Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: Alberta College

Study field: Management, Administration and Management of Real Property

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Summary Assessment of the Study Field

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The aim of the study direction "Management, administration and real estate management" corresponds with the strategic development directions, mission and vision, which are stated in the Development Strategy of Alberta College (AC). The AC has developed the Regulation on the Procedure of Studies and Examinations, which addresses the general principles of evaluations and defines procedures.

The College Board actively cooperates with the AC Council and the director of AC, as well as the Students' Self-government Council, by exchanging information, consulting and coordinating various decisions. AC has implemented information and data accumulation systems, incl. Nexus (student database), e-Nexus (staff database), GM (document database). Upon experiencing a growing significance of academic integrity and ethics in the work of colleges in particular, as well as discovering of several breaches, the College reacted and developed the Ethical and Academic Integrity Code of College.

The College has a well established quality management policy (Quality Assurance Policy of 31.08.2019.), which is publicly available at HEI's web page (https://www.alberta-koledza.lv/upload/01_AK_kvalitates_nodrosinasanas_politika_20190715_SPEKA. pdf). The Policy states that the College is a student-centered HEI, which is also stated in the quality assurance documents.

The fact that the College is student-centered was confirmed by the students and graduates. Existing Quality Assurance Policy, the Development Strategy, the Study Direction Development Strategy, the Scientific Research and Creative Development Strategy, Academic Staff Development and Assessment Plan, surveys for the students, staff and employers of the study programme, the study process, growth and employment ensure continuous improvement of the quality assurance at the College.

AC has developed a financing system, including resources and provision. AC budgeting is performed both in the short term and in the long-term investments. The scientific-research budget is planned to cover the promotion of scientific and research activities of study direction and lecturers - to pay for publications and conferences, exchange visits, as well as for international cooperation activities and membership fees.

At AC, which has 583 students and just over 10% of them study full-time. All other students study in a part-time form, which is divided into two sub-forms: Part-time (Saturday) and e-studies full-time. If the first two are traditional and are used in practically all Latvian higher education institutions, then AC is very active in use of the e-studies form. This platform, which is based on the traditional Moodle base, started more than 10 years ago and required more than three years of work from IT specialists at AC. As a result, an easy-to-use platform has been created that allows both teachers and students to access all study related documents and resources in a very simple way. It is intended for solutions to practically all issues of the study process and related procedures.

Given that AC usually has a maximum of 100 students, the facilities at its disposal, which can accommodate more than 120 students in its auditoriums (16 to 50) and 85 more in computer classrooms (14 to 40), are fully suited to the learning process. The college library has space for about 20 more students. This amount of available space is perfectly acceptable even in Covid19 conditions. All rooms are equipped with the necessary facilities, programs and equipment. Computers are regularly updated and at the moment there is no one in the College older than 3 years. The relatively small library, which has over 4,000 thousand books, as well as the connection to the EBSCO database and various necessary public networks, is connected in a single system with the EKA library, which significantly increases its capabilities.

Cooperation with non-governmental organizations in Latvia and abroad (for example, Employers' Confederation of Latvia, Latvian Traders' Association, Latvian Events Producer Association, etc.) –

participation in the creation of industry policy documents and regulations, developing research, promoting the College and its study programmes, exchange of experience, participation in projects. The directions of scientific research in the study direction comply with the development aims of the AC. The main goal as College states is connected with implementation of research-based studies, development of applied research and practical cooperation with employers. There has already been developed strong collaboration with the industry employers and associations in order to work on several research activities. Research is done in sufficient level accordingly to the AC development strategy, only in some cases it could be better coordinated between professors and possibly to develop joint research projects. Study Council approves research and scientific activities at the AC. Scientific research and the outcomes thereof are integrated in the study process in the study programmes, exist mechanisms to promote the involvement of the students in scientific research and they are well-functioning. Compliance of the study programmes content in general comply with the according profession standards (please see each study program with separate evaluation). Worth to mention that experts also consider the timeframe when the self- assessment report was submitted for the evaluation and it could cause the not appropriate profession standard comparison in study direction programmes.

The College cooperates with the institutions from Latvia and abroad (higher education institution, employers, employers' organisations, non-governmental organisations and etc.) within the study direction, and such cooperation contributes to the achievement of the aims and learning outcomes of the study direction and the relevant study programmes. Active cooperation with social partners and lecturers-practitioners in Latvia allows students to get involved in networking and to increase the employability opportunities in the future, also gives feedback from existing and potential employers to the study programme. The infrastructure and resources of social partners are used in the development of final theses. Teachers' expectations for international mobility exceed the College abilities to offer these opportunities. It is connected with not sufficient number of state scholarships given for the individual higher education institutions.

1. Management of the Study Field

Analysis

The administration of the study direction is organized based on the College internal document "Administration Structure of Alberta College".

The administration of the study direction involves the administrative staff (incl. general and support staff) and academic staff (incl. guest lecturers), students, employers' representatives (incl. graduates), in order to ensure the overall functions of the College and a high-level execution of each study direction and study programmes.

In compliance with College Statutes and Cabinet Regulations No. 537 "Alberta College Regulations" of 7 August 2007 the Board is the highest administrative institution of the College and the decision-making body for strategic, financial and economic matters.

According to the values of the College, especially openness and reliability, cooperation and support, and considering the declarations in the Quality Assurance Policy of the College, it is crucial for the College that programme development actively involves its management, personnel, students and partners. Based on such Quality Assurance Policy framework principles as social and legal responsibility, leadership and involvement, efficiency and result-orientation, regular internal and cyclic external assessment within the College practice, the College Board develops strategic documents and makes decisions with the support of the Development Council. The Development Council is not a continuously existing institution, but it is instead created ad hoc by inviting the College Director, heads of study directions, study programme directors, students, graduates, partners, or external experts, various institutions, staff or partners, considering the matter at hand.

For example, the development of AKAS 2023 (Development Strategy of AC) was ensured by the Board with the active involvement of College personnel, partners, especially actively involving the Director for defining strategic goals, as well as heads of study directions for determining tasks, as well as staff and students for the creation of the mission, vision, image of a graduate, specifying values, performing the SWOT analysis, the management of the AK for the strengthening of strategic partnership, and an external expert for the assessment of the compliance of AKAS 2023 with national level strategic documents. Prior to its approval, the draft of AKAS 2023 was discussed with the staff at a general meeting and Council meeting. Considering the comments of the parties involved, the draft was improved and then approved by the Board.

The College Board actively cooperates with the Alberta College Council (hereinafter referred to as the Council) and the director of Alberta College (hereinafter referred to as the College Director), as well as the Students' Self-government Council, by exchanging information, consulting and coordinating various decisions.

Study Direction and Study Programmes in AC are in accordance with national Latvian regulations for HEI's, which are adjusted to European Standards and Guidelines 2015. In compliance with College Regulations and Regulations on Alberta College Council the general meeting (hereinafter referred to as the General Meeting), i.e., the meeting of academic, administrative staff and delegated representatives of the Students' Self-government Council; elect the Council, take part in discussions of strategic documents, hear out the annual report of the College Director on achievements and plans. The extended General Meeting (i.e., including the Board, guest lecturers and partners) is called at least twice a year (at the end of the academic year and before the beginning of each academic year), and the General Meeting is additionally called for electing a Council, discussing pressing matters or celebrating significant dates at a celebratory General Meeting.

Pursuant to College Regulations and Regulations on Alberta College Council, the Council suggest and approve new study directions, approve study programmes, approve development strategies of study directions and study programmes by monitoring their compliance with Latvian and European Union standards and strategic documents, as well as the compliance with strategic documents of Alberta College; approve descriptions of the contents and implementation of study programmes, as well as changes in study programmes, review and approve yearly study direction and study programme self- assessment reports, approve questions of state final examinations and topics of qualification papers, approve sample topics of term papers and qualification papers, approve practice tasks, elect academic staff, approve the structure and composition of methodological commissions, approve research and science activity directions, prepare recommendations regarding the admission of students and implementation of new study programmes, accept the yearly report on the activities of the College, support and encourage the functioning of the Students' Self-government Council, develop College Regulations and amendments thereof, make decisions on other matters that are within the Council's competence. The Council is comprised of 12 Council members: Director, one Board Member, four academic staff representatives (persons elected into academic positions), two representatives of general staff, two representatives of the Students' Self-government Council, two authorized representatives delegated by employers and non-governmental organizations according to the specifics of the study.

The aim of the study direction is to provide the preparation of qualified, socially active and responsible business, financial, accounting and administration specialists who can successfully integrate into the job market and are oriented towards further education. The aim of the study direction corresponds with the strategic development directions, mission and vision of the College, which are stated in the Development Strategy of Alberta College (AKAS 2023). AC is autonomous HEI's and there is possibility of continuity of studies by graduates with other HEI's in Latvia and in EU. Graduates could also continue education with EKA, which is HEI that share part of resources with AC.

The study results are closely connected with the professional requirements of the study level

implemented at the College, the graduate's image formulated in AKAS 2023, and general knowledge, skills and competencies needed to successfully integrate into the job market and follow social and economic needs and trends.

In order to fulfill the aim and results of the Study Direction, the head of the study direction, in cooperation with teachers of the College, directors of other study programmes and the College Director, has developed the 2019-2024 Development Strategy for Alberta College Study Direction "Management, administration and real estate management" . The specific needs of local labour market are reflected in innovative study programmes like: digital marketing, event production.

Based on the "Regulation of Alberta College on Curriculum Development, Implementation Supervision and Improvement", as well as considering the provisions of the College Quality Assurance Policy, each study direction has a methodological commission, whose activities involve teachers (incl. guest lecturers), as well as students and employer representatives.

For the purposes of additional exchange of information to discuss current events, discover opinions, get involvement in the development of various documents or discussing drafts of documents or decisions before submitting them for approval, meetings of heads of study directions and study programme directors are organized, called and led by the College Director.

The e-solution "Nexus" accumulates information about student results, incl. showing average group results, which allows to make comparative analysis. Data is discussed during meetings of methodological commissions and with the state final examination commission, as well as during study programme director meetings in order to do an interdirectional comparative analysis.

Academic and administrative staff are assessed each year with the use of formal procedure. The results of assessment influence incentives for staff. The motivational system works properly in AC. Available and necessary resources are assessed each year, recommendations are submitted to the Director, information is handed over to the Board after approval by the Director.

Upon experiencing a growing significance of academic integrity and ethics in the work of colleges in particular, as well as discovering of several breaches, the College reacted and developed the Ethical and Academic Integrity Code of Alberta College (hereinafter referred to as the Code). The development of the Code involved teachers of the College and its strategic partner EKA, study programme directors and heads of study directions. The draft code was reviewed by the administration. The final edit of the Code was approved by the Council.

One of the breaches pushing the development of such a Code is related to unethical practice in a teacher's professional activity. A case of plagiarism was discovered in creating e-courses, which was permitted by a College teacher.

The College also rather regularly comes across cases of plagiarism in students' individual assignments, especially among first-year students who are not entirely familiar with the concept and are still learning to learn. In response, the matters of the non-acceptability of plagiarism were included in the first-year student meeting, the study programme study course "Introduction into Profession and Professional Ethics" was supplemented with a respective topic, and the study agreement clauses providing for sanctions in events of plagiarism and breaches of ethics were improved.

Study direction and Study programmes admission requirements are corresponding to a first-level higher professional HEI programmes, they are approved by the Council of the Higher Education and are in line with Articles 46 and 47 of the Law on Higher Education Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study programmes.

After evaluation of criteria. The following are assessed positively: procedures for the admission of students, the recognition of the study period, professional experience, and the previously acquired formal and non-formal education, the evaluation of the achievements and learning outcomes of the students.

The information published on the websites of AC about the study programme directed to candidates

and students are in accordance with the information in the official registers. The information is provided both in Latvian and English language. Web page also provides information about the application procedure, tuition fees, grants and scholarships, life-long education, study environment, cooperation partners, achievements, etc.

Conclusions. Strengths and weaknesses

AC clearly defines attainable study aims, learning outcomes and follows development trends and expectations of the local labour market.

Process of decision-making is relevant and supported by administrative and technical staff. AC has established a system and developed and implemented procedures for the admission of students, the recognition of the study period, professional experience, and the previously acquired formal and nonformal education, as well as for the evaluation of the achievements and learning outcomes of the students.

All procedures are logical and efficient. AC has a system of keeping academic integrity principles and anti-plagiarism mechanisms on a good level. The information published on the website of AC is appropriate for candidates and students for successful choice of program and study process.

Strengths
1. Strategic alliance with EKA as an opportunity to share resources like: staff, e-resources, premises, library, projects. Possibility of continuity of studies by graduates with EKA.
2. Practical education supported by lecturers-practitioner, internships. Learning outcomes based and adjusted to the needs of the labour market.
3. Unique programmes on the local market like: digital marketing, event production.
4. Sufficient resources for the size of the operation. Flexible access to premises and resources thanks to the strategic alliance with EKA.
5. Good reputation proved by interest in continuing studies with AC and opinions on the labour market. 6. High level of commitment of crucial stakeholders (academic staff, graduates, employers, students).

Weaknesses
1. Small scale of operation with a split of students for several programmes and directions could create danger for sustainability of the program (size of the classes, premises, e-resources etc.)

2. Efficiency of the Internal Quality Assurance System

Analysis

As required by the ESG (2015), the quality assurance at the College is based on parts of internal and external quality assurance and AC fulfills main requirements of ESG.

The College has a well established quality management policy (Quality Assurance Policy of 31.08.2019.), which is publicly available at HEI's web page (https://www.alberta-koledza.lv/upload/01_AK_kvalitates_nodrosinasanas_politika_20190715_SPEKA. pdf). The Regulation provides a detailed description of the framework for the structure and operation of the quality assurance, values of the College as well as interaction of the stakeholders. The College's quality assurance systems include long term and short term aims and contribute to the achievement of the aims and learning outcomes of the study programmes and study direction.

As stated in the Policy, the College's quality assurance policy is based on the ESG (2015), Latvian Qualification Framework, Latvian normative acts, Guidelines and methodologies for the Higher Education Quality Agency and the Academic Information Center and „Principles of Responsible Management Education" (PRME) of the UN Programme. During the assessment meeting

(01.10.2020.), the Management informed the experts that there had been a training session held for the teaching staff of the College and EKA During the assessment procedure. The Policy states that the College is a student-centered HEI, which is also stated in the quality assurance documents. The fact that the College is student-centered was confirmed by the students and graduates (for example, the students are involved in the decision-making process with respect to the study programmes and study environment, the teaching staff are available at HEI, students are welcomed on phone and email, librarian provides a help in finding necessary information, etc.).

During the assessment visit, the experts got confirmation that the quality assurance system of the College contributes to the achievement of the aims and learning outcomes of the study direction and the relevant study programmes.

The College involves all stakeholders (including teaching staff, students and representatives of potential employers) in the process of development and review of the study programmes. For example, the College has introduced a principle of Leadership and engagement - through building an organizational culture with active involvement of staff, students, and partners in decision-making, task completion, and demonstration of initiative based on mutual respect and loyalty, the College management ensures a shared vision of the College's operations and development. Additionally, the College has introduced a principle of Social and legal responsibility - to be socially responsible operations in compliance with laws and regulations, national and international standards, and ethical norms.

