

## APPLICATION

Studiju virziena "Management, administration and real estate management" for assessment

Study direction	<i>Management, administration and real estate management</i>
Title of the higher education institution	<i>Vadības koledža</i>
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# **Self-evaluation report**

Study direction "Management, administration and real estate management"

Management College

# I - Information on the Higher Education Institution/College

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

Management College as a higher education institution named Christian Management College was founded in 2005 to train professionals in business, social and spiritual care. In 2017, as the owners changed, the College was renamed the Management College (hereinafter - MC) and entered a new phase of its development.

MC is a state accredited higher education institution, which implements first level professional higher education programs on the basis of chapter 2, section 10.1, part 2 of the Law on Higher Education Institutions.

### **MC implements two study directions:**

**1) study direction “Management, Administration and Real Estate Management”,** with a single study program “Business Management”;

**2) study direction “Social welfare”,** which has one study program “Social Assistance Organization”.

MC prepares business specialists for work in any company; however, students are oriented to choose starting their own company, thus following the national economic policy of Latvian National Development Plan for 2014-2010, which defines the need for support for “starting and developing businesses so that anyone who wants would be able to start a business, work and live in Latvia.” It is important for higher education institutions not only to prepare employees, but most importantly – employers. Qualification works of students in the study program “Business Management” are directly related to the development of their own business or improvement of the work of a company.

College development concept is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Framework for Excellence in the European Foundation for Quality Management (EFQM).

**Mission of MC** is to train creatively minded and socially responsible professionals to shape the modern world. Since the reorganization, one of the directions of MC has been the development of the idea of social entrepreneurship. In study year 2019/2020 both study programs include study course “Social Entrepreneurship and Innovations” and social entrepreneurship issues are incorporated in the study courses “Legal Basics of Business”, “Business Planning and Start-up”, “Marketing”, “Innovations and Risk Management”.

From study year 2018/2019, MC has started and is planning to widen a socially responsible approach to the work with student attraction. By increasing the number of foreign students and thus attracting funding, MC provides opportunities for local students from disadvantaged groups to study tuition-free, tuition costs are covered from budget provided by the founder, usually for people with insufficient education to compete in the labor market. For example, single parents who do not have the means to study, prisoners to help them re-socialize after release, etc. There are currently 39 students enrolled in the founder’s budget study places, including 15 in the study direction “Management, Administration and Property Management” and 24 in study direction “Social Welfare”.

MC re-socialization project in cooperation with the open-type Olaine prison has proved to be very successful. Initial goal of the project has been justified, with 8 of the 12 inmates who begun studies, currently 8 are still enrolled, including 5 who have already been released from prison.

I section table 1.

### Dynamics of the number of students in the College over the evaluation period

Study direction	Type and form of studies	2016/2017	2017/2018	2018/2019	2019/2020
<b>Study direction</b> <b>Management, administration</b> <b>and real estate management</b>	full-time	0	4	42	<b>72</b>
	part-time	22	14	13	24
	part-time extramural studies (distance learning)	28	32	30	30
<b>Study direction Social</b> <b>welfare</b>	part-time extramural studies	0	7	13	29
<b>Total:</b>		<b>50</b>	<b>57</b>	<b>98</b>	<b>155</b>

From 2017, the number of students has slowly increased with each study year. The main increase in the number of students is in full-time studies, where students from abroad are studying. The first foreign students started their studies in February 2018.

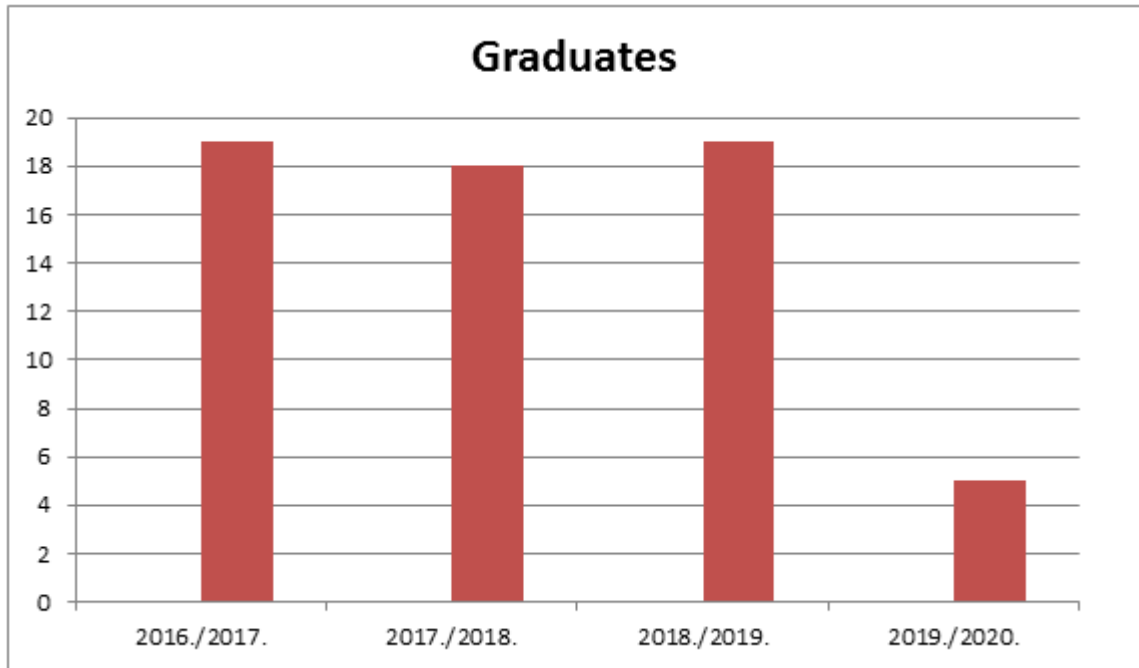
The drop-out rate of students is not high, the main reasons for this are students' own desire to terminate their studies (the main reasons are family circumstances, health conditions, financial difficulties). Full-time students are foreign students and they are exmatriculated for failure to fulfill their obligations under the study agreement: insufficient attendance at lectures, failure to meet study and financial obligations.

During the evaluation period, the number of students with English as the language of study program has increased. Due to the amendments to the Law on Higher Education Institutions, students with Russian as the language of study program are no longer admitted in the College, thus the number of such students is rapidly decreasing. The number of students with Latvian as the language of study program is almost equal to that of students studying in English language.

Given that the Management College is a private higher education institution, all students are privately funded. However, there is also the option to study in College-funded budget positions for free. Aforementioned project has also affected the number of part-time students and is making a significant contribution to the successful re-socialization and employment of former prisoners.

The number of graduates did not change significantly during the reporting period - 18-20 graduates, but taking into account the fact that the final examinations take place twice a year, data for study year 2019/2020 are indicated for the moment of submission of the self-evaluation report, at the end of the academic year the number of graduates will increase.

I section image 1.



**Management College Development Strategy for 2018-2023** is approved at the MC Council meeting on 04/01/2018 (with amendments at the MC Council meeting on 04/08/2019, Protocol No 5). It defines MC vision, mission, main areas of activity, strategic goals and priority tasks for achieving the strategic goals.

## VISION

Management College is a popular among students, internationally known, recognized by employers, highly evaluated by society, modern higher education institution.

## MISSION

To prepare creatively thinking and socially responsible specialists for the creation of modern world.

## VALUES

- Competence
- Co-operation
- Responsibility
- Development

## PRINCIPAL DIRECTIONS OF ACTIVITIES

- Development of study process
- Internationalisation

## STRATEGIC GOALS

1. Modern study process for preparing socially responsible specialists;

2. International co-operation for the promotion of knowledge transfer;
3. Involving the employers in the study and research process;
4. Ensuring the recognition of college's image in the society.

