Student Research Activities: Theory and Internship" during which the execution of the qualification internship tasks is presented (first-year students also participate). Statistics on the ratio of the number of students starting and completing the qualification internship are analysed at department meetings, conclusions and suggestions are made.. When starting internship, most students sign the contract (*see Appendix No. 40*). Every year there are students whose work responsibilities in the company coincide with the tasks of the qualification internship programme. The internship is considered passed for these students (reviewed and decided by the commission), but the student must participate in the internship defense process.

The College has ensured that the achievable results of the qualification internship programme correspond to the achievable results of the study programme.

The College has provided places of internship for all students.

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

At the end of the studies, the student shall develop and defend the qualification paper. Students shall make the choice of the topic of qualification paper in accordance with the "Procedures for the Development of Qualification Jobs" developed by the College. The student has the option of selecting the topic of the qualification paper on the basis of his knowledge, interests in appropriate study direction and professional skills and/or the interests of a specific organisation/company. A student may consult with the head of the department or the teaching staff of the relevant field regarding the subject matter of qualification or compliance with the requirements of the study programme, select the head of the qualification paper. Students may choose the subject of the qualification work from the list of samples approved at the meeting of the department. The condition for selecting the topic of qualification paper is that the topic shall reflect the competences and skills defined in the profession standard. Topics since year 2013:

2013

- Improvement of Energy Efficiency of the Administrative Building of VAS "Tiesu namu agentūra" at 150 Rigas Street, Jekabpils and its impact on utility payments and rent

- Organization of the residential buildings maintenance and management process in Nereta region municipality
- Management of the apartment residential buildings in the association "Bebru atmoda"
- Organization of the residential buildings maintenance and management process in Abelu parish of Jekabpils region
- Real estate management and maintenance analysis in the association "Nameja nams"
- Apartment residential building management and maintenance process organization in SIA "Preiļu saimnieks"
- Characterization of heat loss and method of increasing energy efficiency of the buildings

2015

- Organization of apartment residential building management and maintenance in SIA "Lauma A", Aizkraukle
- Renovation planning process of residential building at 5 Spidolas Street, Aizkraukle
- Management of the apartment residential buildings in the municipality of Salas region
- Apartment residential building management process in association "jaunieši"
- Apartment residential building management in apartment owners cooperative "Saulīte 99"
- Organisation of the apartment residential building management process in association "Kraujieši"

2019

- Savings and their use for building maintenance, use of credit for building renovation
- The management process of the apartment residential building at Draudzibas Avenue 24, Jekabpils
- Apartment residential building management process at 12C Viestura Street, Jekabpils, SIA "JK Namu pārvalde"
- Organisation of the apartment residential building management process in association SIA "Lauku celtnieks"
- Residential building management and maintenance process in Livani city

2020

- Management process in SIA "LAUMA A", Aizkraukle
- Apartment buildings depreciation and conservation options

-
- Characterization of heat loss of buildings and possibilities for increasing energy efficiency of a residential building at XX Bebru Street, Jekabpils
-
- Apartment residential building management process at 15 Celtnieku Street, Jekabpils, SIA "JK Namu pārvalde"
-
- Assessment of the technical condition of the apartment residential building at 26 Gaujas Street, Madona and measures to improve energy supply
-
- Apartment buildings depreciation and conservation options
-
- Apartment residential building management process in SIA "Spunģēni-Daugavieši"
-
- Depreciation and conservation options of apartment residential building "Jaunā Muiža 2", Kuku parish, Krustpils region and Liepu street 22, Jekabpils
-
- Analysis of real estate insurance services and selection of the most suitable company
-
- Organization of SIA "Skrīveru saimnieks" activities for reconstruction of a heat source in Skrīveri
-

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

During the reporting period 2013/2014 academic year the average score of the state final examination (Qualification examination) was 7.29 points, in 2014/2015 - 8.33 points, 2018/2019 - 9.00 points, 2019/2020 - 8.4 points. After each examination, following the procedure of the College, the commission meets with the supervisors of the qualification papers and the administration to discuss the choice of topics and content of the qualification papers, and to make recommendations. Based on the internal regulatory enactment "By-law of National Final Examination (Qualification Examination)", the commission is approved by the order of the director. The commission consist of the chairman of the commission (e.g., in the exams of 2019 and 2020, it was the director of Riga Technical University Institute of Construction and Real Estate Economics, head of the Department of Construction Entrepreneurship and Real Estate Economics and Management, professor, doctor of Economics Ineta Geipele, in commission - 3 industry representatives and College Director).