To ensure a good quality, the College regularly organises surveys for students about the content of the study programs, teaching methods, quality of academic staff work, organization of the study process and extra-curricular activities, study environment, and e-environment. . The surveys are organised also for the graduates, potential and current employers, including practice providers. As it was noticed and agreed with the College during the current assessment visit, the feedback rate of the surveys for students, graduates and employers needs to be improved. If the feedback rate of practice providers is 100 % (which is mandatory), then the feedback rate of students, graduates and employers varies from 25% to 40%. The College has implemented the analysis framework for the drop-out indicator and a system for drop-out minimizing.

In accordance with the Quality Assurance Policy of the College, the content of the study programmes and the study courses are improved not only following the information gained from surveys, but also from the meetings with stakeholders. As mentioned during the evaluation meeting, the College does not have a formally established alumni community.

The College has established procedures for dealing with students' complaints, although there are not many complaints. Problems are solved immediately based on free and open communication between students, the programme director and the management of the College (all sides support this).

The College has developed the Regulation on the Procedure of Studies and Examinations, which addresses the general principles of evaluations and defines procedures. Each study programme has an implemented study course, within which students are informed of the planned results of the study programme and the general image of an Alberta College graduate. Each study course is given a Study Course Description, which clearly formulates the planned achievable results of the study course (knowledge, skills, competencies) and evaluation criteria for each result. Study Course Descriptions are published on Moodle and are always available to students acquiring the respective study course. Each year, results set forth by Study Course Descriptions are assessed at methodological commission meetings, discussing whether they have been met, whether they are achievable and whether there is a need to improve the Study Course Descriptions to specify definitions of results or evaluation criteria. Alberta College has implemented information and data accumulation systems, incl. Nexus (student database), e-Nexus (staff database), GM (document database), etc.

The assessment criteria, types and procedure of examination of the acquired education are defined

in the Regulation on the Procedure of Studies and Examinations. Students' knowledge in lectures and clases, individual assignments, tests and exams, within internship defense and state final examination. The Regulation defines the "basic principles of assessment" and forms thereof, as well as the system in general.

The College has developed "Guidelines for the Development of Study Course Descriptions", which features self-control questions encouraging the study course description authors to do a more in-depth assessment of whether the selected individual assignments, teaching methods, assessment methods are interrelated with the planned achievable results of the study course. It was implemented in 2018 in a pilot project that, prior to the approval of study course descriptions, they undergo quality control (review) to check the aforementioned aspects. The study programme director maps the described results of each study course in comparison with the planned achievable results of the study program and the image of a College graduate (soft skills, digital skills, professional skills).

Existing Quality Assurance Policy, the Development Strategy, the Study Direction Development Strategy, the Scientific Research and Creative Development Strategy, Academic Staff Development and Assessment Plan, surveys for the students, staff and employers of the study program, the study process, growth and employment ensure continuous improvement of the quality assurance at the College. For example, the College among other approaches has introduced such principles as "Efficiency and result orientation" and "Continuous improvement for excellence. Focusing on delivering results and efficient use of existing resources, the management of the College provides a systemic approach to the management of all processes. Regular internal and periodic external evaluation set grounds for continuous improvement of the quality assurance system of the College. The College undergoes regular internal and external evaluations, analysing the gathered data and result trends, and uses the lessons learned to improve its future performance.

As mentioned in the Self-Assessment Report of the College, one of the challenges for the following years is implementation of the updated Quality Assurance policy and a more active involvement of all parties, especially students and academic staff, incl. in developing various documents, assessing study programme contents and implementation thereof, as well as in the work and decision-making of decision making bodies on all levels.

Study fields are systematically reviewed after stakeholder surveys and conversations in AC. The college collects and analyses very basic information on the study field on a regular basis and regularly uses it to improve the study direction. The College has implemented an analysis of the drop-out indicator and a system for drop-out minimizing. Since 2018, data of at least the last 3 years must be analyzed, preferably 5 years (previously a 2 year analysis).

All obtained data are accumulated in College databases and analyzed by preparing annual self-assessment reports.

The college has identified the standards set forth in Part 1 of the ESG, which require special attention. In order to improve the performance of the relevant study programmes of the study field, the college has determined aims and measures, which are integrated in quality assurance system.

Conclusions. Strengths and weaknesses

AC has a well established quality management policy and introduced an integrated quality management system. AC involves all necessary stakeholders in the process of developments and review of the study programmes. AC collects and analyses basic data relevant to the study direction and programmes, data are used to improve the quality on study process and content of the study programmes. Number of respondents filling in the surveys should be increased.

Strengths
1. The College has a well established Quality Assurance System that is compliant with the

requirements of the ESG (2015) and local normative regulations;

2. The College involve all stakeholders in the development and review process of the study programmes, study process and growth;

3. Student examination results and performance of the academic staff are being analysed on a regular basis;

4. The above mentioned gives the bases for continuous improvement of the study programmes, study process, growth and employment.

Weaknesses

1. Low rate of the feedback from the surveys for students, graduates and employers about the satisfaction with the study program, the study process;

2. The College does not have a formally established alumni community.

3. Resources and Provision of the Study Field

Analysis

Alberta College has developed a financing system, including resources and provision. AC budgeting is performed both in the short term and in the long-term investments. The scientific-research budget is planned to cover the promotion of scientific and research activities of study direction and lecturers to pay for publications and conferences, exchange visits, as well as for international cooperation activities and membership fees. This is also a good motivator for lecturers. The positive financial results of the last years allowed one to allocate additional funds for the implementation and development of Study programmes, as well as for the use of study materials and research development.

If at the given time the tuition fee could be considered as almost the only source of AC funding, which amounted to approximately 300,000 euros in the Study Direction last academic year, then recently the AC budget will be supplemented by ERASMUS + revenues, rent and development of lifelong learning programs. This year(2020/2021), more than 250 students are expected to attend a variety of lifelong learning programs at AC.

At Alberta College, which has 583 students and just over 10% of them study full-time. All other students study in a part-time form, which is divided into two sub-forms: Part-time (Saturday) and e-studies fulltime. If the first two are traditional and are used in practically all Latvian higher education institutions, then Alberta College e-learning platform for full-time studies, which gives the opportunity to receive study materials without visiting the institution to the same extent as full-time students, is an undoubtedly successful innovation. This platform, which is based on the traditional Moodle base, started more than 10 years ago and required more than three years of work from IT specialists at Alberta College. Currently, the College's website platform and intranet (including for e-learning) include: Moodle system (including for e-learning), Big Blue Button video lecture system (including for e-learning)), NEXUS - student / staff database, E-Nexus - staff database and Business Calendar - internal task planning tool.

Now the College has developed a well functioning e-study platform (uses the same e-platform as the EKA) that has also ensured the teaching process without interruption during COVID-19. The e-platform has been significantly improved since the last accreditation procedure that was confirmed by the students and teaching staff during the current evaluation procedure. As a result, an easy-to-use platform has been created that allows both teachers and students to access all study-related documents and resources in a very simple way. It is intended for solutions to practically all issues of the study process and related procedures.

When studying in the form of distance learning, a student can receive practically all the same information and opportunities that a full-time student receives. As all lectures are recorded, they are also available to students who have not been able to attend the lecture online. Given that the

number of working students is constantly increasing in proportion to the total number of students, this form of training is becoming increasingly popular. This may explain another feature of Alberta College. Despite the fact that it offers only first level higher education, it has a large number of students who already have bachelor's and even master's degrees from other universities. This form of training is available in all Alberta College curricula. At the moment, this form has also been taken over by Alberta College's strategic partner university EKA, which undoubtedly strengthens its competitiveness in the Latvian higher education market.

Given that Alberta College usually has a maximum of 100 students, the facilities at its disposal, which can accommodate more than 120 students in its auditoriums (16 to 50) and 85 more in computer classrooms (14 to 40), are fully suited to the learning process. The college library has space for about 20 more students. This amount of available space is perfectly acceptable even in Covid19 conditions. All rooms are equipped with the necessary facilities, programs and equipment. Computers are regularly updated and at the moment there is no one in the college who is older than 3 years.

The College provides students with informative, methodological and financial support for studying, working in the e-environment, finding internship, pursuing a career, and starting their own business, as well as mentoring for studies and self-development.

The relatively small library, which has over 4,000 thousand books, as well as the connection to the EBSCO database and various necessary public networks, is connected in a single system with the EKA library, which significantly increases its capabilities. College students can receive books and all the necessary support from both libraries. Both librarians act as consultants and help students not only to find the necessary sources of information, but also to print the materials necessary for students and lecturers free of charge. Alberta College also has access to the resources of the National Library of Latvia and students have the opportunity to obtain materials from the sources at its disposal.

The division of specific literature depends on the number of Studies Programmes of each direction. Each year, every Programme director submits a list with necessary literature.

Each year, the needs for expanding the Library's collection are identified. The budget of the College includes a respective position. Funding is granted on the basis of the figures for the previous yearand projections for the new academic year. For example, an audit may result in decisions to substantially renew a Library collection for a study programme that requires higher (compared to annual average) funding.

Even though the College is not funded from the state budget, the basis for the calculation of the recommended amount for the expansion of the library collection is the basic funding per student established in Cabinet Regulations No. 994 of 12 December 2006, "Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget".

The selection or election of the academic staff is carried out in several stages, which is determined by certain procedures. The process of recruitment and evaluation of lecturers is transparent and effective.

The needs of the teaching staff for professional and didactic improvement are identified in a targetoriented manner. There are several trainings and excellence possibilities for teaching staff provided by AC. Appropriate improvement measures are undertaken, and the outcome and efficiency of the implemented measures are assessed. There are assessment mechanisms of development for teachers.

Alberta College has developed and implemented the Academic Staff Development Plan (ASDP) (which, among other things, includes a precisely formulated image of academic staff at Alberta College), and a

Staff Assessment and Motivation System. The staff was involved in the development and implementation of the system. The budget provides for funding for raising the qualification of academic staff.

At the moment, a total of 43 lecturers are employed in the field of studies, of which 23 are AC-elected academic staff and 20 guest lecturers. Every year, the number of elected lecturers in relation to guest lecturers increases, as does the number of lecturers with a doctoral degree. Currently, 6 lecturers have a doctoral degree and another 4 are studying for a doctorate.

During the last 6 years, for AC overall there are 51 outgoing and 36 incoming staff mobility cases from different universities abroad. AC provides support for every teacher who wants to develop their academic capacity.

Additionally, the College states that the greatest challenge for the College may be securing appropriate funding to ensure continuous development and the availability of modern learning resources and funding for research work, because the budget of the College is made up only of students' study fees and founders' investments, without any financial support from the state. Therefore, the College pays a lot of attention to the efficient use of resources, sharing with partners, improving the range of services, attracting additional funding (e.g., Erasmus+ structural funds, sponsors, state procurements, etc.).

There are no cafes in the AC premises, but considering its location in the centre of Riga, it does not cause great inconvenience to students, because next to the entrance to the AC there is an entrance to the fast food restaurant Daily Special, but within a radius of 100 meters there are 5-6 more restaurants .At the same time, as it turned out during the experts' visit, it would not be bad if students had the opportunity to buy hot drinks and snacks on the very premises of the college. Access to the AC is convenient by both public and personal transport. Public parking lots are located directly opposite the college. At the same time, the lack of convenient storage for bicycles and scooters should be noted as a disadvantage.

Conclusions. Strengths and weaknesses

The material, technical and financial resources at the disposal of the study direction can be assessed as qualitative and sufficient to ensure the study process. The team of lecturers is appropriate to the needs of the study and research processes of the study field. Overall, there is a balance between academic staff and practitioners involved in the learning process. Given that only about 10% of students study full-time, it can be said that the existing material and technical base will be sufficient even in the event of an increase in the number of students. Limited financial resources, however, as stated in the self-assessment report, the financial resources of the study direction in the study year 2019/2020 are sufficient (the tuition fee for new students was increased);

Strengths
1. Good resources and premises that are adjusted to the size of HEI;
2. Flexibility of use the resources connected to the strategic alliance with EKA and possibility to use resources
3. Library and reading room are very small, but still sufficient for the existing size of the student body;
4. Hours and access for AC for students and academic staff are well adjusted and flexible;
5. There is an efficient system to finance scientific and artistic achievements.
6. Innovative methods and materials for on-line education and verification of competencies during exams.
7. Access to publications and e-resources.

Weaknesses

1. Limited options for hot drinks and snacks on the college premises;
2. Not very functional parking for bicycles;

3. Library isn't open Sundays and Mondays. Students could access it on demand which is not very convenient.

4. Scientific Research and Artistic Creation

Analysis

The directions of scientific research in the study direction "Management, administration and real estate management" comply with the development aims of the AC. The main goal as College states is connected with implementation of research-based studies, development of applied research and practical cooperation with employers. There has already been developed strong collaboration with the industry employers and associations in order to work on several research activities. In many cases the proposed research projects and topics come from entrepreneurs and students are involved in real business life case analysis.

Research is done in sufficient level accordingly to the AC development strategy, only in some cases it could be better coordinated between professors and possibly to develop joint research projects. Study Council approves research and scientific activities at the AC. Positively to mention that the research directions are approved in the long term, at the moment till 2024 and for each study programme there exist separate research directions. In the next strategic period the more comprehensive research/applied science management strategy with concrete tools should be developed or integrated in existing mechanisms, for example, with focus on incentive systems, development tools, measurement for scientific accountability. Worth to mention that the College provides institutional and financial support for the scientific research of academic staff and students in compliance with College Council-approved research and scientific activity directions and annual research and creative activities program. Study Council organizes regular meetings (including also Online even before the Covid-19 pandemic) to discuss student research work and actual trends so that research, incl. final diploma works are contemporary and in accordance with the market needs. In some cases academic staff has more personal reasons not to participate in the scientific research projects, conferences, publication development etc., for example lack of time due to professional business duties.

But there are also good examples that AC academic staff and students conduct commissioned research.

It is quite sufficient at the moment, but there could be more innovative solutions provided for academic staff to be involved in the research and provided long-term focus on research direction development. Positive aspect is that AC has developed collaboration with various influencers in different field of industries, and such involvement in the study process help students to increase an interest in research activities.

As AC promotes that students gain practical education, hence mainly academic staff come with business background. AC provides support for academic staff which comes from industry to gain necessary pedagogical skills. Also practice based research topics are very valuable for students that can develop final works, including thesis in accordance with the labour market needs.

According to the self-assessment report the international cooperation in the field of scientific research, the study direction and the relevant study programmes is conducted through cooperation agreements with foreign scientific institutions and participation in joint scientific projects, guest lectures, conferences (for example, international conference "Emerging Trends in Economics, Culture and Humanities (etECH)", mobility exchanges between Uppsala University, Brno University of Technology, Vilnius University a.o.). More emphasis could be on development with international level colleges, in order to promote online lectures, scientific research activities etc. Positive example of international research development is international scientific conferences for the students - graduates and students have actively participated in recent years and in partnership with University of Applied Sciences (EKA) it is a valuable international event. Partnership with the mentioned

university opens up various possibilities to use research background from such strategic alliances in future.

Scientific research and the outcomes thereof are integrated in the study process in the study programmes, exist mechanisms to promote the involvement of the students in scientific research and they are wellfunctioning. There could be more activities regarding the research with the applied science management strategy approach, for example linked together incentive pay systems, research development tools, measures for scientific accountability a.o.