## **PRIOR OBJECTIVES FOR ACHIEVING STRATEGIC GOALS**

1. Development and licensing of new study programmes.
2. Modern study process for preparing specialists.
  - Elaborate new study programmes taking into account the trends and demand in the labour market;
  - Elaborate new free choice study courses and offer them to the students;
  - To comply with the principles of sustainable development and social responsibility in the elaboration of the contents of study courses;
  - To increase the number of academic staff with doctor's degree;
  - Regularly motivate the academic staff for targeted professional growth and research activities;
  - Organise the lectures of foreign guest lecturers;
  - To ensure modern study environment and regularly teach the academic staff how to work with the newest ICT;
  - To elaborate the quality management system of the college and ensure its operation;
  - To organise co-operation for implementation of students' common projects according to the study programmes;
  - To provide students with wide access to study literature and data bases;
  - To improve the support system for students in their studies, provision with internship and working places;
  - To create the college's alumni club;
  - To develop the college's internal communication process;
  - To provide the college with modern study infrastructure;
  - To encourage students participate in extracurricular activities.
3. International co-operation in promoting knowledge transfer.
  - To create co-operation with higher education institutions in Latvia and abroad in the implementation of the study programmes;
  - To support the initiative of the students and the academic staff to acquire international experience in educational and professional spheres;
  - To provide the students and the lecturers with the possibility to participate in international projects according to the college's directions of activities;
  - To create co-operation with foreign representatives in recruiting new students and studying the requirements of the labour market;
  - To participate in education exhibitions in potential market countries;
  - To create the system of recruiting foreign applicants.
4. Involving employers into study and research process.
  - To elaborate the procedure for the participation of social partners, parties involved and corporate partners in the development of the study directions according to the requirements of labour market;
  - To update the co-operation with employers;

- To create co-operation with a business incubator for the development of study directions;
- To involve employers into elaboration of new study programmes;
- To create co-operation with partners – large widely known employers and social enterprises – on internship possibilities;
- To ensure the implementation of the study programmes involving businessmen, field experts and college's alumni into assessment and improvement of the study programmes.

5. Recognition of college's image in the society.

- To elaborate and implement a marketing plan;
- To involve all the parties interested in the development of the college in providing the recognition of college's image.

[https://mcollege.eu/wp-content/uploads/2018/01/STRATEGY\\_ENGL.pdf](https://mcollege.eu/wp-content/uploads/2018/01/STRATEGY_ENGL.pdf) - in English

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

Founder of the MC is a limited liability company "Vadības koledža". The supreme governing and decision-making body of MC in strategic, financial and economic matters is the Board established by the Founder.

College Council and the Director of College are the representative, governing and decision-making bodies of the MC in study and research matters. Council is the collegial management body and decision-making body of the College staff. Director is a senior official of the MC who implements College's general administrative and financial management and is the official representative of the College in all matters related to the College. MC Council consists of ten members: Director, one member of the Board, three representatives of the academic staff, one representative of the general staff, two representatives of the student self-government, two representatives of employers or professional organizations. Council approves the study programs, their self-evaluation reports on the implementation of the study programs, decides on the development and implementation of new study programs, approves the directions of research and scientific activity, upon coordination with the Board approves the regulation on academic and administrative positions in the College, develops and approves internal procedure regulations, supports and facilitates the work of student self-government, as well as approves the statute of student self-government, approves College symbols, decides on other issues in accordance with applicable laws and regulations.

Student self-government operates in the MC, it is an independent decision-making body representing the rights and interests of College students. Self-government represents College students, defends their rights and interests, ensures that students' opinions are taken into consideration when solving College-related issues, ensures cooperation with students from other colleges in Latvia, promotes experience exchange with students abroad, and organizes various events for students.



In November 2017, one of the MC student self-government members was elected to the Latvian College Association Student Council Board; currently the president of MC student self-government is a member of this Association. Participation in the Latvian College Association Student Council promotes the involvement of young people in the development of education policy in the country and in gaining experience in cooperation with foreign students, for example, experience exchange in Estonia with Tartu HEALTH *CareCollege* (THCC) student self-government.

Two representatives of the student self-government are members of the MC Council and participate in its meetings, thus participating in the adoption of the most important documents and decisions of the College.

The College has a procedure for each student to turn to the student self-government with proposals, critiques, and suggestions for improvement of the College's work. Information can be posted to the College website's Moodle environment in the *Student Information* section *Student self-government*, or turn to the student self-government members in writing or in person.

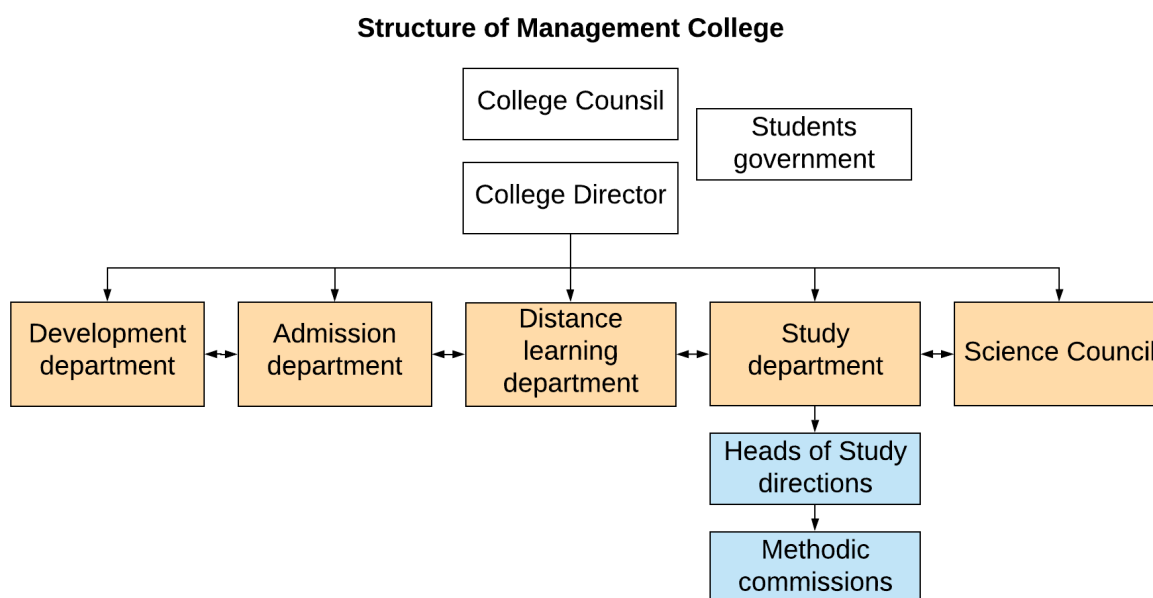
Student self-government representatives meet monthly with the College Administration and discuss issues of interest to students that are discussed at student self-government meetings.

The administration takes into consideration the opinions and suggestions expressed by the students in the improvement of study process and College work.

**See the appendix 1.** *List of the College's main internal laws and regulations*

**See the appendix** *College Management Structure*

*I section, image 2*



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

MC is an educational institution that follows requirements of external laws and regulations to secure, maintain and improve the quality of higher education system, thereby integrating and ensuring a common understanding of quality assurance within the European Higher Education Area (ESG), demonstrating its quality, increasing transparency, and building mutual trust, and, as a result, recognition of better qualification, recognition of programs and other educational offers.

Based on the requirements of external laws and regulations, MC has developed internal regulations (statutes, regulations, instructions, etc.) that are binding on the College. Additionally, a quality management system was developed in collaboration with the College stakeholders (employees, students, employers, and others), including a quality management system policy manual, quality management system procedures and associated forms and instructions.

Management College has surveyed/identified stakeholders who directly or indirectly participate in the provision and improvement of the education quality system and are able to look at education quality processes more objectively. With the involvement of stakeholders, MC continuously monitors, periodically obtains analytical data, identifies improvement measures and develops, and, when necessary, develops/updates procedures and other internal regulatory documents.

In compliance with the requirements of external and internal laws and regulations, MC has defined which quality management documents are publicly available and which are available to a particular group of stakeholders. The following documents are publicly available: quality management policy manual, Statutes, regulations, instructions, and forms. Documents are available both on the MC website (<https://mcollege.eu/en/par-mums/dokumenti/> - (in Latvian), <https://mcollege.eu/about-us/documents/> - (in English) and on the *Moodle* study site.