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

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

The college is subject to regular monitoring of the quality of the study programme, one of its types is surveys of students on topical issues such as the quality of the study process, the content of the study programme, study organisation, teaching work, public activities, internships, future intentions. The surveys show students' assessment of the study process and non-study activities,

point to the weaknesses and strengths of the study process, reflect the quality of our overall work, indicate gaps and gaps that need to be addressed.

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

1. The objectives of the course jobs are explained, there is a clear assessment.
2. There is a good communication that promotes asking questions, discussions.
3. Lecturers use a variety of teaching methods.
4. Sufficient use of practical examples, taking into account the specific theme.
5. A list of classes could be prepared for longer period.
6. Sometimes it is difficult to combine studies with work.
7. Volume of independent work in some study courses.

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

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

The results of the surveys are analysed at the meetings of the departments; the head of department shall discuss the results of individual polls with the lecturer on an individual basis.

The college works on improving student surveys, as they are an important monitoring tool for feedback on the quality of studies, ongoing studies, opportunities and the need for change, improvements. Students are informed about the opportunity to express their opinion by writing and throwing a note in the proposal box (the internal order "Procedure for documents circulation put in the proposal box of Jekabpils Agrobusiness College" has been developed). This is not a favourite way to express opinion. The administration has been briefed on survey results and student proposals.

The college is conducting an annual graduate survey, to track graduates' further work and study course, and involving graduates in improving the study process. The graduate questionnaire clarifies the views of graduates on the content of the study programme and the study process, their development capabilities, acquired knowledge, skills, the period of internship, future/professional intentions.

Graduates appreciate positively:

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

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

Student feedback has contributed to the positive changes at College. Regular meetings with employers are organised in college: College Councils and Convent meetings, defence of qualifications and qualifications, college conferences, study courses in the form of lectures, outgoing activities, etc. for college, the opinion of skills managers in companies (professional in the working environment), who are heard in conversations with internship managers at College

(academic staff) or received through questionnaires on student internships, is essential. The feedback is motivating to continue the study process at Jekabpils Agrobusiness College, to take on more students and to prepare more and more specialists for the industry (the demand for places of internship from the industry exceeds the supply from College).

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

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

This mobility opportunity does not exist.

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 achieving the results of studies, the College plans and implements not only personnel and financial but also methodological and material technical provision. *(See Appendix No.49)*

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

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

An annual updating plan for the development of the educational material base of study rooms and

the fitting of rooms shall be updated. At the end of each academic year, lecturers shall complete a questionnaire on the necessary materials — technical security. This is done as far as possible; the feedback in summary form is received by the lecturer in August.

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

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

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

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

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

• **Financial collateral**

The financial provision for the study programmes “Management, Administration and Real Estate Management” includes financing from the state budget and own funds.

Financing of the study direction for the implementation of the study programmes

in 2016-2018 (EUR)

Table 4

Financing	2016	2017	2018
State budget funding for the study direction "Management, Administration and Real Estate Management" (without grants)	0.00	20900.00	21878.00
Own funds - tuition fees for the students of the study direction "Management, Administration and Real Estate Management"	3672.00	5508.00	7092.00
Financing total	3672.00	26408.00	28970.00

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

Funding for Self-government of students in 2016-2018 (EUR)

Table 5

Financing	2016	2017	2018
Total revenue of the study process	3672.00	26408.00	28970.00
Financing for the self-government of students	18.00	132.00	145.00
<i>Ratio of self-government of students financing from total study process revenue, %</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>

Further implementation of the study programme "Commercial activity" is not planned. The study programme "Real Estate Management" is implemented in paid part-time studies.

• **Material-technical support**

In achieving the results of studies, the College plans and implements not only personnel and financial but also methodological and material technical provision. (See Appendix No.49)

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

• **Methodological provision of the library**

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

The College Library shall support and promote the study process as a whole, carry out the accumulation, systematisation, cataloguing, librarisation and preservation of printed publications,

electronic publications and other documents, and shall ensure the public availability and use of information contained in it for students and lecturers.

Main tasks of the College's library;

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

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

The total area of the premises is 109m², the area of the readers' service premise is 61 m². Premises are accessible for people with movement disorders. Number of places for readers - 12.

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

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

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

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

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

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

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

the academic year. The list of purchased literature is presented electronically to lecturers and students, who are also available at the college library's informative stand.

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

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

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

Each year, the material base of the study programme “Commercial activity” is regularly supplemented with the latest study literature in the following study courses: Microeconomics, Business communication, Accounting basics, Corporate finance management, Commercial activity basics, Taxes and Fees, Document Management, Management Accounting, Management basics, Logistics basics, Marketing basics, Marketing Research and Analysis.