Conclusions. Strengths and weaknesses

Scientific research is integrated in the study process of the study direction "Management, administration and real estate management". In AC exists mechanisms to promote the involvement of the students and staff in scientific research and they are overall well-functioning. International cooperation in the field of scientific research within the study direction and involved study programmes is ensured and improved in a target-oriented manner. There could be more activities regarding the research with the applied science management strategy approach.

Strengths for students:
1. Good collaboration with entrepreneurs - their proposed research projects for students are real business life cases.
2. Influencers' involvement in the study process help students to increase an interest in research activities.
3. International scientific conference for the students - graduates and students have actively participated in recent years. Additional value is provided by partnership with University of Applied Sciences (EKA).
4. Study Council - regular meetings (including Online) to discuss student research work and actual trends so that research, incl. final diploma works are contemporary.

Strengths for research staff:
1. AC provides several mechanisms, for example Trainings (example - short course) for staff on how to perform scientific research and write scientific publications.
2. Possibility to use research background from strategic alliance with University of Applied Sciences (EKA).

Weaknesses
1. Interest from staff is high to develop scientific activities, but due to professional activities in business
(case for several staff members) it is hard to devote appropriate amount of the time.
2. Lack of the research/applied science management strategy (incentive systems, development tools, measures for scientific accountability).

5. Cooperation and Internationalisation

Analysis

The College cooperates with the institutions from Latvia and abroad (higher education institution, employers, employers' organizations, non-governmental organizations and etc.) within the study direction, and such cooperation contributes to the achievement of the aims and learning outcomes of the study direction and the relevant study programs. The cooperation partners are selected in view of the specific features of the study direction and the relevant study programmes.

Active cooperation with social partners and lecturers-practitioners in Latvia allows students to get

involved in networking and to increase the employability opportunities in the future,also gives feedback from existing and potential employers to the study programme. The infrastructure and resources of social partners are used in the development of final theses.

Cooperation with non-governmental organizations in Latvia and abroad (for example, Employers' Confederation of Latvia, Latvian Traders' Association, Latvian Events Producer Association, etc.) – participation in the creation of industry policy documents and regulations, developing research, promoting the College and its study programmes, exchange of experience, participation in projects.

The strategy for the next five years was developed by the Head of the study direction in cooperation with the Director of Alberta College, involving employees of all levels and representatives of parties interested in the activities of the AC. The draft strategy was reviewed at an AC Council meeting, methodological commissions of the SP, as well as the Student Council.

The College has a well-established and operating system for the provision of traineeships and the organization thereof has been developed within the study direction. For example, the College provides a help to find places for internship for the students that come from outside Riga, there are partnership agreements signed with some enterprises that send their employees to the College - the students can choose the places for internship not only at the current place of employment, but also can go for other places, these students get discounts for the study fee and in some cases choose to study later in EKA. Although the list of students placements in abroad as well from abroad is very short (1 or 2 per year).

AC compared with the last overview significantly improved recommendations regarding International Cooperation. Experts see involvement foreign guest lectures and teaching personnel at Alberta College through the lifelong education program Erasmus+ or Partnership projects. Staff trainings are organized during Staff training week and International Academic week. Both events were attended by representatives of foreign schools and this was a good support to find new mutual contacts for the same level colleges cooperation and partners for the future project.

Meetings with the teachers showed that College administration very much encourages and supports teachers to develop international relations, artistic and scientific projects in order to attract foreign teachers, to develop strategic partnership projects, to enhance a list of places for international internships and various scientific and artistic projects.The example could be promotion of international cooperation in AC during meetings with staff.

Expectations of academic staff` for international mobility exceed the College abilities to offer these opportunities. It is connected with not sufficient number of Erasmus + scholarships given for the individual high education institutions.

There are no formal organization of Alumni in AC. Alumni association should help building stronger links of AC with environment and support graduates in their careers.

Conclusions. Strengths and weaknesses

The cooperation with partners in Latvia is well organized and brings quality to the study direction. The strategy for international development is clearly defined. Although the international dimension is growing and visible in many layers, it is still needed to be strengthened in different ways, including students involvement in suitable projects and work experience placements, delivering more study subjects by Erasmus + program incoming teachers, creating updated list of international partners. International cooperation should be based on similar level partners in EU.

Strengths
1. Close and strong cooperation with employers and strategic partner higher education institutions in Latvia;
2. Development Strategy foreseen by 2023 each academic staff member participation in international mobility or professional qualification development event abroad;

3. Academic staff participates in international scientific research projects implemented by the College,

4. Staff engagement in regular cooperation with international partners;

5. Collaboration with the strategic partner EKA on organizing International Staff Training Week and International Academic Week.

Weaknesses

1. Limited number of Erasmus + scholarships for staff;

2. Very limited students internship places abroad;

3. Lack of strategic international partnerships;

4. No formal Alumnus association.

6. Implementation of the Recommendations Received During the Previous Assessment Procedures

Analysis

Most of the previous recommendations have been implemented very well. The College has found a balance between practical and theoretical education. Some recommendations were implemented thanks to strong cooperation with EKA. There is strong cooperation with employers, half of the teaching staff is from industry, which allows to change study programs for actual needs for the industry. Many graduates can recommend Alberta college for their friends and colleagues. There are tests on the homepage, where potential students can find the most appropriate study program; The list below is an analysis of previous recommendations

1. A larger percentage of teaching staff with a doctorate degree - every study programme in this study direction is first level professional and there is no requirement to provide teaching staff with a doctorate degree. Big part of the teaching staff is with professional backgrounds. And 3 teachers are getting doctor degrees. This recommendation was partially implemented, however, experts can agree that these are first level professional study programmes and it is allowed to have practitioners ad teaching staff. It is commendable that AC teachers continue their doctoral studies.

2. Updated computer hardware - in every classroom there is an interactive board. And in Alberta collage there are many computer classes where computers are 3-5 years old. This recommendation was fully implemented.

3. Implementation of a film studio and purchasing equipment - because of strong cooperation with EKA, there is no need to purchase new equipment. If there is a need, students can get filming equipment and get access to a studio with special software. This recommendation was partially implemented.

4. Regular analysis of the Study Direction with the purpose of developing competitiveness and attracting more students - in every study programme there is strong cooperation with employers. They take part in study directions development. And there are regular surveys from students and graduates. Mostly there is open door communication, where everyone can freely say their opinion to improve study direction. This recommendation was fully implemented.

5. Increase in internationally cited publications - in AC there is the possibility to participate in EKA international scientific conference etECH. This recommendation was fully implemented.

6. Inviting foreign guest lecturers - there are a lot of guest lecturers from industry from Latvia and each year, Alberta College hosts visits and guest lectures from foreign guest lecturers, creative workshops (mentioned in self assessment report). However, students couldn't call any lecturer from foreign countries. This recommendation was implemented.

7. Motivating staff to learn English in order to improve attracting foreign students - teaching staff admit that Alberta college made one opportunity in the year to learn English language. In e-platform teachers can learn English too. This recommendation was partially implemented.

8. Increasing the number of references to sources in foreign languages - In every study programme there are references to sources in foreign languages. This recommendation was fully implemented.

9. Implementing study modules - the possibilities of implementing study modules were analyzed both within methodological commissions and consultations with graduates and the management of Alberta College. There is currently no plan to implement a module system. This recommendation is not implemented, yet this is a matter of institutions autonomy.Motivating students to attend guest events hosted by foreign guest lecturers. In self assessment report AC mentions that attendance of guest events held by guest lecturers is integrated into study course requirements and internship assignments, and they are organized in various study forms. Events held by foreign guest lecturers are well-attended, however, students admit that there have not been foreign guest lecturers -this recommendation was implemented. 10. Assessment of the possibilities for implementing bachelor's programs - Alberta College's decision is to stick to its current status. Because of this one recommendation hasn't been implemented. Yet this is a matter of institutions autonomy.

11. To update the content of the study programme according to the new professional qualification requirements and current needs of the labor market. With strong cooperation with employers from industry, graduates and students study program Digital marketing is updated. This recommendation was fully implemented.

Conclusions. Strengths and weaknesses

Overall there are 12 recommendations. Fully implemented recommendations are 7, partially implemented recommendations are 3 and there are 2 recommendations that weren't implemented at all. Two recommendations that have not been implemented by the college have been evaluated by the college's decision-making bodies and the justification given as to why these recommendations have not been implemented is understandable. It also seems that AC have worked to attract and increase the number of guest lectures, however, there are concerns about students' awareness of these opportunities.

Strengths:
1. Computer equipment has evolved to a high level. In every audience there is a computer and interactive board. Every computer is new enough to use for studies;
2. Regular analysis of the Study Direction with the purpose of developing competitiveness an attracting more students is working very well.
3. Digital marketing programme is being improved significantly;
4. Some recommendations were implemented thanks to strong cooperation with EKA.

Weaknesses:
1. Motivating staff to learn English in order to improve attracting foreign students is done poorly. There were only a few events for the teaching staff;
2. There are a lot of recommendations for internationalisation, which should continue to develop - invite guest lectures from foreign countries, organise study courses in English language and make sure students are aware of these opportunities.

7. Assessment of the Requirements for the Study Field

1 Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:
   Assessment of compliance: Fully compliant

Justification: Quality Assurance Policy, the Development Strategy, the Study Direction Development Strategy, the Scientific Research and Creative Development Strategy, Academic Staff Development and Assessment Plan, surveys for the students, staff and employers of the study program, the study process, growth and employment ensure continuous improvement of the quality assurance at the College.

2   1.1. The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.
Assessment of compliance: Fully compliant

Justification: All stakeholders get involved in the development and review of the study programmes. The College has developed and implemented the Academic Staff Development Plan, and a Staff Assessment and Motivation System. Academic and administrative staff are assessed every year. The budget provides for funding for raising the qualification of academic staff. AC also has Quality Assurance Policy, the Development Strategy, the Study Direction Development Strategy etc.

3   1.2. A mechanism for the development 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.
Assessment of compliance: Fully compliant

Justification: Quality Assurance Policy, Regulation of Alberta College on Curriculum Development Strategy for Study Directions, Implementation Supervision and Improvement, which provide for an annual assessment of study programs involving teachers, employers and partners. Specific procedures and persons in charge are defined. Every year, a description of the contents and implementation of a study program is developed, integrating all necessary changes for the improvement and updating of the study program, it is reviewed and approved by the Council.

4   1.3. 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.
Assessment of compliance: Fully compliant

Justification: The College has developed the Regulation on the Procedure of Studies and Examinations, which addresses the general principles of evaluations and defines procedures. Study Course Descriptions are published on Moodle and are always available to students acquiring the respective study course.

5   1.4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.
Assessment of compliance: Fully compliant

Justification: Academic Staff Development and Assessment Plan, which is supported by the College's budget.

6   1.5. The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.
Assessment of compliance: Fully compliant

Justification: Alberta College has implemented information and data accumulation systems, incl. Nexus (student database), e-Nexus (staff database), GM (document database), etc.
The e-solution "Nexus" accumulates information about student results, incl. showing average group results, that allows to make comparative analysis. Data are discussed during meetings of methodological commissions and with the state final examination commission, as well as during study program director meetings in order to do an interdirectional comparative analysis.
Each year, the College conducts student surveys and a graduate survey about satisfaction with the study program, the study process, growth and employment.
The College has implemented an analysis of the drop-out indicator and a system for drop-out minimizing.
Academic and administrative staff are assessed each year.
Available and necessary resources are assessed on an annual basis, recommendations are submitted to the Director, information is handed over to the Board after approval by the Director. Since 2018, data of at least the last 3 years must be analyzed, preferably 5 years (previously a 2 year analysis).
All obtained data are accumulated in College databases and analyzed by preparing annual self assessment reports.

7   1.6. The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.
Assessment of compliance: Fully compliant

Justification: Continuous improvement, development and efficient performance of the study direction is ensured via involvement of the stakeholders in the review process of the study direction, surveys for students, graduates and employers of the graduates, Additionally, performance and competence of the teaching staff are being annually assessed, to-be-improved/utpaded competence of the teaching staff is defined, teaching staff trained. Students and teaching staff participate in local and international scientific conferences and workshops.

8   R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.
Assessment of compliance: Fully compliant

Justification: Involvement of foreign and local lectures, participation in ERASMUS+ programmes. Besides, the College has established good cooperation with CTL Eurocollege in Cyprus, which implements the college-level study program "Marketing and Public Relations''. Currently, a joint research project "Involving Influencers in Brand Communication'' is taking place between both colleges, and its results are planned to be presented at the international science conference etECH and students' scientific practical conference in Rīga, in April 2020. Within the Erasmus+ mobility program, colleagues from Cyprus are also planning to take part in the etECH conference and IAW. After a discussion between the Director of the College and the administration of CTL Eurocollege, the decision was made to extend the existing collaboration and develop it in the direction of scientific research, involving as many matching study directions of both colleges as possible. Additionally, Annex 32. All together it may be concluded that AC cooperates with different organizations from Latvia and abroad and these cooperation's ensures achievement of the aims of the study direction.

9   R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).
Assessment of compliance: Fully compliant

Justification: The College supports teachers' scientific and research activities. The involvement of teaching personnel in scientific research is promoted through creating research groups and giving grants for their scientific and research work.

10 R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.
Assessment of compliance: Partially compliant

Justification: The College has implemented part of recommendations given by the expert team of the previous evaluation.Two recommendations that have not been implemented by the college have been evaluated by the college's decision-making bodies and the justification given as to why these recommendations have not been implemented is understandable and are an issue of college autonomy.
AC should continue to motivate teaching staff to improve their English language knowledge. And continue to work with internationalization issues, invite guest lecturers and make sure that students are informed about offered guest lectures.

8. Recommendations for the Study Field

Short-term recommendations

1. Improve incentive systems by putting development tools and measures for scientific accountability (during next two academic years).
2. Promote online lectures among students and staff (during next two academic years).
3. Provide stronger support for scientific research activities (during next two academic years).
4. Open short term international cooperation program for students and staff mobility to support exchange of working students (during next two academic years).

Long-term recommendations

1.Develop stronger mechanisms for supporting academic staff development of research.
2.Stronger collaboration development with international level colleges, in order to strategy promote online lectures, scientific research activities.
3. Improve international areas in Study Direction in such ways: 3.1. Fostering student's mobility; 3.2. Creating internship places abroad; 3.3. Extending number of external specialists/visiting lectures involved in programme; 3.4. Expanding input of international lectures (exams, final works commissions, staff training weeks and etc.); 3.5. Expanding international stakeholders in Latvia and abroad; 3.6. Following College aims to evaluate the partnership's priorities and mutual benefit to carry out an existing international partnership assessment; 3.7. Enlarging international partners' network; 3.8. Enhancing visibility of international activities as school profile; 3.9. Involving students in suitable international projects and work experience placements; 3.10. Involvement in key international organisations, uniting high education institutions and their boards; 3.11. However, there was a lot done in English competency of students and staff, there is still need of constant effort in this area; 3.12. Stronger impact on teaching specialised English, especially business English is needed; 3.13. For the greater local cooperation recommended to organise formal Alumnus organisation.
4. Develop stronger mechanisms for supporting academic staff development of research, improve its concrete incentive system, development tools, measures for scientific accountability.
5. Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities etc.