#### **Links to the Management College quality policy -**

[https://mcollege.eu/wp-content/uploads/2020/02/Kvalitates\\_vadibas\\_politika.pdf](https://mcollege.eu/wp-content/uploads/2020/02/Kvalitates_vadibas_politika.pdf)

#### **Links to the Management College quality management system policy manual -**

<https://mcollege.eu/wp-content/uploads/2020/02/Kvalit-tes-vad-bas-sist-mas-politikas-rokasgr-mata.pdf>

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>Quality management system policy of the Management College is approved on January 4, 2018.</p> <p>Quality management system policy manual is approved on February 13, 2018.</p> <p>Procedures:</p> <ul style="list-style-type: none"> <li>• Internal audits</li> <li>• Inadequate product management</li> <li>• Document and record management, execution</li> <li>• Collection, recording and preservation of archival documents</li> <li>• Study programs</li> <li>• Organization of the study process</li> <li>• Management review</li> <li>• Qualification works</li> <li>• Hospitation</li> <li>• Data security</li> </ul>
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2.	<p>A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.</p>	<p>Complies</p> <p>Program development and approvals are carried out in accordance with the process Study Program developed by the MC.</p> <p>College study programs:</p> <ul style="list-style-type: none"> <li>• were/will be developed in accordance with the objectives of the program, in line with the College’s strategy, and they have clearly defined expected learning outcomes;</li> <li>• were/will be developed with the involvement of students and other stakeholders;</li> <li>• were/will use external expertise and reference points;</li> <li>• reflects the four higher education objectives recommended by the Council of Europe;</li> <li>• were/will be designed to ensure that students progress in their studies without barriers;</li> <li>• determines the expected workload of students, using, for example, ECTS;</li> <li>• where it is necessary, includes carefully planned practice opportunities;</li> <li>• are subject to college-approved confirmation procedures.</li> </ul> <p>In turn, study program monitoring and verification is done in accordance with core activity procedure descriptions Study Process Organization, Qualification works, Hospitation, but from the management processes - Internal Audits and Inadequate Product Management.</p>
3.	<p>The criteria, conditions, and procedures for the evaluation of students’ results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>Complies</p> <p>Evaluation criteria, conditions and procedures are specified in Article 12.5 of the Study Regulation. Study course descriptions available to students in the Moodle system include criteria and conditions for student achievement assessment, and are introduced to students by lecturers during the first lesson.</p>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>The following normative documents developed by Management College determine the internal procedure regulations:</p> <p>Management College Academic staff development policy (approved at the Council meeting on 30.10.2018., protocol Nr.5, with amendments from 16.10.2019, the Council meeting protocol Nr.6)</p> <p>Management College Plan for the development of Professional competences of the academic staff (approved at the Council meeting on 02.09.2019., order Nr. 1-8/04A with amendments from 06.01.2020, order Nr.1-9.1./04)</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <ul style="list-style-type: none"> <li>• After completing each course, students are given the opportunity to complete a course assessment questionnaire on the Moodle study site, the results of which are analyzed once a semester and corrective/preventive measures are identified if necessary.</li> <li>• Graduate surveys are conducted, but student responsiveness is not always sufficient. Obtained data are analyzed once a year.</li> <li>• Within the framework of the practice, a survey of employers is conducted, the results of which are analyzed once a semester and corrective/preventive measures are determined if necessary.</li> <li>• Staff surveys and hospitations are carried out. Data is analyzed once a year and corrective/preventive measures are taken if necessary.</li> </ul>
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>By adhering to and complying with the requirements of College quality management system manual and policy manual, as well as internal regulatory documents (Statutes, instructions), the College guarantees continued improvement, development, and operational effectiveness of the study direction.</p>

## II - Description of the Study Direction (1. Management of the Study Direction)

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

Successful entrepreneurship is the foundation of country's economy. Latvia's economy is small and even large Latvian companies are predominantly among small and medium-sized enterprises of Europe. However, our economy is very resilient and capable of adapting quickly to unexpected situations and recovering even after severe crises.

In order for the economy to become more stable, we need more large companies, employing hundreds of people, creating recognized products and successfully selling them in other countries. But just as important economic component are small businesses or simply active people who are able to generate income from their real estate or knowledge and skills. The development of businesses, including small businesses, is facing a situation where globalization has increased international competition, increased demands for product and service quality, and increased professional qualifications for business, including small and medium-sized enterprises.

Implementation of an effective competition policy in Latvia has become especially urgent with Latvia's accession to the European Union, as it is an instrument that ensures fair business.

Small and medium-sized enterprises play an important role in the economic development of the country. They make up a significant part of the economy and make a major contribution to GDP and employment.

Small enterprises, but especially micro-enterprises, which account for 90% of all small and medium-sized enterprises, have developed rapidly in Latvia during the last five to seven years. Currently, the proportion of small and medium-sized enterprises in Latvia exceeds 98%. Thanks to the strong growth of micro-enterprises, Latvia has managed to exceed the EU average indicators in terms of the number of enterprises per 1000 inhabitants, but the group of small and medium-sized enterprises is still lagging behind. In Latvia the necessary regulatory enactments were developed in a relatively short period of time, facilitating the rapid spread of small and medium-sized enterprises both in urban and rural areas.

Small and medium-sized enterprises have their own advantages, namely, they are more flexible in responding to changes in the market of goods and services, they are better at creating new jobs, so in many countries of the world, including Latvia, a lot of attention is paid to the improvement of small and medium-sized enterprise competitiveness.

For the improvement of small and medium-sized enterprise competitiveness, several elements of a quality management system are important, such as business management and staff, and their mutual responsibility, internal environment and the threats and opportunities prevailing in it, business processes, systemic thinking in the decision-making process, feedback, etc. Any business owner or employee must be knowledgeable in their field. In the face of rapid economic change, knowledge gained through practical experience is no longer sufficient; an entrepreneur or an employee of a company needs to be properly qualified and constantly updated. Latvian law prescribes that any systematic, independent activity that is remunerated is considered an economic activity. Consequently, any person who earns income from something at least three times a year must declare and register their economic activities with the Company Register or the State Revenue Service. Often, the unemployed are offered to start their own business, which ensures their existence as well as social inclusion. Consequently, there is a need for knowledge, skills and

competencies in the provision of management processes, commencement of business and self-employment which is provided by the MC at college level.

If, for many years, one of the main objectives of EU and Member State policy has been to develop and promote education in entrepreneurship, the College is one of those educational institutions where the most direct awareness is created about the ability to create and develop one's own commercial (and social) businesses, thus becoming innovators in one's life and workplace.

College provides studying opportunities for students of all ages, educating qualified, creative-minded and socially responsible professionals. Status of College graduates is equal both in the labor market and in continuing education, as the conditions for designing and implementing education programs are unified.

Some of the students study at their own expense, some of them are attracted by the College owners with the support capital that is in line with the goals and tasks of social entrepreneurship – to solve social problems using business methods. MC is developing into a social enterprise that does not generate profit for its owners but invests in its development, and actively integrates into the labor market to achieve the goals and objectives that enable entrepreneurship to develop through widely available formal and lifelong learning. College prepares qualified, socially responsible business professionals who are able to create social impact, to benefit the society and start their own businesses.

MC study program *Management, Administration and Real Estate Management* includes one study program: first level professional higher education study program *Business Management* for business professionals aimed at becoming competitive entrepreneurs or employees in a relatively short period of time – two or two and a half years in labor markets of Latvia, the European Union or other countries of the world.

MC is suitable not only for young people but also for people who are not so much concerned with their career prospects or growth, but who are or have been integrated into the national economy and need to receive appropriate education in a relatively short period of time. Business education not only influences students' way of thinking, but also helps them to acquire the knowledge, skills and competences that are essential to the development of an entrepreneurial culture.