The material base of the study programme “Real Estate Management” is regularly supplemented with the latest study literature in the following study courses: Microeconomics, Macroeconomics, Statistics, General electrical engineering, Assessment of the technical condition of construction structures, Computerized record keeping, Building planning, organization and construction business. The Library provides students with the necessary number of books and publications to successfully master study programmes.

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

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

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

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

4.1. Analysis and assessment of the changes to the composition of the teaching staff over

the reporting period and their impact on the study quality.

College courses are conducted by elected lecturers and guest lecturers. In college terms are used: teaching staff or teaching staff who are equally recognised in Latvia; academic staff are elected lecturers. We basically use the term "lecturers", which includes both lecturers and guest lecturers. The total number of lecturers at the College has increased from 23 at the beginning of the reporting period to 33 in 2019/2020 due to the increase in the number of guest lecturers (from 13 to 19).

In 2013/2014 13 lecturers implemented the study courses in the programme "Real Estate Management": 7 lecturers and 6 guest lecturers; 2019/2020 – 13 lecturers: 5 lecturers and 8 guest lecturers. This can be explained by the involvement of practitioners in the study process, as first-level vocational higher education studies are more oriented towards professional and transversal skills (4 guest lecturers are practitioners in the field). The college is experiencing quality changes in teaching staff members. The number of lecturers (*see Appendix No.42, 45*) with academic master's degree has increased (from 18 at the beginning of the reporting period to 24 in 2019/2020) and scientific doctoral degree (1 guest lecturer at the beginning of the reporting period, one guest lecturer and one lecturer, two in total - 2019/2020). We are proud, because our lecturer received the Department of Education and Science Award article in 2018. In March 2018, another lecturer defended the promotion work "The role of vocational training in preparing the workforce for Latvian regions", gaining a lecturer in the economy, and continuing work at College, contributing to explaining research work to students and colleagues, motivating, by personal example, the most recent knowledge in the study process. In autumn 2019, two lecturers at College are also doctoral students.

9 of the 33 lecturers work long-term (several times applied for vacancies), 6 lecturers are practitioners in the field and combine academic work with daily work responsibilities in companies. Lecturers regularly develop professionally, share academic and professional experience, manage methodological working groups, advise students in research, development of study courses and qualification papers, manage qualification practices, read lectures and teaches in training companies. Tenders for positions of elected lecturers shall be public, they shall be determined by the internal regulatory enactment "The by-laws of academic and administrative posts". Usually there is not much interest from lecturers from other universities. During the reporting period, the number of lecturers has increased by 10 employees at the expense of guest lecturers. The college is interested in attracting practitioners to the study process. For example, following the last competition for the posts of late lecturers, the lecturer with a master's degree in economics and the "Law Science" programme, practical experience in the State Revenue Service, in accounting, interest in ensuring the quality of the college study process, completed at Rīga Stradiņš University.

The College supports lecturers' participation in seminars, conferences, forums to improve their professional qualifications. The College also purposefully organizes various trainings for staff in the College premises. At the end of the academic year, lecturers report on their professional development activities. Starting with 2019 the common electronic form for regular reflection and monitoring of activities (cloud solution) has been introduced to ease lecturers' workload at the end of the academic year by preparing reports on the work during the academic year.

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

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

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

13 lecturers are involved in the implementation of the study programme "Real Estate Management" at the College - 9 with the academic master's degree (one guest lecturer has 2 academic master's degrees Mg.paed., Mg.psych.), scientific doctor's degree - 2, vocational higher education - 2 (see Appendix No.42, 45). In order to achieve the highest quality of study results, the College's Quality Management plans to organize professional development activities for the lecturers at the College (e.g., "WORTEX Software Management" 2019 - led by software consultant; "Construction Regulatory Framework Requirements" 2019 - led by lawyer, accountant, manager, worked in public administration; "Submission of Construction Project to a Construction Information System" 2019 - managers of Development department of BVKB BIS; "Strategy Review for Small Business" 2019 - led by expert in strategy, change project management and business development; "Important practical issues and topics in tax law application" 2019 - led by J.R. - master in Economics Mg.sc.oec., tax consultant, tax accountant with many years experience, practising accountant and auditor) and financially support participation in national and international courses, seminars, conferences (e.g. in July of 2019 participation of 2 lecturers in international conference in Latvia - 272,21 EUR, lecturer's participation in 14th international scientific conference "Social sciences for regional development 2019", published theses, submitted scientific article - 50 EUR, etc.); financially support outside classes for students organized by lecturers - heads of study courses (e.g. International Building Exhibition "House 2018", "Real Estate Management and Maintenance in Jekabpils" - 2019). These processes are supervised and the necessary support is provided to the lecturers, for example, at the beginning of the academic year the lecturers fill out the "Support" questionnaire, indicating the necessary methodical, informative or material and technical support provided by the administration; at the end of the academic year, lecturers report on their professional development in the Lecturer's annual report. All lecturers have fulfilled the requirements for professional development (College also organizes personal development seminars for staff, e.g. "Emotional intelligence" - 2018, Non-violent communication - a path to understanding, trust and acceptance. *The role of mediation in everyday life.* - 2019).