II. "Digital Marketing" ASSESSMENT

II. "Digital Marketing" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional first level study program "Digital Marketing" (41345) is implemented in several forms:
- Full-time studies (2 years, 80 CP, Latvian);
- Part time extramural studies (2 years 6 months, 80 CP, Latvian);
- Part time studies (2 years 6 months, 80 CP, Latvian);
- Part-time extramural studies - distance education (2 years 6 months, 80 CP, Latvian).

After graduation students can gain professional qualification of "Marketing specialist".

The aims, objectives, and admission requirements are interrelated and can be regarded as programme strengths. Study programme is very modern, original and well adjusted to the labor market needs. The programme is very competitive and it has a positive aspect, but at the same time it requires regular reviews for sustainability, because the digital environment not only in Latvia, but also globally is changing and there should be continuous improvement for the content of the study courses. But at the same time the scope of the study program is very modern and essential for the labour market.

Total amount of students in the review period has been different, due to change of full time studies to part time studies. Hence the interest of studies in full-time is very low as mainly there are coming to this study program already working students. There are no students in full time studies during the last 4 years in the review period, but AC has a strategic aim to improve these indicators. Also drop-out rate can be evaluated as high, but at the same time, considering the scope of the study program and the student background (working students) it can be appropriate. But for sure the management of the study program should reevaluate recruitment and keeping incentives of the study program students. Worth to mention, that study program has a very strong practical focus and it is highly evaluated in the labour market.

Advantage of the realization of this study programme is the developed and introduced distance learning option - e-learning system which is very competitive compared to other higher education institutions in Latvia. When studying in the form of distance learning, a student can receive practically all the same information and opportunities that a full-time student receives. Such study form is realized remotely and students can join the education process practically from any place. Hence in expert`s opinion there could be more modules provided in English language for the study program "Digital Marketing" for improving competitiveness of the study program. The educational approach to practical education in the study program joining hard and soft skills is appropriate. Strength of the study programme is that it is very practically oriented and there is a need for such specialists in the local labor market.

Program intended learning outcomes are well formulated as knowledge, skills and competences which are in line with Latvian and European qualification framework (LQF and EQF - level 5).

The general guidance in the literature is that there should be 5 –10 learning outcomes which are clearly represented in the self-evaluation report of the study program. Just in the future the ERS (ethics, responsibility and sustainability) related competences could be integrated in the formulation of learning outcomes.

Programme admission requirements are corresponding to a first-level higher professional HEI programme, get approved by the Council of the Higher Education and are in line with Articles 46 and 47 of the Law on Higher Education Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study Programmes.

Statistics for the previous period (2013 - 2019) show a high drop-out rate (on average, 30 %). Since the College is primarily financed by the tuition fees, deeper analyses should be made for the high drop-out rate. High drop-out rate also geoportises the reputation and financial sustainability of the

College.

Conclusions by specifying the strengths and weaknesses

The professional first level study program "Digital Marketing" is realized in Latvian in full time, part time and distance learning form. In general learning outcomes are clearly represented in the self-assessment report of the study programme as well as indicators describing the study programme evidence of the good study programme realization.

Strengths:
1. Modern and necessary education in the labor market
2. The qualification to be acquired, the study programme aims, objectives, and admission requirements are interrelated.

Weaknesses:
1. Low interest in full-time studies.
2. Relatively high drop-out rate for the study program.
3. ERS related competences indicates weaknesses in the formulation of learning outcomes

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses are of good quality and include all the required information e.g. course aims, learning outcomes, course content and planned hours, recommended literature and additional sources of information, organisation of the independent studies, assessment structure and course value in credit points and ECTS. Study courses and content of them are corresponding to the essential event production knowledge set, especially study courses of Marketing Planning and Brand Management, Visual Communication, Digital Marketing Strategies and Tools, Influencer Marketing, Marketing of Digital Content. For sure there are some similarities in study content with the study program "Event production", but considering the size of Alberta college and financial capabilities, it can be considered as economically beneficial to realize similar courses in two study programs.

The content of the study programme is relevant and complementary because of strong cooperation with employers and teaching staff, which is from industry. In such a way students gain more practical knowledge, skills that are up to date to the labour market needs. Also in internships students are close to real events and take part in serious situations. Many students do qualification work in those companies where they do internships. There is a lack of international mobility in the study program, hence the study course offer in English would be necessary to introduce.

Students have a lot of different evaluation methods for study courses and studying methods are different. Students have the possibility to visit events, listen to guest lecturers, take part in conferences and many more different ways to be next to industry during studies. In general study program teaching staff actively use an e-study platform, but there is a need for regular actualisation of the moodle system in order to keep new and actual teaching materials.

Surveys of the study program have high results. There are obligated surveys for employers after each internship. Student surveys are anonymous, students see it on the homepage, got by e-mail, but in many cases responsiveness is low. Based on the expert visit results, the outcomes of the surveys conducted among the students, and also employers, and graduates are used to improve the quality of studies. There is student centered approach involved in the study process and everyone can freely come to the college director, program director or teaching staff and voice their opinion.

Seeing the fact that many students study part-time and already have a job, there are only a few

students taking part in mobility opportunities.

Compliance of the study content with the profession standard "Marketing specialist" can be evaluated as according, based on the performed analysis in self assessment report, but there is doubt from expert`s side that the evaluation is done to the newest profession standard (PS) or older version of it (https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0095.pdf). As the marketing specialist (marketing and sales specialist) is now a part of the commercial profession standard, the courses of the study programme should be compared with the new commercial standard (10th of June 2020), at least to the new PS project for the marketing and sales specialist. Analysis proves that current content complies with the PS - everything is included, but considering that the marketing and sales specialist is only a specialization of a commercial profession, basic knowledge of a commercial PS should also include a specialization PS, and existing comparison of study courses shows that some of the knowledge could be missing in terms of social relations, work organization, communication theory, personnel management, teamwork, etc.

Also in the Annex of Study Program "Digital Marketing" is indicated the comparison of the Cabinet Regulation No. 141 "Regulations regarding the State Standard for First Level Professional Higher Education" (adopted 20 March 2001) that is done accordingly.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses, the traineeship, and the final thesis are in accordance and comply with the provisions set forth in the regulatory enactments. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. Student-centred learning and teaching principles are taken into account. The content of the study program is relevant and complementary because of strong cooperation with employers and teaching staff, who are from industry. Compliance of the study content with the profession standard "Marketing specialist" can be evaluated as according, based on the performed analysis in self report, but the revision of the study program content should be done in the next academic year and compared to the new profession standard.

Strengths
1. Programme is very innovative, modern and adjusted to the needs of the labour market.
2. Close contact with the industry, especially in the area of internship.
3. Study content is updating regularly.
4. Align expectations of stakeholders (students, labour market, local governments) in a competitive program.
5. Dialogue with the students is provided in the area of programs and general satisfaction from the studies.
6. Different forms of verification of learning outcomes have been assured.

Weaknesses
1. Moodle contents need regular actualization. Part of the materials is a bit outdated.
2. Small scale of international mobility.
3. Compliance of the study content with the profession standard is appropriate but need revision to the latest standard when it will be approved.

3. Resources and Provision of the Study Programme

Analysis

More information regarding resources and provision included in the reports assessment part for

study direction (Chapter 3. Resources and Provision of the Study field).

In the reporting period, the number of students matriculated in the Study Programme " Digital Marketing" varied and showed a stable tendency for a higher demand for part-time studies in the College compared to full-time studies. This is explained by the employment of the students immediately after graduating from high school. Thus, despite the small number of students (approximately 30-35), the Study Programme is profitable, because part-time studies significantly reduce the costs of the Programme.Viewing Study Programmes of the Study Direction separately, the financial resources of the study program "Digital Marketing" (DIM) in the study year 2019/2020 are sufficient (College budget for the academic year 2019/2020). The costs directly related to the implementation of the DIM per one student amount to EUR 1037.00.

The specific provision includes the following resources: Business simulation platform (BSS); Specialized textbooks in the study program: 928 titles (1687 copies). Periodicals: iFinanses, The Baltic Times, The Economist.

Conclusions by specifying the strengths and weaknesses

The material, technical and financial resources at the disposal of the Study Programme "Digital Marketing" can be assessed as qualitative and sufficient to ensure the study process. Given that only about 10% of students study full-time, it can be said that the existing material and technical base will be sufficient even in the event of an increase in the number of students.

Strengths
1. Good resources and premises that are adjusted to the size of HEI;
2.Competitive e-learning system that is well integrated in the Study Programme "Digital Marketing" realization;
3.Library and reading room are very small, but still sufficient for the existing size of the student body.

Weaknesses none specific

4. Teaching Staff

Analysis

The needs of the teaching staff for professional and didactic improvement are identified in a target-oriented manner. Appropriate improvement measures are undertaken, and the outcome and efficiency of the implemented measures are assessed. The selection or election of the academic staff is carried out in several stages, which is determined by certain procedures. The process of recruitment and evaluation of lecturers is transparent and effective.

The qualification of the academic staff employed to teach comply with regulatory requirements and the strategic aims and objectives of the Albert College.

Currently, six associate professors are involved in the implementation of the Digital marketing programme, four of them with a doctoral degree or currently studying at doctorate level. Eight lecturers with a master's degree and professional experience in the branch corresponding to the study course are employed as lecturers.

In total, 21 academic staff are involved in the implementation of the Digital marketing study programme, of which 14 are College employees and 7 are guest lecturers.

The total number of visiting lecturers has increased, 7 guest lecturers were employed, one of whom have doctoral degrees Albert college has clear strategy for Academic staff professional and pedagogical qualifications improvement. (internship, traineeships in-company, research, work in the organization, etc. and as well methodological conferences, workshops, lectures and etc.)

AC academic staff members' qualification allows them to attain expected learning outcomes by providing necessary knowledge and skills in the field of Digital marketing.

The academic staff is involved in scientific research both at national and international level. The research and scientific activity directions are developed by the head of the study direction in collaboration with the Study programme director, academic staff, students and partners, taking into account their interests and Latvian and the European Union policies.

The knowledge obtained from scientific research is used in the study process. It is important to notice that majority of teachers use modern digital solutions; The meetings with programme teachers showed some aspects for the possible improvement - there were mentioned needs to improve foreign language knowledge, intensify process of teachers mobility and international scientific activity.

Main outcomes of the analysis:
• Teaching staff is is reasonably diversified between academics and practitioners.
• The College takes measures to develop teachers' scientific and research activity.
• The College participate at numbers international partnership projects where some of Digital Marketing programme teachers are participating.
• The Academic Staff Evaluation and Motivation System provides payment of bonuses;
• The College has introduced a research grant system that allows receiving additional funding through active participation in the research group;
• The College supports applied research, creative activity why alongside academic staff important place in a study process takes teachers with professional skills and experience.
• School encourages the opportunities to foster international experience for all staff, included some Digital Marketing programme teachers;
• All staff is encouraged to use the capabilities of the Moodle learning platform to the fullest extent.
• Students underline high level experience of instructors coming from the labour market.
• The Study direction has a sufficient number of teachers with a very good English skills.
• Guest lectures are integrated into the study course.

A goodwill which exists towards the Faculty and the study programme was very obvious from the discussions conducted by the panel during visit on site/online.

Conclusions by specifying the strengths and weaknesses

The qualification of the teaching staff members involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses.

Strengths:
1. The academic staff is involved in scientific research;
2. The obtained information during training or personal development at the conference, special events is widely used in the study process;
3. Lectures are very motivated to do personal training and development;
4. The lecturing staff are open to modern ways of presenting subject material;
5. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge; 6. External specialists/ visiting lectures involved in program.

Weaknesses
1. Still not enough staff trainings for foreign languages;

2. Lack of international scientific conferences, publications;

3. Not sufficient number of staff outgoing international mobility in College due to the limited number of Erasmus grants.

5. Assessment of the Compliance of the Study Programme "Digital Marketing"

Requirements

1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant

Justification: The Diploma Supplement follows the model developed by the European Commission, Council of Europe and the United nations Educational, Scientific and Cultural Organization (UNESCO/CEPES). Sample of diploma complies with 16.04.2013. Regulation No 202 of Minister Cabinet "Procedures for Issuing State-Recognized Higher Education Documents".

2 2. Documents 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.
Assessment of compliance: Fully compliant

Justification: Agreements signed between the Alberta College and Business Administration College, Alberta College and Economic and Cultural University of Applied Arts, Alberta College and Jekabpils
Agrobusiness College, Alberta College and Riga Technical University, Alberta College and Business School "Turība" that the HEIs undertake to offer study possibilities in case the HEIs decide to cancel the study programme.

3 3. 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.
Assessment of compliance: Fully compliant
Justification: P. 4.4. of the Study agreement

4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
Assessment of compliance: Fully compliant

Justification: Statement signed by the Director of the College that that the academic staff members have the state language proficiency level that meets the requirements of the Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office.

5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Not relevant
Justification:

6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

Assessment of compliance: Not relevant

Justification:

7   7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification:

8   8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

Justification: Requirements for study agreements are defined in the Regulation Nr. 70 (23.01.2007.) of the Cabinet of Ministers. Comply.

9   9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: All study courses are taught in Latvian, the descriptions of the study materials are in Latvian and compliant with requirements set in the Law on Institutions of Higher Education.

10   10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.

Assessment of compliance: Fully compliant

Justification: Compliance of the study content with the profession standard "Marketing specialist" can be evaluated as according, based on the performed analysis in self assessment report and in general marketing specialist professional requirements standard requirements are integrated in the content of the programme.

11   11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification:

12   12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with 20.03.2001. Regulation No 141 of Minister Cabinet "Regulations regarding the State Standard for First Level Professional Higher Education.

13   13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification:

14   14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Annex 8. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions or a five-year practical work experience in accordance with the Law on Institutions of Higher Education.

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Study program in general fulfills all requirements and joint Experts` assessment for the study program is "Good".

Requirements (R6-R8)

1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

   Assessment of compliance: Fully compliant

   Justification: College complies with all minimum requirements

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

   Assessment of compliance: Fully compliant

   Justification: College complies with all minimum requirements

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

   Assessment of compliance: Not relevant

   Justification:

Conclusions by specifying the strengths and weaknesses

Digital marketing study program fit the needs of the local labour market. AC has efficient system to determine the financial resources required for the DM programme. There is also a basic system for financing the scientific research. The qualifications and experience of the staff team in the study DM program are in accordance with legal and other requirements. AC provides infrastructure resources and the material and technical provision required for the implementation of the DM programme. AC is working with attracting highly skilled teaching staff relevant for DM study programme. Improvement measures for staff are undertaken, and the outcome and efficiency of the implemented measures are assessed. AC established a well-functioning support system for students of the DM programme.

Strengths:
1. Modern and necessary education in the labour market
2. The degree to be acquired, the study program aims, objectives, and admission requirements are interrelated.
3. Competitive e-learning system that is well integrated in the study program "Digital Marketing" realization.
4. Practical orientation of the study program.
5. Programme is very innovative, modern and adjusted to the needs of the labour market.
6. Close contact with the industry, especially in the area of internship.
7. Study content is updating regularly.