Business education means development of the thinking of learners so that they can turn their innovative ideas into business. It is one of the key competences for all learners; it promotes personal development, active citizenship, social inclusion and employability. It is important throughout the lifelong learning process, in all learning disciplines and in all types of education and training (formal, non-formal and informal), which promotes an entrepreneurial spirit or attitude with or without a commercial purpose. At the same time, small and medium-sized businesses are much more complex than big market players because of the lack of financial resources to implement their ideas and education, which inevitably forces many entrepreneurs to postpone their future business ambitions.

Common European understanding of entrepreneurship as one of its core competences demonstrates its focus on two important aspects. Firstly, development of the attitudes, skills and knowledge needed for entrepreneurship should enhance individuals' ability to turn their ideas into action. Secondly, entrepreneurship is not only about economic activities and business start-ups, but more broadly about all aspects of life and society. Innovative and creative behavior can be expressed both in a new company and an existing organization, i.e., "corporate business".

Financial literacy has traditionally been associated with business education. Sometimes they are even considered equal, and in any case it is one of the skills or learning outcomes expected from the business education. It is also one of the few entrepreneurial skills that are systematically

evaluated. Labor market forecasts are used mainly to tailor training offerings to the needs of labor market.

### Comparison with similar study programs implemented in Latvia

Comparing MC 1st level professional higher education program *Business Management* with similar programs of other higher education institutions, it can be concluded that the programs have a lot in common – duration of studies in different forms of studies – both in full-time and part-time studies. There is a very high degree of coincidence in terms of credits and subjects with the Albert College curriculum, which can be explained by the fact that the curricula are based on the Latvian professional standard and the professional higher education standard.

At the end of the study program, students develop a qualification paper, and are also graded for individual and group work, case analyses, tests and exams.

*II section, table 1*

Higher education institution	Management College (MC)	Albert College	Baltic International Academy (BSA)
<b>Program title</b>	Business Management	Entrepreneurship	Small and Medium Business Management
<b>Qualification</b>	Business specialist	Business specialist	Business specialist
<b>Duration of studies</b>	2 years – full-time studies 2 years and 6 months – part-time studies	2 years – full-time studies 2 years and 6 months – part-time studies	2 years – full time studies
<b>Amount of CP</b>	80 CP	80 CP	80 CP
<b>Volume of general education courses</b>	20 CP	20 CP	20 CP
<b>Volume of sector courses</b>	36CP	36CP	36CP
<b>Practice</b>	16CP	16CP	16CP
<b>Final examination</b>	8 CP	8 CP	8 CP

Comparative analysis shows that:

1. Looking at each study course and the respective percentage of CP, it can be concluded that the programs are different, for example, Albert College looks at psychology from a social point of view; BSA does not have *such study course*, BC looks at it from general and communication perspective. BC program is different thanks to the study course *Social*



*Entrepreneurship and Innovation*. This course is unique to BC. No other higher education institution offering 1st level professional higher education offers a similar course of study. It is designed to provide prospective business professionals with knowledge, skills and competences in the field of social entrepreneurship. As a result, the graduate will be able to work successfully in a social enterprise or create his own. In general, Albert College and MC mandatory courses are similar, but BSA courses are a little more dissimilar. Study course *Social Entrepreneurship* is in RTU in English, in the amount of 5 CP in Bachelor's program, LLU Bachelor's program.

2. Optional sector study courses - Albert College offers only 2 CP from 6 study subjects, BSA - 6 CP, and BC - 5 CP.
3. None of the above mentioned study programs, except BC, has a modular system.

### Similarities:

- All of these study programs prepare business professionals as well as provide opportunities to continue studies in 2nd level higher education programs;
- Main subject groups in all study programs compared are similar;
- Subjects related to data processing are practically the same in all institutions of higher education, the differences are only in terms of volume.

### Differences:

- BC program is based on the expected learning outcomes.
- BC offers a *developed E-learning environment*.

### Comparison with similar study programmes implemented abroad

Both Estonia and Greece have their own national education systems and similar direction study programmes have their own peculiarities. Consequently, it is not possible to make a precise comparison of the courses of study included in the programme. However, the following comparison can provide a general view.

*Part II Table 2*

<b>Higher education institution</b>	<b>Management College</b>	<b>Cyprus College</b>	<b>Estonian Business School</b>
<b>Name of the study programme</b>	Business administration	Business Administration	International Business Administration
<b>Qualification</b>	Specialist in commercial activities	Diploma	Commercial economist

<b>Duration of studies</b>	2 years - full-time studies 2 years and 6 months - part-time studies	2 years - full-time studies	3 years - full-time studies
<b>CP volume</b>	80CP	120 ECTS	180 ECTS

In the analysis of the Business Programme proposed by the Cyprus College, it can be concluded that the subjects to be acquired are similar to those offered by the Management College. The range of subjects to be acquired is relevant to the business administration programme. The programme is designed to prepare its graduates for the labour market, whether in the public or private sector, in terms of sales, management, marketing or other business-related areas. As well as the amount of credits to be acquired is equivalent to 120 ECTS corresponding to the programme developed by the MC. Upon completion of the studies a diploma is obtained, the credits obtained may be assimilated to subsequent studies and continued in the pursuit of a bachelor's degree.

More information on the *Cyprus College study programme Business Administration* is available at [https://www.cycollege.ac.cy/easyconsole.cfm/id/1186/program\\_id/50/lang/en](https://www.cycollege.ac.cy/easyconsole.cfm/id/1186/program_id/50/lang/en)

The Estonian Business School offers to acquire the study programme International Business Management. Although the duration of studies have been offered for three years and the credits to be obtained are more (180 ECTS) than in the programme offered by the MC, but most subjects are similar. The offer contains all subjects which are relevant for the acquisition of that profession.

More information on *the Estonian Business School study programme International Business Administration* is available at <https://www.ebs.ee/en/international-business-administration-ba#Overview>

The objectives, content and implementation methods of the MC programme are similar to those of other countries. The MC programme has a different total credit score compared to the Estonian Business School, due to the implementation of a first-level higher education study programme.

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

Goal of the study direction and the development plan are closely related to the *Management College's development strategy for 2018-2023*.

Aim of the study direction is to prepare qualified, socially responsible, business specialists who would be able to compete in the market and able to organize and manage a business unit or to start and run their own businesses. For Concreteness/specificity, Measurability, Reachability, Relevance/Acceptability/Realism and Time frame see section II table 3.

*II section, table 3*

Concreteness/specificity	Measurability	Reachability	Relevance/ Acceptability/ Realism	Time frame
To prepare qualified business specialists	In cooperation with employers, practice providers and graduates - to determine whether the goal has been achieved (surveys, discussions)	To determine whether the MC has all the necessary material and technical resources to achieve the goal, by conducting internal quality assessment (student and staff surveys; discussions); to take corrective and preventive measures	In the process of implementation and evaluation of the study program, to take into account all interests of the parties involved in the study process, based on democratic relations (tuition fees, availability of services, labor market requirements, etc.).	All of the above mentioned criteria are subject to one cycle of study program implementation (2 years or 2 years and 6 months)

Colleges in the Republic of Latvia implement first level higher professional study programs, preparing specialists for the requirements of the labor market of the Republic of Latvia. Prospective assessment of the study direction *Management, Administration and Real Estate Management* from the point of view of the interests of the Republic of Latvia is based on (1) professional standards and (2) Latvia's sustainable development strategy up to 2030 (*Latvia 2030*)<sup>[1]</sup>:

1) Preparation of business specialists within the framework of study direction *Management, Administration and Real Estate Management* is based on the professional standard of a business specialist, which summarizes the competencies, knowledge and skills necessary for the profession.

Serious attention is being paid not only the knowledge, skills, abilities and competences required by the profession standard, but also to the attitudes. College's mission, keeping in mind interests of the Republic of Latvia, is not only to train good professionals who are well-versed in their profession, but also to focus on their personal development, their attitude towards the work they do, and social responsibility. The highest gain in the national economy will come from well-educated and well-trained professionals who value their responsibility to society and exercise their profession in good faith.

College contributes to community building by educating responsible professionals in their field. In other words, in its work College emphasizes not only the skills and knowledge that constitute competence, but also the moral upbringing of the future professional. The individual and his personal growth form the basis of College's work, which is also the foundation of any country, including the Republic of Latvia.