Since study courses are also conducted by practitioners from a sector without pre-knowledge in pedagogy/university didactics, the College pays special attention to the methods by which the course is presented (e.g., in the academic year 2018/2019, the priority task was defined as "Ensure the form of work, the diversity of methods in the presentation of the content of study courses"). In order to perform a priority task, colleagues participated in a purposefully organised "Using teaching

methods to promote innovation in the field of education”, managed by Professor of the University of Latvia, Dr. paed. Ilze Ivanova, who participated in the chairs with educational orientation and shared her experience, provided a report on the methods used in the study process.

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

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

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

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

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

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

academic year, taking into account the funding allocated for remuneration, e.g. research (result - publication, statement of participation in a conference with a paper) - up to 100 hours.

Methodological development (a methodological tool for learning a study course, a specific topic more effectively) 10-50 hours. Academic or professional degree of an elected lecturer – Master's degree (if research has been carried out in the academic year, trained students, etc.) for up to 50 hours. Scientific degree of elected lecturer – PhD – up to 200 hours.

Jekabpils Agrobusiness College lecturer I. Veipa obtained a scientific degree in the regional economy sub-sector - on 16 March 2018 at the public meeting of the Daugavpils University Economic Industry Promotion Council, defending the promotion work "The role of vocational education in preparing the workforce for Latvian regions". With the lessons of the promotion, the lecturer I. Veipa has spoken at several conferences. For example: 16. 10.2019. At the 100-year anniversary conference of Riga State Technical School, the conference outlined possible solutions for attracting new specialists to Latvian regions and the role of the vocational education institution in this process. The aim of the conference was to discuss the substantive and organisational changes in the field of vocational education, their development and further development opportunities.

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

The College supports the participation of lecturers in international conferences, e.g. *2 lecturers participated in 2019. 5. in the International Multidisciplinary Academic Conference (IMAC), "The role of productivity in the context of globalization", financial support 272, EUR 21; participation of the lecturer in the 14th international scientific conference for regional development of social science 2019" published thesis, submitted scientific article – EUR 50, etc.*

These lecturers regularly advise students to participate in college and non-ongoing conferences by developing research skills for students; classes provide the most up-to-date information, use different pedagogical techniques.

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

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

Participation of teaching staff in scientific and practical conferences organised by the College (see *Appendix No.30*).

Participation in research ensures a closer link between the real professional environment and the study process.

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

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

1. Exchange of mutual experience:

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

2. Updating the content of study courses:

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

3. Identifying outing lesson tasks:

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

4. Field of applied research:

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

Lecturers have jointly updated the programme at the beginning of 2019/2020 and the College is ready to submit the Real Estate Management study programme to the experts for review (see Appendix No.52).

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	Statistic of student_Real Estate manager.pdf	Statistikas dati par studejosajiem akreditacijai_nami.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	6.pielikums_Programmas atbilstiba valsts izglitiba standartam_ENG.doc	6.pielikums_Programmas atbilstiba valsts izglitiba standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	7.pielikums_Programmas atbilstiba profesijas standartam_ENG.doc	7.pielikums_Programmas atbilstiba profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	8.pielikums_Namu_ENG.xlsx	8.pielikums_Kartesana_Nami.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	9.pielikums_Programmas plans Namu_parv_ENG.doc	9.pielikums_Programmas plans Nami.doc
Descriptions of the study courses/ modules	Studiju kursi_Namu parvaldisana1_ENG.rar	Studiju kursi_Namu-parvaldisana1.rar
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diplom sample_Real estate manager_ENG.pdf	11.1.pielikums_Diploma paraugs.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Studio contract part time 2019 House management.pdf	11.8.pielikums_Studiju liguma paraugs.docx
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	Studio contract part time 2019 House management.pdf	11.8.pielikums_Studiju liguma paraugs.docx
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.	Knowledge of the State language_ENG.docx	11.4.pielikums_Apliecinajums par valodas zinasanam.docx
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	Studio contract part time 2019 House management.pdf	11.8.pielikums_Studiju liguma paraugs.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		