8. Teaching staff, materials and programs are prepared, and regularly updated.

9. Align expectations of stakeholders (students, labour market, local governments) in a competitive program.

10. Dialogue with the students is provided in the area of programs and general satisfaction from the studies.

11. Different forms of verification of learning outcomes have been assured.

12. Good resources and premises that are adjusted to the size of HEI.

13. There is an efficient system to finance scientific and artistic achievements.

14. The academic staff is involved in scientific research;

15. The obtained information during training or personal development at the conference, special events is widely used in the study process;

16. Lectures are very motivated to do personal training and development;

17. The lecturing staff are open to modern ways of presenting subject material;

18. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge;

19. External specialists/ visiting lectures involved in the programme.

Weaknesses:

1. Low interest in full-time studies.

2. Relatively high drop-out rate for the study programme.

3. Moodle contents need regular actualization. Part of the materials is a bit outdated.

4. Small scale of international mobility.

5. Still not enough staff trainings for foreign languages;

6. Lack of international scientific conferences, publications;

7. Not enough staff outgoing international mobility in College due to the limited number of Erasmus grants.

Evaluation of the study programme "Digital Marketing"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Digital Marketing"

Short-term recommendations

1. Improve incentive system putting development tools and measures for scientific accountability in Digital Marketing (in two academic year period).
2. Promote online lectures in Digital Marketing among students and staff (in two academic year period, at least two lectures among staff and students).
3. Stronger support scientific research activities (in two academic year period, at least two research project proposals in local or international environment).
4. Open short term international cooperation program for students and staff mobility to support exchange of working students (in two academic year period, at least two proposals for international cooperation programs for staff and student mobility).
5. Open new specialized courses in English in Digital Marketing (in two academic year period, at least two proposals for digital marketing study course development).

Long-term recommendations

1. Upgrade access to the cafeteria. Increase access to e-resources.
2. Adjust program for needs of the labour market.
3. Research activities in international fields like conferences should be supported.
4. College provides necessary research and science development mechanisms, but more encouragement should be provided to staff to participate in scientific conferences and carry out research activities Make further practical IT orientation of the program (both software and hardware).
5. There is a need to analyse the sustainability of the study program and future development directions according to the market needs and management profession development, possibly to promote more part-time studies and distance learning.
6. Develop stronger mechanisms for supporting academic staff development of research, improve it concrete incentive system, development tools, measures for scientific accountability.
7. Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities.
8. International area should be supported by: a greater number of staff training and students internships abroad, involvement students in suitable international projects and work experience placements in Latvia, an extension of external specialists/visiting lectures involved in programme, the expanded input of international lectures (Exams, finals works commissions, Staff training and Academic international weeks), however there was a lot done in english competency of students and staff there is still a need of constant effort in this area.
9. Stronger impact on teaching specialised English, especially business English is needed.
10. Develop stronger mechanisms for supporting academic staff development of research, improve it concrete incentive system, development tools, measures for scientific accountability.
11. Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities etc.

II. "Human Resources Management" ASSESSMENT

II. "Human Resources Management" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional first level study program "Human Resource Management" (41345) is implemented in several forms:
- Full-time studies (2 years, 80 CP, Latvian);
- Part time extramural studies (2 years 6 months, 80 CP, Latvian);
- Part time studies (2 years 6 months, 80 CP, Latvian);
- Part-time extramural studies - distance education (2 years 6 months, 80 CP, Latvian).

Professional qualification "Personnel specialist" is obtained. The aims, objectives, and admission requirements are interrelated and can be regarded as program strengths. Programme has a very

common scope with human resource management direction, but there is a need for it in the local labor market. Worth to mention that the title has been modified to contemporary human resource management during the review period.

Total amount of students in the review period has been different and this situation has been influenced with the students choice to start job activities during the studies, hence changing full-time studies to part-time studies. During the last 5 years in the review period there is zero or very low number of full-time students. Statistics for the previous period (2013 - 2019) show a drop-out rate (on average, 25%) which can be evaluated as high, but at the same time, considering the scope of study program and the student background (working students) it can be appropriate. But for sure the management of the study program should reevaluate recruitment and keeping incentives of the study program students. Worth to mention, that study program has very strong practical focus and it is highly evaluated in the labour market (survey results of the graduates).

Advantage of the realization if this study program is the developed and introduced distance learning option - e-learning system which is very competitive compared to other higher education institutions in Latvia, as such study program can be realized remotely and students can join the education process practically from any place. Students have the possibility to do tests, presentations and other works on this platform.

Based on the analysis of the self-evaluation report, there is not very clear identity and diversification between the study programme "Human Resource Management" and other study programme "Entrepreneurship", only the gained professional qualification as the main content of the study programs are similar, but with specialisation in human resource management. Despite that fact, the programme "Human Resource Management'' intended learning outcomes are well formulated as knowledge, skills and competences which are in line with Latvian and European qualification framework (LQF and EQF - level 5). Strength of the study programme is that it is very practically oriented and there is a need for such specialists in the local labor market (especially human resource managers in lower management levels).

The general guidance in the literature is that there should be 5 –10 learning outcomes which are clearly represented in the self-evaluation report of the study program. Just in the future the ERS (ethics, responsibility and sustainability) related competences could be integrated in the formulation of learning outcomes.

Programme admission requirements are corresponding to a first-level higher professional HEI programme, get approved by the Council of the Higher Education and are in line with Articles 46 and 47 of the Law on Higher Education Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study Programmes.

Conclusions by specifying the strengths and weaknesses

The professional first level study program "Human Resource Management" is implemented in Latvian in full time, part time and distance learning form. In general learning outcomes are clearly represented in the self-assessment report of the study programme as well as indicators describing the study programme evidence of the good study programme realization. Based on the analysis of the self-evaluation report, there is not very clear identity and diversification between the study programme "Human Resource Management" and other study programme "Entrepreneurship", only the gained professional qualification as the main content of the study programs are similar.

Strengths:
1. The professional qualification "Personnel specialist" to be acquired, the study program aims, objectives, and admission requirements are interrelated.
2. Practical orientation of the study programme.

Weaknesses:
1. The interest in full-time studies is lower in recent years.
2. Not very clear identity and diversification between the study program "Entrepreneurship" and "Human Resource Management" and for new applicants can be misleading.

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses are of good quality and include all the required information e.g. course aims, learning outcomes, course content and planned hours, recommended literature and additional sources of information, organisation of the independent studies, assessment structure and course value in credit points and ECTS. Study courses and content of them are corresponding to the essential human resource management knowledge set, especially study courses of Personnel Management and Ethics, Personality Psychology. But in general all other courses correspond to general management topics.

The content of the study programme is relevant and complementary because of strong cooperation with employers and teaching staff, who is from industry. In such a way students can get the latest and most actual knowledge set that is in the labour market. In internships students are next to real events and take part in serious situations. Many students do qualification work in those companies where they do internships.

Student-centred learning and teaching principles are implemented in the study process, as students can expose their opinion and it is re-evaluated. Everyone can freely come to the college director, program director or teaching staff and voice their opinion.

Students have a lot of different evaluation methods for study courses and studying methods are different. Students have the possibility to visit events, listen to guest lecturers, take part in conferences and many more different ways to be next to industry during studies.

Surveys have high results. There are obligated surveys for employers after each internship. Student surveys are anonymous, students see it on the homepage, got by e-mail, but responsiveness is low. Based on the expert visit results, the outcomes of the surveys conducted among the students, and also employers, and graduates are used to improve the quality of studies.

In this situation surveys aren't working at a high level, but thanks to individual approach students, employers and graduates give high impact in AC development in many ways.

Seeing the fact that many students study part-time and already have a job, there are only a few students taking part in mobility opportunities.

Compliance of the study content with the profession standard "Personnel specialist" can be evaluated as according, based on the performed analysis in self assessment report.

Also in the Annex of Study Program "Human Resources Management" is indicated the comparison of the Cabinet Regulation No. 141 "Regulations regarding the State Standard for First Level Professional Higher Education" (adopted 20 March 2001) that is done accordingly.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses, the traineeship, and the final thesis are in accordance and comply with the provisions set forth in the regulatory enactments. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. Student-centred learning and teaching principles are taken into account. The content of the study programme is relevant and complementary because of strong cooperation with employers and teaching staff, who are from industry. Compliance of the study content with the profession standard "Personnel specialist" can be evaluated as according, based on the performed analysis in self

assessment report, and content corresponds to the newest profession standard (PS).

Strengths:
1. Close contact with the industry, especially in the area of internship.
2. Study content is updating regularly.
3. Evaluation system is diversified.
4. Teaching staff, materials and programs are prepared only need regular review.
5. Align expectations of stakeholders (students, labour market, local governments) in a competitive program.
6. Dialogue with the students is provided in the area of programs and general satisfaction from the studies.
7. Different forms of verification of learning outcomes have been assured.

Weaknesses
1. Low level of preparation for work in international HR departments.
2. Lack of IT preparation to work with modern HR tools (f.ex. Lattice).
3. Management program using traditional approach, low concentration on modern business competencies like: on-line marketing.
4. Small scale and possible problems with sustainability of the program.
5. Moodle contents need regular actualization. Part of the materials is a bit outdated.
6. Small scale of international mobility.

3. Resources and Provision of the Study Programme

Analysis

More information regarding resources and provision included in reports assessment part for study direction (Chapter 3. Resources and Provision of the Study field).
In the reporting period, the number of students matriculated in the Study Programme "Human Resource Management" varied and showed a stable tendency for a higher demand for part-time studies in the College compared to full-time studies. This is explained by the employment of the students immediately after graduating from high school. Thus, despite the small number of students (approximately 65-70), the Study Programme is profitable, because part-time studies significantly reduce the costs of the Programme.Viewing Study Programmes of the Study Direction separately, the financial resources of the Study Programme "Human Resources Management" (HR) in the study year 2019/2020 are sufficient (College budget for the academic year 2019/2020). The costs directly related to the implementation of the HR per one student amount to EUR 665.00.When studying in the form of distance learning, a student can receive practically all the same information and opportunities that a full-time student receives. As all lectures are recorded, they are also available to students who have not been able to attend the lecture online.
The relatively small library, which has over 4,000 thousand books, as well as the connection to the EBSCO database and various necessary public networks, is connected in a single system with the EKA library, which significantly increases its capabilities. College students can receive books and all the necessary support from both libraries.
There are no cafes in the AC premises, but considering its location in the centre of Riga, it does not cause great inconvenience to students, because next to the entrance to the university there is an entrance to the fast food restaurant Daily Special, but within a radius of 100 meters there are 5-6 more restaurants.At the same time, as it turned out during the experts' visit, it would not be bad if students had the opportunity to buy hot drinks and snacks on the very premises of the college.
Access to the university is convenient by both public and personal transport. Public parking lots are located directly opposite the college. At the same time, the lack of convenient storage for bicycles

and scooters should be noted as a disadvantage.

Conclusions by specifying the strengths and weaknesses

The material, technical and financial resources at the disposal of the Study Programme "Human Resource Management" can be assessed as qualitative and sufficient to ensure the study process. Given that only about 10% of students study full-time, it can be said that the existing material and technical base will be sufficient even in the event of an increase in the number of students.

Strengths
1. Good resources and premises that are adjusted to the size of HEI;
2.Competitive e-learning system that is well integrated in the Study Programme "Human Resource Management"realization;
3.Library and reading room are very small, but still sufficient for the existing size of the student body.

Weaknesses
1. Limited options for hot drinks and snacks on the college premises;
2. Not very functional parking for bicycles;
3.Library isn't open Sundays and Mondays. Students could access it on demand which is not very convenient.

4. Teaching Staff

Analysis

The needs of the teaching staff for professional and didactic improvement are identified in a target-oriented manner. Appropriate improvement measures are undertaken, and the outcome and efficiency of the implemented measures are assessed. The selection or election of the academic staff is carried out in several stages, which is determined by certain procedures. The process of recruitment and evaluation of lecturers is transparent and effective.

The qualification of the academic staff employed to teach comply with regulatory requirements and the strategic aims and objectives of the AC.

Currently, nine associate professors are involved in the implementation of the Human resource management programme, six of them with a doctoral degree or currently studying at doctorate level. Four lecturers with a master's degree and professional experience in the branch corresponding to the study course are employed as lecturers.

In total, 21 academic staff are involved in the implementation of the Human resource management study programme, of which 13 are College employees and 8 are guest lecturers. The total number of visiting lecturers has increased, 8 guest lecturers were employed, two of whom have doctoral degrees. Albert college has clear strategy for Academic staff professional and pedagogical qualifications improvement. (internship, traineeships in-company, research, work in the organization, etc. and as well methodological conferences, workshops, lectures and etc.). Albert college academic staff members' qualification allows them to attain expected learning outcomes by providing necessary knowledge and skills in the field of Human resource management study programme. The academic staff is involved in scientific research both at national and international level. The research and scientific activity directions are developed by the head of the study direction in collaboration with the Study programme director, academic staff, students and partners, taking into account their interests and Latvian and the European Union policies.

The knowledge obtained from scientific research is used in the study process. It is important to notice that majority of teachers use modern digital solutions; The meetings with programme

teachers showed some aspects for the possible improvement - there were mentioned needs to improve foreign language knowledge, intensify process of international exchange and international scientific activity.

Main outcomes of the analysis:
• Teaching staff is is reasonably diversified between academics and practitioners.
• The College takes measures to develop teachers' scientific and research activity.
• The College participates in international partnership projects, where are actively participating Human Resources Management study program staff and it corresponds to the scope of the study program.
• The Academic Staff Evaluation and Motivation System provides payment of bonuses;
• The College has introduced a research grant system that allows receiving additional funding through active participation in the research group;
• The College supports applied research, creative activity why alongside academic staff important place in a study process takes teachers with professional skills and experience.
• School encourages the opportunities to foster international experience of all staff, including teachers of Human resources Management programme;
• All staff is encouraged to use the capabilities of the Moodle learning platform to the fullest extent.
• Students underline high level experience of instructors coming from the labour market.
• The Study direction has a sufficient number of teachers with a very good English skills.
• Guest lectures are integrated into the study course.
• A good will which exists towards the Faculty and the study programme was very obvious from the discussions conducted by the panel during visit on site/online.

Conclusions by specifying the strengths and weaknesses

The qualification of the teaching staff members involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses. Overall, there is a balance between academic staff and practitioners involved in the learning process

Strengths:
1. The academic staff is involved in scientific research.
2. The obtained information during training or personal development at the conference, special events is widely used in the study process.
3. Lectures are very motivated to do personal training and development.
4. The lecturing staff are open to modern ways of presenting subject material.
5. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge.
6. External specialists/ visiting lectures involved in the programme.

Weaknesses
1. Still not enough staff trainings for foreign languages.
2. Lack of international scientific conferences, publications

5. Assessment of the Compliance of the Study Programme "Human Resources Management"

Requirements

1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

   Justification: The Diploma Supplement follows the model developed by the European Commission,
   Council of Europe and the United nations Educational, Scientific and Cultural Organization (UNESCO/CEPES).Sample of diploma complies with 16.04.2013. Regulation No 202 of Minister Cabinet "Procedures for Issuing State-Recognized Higher Education Documents").

2 2. Documents 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.

   Assessment of compliance: Fully compliant

   Justification: Agreements signed between the Alberta College and Riga Technical College, Alberta College and Vidzemes University, Alberta College and Economic and Cultural University of Applied
   Arts, Alberta College and Business School "Turība", Alberta College and Riga technical University, Alberta College and Business Administration School that the HEIs undertake to offer study possibilities in case the HEIs decide to cancel the study programme.

3 3. 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.