2) With this understanding, the College also thinks about interests of the Republic of Latvia, based on *Latvia 2030*.

The following directions of *Latvia 2030* strategy are used in the study direction development plan and implementation of the study program:

- Latvian higher education system will not be able to survive by enrolling only Latvian students (§64; p.16)

- Aim of the 21st century education system is to strengthen the individual's skills for continuous learning and innovation. (§ 67; p. 17)
- There is already a large group of students in universities and colleges of the so-called unconventional age group students over the age of 23, therefore colleges should move to adult education as a stable and necessary course of their activity. (§ 80; p. 20)
- Higher education institution can design programs that take place only in the E-learning environment. (§ 94; p. 22)

Taking into account the results of research in the business sector, based on the state policy, ensuring development of the content of *Business Management* program of the direction *Management, Administration and Real Estate Management* according to the trends and needs in society and development plan of the study direction, preparation of business specialists is supplemented with an important aspect – social entrepreneurship, providing a study course *Social Entrepreneurship and Innovation* and integrating social entrepreneurship related topics into other study courses. This has been done in accordance with the Social Enterprise Law, which came into force on 01/04/2018 and states that “A social enterprise is a limited liability company that is granted the status of a social enterprise in accordance with the procedures set out in this law and conducts economic activities that have a positive social impact (e.g., provision of social services, creation of inclusive civil society, promotion of education, support for science, environmental protection and conservation, protection of animals or safeguarding of cultural diversity)”.

Social entrepreneurship is a concept that is rapidly evolving in many Member States of the European Union and elsewhere in the world and that allows for the solution of social problems using business approaches and principles.

Foreign experience points to the potential of social enterprises and the variety of problems to be solved, and in Latvia's situation, the creation of new enterprises, creation of jobs and involvement of socially vulnerable persons in the production of goods and services is a significant development.

College prepares qualified business professionals who will be able to create social impact and benefit society, and start their own businesses.

[1] Sustainable Development Strategy of Latvia till 2030, LR Saeima:  
[http://www.pkc.gov.lv/images/LV2030/Latvija\\_2030.pdf](http://www.pkc.gov.lv/images/LV2030/Latvija_2030.pdf)

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

Preparing the self-assessment report, in autumn, 2019, the Management College working group on the development of self-assessment report (director's order Nr.1-8/02 from 2nd September, 2019) in co-operation with the study direction Methodological commission (director's order Nr.1-8/03 from 2nd September, 2019) performed a SWOT analysis.

## SWOT analysis of study direction “Management, Administration and Real Estate Management”

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### Internal factors

#### **Strengths**

- Possibility to continue studies in the 2nd level higher education study programs.
- Well-developed distance learning system with all necessary provisions.
- Provision of necessary materially-technical base.
- Studies are offered in Latvian, English and Russian languages.
- Development-oriented professional and qualified academic staff, experienced in working with foreign students.
- Lecturers are skilled in working with information technologies, databases and innovative methods.
- ERASMUS + Charter and participation in international projects.
- College membership in professional associations (Latvian Chamber of Commerce and Industry, Social Entrepreneurship Association).
- Agreements with strategic cooperation partners (Latvian Samaritan Association, society “Shelter”, Safe House”, “Innovation Support Center”, “Cooperation Platform”, etc.).
- Provision of guest lectures and outings in social and other companies.
- Provision of internships, also for foreign students who do not speak Latvian.
- Development of cooperation with entrepreneurs, promoting the compliance of the study program with the needs of society.
- Resocialization program in cooperation with Olaine prison
- Budget places funded by the founders of College for the disadvantaged part of society
- Competitive tuition fees.

#### **Weaknesses**

- Low number of study programs in the study direction.
- Limited number of elected academic staff with a Ph.D.
- Insufficient research and publication activity in College.
- Few further education opportunities (courses, seminars) for lecturers organized by the College.
- Low number of guest lecturers.
- No student hotel.
- Late tuition fee payments from foreign students in subsequent semesters.

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### External factors

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### **Opportunities**

- Foreigners' interest in studying in Latvia.
- Potential students' interest in distance learning.
- Employers' interest in skilled, experienced workers.
- Citizens' interest in becoming employers and small business owners.
- Increasing demand for solutions to social problems.
- Development of social entrepreneurship in Latvia and Europe.
- Rapid development of information technologies.

### **Threats**

- Impact of demographic situation on the number of students in Latvia.
- Disorder in the higher education space, frequent changes in regulatory requirements.
- Policy of Ministry of Education and Science regarding reduction of the number of colleges and universities.
- Competition between higher education institutions.
- Opportunity to study at state budget funds in other higher education institutions.
- Poor prior education and study language skills of potential students from abroad.
- Bureaucracy in attracting foreign students
- Changes in employers' requirements for educational programs and study outcomes.

### **To improve its weaknesses, the College has undertaken and plans to carry out various activities.**

- In order to ensure the development of new study programs in the study direction *Management, Administration and Real Estate Management*, MC has interviewed potential students on their interest in different study programs. MC plans to develop and implement a new study program, after which the students will receive 1st level higher professional education and qualification as a *Tourism Service Organizer*.
- College plans attraction procedures and attracts lecturers with PhD degree. In 2019, two members of the academic staff with a doctoral degree were elected to the College. Four principal elected lecturers are pursuing doctoral studies.
- Study direction development plan envisages cooperation of students and academic staff in the field of research with Latvian and foreign higher education institutions. On 08/12/2019 a contract was signed with *Business & Hotel Management School (B.H.M.S)* in Lucerne, Switzerland, and on 07/01/2020 – a cooperation agreement with Croatian *Lavoslav Ružička College of Applied Sciences* in Vukovar, Croatia. These agreements also include research cooperation. Together with the College of the State Agency for Social Integration, MC is organizing a joint conference on *Innovation in Business* in the spring semester of 2020.
- College activates the organization of courses and seminars for teaching staff. Administration has decided to organize such courses at least once a semester on site at the College, for example, on February 13, 2020 took place seminar on *Academic Honesty and Plagiarism Control*.
- College has activated attraction of guest lecturers. Mainly lecturers are attracted in cooperation with employers. During this study year the emphasis is on guest lecturers who are practitioners and connected with social entrepreneurship, such as a guest lecture by Kaspars Kotans, head of the staff selection department at CV-Online, *My Job Opportunities in Latvian Labor Market*; I. Veidemane, director of internal communication at the industry department of company *Schneider Electric Grop*, K. Kotans, head of the staff selection at CV-Online, owner of a social enterprise; director of the Samaritan Association of Latvia A. Berzins; K. Kanepeja, head of the Latvian branch of the international organization *Reach for Change*, etc.
- Currently, the MC provides students with full accommodation in hotels with which the College

has contracts. In the future, as the number of students will increase, it is planned to consider providing a student hotel.

- SC Study Department works with students by regularly informing them on tuition fees orally and in writing. At the end of 2019, a mentor has been recruited to work with students from abroad and assist not only with questions about study process issues, but also with financial literacy, cultural differences, various household issues, and so on.