   Assessment of compliance: Fully compliant

   Justification: P. 4.3.; 4.4. of the Study agreement

4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.

   Assessment of compliance: Fully compliant

   Justification: Statement by the Director of the College that that the academic staff members have the state language proficiency level that meets the requirements of the Regulations Regarding the
   Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office .

5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.

   Assessment of compliance: Not relevant

   Justification:

6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.

   Assessment of compliance: Not relevant

   Justification:

7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.

   Assessment of compliance: Not relevant

Justification: Not relevant

8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: Requirements for study agreements are defined in the Regulation Nr. 70 (23.01.2007.) of the Cabinet of Ministers. Comply.

9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: All study courses are taught in Latvian, the descriptions of the study materials are in Latvian and are compliant with requirements set in the Law on Institutions of Higher Education.

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
Assessment of compliance: Fully compliant
Justification: Compliance of the study content with the profession standard "Personnel specialist" (approved in 2019) can be evaluated as according, based on the performed analysis in self assessment report.

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification:

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.
Assessment of compliance: Fully compliant
Justification: The study program complies with 20.03.2001. Regulation No 141 of Minister Cabinet "Regulations regarding the State Standard for First Level Professional Higher Education.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).
Assessment of compliance: Not relevant
Justification:

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: Annex 8. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions or a five-year practical work experience in accordance with the Law on Institutions of Higher Education.

15 P5 - Overall rating
Assessment of compliance: Fully compliant

Justification: Study program in general fulfills all requirements and joint Experts` assessment for the study program is "Good".

Requirements (R6-R8)

1   R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.
Assessment of compliance: Fully compliant
Justification: The College complies with all minimum requirements

2   R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.
Assessment of compliance: Fully compliant
Justification: The College complies with all minimum requirements

3   R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.
Assessment of compliance: Not relevant
Justification:

Conclusions by specifying the strengths and weaknesses

Programme fits the needs of the local labour market. AC has efficient system to determine the financial resources required for the programme. There is also a basic system for financing the scientific research.

The qualifications and experience of the staff team in the study program are in accordance with legal and other requirements. AC provides infrastructure resources and the material and technical provision required for the implementation of the programme. AC is working with attracting highly skilled teaching staff relevant for study programmes. Improvement measures for staff are undertaken, and the outcome and efficiency of the implemented measures are assessed. The teaching staff members has the opportunity to take part both in outgoing and incoming mobility. AC established a well-functioning support system for students. It is worth increasing the participation of foreign lecturers in subject delivery. In this respect, perhaps modern technology could be deployed more extensively (e-learning). The lecturing staff are open to new ways of presenting subject material and also committed to and welcoming of whatever self- development opportunities or initiatives might be introduced by the Faculty to enhance their effectiveness.

Strengths:
1. The professional qualification "Personnel specialist" to be acquired, the study program aims, objectives, and admission requirements are interrelated.
2. Competitive e-learning system that is well integrated in the study program "Human Resource Management" realization.
3. Practical orientation of the study program.
4. Close contact with the industry, especially in the area of internship.
5. Study content is updating regularly.
6. Evaluation system is diversified.
7. Teaching staff, materials and programs are prepared.

8. Align expectations of stakeholders (students, labour market, local governments) in a competitive program.

9. Dialogue with the students is provided in the area of programs and general satisfaction from the studies.

10. Different forms of verification of learning outcomes have been assured.

11. Good resources and premises that are adjusted to the size of HEI.

12. There is an efficient system to finance scientific and artistic achievements.

13. The academic staff is involved in scientific research.

14. The obtained information during training or personal development at the conference, special events is widely used in the study process.

15. Lectures are very motivated to do personal training and development.

16. The lecturing staff are open to modern ways of presenting subject material.

17. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge. 18. External specialists/ visiting lectures involved in the program.

Weaknesses:

1. The interest in full-time studies is lower in recent years.

2. Not very clear identity and diversification between the study program "Entrepreneurship" and "Human Resource Management"

3. Low level of preparation for work in international HR departments.

4. Lack of IT preparation to work with modern HR tools (for example, Lattice).

5. Management program using traditional approach, low concentration on modern business competencies like: on-line business and marketing.

6. Moodle contents need regular actualization. Part of the materials is a bit outdated.

7. Small scale of international mobility.

8. Still not enough staff trainings for foreign languages.

9. Lack of international scientific conferences, publications.

Evaluation of the study programme "Human Resources Management"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Human Resources Management"

Short-term recommendations

1. Improve incentive system putting development tools and measures for scientific accountability (in two academic year period).
2. Promote online lectures among students and staff (in two academic year period, at least two lectures among staff and students).
3. Stronger support scientific research activities (in two academic year period, at least two research project proposals in local or international environment).
4. Open short term international cooperation program in HRM for students and staff mobility to support exchange of working students (in two academic year period, at least two proposals for international exchange programs for staff and student mobility).
5. Develop new specialized HRM courses that can be teached in English (in two academic year period, at least two new study courses in English).

Long-term recommendations

1.Programme is mainly for the local labour market, without focused on corporate management.
2. Lack of IT specialised trainings in HRM tools.
3. Need to concentrate on preparation courses for assistants of HE managers.
4. Only basics of HRM, without concentration on management and policies.
5. Need to develop the program in these directions.
6. There is a need to analyse the sustainability of the study program and future development directions according to the market needs and management profession development, possibly to promote more part time studies and distance learning.
7. Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities etc.
8. Develop stronger mechanisms for supporting academic staff development of research, improve it concrete incentive system, development tools, measures for scientific accountability.
9. Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities.
10. International area should be supported by: a greater number of staff training and students internships abroad, involvement students in suitable international projects and work experience placements in Latvia, an extension of external specialists/visiting lectures involved in programme, the expanded input of international lectures (Exams, finals works commissions, Staff training and Academic international weeks), however there was a lot done in english competency of students and staff there is still a need of constant effort in this area.
11. Stronger impact on teaching specialised english, especially business english is needed.
12. Develop stronger mechanisms for supporting study program academic staff development of research, improve it concrete incentive system, development tools, measures for scientific accountability.

II. "Event Production" ASSESSMENT

II. "Event Production" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional first level study program "Event production"(41345) is implemented in several forms:
- Full-time studies (2 years, 80 CP, Latvian);
- Part time extramural studies (2 years 6 months, 80 CP, Latvian);
- Part time studies (2 years 6 months, 80 CP, Latvian);
- Part-time extramural studies - distance education (2 years 6 months, 80 CP, Latvian).

Professional qualification "Cultural event organizer" is obtained. The aims, objectives, and admission requirements are interrelated and can be regarded as programme strengths. Study programme is modern and adjusted to the labor market needs. The programme is very competitive and it requires

regular reviews for sustainability.

Total number of students in the review period has been quite stable and is a strong point for this study programme. Positively to mention that there is relatively high full-time student count as well as stable graduate count. In part-time studies student count is high as well, but the drop-out rate is higher than in full-time studies (on average 36%). Although statistics for the previous period (2013 - 2019) show a relatively high drop-out rate (on average, 30 %), the drop-out rate has decreased last year.

Content and professional qualification change has positively impacted the study programme realization, for example more modern and contemporary study courses are provided. Advantage of the realization of this study programme is the developed and introduced distance learning option - e-learning system which is very competitive compared to other higher education institutions in Latvia. There could be more modules provided in English language for the study program "Event production" as it could benefit the exchange students and more recognition at the international level.

The educational approach to practical education in the study program joining hard and soft skills is appropriate.

Program intended learning outcomes are well formulated as knowledge, skills and competences which are in line with Latvian and European qualification framework (LQF and EQF - level 5).

The general guidance in the literature is that there should be 5 –10 learning outcomes which are clearly represented in the self-evaluation report of the study programme. Just in the future the ERS (ethics, responsibility and sustainability) related competences could be integrated in the formulation of learning outcomes.

Programme admission requirements are corresponding to a first-level higher professional HEI programme, get approved by the Council of the Higher Education and are in line with Articles 46 and 47 of the Law on Higher Education Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study Programs.

Conclusions by specifying the strengths and weaknesses

The professional first level study program "Event production" is implemented in Latvian in full time, part time and distance learning form. In general learning outcomes are clearly represented in the self- assessment report of the study programme as well as indicators describing the study programme evidence of the good study programme realization.

Strengths:
1. The title, professional qualification "Cultural event organizer" to be acquired, the study programme aims, objectives, and admission requirements are interrelated.
2. Stable amount of full-time students during the last years.

Weaknesses:
1. Only few study courses provided in English language for the study programme.

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses are of good quality and include all the required information e.g. course aims, learning outcomes, course content and planned hours, recommended literature and additional sources of information, organisation of the independent studies, assessment structure and course value in credit points and ECTS. Study courses and content of them are corresponding to the essential event production knowledge set, especially study courses of Visual Communication,

Ecommerce, Digital Marketing Strategies and Tools, Influencer Marketing.

In general teaching staff of the study programme actively use an e-study platform, but there is a need for regular actualisation of the moodle system in order to keep new and actual teaching materials. The content of the study programme is relevant and complementary because of strong cooperation with employers and teaching staff, who are from industry. In internships students are next to real events and take part in serious situations. Many students do qualification work in those companies where they do internships.

Compliance of the study content with the profession standard "Cultural event organiser" can be evaluated as according, based on the performed analysis in self assessment report. Experts pay attention to the need to follow whether the standard is revised and proposes to adjust study programme content afterwards in accordance with the new standard and make necessary changes in the study programme content. Comparing the study courses with the existing Profession Standard, study programme content may lack in future several knowledge to be acquired, for example, game and play management methodology, party dance, makeup etc. Hence Alberta College should follow the changes and include sufficiently new standard requirements in study content, for example, in study fields of Cultural Theory, Sociology. Also in the Annex of Study Program "Event Production" is indicated the comparison of the Cabinet

Regulation No. 141 "Regulations regarding the State Standard for First Level Professional Higher Education" (adopted 20 March 2001) which is done accordingly.

Student-centred learning and teaching principles are implemented in the study process, as students can expose their opinion and it is re-evaluated. Everyone can freely come to the college director, programme director or teaching staff and voice their opinion. Students have a lot of different evaluation methods for study courses and studying methods. Students have the possibility to visit events, listen to guest lecturers, take part in conferences and many more different ways to be next to industry during studies. In general Alberta College teaching staff actively use an e-study platform, but there is a need for regular actualisation of the moodle system in order to keep new and actual teaching materials.

Surveys have high results. There are obligated surveys for employers after each internship. Student surveys are anonymous, students see it on the homepage, got by e-mail, but responsiveness is low. Based on the expert visit results, the outcomes of the surveys conducted among the students, and also employers, and graduates are used to improve the quality of studies.

Seeing the fact that many students study part-time and already have a job, there are only a few students taking part in mobility opportunities.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses, the traineeship, and the final thesis are in accordance and comply with the provisions set forth in the regulatory enactments. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. Student-centred learning and teaching principles are taken into account.

The content of the study programme is relevant and complementary because of strong cooperation with employers and teaching staff, who are from industry. Compliance of the study content with the profession standard "Cultural event organiser" can be evaluated as according, based on the performed analysis in self assessment report.

Strengths:
1. Close contact with the industry, especially in the area of internship.
2. Study content is updating regularly.
3. Aligned expectations of stakeholders (students, labour market, local governments) in a

competitive program.

4. Dialogue with the students is provided in the area of programs and general satisfaction from the studies.

Weaknesses

1. Small amount and possible problems with sustainability of the programme.
2. Moodle contents need regular actualization. Part of the materials is a bit outdated.
3. Small scale of international mobility.

3. Resources and Provision of the Study Programme

Analysis

More information regarding resources and provision included in reports assessment part for study direction (Chapter 3. Resources and Provision of the Study field).

In the reporting period, the number of students matriculated in the Study Programme "Event production " varied and showed a stable tendency for a higher demand for part-time studies in the College compared to full-time studies. This is explained by the employment of the students immediately after graduating from high school. Thus, despite the small number of students (approximately 30-35), the Study Programme is profitable, because part-time studies significantly reduce the costs of the Programme.Viewing Study Programmes of the Study Direction separately, the financial resources of the Study Programme "Event Production" in the study year 2019/2020 are sufficient (College budget for the academic year 2019/2020).

The costs directly related to the implementation of the SP per one student amount to EUR 599.00 EKA students of similar Programmes are provided with study literature and electronic sources in event management, rooms for lectures and independent work, library for acquiring knowledge in the field of event management. For practical tasks and training Cultural Space (The Black Auditorium) is available.

The specific provision includes the following resources: Cultural space (the Black Auditorium) is shared with the EKA professional bachelor's program "Cultural Management;
Specialized textbooks in the Study Programme: 1151 titles (1692 copies).

Conclusions by specifying the strengths and weaknesses

The material, technical and financial resources at the disposal of the Study Programme "Event production " can be assessed as qualitative and sufficient to ensure the study process. Given that only about 10% of students study full-time, it can be said that the existing material and technical base will be sufficient even in the event of an increase in the number of students.

Strengths

1.Good resources and premises that are adjusted to the size of HEI;
2.Competitive e-learning system that is well integrated in the Study Programme "Event Production" realization;

Weaknesses: no specific weaknesses were identified

4. Teaching Staff

Analysis

The needs of the teaching staff for professional and didactic improvement are identified in a target-oriented manner. Appropriate improvement measures are undertaken, and the outcome and

efficiency of the implemented measures are assessed. The selection or election of the academic staff is carried out in several stages, which is determined by certain procedures. The process of recruitment and evaluation of lecturers is transparent and effective. The qualification of the academic staff employed to teach comply with regulatory requirements and the strategic aims and objectives of the College. Currently, six associate professors are involved in the implementation of the Event production study programme, four of them with a doctoral degree or currently studying at doctorate level. Seven lecturers with a master's degree and professional experience in the branch corresponding to the study course are employed as lecturers. In total, 21 academic staff are involved in the implementation of the Event production study programme, of which 13 are College employees and 8 are guest lecturers. The total number of visiting lecturers has increased, 8 guest lecturers were employed. College has clear strategy for Academic staff professional and pedagogical qualifications improvement. (internship, traineeships in-company, research, work in the organization, etc. and as well methodological conferences, workshops, lectures, etc.). College academic staff members' qualification allows them to attain expected learning outcomes by providing necessary knowledge and skills in the field of Event production. The academic staff is involved in scientific research both at national and international level. The research and scientific activity directions are developed by the head of the study direction in collaboration with the Study programme director, academic staff, students and partners, taking into account their interests and Latvian and the European Union policies.

The knowledge obtained from scientific research is used in the study process. It is important to notice that the majority of teachers use modern digital solutions. The meetings with programme teachers showed some aspects for the possible improvement - there were mentioned needs to improve foreign language knowledge, intensify the process of teachers mobility and international scientific activity.

Main outcomes of the analysis:
• Teaching staff is is reasonably diversified between academics and practitioners.
• The College takes measures to develop teachers' scientific and research activity.
• The College participate at numbers international partnership projects, where active teachers of the Event production programme
• The Academic Staff Evaluation and Motivation System provides payment of bonuses;
• The College has introduced a research grant system that allows receiving additional funding through active participation in the research group;
• The College supports applied research, creative activity why alongside academic staff important place in a study process takes teachers with professional skills and experience.
• School encourages the opportunities to foster international experience of all staff included teachers of Event production programme
• All staff is encouraged to use the capabilities of the Moodle learning platform to the fullest extent.
• Students underline high level experience of instructors coming from labour market.
• The Study direction has a sufficient number of teachers with a very good English skills.
• Guest lectures are integrated into study course.

A good will which exists towards the Faculty and the study programme was very obvious from the discussions conducted by the panel during visit on site/online.

Conclusions by specifying the strengths and weaknesses

The qualification of the teaching staff members involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims

and learning outcomes of the study programme and the relevant study courses. Overall, there is a balance between academic staff and practitioners involved in the learning process

Strengths:
1. The academic staff is involved in scientific research;
2. The obtained information during training or personal development at the conference, special events is widely used in the study process.
3. Lectures are very motivated to do personal training and development.
4. The lecturing staff are open to modern ways of presenting subject material;
5. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge.
6. External specialists/ visiting lectures involved in program.

Weaknesses
1. Still not enough staff trainings for foreign languages;
2. Lack of international scientific conferences, publications;
3. Not sufficient number of staff outgoing international mobility in College due to the limited number of Erasmus grants.
4. Although growing number of international mobility in Study direction., still low number of incoming international mobility to the Event production program.

5. Assessment of the Compliance of the Study Programme "Event Production"

Requirements

1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
   Assessment of compliance: Fully compliant
   Justification: The Diploma Supplement follows the model developed by the European Commission, Council of Europe and the United nations Educational, Scientific and Cultural Organization (UNESCO/CEPES).
   Sample of diploma complies with 16.04.2013. Regulation No 202 of Minister Cabinet "Procedures for Issuing State-Recognized Higher Education Documents".
   The purpose of the Supplement is to provide sufficient independent data to improve the international "transparency" and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.).

2 2. Documents 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.
   Assessment of compliance: Fully compliant
   Justification: There are agreements signed between the Alberta College and Liepāja University, Alberta College and Economic and Cultural University of Applied Arts, Alberta College and Vidzemes University, Alberta College and Business School "Turība", Alberta College and Business Administration School that the HEIs undertake to offer study possibilities in case the HEIs decide to cancel the study programme.

3 3. 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.
   Assessment of compliance: Fully compliant

Justification: P. 4.4. of the Study agreement

4   4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
   Assessment of compliance: Fully compliant

   Justification: Statement signed by the Director of the College that that the academic staff members have the state language proficiency level that meets the requirements of the Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office.

5   5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
   Assessment of compliance: Not relevant
   Justification:

6   6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
   Assessment of compliance: Not relevant
   Justification:

7   7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
   Assessment of compliance: Not relevant
   Justification:

8   8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
   Assessment of compliance: Fully compliant

   Justification: Requirements for study agreements are defined in the Regulation Nr. 70 (23.01.2007.) of the Cabinet of Ministers. Comply.

9   9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
   Assessment of compliance: Fully compliant

   Justification: All study courses are taught in Latvian, the descriptions of the study materials are in Latvian and complies with requirements set in the Law on Institutions of Higher Education.

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
   Assessment of compliance: Fully compliant

   Justification: Compliance of the study content with the profession standard "Cultural event organiser" (approved in 2009) can be evaluated as according, based on the performed analysis in self assessment report.

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.

Assessment of compliance: Not relevant

Justification:

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.

Assessment of compliance: Fully compliant

Justification: The study programme complies with 20.03.2001. Regulation No 141 of Minister Cabinet "Regulations regarding the State Standard for First Level Professional Higher Education.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).

Assessment of compliance: Not relevant

Justification:

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.

Assessment of compliance: Fully compliant

Justification: Annex 8. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions or a five-year practical work experience in accordance with the Law on Institutions of Higher Education.

15 P5 - Overall rating

Assessment of compliance: Fully compliant

Justification: Study program in general fulfills all requirements and joint Experts` assessment for the study program is "good".

Requirements (R6-R8)

1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.

Assessment of compliance: Fully compliant

Justification: The College complies with all minimum requirements

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

Justification: The College complies with all minimum requirements

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.

Assessment of compliance: Not relevant

Justification:

Conclusions by specifying the strengths and weaknesses

Programme fits the needs of the local labour market. AC has efficient system to determine the financial resources required for the programme. There is also a basic system for financing the scientific research.

The qualifications and experience of the staff team in the study program are in accordance with legal and other requirements. AC provides infrastructure resources and the material and technical provision required for the implementation of the programme. AC is working with attracting highly skilled teaching staff relevant for study programmes. Improvement measures for staff are undertaken, and the outcome and efficiency of the implemented measures are assessed. The teaching staff members has the opportunity to take part both in outgoing and incoming mobility. AC established a well-functioning support system for students. It is worth increasing the participation of foreign lecturers in subject delivery. In this respect, perhaps modern technology could be deployed more extensively (e-learning). The lecturing staff are open to new ways of presenting subject material and also committed to and welcoming of whatever self- development opportunities or initiatives might be introduced by the Faculty to enhance their effectiveness.

1. The title, professional qualification "Cultural event organizer" to be acquired, the study program aims, objectives, and admission requirements are interrelated.
2. Competitive e-learning system that is well integrated in the study program "Event production" realization.
3. Stable count of full-time students during the last years.
4. Management program using modern approach, strong concentration on modern business competencies like: on-line marketing.
5. Close contact with the industry, especially in the area of internship.
6. Study content is updating regularly.
7. Teaching staff, materials and programs are prepared.
8. Align expectations of stakeholders (students, labour market, local governments) in a competitive program.
9. Dialogue with the students is provided in the area of programs and general satisfaction from the studies.
10. Different forms of verification of learning outcomes have been assured.
11. Good resources and premises that are adjusted to the size of HEI.
12. There is an efficient system to finance scientific and artistic achievements.
13. The academic staff is involved in scientific research;
14. The obtained information during training or personal development at the conference, special events is widely used in the study process.
15. Lectures are very motivated to do personal training and development.
16. The lecturing staff are open to modern ways of presenting subject material;
17. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge.
18. External specialists/ visiting lectures involved in the programme.

Weaknesses:
1. Moodle contents need regular actualization. Part of the materials is a bit outdated.
2. Small scale of international mobility.
3. Still not enough staff trainings for foreign languages;
4. Lack of international scientific conferences, publications;
5. Not sufficient number of staff outgoing international mobility in College due to the limited number of Erasmus grants.

6. Although there is a growing number of international mobility in Study direction, still a low number of incoming international mobility to the Event production programme.

Evaluation of the study programme "Event Production"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Event Production"

Short-term recommendations

1. Improve incentive systems by putting development tools and measures for scientific accountability (in two academic year period).
2. Promote online lectures among students and staff (in two academic year period, at least two lectures among staff and students).
3. Stronger support for scientific research activities (in two academic year period, at least two research project proposals in local or international environment).
4. Open short term international cooperation program for students and staff mobility to support exchange of working students (in two academic year period, at least two proposals for international cooperation programs for staff and student mobility).
5. Revise the study programme content to the new upcoming profession standard (during the next academic year).

Long-term recommendations

1. There is a need to analyse the sustainability of the study programme and future development directions according to the market needs and management profession development, possibly to promote more part-time studies and distance learning.
2. Develop stronger mechanisms for supporting academic staff development of research, improve its concrete incentive system, development tools, measures for scientific accountability.
3. Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities.
4. International area should be supported by: a greater number of staff training and students internships abroad, involvement students in suitable international projects and work experience placements in Latvia, an extension of external specialists/visiting lectures involved in programme, the expanded input of international lectures (Exams, finals works commissions, Staff training and Academic international weeks), however there was a lot done in english competency of students and staff there is still a need of constant effort in this area.
5. Stronger impact on teaching specialised english, especially business english is needed.
6. Develop stronger mechanisms for supporting academic staff development of research, improve its concrete incentive system, development tools, measures for scientific accountability.
7. Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities etc.

8. To follow the process of approval of the new professional standard and after the approval of the standard to review the compliance of the content of the study programme with the requirements specified in the new standard.

II. "Entrepreneurship" ASSESSMENT

1. Indicators Describing the Study Programme

Analysis

The professional first level study program "Entrepreneurship" (41345) is implemented in several forms:
- Full-time studies (2 years, 80 CP, Latvian);
- Part time extramural studies (2 years 6 months, 80 CP, Latvian);
- Part time studies (2 years 6 months, 80 CP, Latvian);
- Part-time extramural studies - distance education (2 years 6 months, 80 CP, Latvian).

After graduation students can gain one of two professional qualifications - "Business specialist" or "Accountant" (depending on the scope of the study courses).

The aims, objectives, and admission requirements are interrelated and can be regarded as programme strengths. Programme has very common scope if compared with other similar study programs in Latvia, but this one has both business management and accounting directions. There is particular interest to gain such qualification for lower level management specialists that can be seen as a weak point, but in general, according to the trends, there is a need for such qualifications in the local labor market.

Advantage of the realization of this study programme is the developed and introduced distance learning option - e-learning system which is very competitive compared to other higher education institutions in Latvia. Programme intended learning outcomes are well formulated as knowledge, skills and competences which are in line with Latvian and European qualification framework (LQF and EQF - level 5).

The general guidance in the literature is that there should be 5 –10 learning outcomes which are clearly represented in the self-evaluation report of the study programme. Just in the future the ERS (ethics, responsibility and sustainability) related competences could be integrated in the formulation of learning outcomes.

Discussable was the question about two qualifications, whether there is enough credit points in each specialization, but during the expert visit experts were convinced about the practical realization issues and also AC capabilities to successfully realize both specializations and accordingly assign the qualification. From the content view, there is more emphasis on the business field, less on accounting, but during the expert visit on sight experts were convinced about the practical realization issues and also AC capabilities to successfully realize both specializations under one study programme and accordingly assign the qualification - learning outcomes for both specialities can be achieved. But considering the fact that Business specialist and accountant are from the different educational groups (Business specialist - 345 – business and administration and Accountant – 344 – accountancy and taxes), the study programme is under business and administration coding (Programme has code 41345), hence the major focus of the study programme would be on business and administration.

Study programme "Entrepreneurship" is the first level higher professional study programme and is practically oriented and combines theoretical knowledge and strengthening of professional skills

during an internship, as well as aims to develop competencies that are necessary for work in the profession in small and medium sized companies.

During the last assessment procedure, it was recommended to change the name of the study programme. The College have decided to keep the name, instead the sub-programmes (specialization) had been reviewed and specified as follows: the specialization "Small Business Economy and Organization" is renamed into "Business Management" (the qualification to be awarded is not being changed and remains as was – business specialist); the specialization "Accounting and Taxes" is renamed into "Accounting" (the qualification to be awarded is not being changed and remains as was – accountant).

Programme admission requirements are corresponding to a first-level higher professional HEI programme, get approved by the Council of the Higher Education and are in line with Articles 46 and 47 of the Law on Higher Education Institutions and Regulation of the Cabinet of Ministers No. 846 of October 10, 2006 on Requirements, Criteria and Procedures for Admission to Study Programmes.

Statistics for the previous period (2013 - 2019) show that total among of students in the review period has been different due to change of full time studies to part time studies. Hence the interest of studying full-time is lower in recent years and there is a high drop-out rate (on average, 50 %, self assessment report)). Although as explained by the management of the College, full-time students, who are high school graduates, choose to start working, combining work with studies and often changing the form of studies from full-time to part-time to combine work and studies, the drop-out rate of the part-time students is also high. Since the College is primarily financed by the tuition fees, deeper analyses should be made for the high drop-out rate. High drop-out rate also influences the reputation and financial sustainability of the AC.

Conclusions by specifying the strengths and weaknesses

The professional first level study programme "Entrepreneurship" is implemented in Latvian in full time, part time and distance learning form. In general learning outcomes are clearly represented in the self- assessment report of the study programme as well as indicators describing the study programme evidence of the good study programme realization. The uniqueness of the programme is the possibility to gain one of two qualifications, but the major focus of the study program should be on business and administration.

Strengths:
1. The title, professional qualifications to be acquired, the study programme aims, objectives, and admission requirements are interrelated.
2. Common but essential professional qualifications required by the labour market.

Weaknesses:
1. The interest in full-time studies is lower in recent years.
2. The qualifications provided can be misleading, as the study programme is under business and administration coding.

2. The Content of Studies and Implementation Thereof

Analysis

The descriptions of the study courses are of good quality and include all the required information e.g. course aims, learning outcomes, course content and planned hours, recommended literature and additional sources of information, organisation of the independent studies, assessment structure and course value in credit points and ECTS. It is ensured that a curriculum can actually be provided within the framework of this study programme in order to eventually obtain one or another

qualification. The programme is using a traditional approach with rather low concentration on modern business competencies like: on-line business and marketing. Very limited number of specialised software applied for education. The distribution of ECTS shows that there are similar study courses that can benefit both professional qualifications, but at the same time there is possibility to gain extra ECTS in accounting or business direction so that students can acquire one or another qualification.It is also important to notice that Moodle contents need regular actualization. Part of the materials is a bit outdated.

Compliance of the study content with the profession standards "Business specialist" and "Accountant" (depending on the study program scope) can be evaluated as according, based on the performed analysis. In the Annex of Study Program "Entrepreneurship" (41345) is indicated the comparison of the Cabinet Regulation No. 141 "Regulations regarding the State Standard for First Level Professional Higher Education" (adopted 20 March 2001) which is done accordingly.

The content of the study programme is relevant and complementary because of strong cooperation with employers and teaching staff, which is from industry. In internships students are next to real events and take part in serious situations. Many students do qualification work in those companies where they do internships. In general teaching staff of the study programme actively use an e-study platform, but there is a need for regular actualisation of the moodle system in order to keep new and actual teaching materials.

Students have a lot of different evaluation methods for study courses and studying methods are different. Students have the possibility to visit events, listen to guest lecturers, take part in conferences and many more different ways to be next to industry during studies. For example few companies each year come to students with problem situations in their companies. And students have to make a solution for them. Many students remembered one of Latvia's most famous jewelry company as an example.

Students have the opportunity to use contacts form teaching staff to get internships in big and prestigious companies in Latvia.

Surveys have high results. There are obligated surveys for employers after each internship. Student surveys are anonymous, students see it on the homepage, got by e-mail, but responsiveness is low. usually only a few percentage of the students are responding. The surveys are discussed by management of AC and conclusions are drawn. Because of the fact that AC is not as big as universities, the open door principle works very well. Everyone can freely come to the college director, programme director or teaching staff and voice their opinion.

AC is giving possibility for mobility for all students, however because of objective reasons only a small part of students is interested. Seeing the fact that many students study part-time and already have a job, there are only a few students taking part in mobility opportunities.

Conclusions by specifying the strengths and weaknesses

The descriptions of the study courses/ modules, the traineeship, and the final thesis are of high quality and comply with the provisions set forth in the regulatory enactments. The content is relevant and complementary, and it complies with the aims of the study programme, ensures the achievement of the learning outcomes, and meets the needs of the relevant industry and the scientific trends. The study implementation methods, including the evaluation methods, contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning and teaching principles are taken into account by dialog with students union and concentration on the needs of the local labour market. The outcomes of the surveys conducted among the students, employers, and graduates are used to improve the quality of studies. Few students avail themselves of the incoming and outgoing mobility opportunities, and the learning outcomes achieved during such mobility are recognised.