## Avoiding threats

- In order to avoid the impact of demography on the number of students in Latvia, MC has started to implement and plan to develop a socially responsible approach to work with student attraction. MC, by increasing the number of foreign students and thus attracting funding, enables students from groups at risk of social exclusion to study in the budget places provided by the founder. For example, people with inadequate education to compete in the labor market, single-parent family breadwinners, prisoners – to help them re-socialize after release, etc.
- In response to the ongoing changes in higher education space, MC seeks to engage in creation of change policy and ensure stability in the higher education space. This is mainly done through active participation in the work of Latvian Association of Colleges (hereinafter – LAC), MC has been its member since October 2017. MC has regularly participated in the discussion of all documents prepared by the Ministry of Education and Saeima Commissions, preparing and submitting its opinion and proposals in writing and discussing them at LAC meetings. Currently MC is actively involved in solving the issue of typology of higher education institutions and the position of colleges in Latvian education system in order for colleges to preserve the status of higher education institutions. In co-operation with Albert College, MC initiated the updating of the profession standard *Business Specialist* and in co-operation with the Latvian Chamber of Commerce and Industry (hereinafter – LCCI), whose member MC has been since October 2017, has participated in the development of this standard project. Cooperation with employers from LCCI and also from the Latvian Association of Social Entrepreneurship (hereinafter – LASE), whose member MC has been since October 2017, provides an opportunity to follow the employers' requirements regarding education programs and study results more operatively. MC is ready to continue to actively participate in the purposeful solution of problems related to higher education issues in Latvia.
- Additionally MC is looking for unique niches in the implementation of 1st level higher vocational education in order to reduce competitive tension. Therefore it has begun to integrate the aspect of social entrepreneurship into both programs implemented by the College and investigated the market; College is working towards the goal – to offer potential students to acquire the profession *Tourism Service Organizer*.
- In order to reduce the risk that local potential students will choose to study in other higher education or college budget groups, the policy of attracting students to the MC is developing in a socially supportive way – providing free study opportunities for groups at risk of social exclusion.
- MC accumulates experience and purposefully applies innovations to attract students from abroad by imposing stricter admission requirements and English proficiency testing (tests, interviews), and strives to cooperate with institutions involved in attracting foreign students – Higher Education Center (hereinafter – HEC) , Office of Citizenship and Migration Affairs (hereinafter – OCMA), etc.

## Use of opportunities

- MC regularly identifies foreign potential student interest in studying at the MC by going to various promotional events abroad. As early as 2018 and 2019, the Admission Department staff has attended higher education exhibitions in Great Britain (*Study world* 2018, 2019), India (*Uniagent*, 2018), Poland (*Net global conference*, 2019), Germany (*Icef*, 2018, 2019). New students have been attracted; MC has identified foreign student interest in college studies in tourism. It is planned to carry out research and attraction work on a regular basis. Participation in following exhibitions is planned for this year: Georgia (February), Vietnam (April), India (May), Great Britain (September).
- MC has also evaluated the increasing interest of students from abroad to study in distance learning. This is also the wish of students who, due to health or family circumstances, have to stop their studies in Latvia and return to their home country. MC regularly upgrades its *Moodle* study website to develop its distance learning offer.
- Rapid development of information technologies and offers of new opportunities are used for regular improvement of the distance learning provision of MC, as well as study website *Moodle* and MC communication system.
- MC is taking advantage of the population's growing interest in becoming employers and starting small businesses, including micro-businesses, during study process there is a big focus on this type of business, of course, not excluding opportunities to gain knowledge and practice in big companies, if a student wishes to become an employee of a bigger company.
- Having evaluated the opportunities to engage in the search for a solution to the growing social problems in Latvia and in the world, MC has accepted the challenge of making students socially responsible entrepreneurs. With the rapid development of social entrepreneurship in Latvia, MC was the first of the colleges in Latvia to include the study course *Social Entrepreneurship and Innovation* in the study program, providing students with practices in social enterprises and acquainting students with this field thanks to the close cooperation with LSEA and also to carry out research work in the field of social entrepreneurship and innovation. MC sees opportunities to improve and develop this field of study.

## Study direction **Management, Administration and Real Estate Management**

In order to implement guidelines set by the MC Administration and external experts, development plan for 2018-2023 of the study direction *Management, Administration and Real Estate Management* in 2017 was developed and approved at the beginning of 2018 (at MC Council meeting on 15/02/2018, Protocol No 2.). On the basis of MC activity analysis and analyzing future plans on October 16, 2019, MC Council made amendments to the study direction development plan. (MC Council meeting, 16/10/2019, Protocol No 6). Development plan is set for another four years – until 2023. After each study year, the head of direction and Methodical Commission carry out the analysis of the implementation of study program *Business Management*, evaluate the conclusions and decide on the necessary improvements. MC works according to the approved development plan and implements its tasks.

II section, table 5

### **Development plan for 2018-2023 for study direction “Management, Administration and Real Estate Management”**



<b>Direction of development</b>	<b>Tasks</b>
New study programs in the study direction	<ol style="list-style-type: none"> <li>1. Creation of new study programs for development of the study direction.</li> <li>2. Further development of the study direction by improving the study program "Business Management" and cooperation with other higher education institutions in Latvia and abroad within its framework.</li> </ol>
Contents of the study program "Business Management"	<ol style="list-style-type: none"> <li>1. Ensuring compliance of the program with market requirements, incl. relevance to the changes and topicality of social entrepreneurship market.</li> <li>2. Improvement of study internship tasks according to the requirements of labor market and internship opportunities.</li> <li>3. Evaluation and improvement of the program contents after each study year.</li> </ol>
Study process	<ol style="list-style-type: none"> <li>1. Update of the study course programs (improvement of the study content, including information on the latest research) at the beginning of every semester, ensuring timely availability of updates in the e-environment.</li> <li>2. Promotion of updating and improvement of study course materials and their placement on the study website <i>Moodle</i>.</li> <li>3. Ensuring a continuous and intense cross-curricular link.</li> <li>4. Diversification and improvement of study methods.</li> <li>5. Expansion of the use of information technologies in the study process.</li> <li>6. Constant monitoring of changes in external regulatory documents and ensurance of consistency with internal regulatory documents.</li> <li>7. Constant work on the improvement of the academic staff qualifications.</li> <li>8. Expansion of mobility of the academic staff (guest lecturers; lecturing of the College of Management teaching staff at other higher education institutions in Latvia).</li> <li>9. Ensuring the participation of students in the research work of the College of Management.</li> <li>10. Development of cooperation with other related higher education institutions in Latvia and abroad.</li> </ol>

Study environment	<ol style="list-style-type: none"> <li>1. Entering into new cooperation agreements with academic libraries in Latvia and other countries.</li> <li>2. Supplementation of library resources with the latest teaching aids and reference materials.</li> <li>3. Continual development of new study materials and ensuring their availability in the e-environment, by motivating the academic staff of the College of Management.</li> <li>4. Continuous improvement of the document circulation scheme with an aim to ensure timely and high quality information, incl. electronically.</li> <li>5. Constant analysis of satisfaction of students and graduates with the study process and of study results, use of the results in the improvement of study process.</li> </ol>
Graduates of the study program	<ol style="list-style-type: none"> <li>1. To inform the graduates of the study program about the possibilities of further education.</li> <li>2. Surveys of graduates and their employers, involving them in the development of the study field and improvement of the quality of the program.</li> <li>3. To provide practical support to graduates in starting their own business through cooperation with business, incl. social entrepreneurship, incubators in Latvia and abroad.</li> <li>4. To cooperate with employers in providing graduates with jobs.</li> </ol>
Advertising of the study program	<ol style="list-style-type: none"> <li>1. Promotion of the study program “Business Management” in Latvia in cooperation with employers and graduates of the study program.</li> <li>2. To ensure the advertising and promotion of the study program “Business Management” abroad.</li> </ol>
Cooperation with other HEIs; legal and physical persons	<ol style="list-style-type: none"> <li>1. Strengthening co-operation with Latvian and foreign higher education institutions.</li> <li>2. Promotion of mobility of students and academic staff and cooperation in the field of research with higher education institutions in Latvia and abroad.</li> </ol>

**1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study direction.**

Within the framework of study direction, 1st level professional higher education study program “Business Management” is implemented, where the head of study direction also performs the functions of the director of study program.