Strengths:

1. Close contact with the industry, especially in the area of internship.
2. Study content is updating regularly.
3. Teaching staff, materials and programme are well prepared and adjusted to the programme.
4. Align expectations of stakeholders (students, labour market, local governments) in a competitive programme.
5. Dialogue with the students is provided in the area of programme and general satisfaction from the studies.
6. Different forms of verification of learning outcomes have been assured.

Weaknesses

1. Management programme using traditional approach, low concentration on modern business competencies like: on-line business and marketing.
2. Moodle contents need regular actualization. Part of the materials is a bit outdated.
3. Small scale of international mobility.

3. Resources and Provision of the Study Programme

Analysis

More information regarding resources and provision included in reports assessment part for study direction (Chapter 3. Resources and Provision of the Study field).

In the reporting period, the number of students matriculated in the Study Programme "Entrepreneurship" varied and showed a stable tendency for a higher demand for part-time studies in the College compared to full-time studies. This is explained by the employment of the students immediately after graduating from high school. Thus, despite the small number of students (approximately 40), the Study Programme is profitable, because part-time studies significantly reduce the costs of the Programme. Viewing Study Programmes of the Study Direction separately, the financial resources of the Study Programme "Entrepreneurship" in the study year 2019/2020 are sufficient (College budget for the academic year 2019/2020). The costs directly related to the implementation of the Study Programme "Entrepreneurship" per one student amount to EUR 692.00. When studying in the form of distance learning, a student can receive practically all the same information and opportunities that a full-time student receives. As all lectures are recorded, they are also available to students who have not been able to attend the lecture online.

Conclusions by specifying the strengths and weaknesses

The material, technical and financial resources at the disposal of the Study Programme "Entrepreneurship" can be assessed as qualitative and sufficient to ensure the study process. Given that only about 10% of students study full-time, it can be said that the existing material and technical base will be sufficient even in the event of an increase in the number of students.

Strengths

1. Good resources and premises that are adjusted to the size of HEI;
2. Competitive e-learning system that is well integrated in the Study Programme "Entrepreneurship" realization.

Weaknesses: no specific weaknesses were identified

4. Teaching Staff

Analysis

The needs of the teaching staff for professional and didactic improvement are identified in a target-oriented manner. Appropriate improvement measures are undertaken, and the outcome and efficiency of the implemented measures are assessed. The selection or election of the academic staff is carried out in several stages, which is determined by certain procedures. The process of recruitment and evaluation of lecturers is transparent and effective.

The qualification of the academic staff employed to teach comply with regulatory requirements and the strategic aims and objectives of Albert College.

Currently, eight associate professors are involved in the implementation of the Entrepreneurship programme, four of them with a doctoral degree or currently studying at doctorate level. Seven lecturers with a master's degree and professional experience in the branch corresponding to the study course are employed as lecturers.

In total, 25 academic staff are involved in the implementation of the Entrepreneurship study programme, of which 15 are College employees and 10 are guest lecturers.

The total number of visiting lecturers has increased, 10 guest lecturers were employed, three of whom have doctoral degrees.

Albert college has clear strategy for Academic staff professional and pedagogical qualifications improvement. (internship, traineeships in-company, research, work in the organization, etc. and as well methodological conferences, workshops, lectures and etc.)

Albert college academic staff members' qualification allows them to attain expected learning outcomes by providing necessary knowledge and skills in the field of Entrepreneurship.

The academic staff is involved in scientific research both at national and international level. The research and scientific activity directions are developed by the head of the study direction in collaboration with the Study programme director, academic staff, students and partners, taking into account their interests and Latvian and the European Union policies.

The knowledge obtained from scientific research is used in the study process. It is important to notice that the majority of teachers use modern digital solutions.

Main outcomes of the analysis:
• Teaching staff is is reasonably diversified between academics and practitioners.
• The College takes measures to develop teachers' scientific and research activity.
• The College participate at numbers international partnership projects, where active teachers of Entrepreneurship programme
• The Academic Staff Evaluation and Motivation System provides payment of bonuses;
• The College has introduced a research grant system that allows receiving additional funding through active participation in the research group;
• The College supports applied research, creative activity why alongside academic staff important place in a study process takes teachers with professional skills and experience.
• School encourages the opportunities to foster international experience of all staff, included teachers of the Entrepreneurship programme;
• All staff is encouraged to use the capabilities of the Moodle learning platform to the fullest extent.
• Students underline high level experience of instructors coming from labour market.
• The Study direction has a sufficient number of teachers with a very good English skills.
• Guest lectures are integrated into the study course.

Conclusions by specifying the strengths and weaknesses

The qualification of the teaching staff members involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses.

The team of lecturers is appropriate to the needs of the study and research processes of the study programme. Overall, there is a balance between academic staff and practitioners involved in the learning process.

Strengths:

1. The academic staff is involved in scientific research;

2. The obtained information during training or personal development at the conference, special events are widely used in the study process.

3. Lectures are very motivated to do personal training and development.

4. The lecturing staff are open to modern ways of presenting subject material;

5. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge.

6. External specialists/ visiting lectures involved in the programme.

Weaknesses: no specific weaknesses were identified

5. Assessment of the Compliance of the Study Programme "Entrepreneurship"

Requirements

1 1. The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state-recognised documents of higher education are issued.
Assessment of compliance: Fully compliant

Justification: The Diploma Supplement follows the model developed by the European Commission, Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO/CEPES).
Sample of diploma complies with 16.04.2013. Regulation No 202 of Minister Cabinet "Procedures for Issuing State-Recognized Higher Education Documents"

2 2. Documents 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.
Assessment of compliance: Fully compliant

Justification: Agreements signed between the Alberta College and Riga Technical University, Alberta College and Economic and Cultural University of Applied Arts, Alberta College and Jekabpils Agrobusiness College, that the HEIs undertake to offer study possibilities in case the HEIs decide to cancel the study programme.

3 3. 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.
Assessment of compliance: Fully compliant

Justification: P. 4.3., 4.4. of the Study agreement

4 4. The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance 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.
Assessment of compliance: Fully compliant

Justification: Statement by the Director of the College that that the academic staff members have the state language proficiency level that meets the requirements of the Regulations Regarding the Amount of the Knowledge of the Official Language and the Procedures for Examination of the Knowledge of the Official Language for the Performance of Professional Duties and Duties of Office.

5 5. 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, if the study programme or any part thereof is to be implemented in a foreign language.
Assessment of compliance: Not relevant
Justification:

6 6. At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts.
Assessment of compliance: Not relevant
Justification:

7 7. The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification:

8 8. The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.
Assessment of compliance: Fully compliant
Justification: Requirements for study agreements are defined in the Regulation Nr. 70 (23.01.2007.) of the Cabinet of Ministers and comply with AC added sample of the study agreement.

9 9. The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant
Justification: All study courses are taught in Latvian, the descriptions of the study materials are in Latvian and complies with requirements set in Law on Institutions of Higher Education.

10 10. The study programme complies with the valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided that the completion of the study programme leads to a professional qualification.
Assessment of compliance: Fully compliant
Justification: Compliance of the study content with the profession standards "Business specialist" and "Accountant" (depending on the study program scope) can be evaluated as according, based on the performed analysis.

11 11. Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Institutions of Higher Education.
Assessment of compliance: Not relevant
Justification:

12 12. The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard.
Assessment of compliance: Fully compliant

Justification: The study program complies with 20.03.2001. Regulation No 141 of Minister Cabinet "Regulations regarding the State Standard for First Level Professional Higher Education.

13 13. The joint study programmes comply with the requirements prescribed in Section 551, Paragraphs one, two, and seven of the Law on Institutions of Higher Education (if applicable).
Assessment of compliance: Not relevant
Justification:

14 14. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions (if they have worked for a shorter period of time, the number of publications shall be in proportion to the work period), or artistic creation achievements (for instance, exhibitions, films, theatre performances, and concert activity), or a five-year practical work experience (except for the experience in the implementation of the study programme) in accordance with the Law on Institutions of Higher Education.
Assessment of compliance: Fully compliant

Justification: Annex 8. Each member of the academic staff has either publications published in reviewed editions within the last six years, including international editions or a five-year practical work experience in accordance with the Law on Institutions of Higher Education.

15 P5 - Overall rating
Assessment of compliance: Fully compliant

Justification: Study program in general fulfills all requirements and joint Experts` assessment for the study program is "Good".

Requirements (R6-R8)

1 R6 - The compliance of the 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 ensuring the achievement of the learning outcomes.
Assessment of compliance: Fully compliant
Justification: The College complies with all minimum requirements

2 R7 - The compliance of the qualification of the academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments.
Assessment of compliance: Fully compliant
Justification: The College complies with all minimum requirements

3 R8 - The study programme leading to the master or doctoral degree is based on the advances and findings in the relevant field of science or artistic creation.
Assessment of compliance: Not relevant
Justification:

Conclusions by specifying the strengths and weaknesses

AC has efficient system to determine the financial resources required for the programme. There is also a basic system for financing the scientific research. The qualifications and experience of the staff team in the study programme are in accordance with legal and other requirements. AC provides infrastructure resources and the material and technical provision required for the implementation of the programme. AC is working with attracting highly skilled teaching staff

relevant for study programmes. Improvement measures for staff are undertaken, and the outcome and efficiency of the implemented measures are assessed. The teaching staff members has the opportunity to take part both in outgoing and incoming mobility.

AC established a well-functioning support system for students. It is worth to increase the participation of foreign lecturers in subject delivery. In this respect, perhaps modern technology could be deployed more extensively (e-learning). The lecturing staff are open to new ways of presenting subject material and also committed to and welcoming of whatever self-development opportunities or initiatives might be introduced by the Faculty to enhance their effectiveness.

Strengths:

1. The title, professional qualifications to be acquired, the study program aims, objectives, and admission requirements are interrelated.

2. Competitive e-learning system that is well integrated in the study program "Entrepreneurship" realization.

3. Common but essential professional qualifications required by the labor market.

4. Close contact with the industry, especially in the area of internship.

5. Study content is updating regularly.

6. Evaluation system is diversified.

7. Teaching staff, materials and programs are prepared.

8. Align expectations of stakeholders (students, labour market, local governments) in a competitive programme.

9. Dialogue with the students is provided in the area of programmes and general satisfaction from the studies.

10. Different forms of verification of learning outcomes have been assured.

11. Good resources and premises that are adjusted to the size of HEI.

12. There is an efficient system to finance scientific and artistic achievements.

13. The academic staff is involved in scientific research;

14. The obtained information during training or personal development at the conference, special events is widely used in the study process.

15. Lectures are very motivated to do personal training and development.

16. The lecturing staff are open to modern ways of presenting subject material;

17. Academic staff update knowledge from industry field teachers and Industry teachers get support for didactic knowledge.

18. External specialists/ visiting lectures involved in the program.

Weaknesses:

1. The interest in full-time studies is lower in recent years.

2. The qualifications "accountant" can be misleading, as the study programme is under business and administration coding.

3. Management programme using traditional approach, low concentration on modern business competencies like: on-line marketing.

4. Moodle contents need regular actualization. Part of the materials is a bit outdated.

5. Small scale of international mobility.

Evaluation of the study programme "Entrepreneurship"

Evaluation of the study programme:

Good

6. Recommendations for the Study Programme "Entrepreneurship"

Short-term recommendations

1. Consult external stakeholders to adjust the programme to needs, newest trends (in two academic year period).
2. Establish new international partnerships with similar level educational institutions (in two academic year period, at least one new partnership).
3. Open new training for staff and students in international areas (in two academic year period, at least two trainings for staff and students).
4. Organize more visiting lectures of international staff (in two academic year period, at least two new international staff visits, including online).

Long-term recommendations

1.There is a need to analyse the sustainability of the study program and future development directions according to the market needs and management profession development, possibly to promote more part time studies and distance learning.
2.Improve study programme learning outcomes, by integrating ERS (ethics, responsibility and sustainability) aspects.
3.Develop stronger mechanisms for supporting academic staff development of research, improve its concrete incentive system, development tools, measures for scientific accountability.
4.Stronger collaboration development with international level colleges, in order to promote online lectures, scientific research activities.
5.International area should be supported by: a greater number of staff training and students internships abroad, involvement students in suitable international projects and work experience placements in Latvia, an extension of external specialists/visiting lectures involved in programme, the expanded input of international lectures (Exams, finals works commissions, Staff training and Academic international weeks), however there was a lot done in english competency of students and staff there is still a need of constant effort in this area.
6. Stronger impact on teaching specialised English, especially business English is needed.
7. Reconsider the two qualifications, it is not compulsory, as in general the study content is enough, but the study programme code with the awarded qualification of the study programme more corresponds to the business specialist qualification.

III. Assessment of the Requirements for the Study Field and the Relevant Study Programmes

III. Assessment of the Requirements for the Study Field and the Relevant Study Programmes

Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation		Comment
Pursuant to Section 5, Paragraph 21 of the Law on Institutions of Higher Education, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their internal quality assurance systems:	Fully compliant		Quality Assurance Policy, the Development Strategy, the Study Direction Development Strategy, the Scientific Research and Creative Development Strategy, Academic Staff Development and Assessment Plan, surveys for the students, staff and employers of the study program, the study process, growth and employment ensure continuous improvement of the quality assurance at the College.
R2 - The cooperation with different organisations from Latvia and abroad implemented within the study direction ensures the achievement of the aims of the study direction.	Fully compliant		Involvement of foreign and local lectures, participation in ERASMUS+ programmes. Besides, the College has established good cooperation with CTL Eurocollege in Cyprus, which implements the college-level study program "Marketing and Public Relations''. Currently, a joint research project "Involving Influencers in Brand Communication'' is taking place between both colleges, and its results are planned to be presented at the international science conference etECH and students' scientific practical conference in Rīga, in April 2020. Within the Erasmus+ mobility program, colleagues from Cyprus are also planning to take part in the etECH conference and IAW. After a discussion between the Director of the College and the administration of CTL Eurocollege, the decision was made to extend the existing collaboration and develop it in the direction of scientific research, involving as many matching study directions of both colleges as possible. Additionally, Annex 32. All together it may be concluded that AC cooperates with different organizations from Latvia and abroad and these cooperation's ensures achievement of the aims of the study direction.

Requirements	Requirement Evaluation		Comment
R3 - Compliance of scientific research and artistic creation with the development level thereof (if applicable).	Fully compliant		The College supports teachers' scientific and research activities. The involvement of teaching personnel in scientific research is promoted through creating research groups and giving grants for their scientific and research work.
R4 - Elimination of the shortcomings and deficiencies identified during the previous assessment of the study direction, if it has been conducted, or the implementation of the provided recommendations.		Partially compliant	The College has implemented part of recommendations given by the expert team of the previous evaluation.Two recommendations that have not been implemented by the college have been evaluated by the college's decision-making bodies and the justification given as to why these recommendations have not been implemented is understandable and are an issue of college autonomy. AC should continue to motivate teaching staff to improve their English language knowledge. And continue to work with internationalization issues, invite guest lecturers and make sure that students are informed about offered guest lectures.

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	Digital Marketing (41342)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good
2	Human Resources Management (41345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
3	Event Production (41345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good
4	Entrepreneurship (41345)	Fully compliant	Fully compliant	Fully compliant	Not relevant	Good

The Dissenting Opinions of the Experts

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