**Head of the study direction has the following responsibilities in accordance with Section 2 of the Regulations on the head of study direction (confirmed by the College Council meeting on 16/10/2019, Protocol No 6):**

1. To be responsible for the implementation and development of study programs (hereinafter – Program) in the study direction in accordance with the requirements specified in the normative documents:
  - 1.1. to organize and plan the work of study direction Methodical Commission;
  - 1.2. to organize the development, updating and approval of study courses at the meeting of Methodological Commission.
  - 1.3. to organize the development, updating and approval of distance learning materials at the meeting of Methodological Commission;
  - 1.4. to organize the development, updating and approval of practice descriptions at the meeting of Methodological Commission;
  - 1.5. to organize the implementation of study practice in accordance with the signed practice agreements;
  - 1.6. to draft annual self-assessment report of the study direction for approval by the College Council and posting on the College website;
  - 1.7. if necessary, to make amendments to the study program in the study direction and submit them to the College Council for consideration;
  - 1.8. to submit the study plan with the College Council approved amendments to the Study Department within five working days;
  - 1.9. to draft self-assessment report of the study direction and represent the study direction during the evaluation process.
  - 1.10. to organize the development of a new program in accordance with the procedure prescribed by regulatory documents for obtaining a license within the framework of study direction;
  - 1.11. to present the study plan of the program for current academic year to the methodologist of Study Department;
  - 1.12. to supervise the work of academic staff and guest lecturers in the study direction;
  - 1.13. to organize the study hospitation process;
  - 1.14. to inform students on the requirements, content and implementation of the respective program.
  - 1.15. to provide access to program documentation in the *Moodle* environment;
  - 1.16. to recommend to the head of College Study Department the composition of pre-defense commission;
  - 1.17. to recommend to the head of College Study Department the composition of study paper defense commission;
  - 1.18. to recommend to the head of College Study Department the composition of State Examination Commission;
  - 1.19. to prepare documentation for matriculation of students at later stages of study;

- 1.20. to ensure cooperation with graduates and employers, to conduct appropriate surveys once a year;
- 1.21. to organize co-operation with Latvian and foreign higher education institutions within the framework of study programs;
- 1.22. to submit proposals to the head of Study Department regarding the involvement of lecturers in the respective program of study direction.

See Section II 1.4 Appendix *Regulations on the head of study direction*

**For the control and improvement of study program implementation, the College has established a Methodological Commission, which operates in accordance with the *Statute of Methodological Commission (approved on August 30, 2017 at the College Council meeting, Protocol No 3)*.**

**Main activity areas of the Commission:**

1. Examination and approval of the topics of study paper;
2. Review and approval of the topics of qualification work;
3. Review and approval of study course descriptions/study modules;
4. Review and approval of study materials;
5. Organization of study hospitations and result analysis;
6. Organization of methodological seminars on current events;
7. Review of the licensing/accreditation report and recommendation for approval by the MC Council.

**Main tasks of the Commission:**

1. To analyze the work of academic staff in the implementation of study courses and to make proposals to the MC Management for its improvement;
2. To evaluate and approve the descriptions of study courses included in the MC study modules;
3. To evaluate and approve methodological study materials;
4. To evaluate the results of open classes of candidates for associate professor positions and to make a decision to recommend candidates to the MC Council for election to academic positions;
5. To make proposals to the MC Management on the necessity to develop new study courses;
6. To discuss novelties in the use of information technologies in the study process and to make recommendations to the MC Management.

See Section II 1.4. Appendix *Statute of Methodological Commission*

**Scientific work in the College is coordinated by the Scientific Council in accordance with *Statute of Scientific Council (approved on 08/01/2019 at the College Council meeting, Protocol No 1 with amendments from 30/08/2019 at the College Council meeting, Protocol No. 5)*.**

The aim of Scientific Council is to determine the priority directions of scientific work, to plan and coordinate scientific work of the academic staff and students, to promote the improvement of scientific qualification of the lecturers, to promote international scientific cooperation, to evaluate and summarize research results.

See Section II 1.4. Appendix *Statute of Scientific Council*

**Study work at the College is coordinated by the Study Department, where the structure of Department consists of the head of Study Department, heads of study directions and education methodologist.**

**Purpose of the Study Department** is to provide solutions to the College's conceptual and organizational issues in the areas of study content, process organization and quality assurance.

**Tasks of the Study Department:**

1. To prepare and improve documents regulating the study process;
2. To organize the preparation of study program licensing report;
3. To organize the preparation of study direction accreditation report;
4. To supervise and control the work of the head of study direction;
5. To organize professional development studies for the academic staff;
6. To organize and control study process in full-time, part-time, part-time extramural, distance learning studies according to the established study plans.
7. To control the compliance with the norms of academic staff work load;
8. To update students' personal files in accordance with binding normative acts;
9. To order, receive, record and store higher education diplomas and related documentation.

See Section II 1.4. Appendix *Statute of Study department*

**Distance learning study work is coordinated by the Distance Learning Department in accordance with the *Statute of the Management College Distance Learning Department* (approved on August 30, 2019 in the MC Council meeting, Protocol No 5). **Aim of the Distance Learning Department** is to ensure quality acquisition of 1st level professional higher education in the form of distance learning, using the experience and technologies of the modern world.**

**Tasks of the Distance Learning Department:**

1. To ensure continuous operation of the Distance Learning E-learning system.
2. In cooperation with the heads of study directions, to draw up a study plan for distance learning groups at the beginning of each semester.
3. To provide support for students and lecturers in Distance Learning Department in all matters related to distance learning.
4. To ensure availability of distance learning materials.
5. To inform students and lecturers of Distance Learning Department on innovations and changes in the distance learning system and distance learning process.
6. To maintain and develop E-learning system for distance learning.

Work of the Distance Learning Department is ensured by the head of Distance Learning Department, specialist of Distance Learning Department, methodologist of Study Department, heads of study directions, Methodological Commissions of study directions, lecturers.

**Coordinated activity of all the aforementioned study direction management is ensured by the Director of College** in accordance with the *Statute of Management College* (Regulation No 131 of the Cabinet of Ministers from March 6, 2018).

See Section II 1.4. Appendix *Statute of the Management College Distance Learning Department*.

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

Enrollment procedure for students is determined by the *Admission Regulations* issued in accordance with the requirements of Article 46, Paragraph 2 of the Law on Higher Education Institutions of the Republic of Latvia, Regulations No 846 on Requirements, Criteria and Procedures for Enrollment in Study Programs and Statute of the Management College. These regulations are specified for each academic year and approved by the College Council, as well as, if necessary, approved by the Higher Education Council as required by regulatory enactments, and submitted to the Ministry of Education and Science. *Admission regulations of the Management College for the academic year 2019/2020* were approved by the MC Council on 16/10/2019, Protocol No 6, *Admission Regulations of the Management College for study year 2020/2021* are approved by the MC Council on 16/10/2019, Protocol No 6.

Every citizen of the Republic of Latvia and persons who are entitled to a non-citizen passport issued by the Republic of Latvia, as well as persons who have been issued permanent or temporary residence permits, or on the basis of an international agreement, independently of the race and nationality, political opinions and religious beliefs, occupation and residence conditions, who meets the admission requirements and has completed the admission process, has a right to study in the College. Right to study at the College of foreign nationals who have not been issued a permanent residence permit is governed by Article 83 of the Law on Higher Education Institutions. Foreign nationals have the right to study in distance learning without obtaining a residence permit until the student is required to come to Latvia.

Student engagement and engagement marketing is performed by the College Admission Department. Student admission is provided by the College Admission Commission. Admission Commission operates in accordance with the Statute of Admission Commission, and its staff is approved for each study year by order of the Director.

Admission to the College is announced for the spring and autumn semesters, observing the deadlines set by the Cabinet of Ministers for registering and enrolling applicants. Tuition fees and enrollment fees are determined by a price list approved by the College Council.

Applicants can apply for studies in person upon arrival at the college and confirming their identity with documents or electronically in the website; also they can authorize another person who shows the warrant alongside with copy of identity document of the person who has issued the warrant. When applying, the applicant submits all the necessary documents specified in the regulatory documents issued in Latvia in the prescribed manner.

For persons who have received previous education abroad, after applying for studies in College, an examination of their academic degrees and diplomas, as well as documents certifying secondary education is performed in Latvia, except cases specified in international agreements. Examination is carried out by the Academic Information Center; it performs legalization of the educational

document issued abroad. If the diploma is issued in a foreign country which is a member state of the Hague Convention of 5 October, 1961 *On the Legalization of Foreign Public Documents*, it must be attested by an apostille issued by the competent authority in the issuing country. Diploma issued by other countries is legalized by the competent authority of the issuing country or by the diplomatic or consular agency of the issuing country, and subsequently by the diplomatic or consular representation of the Republic of Latvia in that country or by the Consular Department of the Ministry of Foreign Affairs of the Republic of Latvia.

Persons who have completed their secondary education abroad are enrolled in basic study programs on the basis of a certificate of secondary education and an assessment of English language skills. The grade is derived from a grade in the subject *English language* in secondary education certificate, a test completed on the College study website, and interviews with the student by College employee. English language examinations are appointed to students who have expressed an interest in studying in an English-language group. Foreign students are not eligible for part-time studies. There are no additional entrance examinations for Latvian citizens.

Admission process consists of the application of person, the determination of competition results, which are approved by the decision of Admission Committee, publication of the competition results, enrollment for studies, matriculation.

Order on student matriculation is issued by the Director of College based on the opinion of Admission Commission and after the study agreement is signed.

Matriculation in later stages of studies is determined by the *Regulations on the procedure for recognition of competences acquired outside formal education or through professional experience and learning outcomes achieved in previous education* (approved on 30/10/2018 at the MC Council meeting, Protocol No 5), developed in accordance with regulations of the Cabinet of Ministers No 505 *Regulations on recognition of competences acquired outside formal education or obtained from professional experience and learning outcomes achieved in previous education*, August 14, 2018.

**See** Admission regulations of the Management College for academic year 2019/2020-

[https://mcollege.eu/wp-content/uploads/2020/02/Uz-em-anas-noteikumi\\_2019\\_2020.pdf](https://mcollege.eu/wp-content/uploads/2020/02/Uz-em-anas-noteikumi_2019_2020.pdf)

**See** Admission regulations of the Management College for academic year 2020/2021-

<https://mcollege.eu/wp-content/uploads/2020/02/Uz-em-anas-noteikumi-2020-2021.pdf>

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

Study results are evaluated in accordance with the Regulation No 141 of the Cabinet of Ministers of the Republic of Latvia from 20/03/2001 *Regulations on the National Standard for First Level Professional Higher Education*. Evaluation procedure in the College is determined by the *Study Regulations* (approved in MC Council meeting on 05/07/2017, Protocol No 2, with amendments on 16/10/2019, Protocol No 6), and the *Regulation on study practice* (approved in MC Council meeting

on 30/08/2017, Protocol No 3)

**See Section II, Appendix** *Study regulations*

**See Section II, Appendix** *Regulation on study practice.*

Starting point for the assessment is the level of knowledge, skills and competences acquired in the study module. Results are summarized in examination and test reports, which are official documents.

Assessment of student knowledge is carried out in accordance with the *Law on Profesional Education, Study Regulations*. Type of examination and the procedure of its organization is determined by the content of each study program.

Basic principles of student education evaluation:

- principle of summing up positive achievements – knowledge is evaluated by summing up positive achievements in the study course acquisition;
- principle of openness and clarity of requirements – in accordance with the aims and objectives of the study program, there is a set of basic requirements necessary for the assessment of acquired knowledge;
- principle of diversity of assessment types used in evaluation – different types of assessment are used to evaluate student knowledge;
- principle of assessment adequacy – during tests, the student must demonstrate analytical knowledge and creativity, knowledge, skills and competences determined by the content of study course.

Students are informed on the form of the test and learning outcomes to be achieved at the beginning of study module, when the lecturer introduces them to the assessment conditions in the study course. Description of the module is also available on the College study website *Moodle*.

**Exam** is a type of written, oral or visual performance test of student’s knowledge, skills and abilities, which is also assessed on a 10-point scale. An exam and a test with a grade are passed if the knowledge, skills and abilities have been evaluated with at least 4 points.

**Test** is a type of written or oral test of student’s knowledge, skills and abilities that is assessed as “passed”, “failed” or evaluated with a grade.

The type of examinations is determined by the education program, but the form of examination (written or oral) – by the lecturer of study course. The examination is conducted by the teaching lecturer of study discipline or, if necessary, by a commission. Without a commission, student may take the exam no more than 2 times.

**Practice** assignments are evaluated on a 10-point scale. The assessors are practice supervisors in the workplace and in College. Credits are awarded for the study course and practice if they are assessed with a grade that is not less than 4 - “almost satisfactory” on a 10-point scale.

**Qualification work** is evaluated according to the 10-point scale; the first successful grade is 4 points. Qualification work defense takes place in the College, in presence with the Qualification Commission. During its organization, the following rules are followed:

- defense of the qualification work takes place at the meeting of professional qualification commission;
- commission should consist of no less than 5 persons;
- commission is made up from professionals of specific industry and professional associations, heads of similar programs and representatives of the College;



- at least 50% of members of the commission, as well as its head must be from business-related institutions or professional associations;
- composition and head of the commission is approved by the Director of College upon the recommendation of the director of program.

First level professional higher education diploma in college education is awarded to graduates who have successfully completed requirements of the education program; successfully passed the qualification exam and defended their qualification paper with a grade of not less than 4 (almost satisfactory).

Repeated or late exam is a paid service. If the student does not attend the examination due to justified reasons (illness, family circumstances, etc.), he has the opportunity to take the examination free of charge. Director decides on the examination free of charge.

If student's work is recognized as plagiarism, it is not evaluated. For more on plagiarism control, see Part II, point 1.7.

Students can get acquainted with the criteria, conditions and binding procedures for assessment of success in the *Study Regulations*, which are available to all students in the MC study website Moodle sections *Information fo Students/Management College Documents*.

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

MC has approved the internal normative documents *Code of Ethics of the Management College* (approved at MC Council meeting on 11/03/2019, Protocol No 2) and *Study Regulations* (approved at MC Council meeting on 05/07/2017, Protocol No 2, with amendments from 16/10/2019, Protocol No 6) which sets out the principles of academic integrity and responsible conduct and the conditions for their observance.

Study regulations stipulate that if plagiarism is found in the qualification paper, the student is expelled and it is only possible to take the state examination again after one year. The *Code of Ethics of Management College*, in its turn, stipulates the responsible fulfillment of the duties of College students and lecturers, and the prevention of plagiarism in the study process. College has an Ethics Commission (*Statute of Ethics Commission* is approved at MC Council meeting on March 11, 2019, Protocol No 3), its task is to evaluate the observance of academic integrity on the basis of objective and verifiable facts in a fair and honest manner.

So far, MC students have not been exmatriculated for plagiarism, but in order to evaluate academic integrity as objectively as possible, MC has signed an agreement with the University of Latvia (signed on 13/01/2020) on the use of the *Unified Computerized Plagiarism Control System*. This system automatically compares the thesis uploaded with the papers in unified computerized plagiarism control system and the available internet materials and, if the match of fragments reach a certain percentage, it informs on the fact of plagiarism.

In order to familiarize MC lecturers and Study Department Methodologists with the use of *Unified Computerized Plagiarism Control System* in the College, a training seminar *Academic Honesty and*

*Plagiarism Control* was organized. Being able to check study papers and qualification papers with a plagiarism control system is a significant improvement in the quality assurance of these papers.

**See Section II, Appendix *Study Regulations*.**

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

Information on MC study directions and respective study programs is published on MC website:

<https://mcollege.eu/lv/uznemejdarbibas-vadiba/> - in Latvian,

<https://mcollege.eu/business-administration/> - in English.

Person responsible for matching the information available on the website with the information in the official registers is Nils Sautiņš, head of the Study Department.

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

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

For each study program the goals of study program and planned results are set.

In order to ascertain the effectiveness of quality assurance system within the study direction, after each study course students are given the opportunity to complete a questionnaire on a particular study course, which also includes qualitative questions about the study course. Results of the survey are analyzed and corrective/preventive actions are identified if necessary.

Within the framework of practice, MC conducts a survey of the employer, including qualitative questions. Results of the survey are analyzed and corrective/preventive actions are identified if necessary.

MC conducts graduate surveys, but their response not always is sufficient.

Within the framework of study program, a study course hospitation is performed according to the plan developed by the head of study direction. Read more about the questionnaire process in Part III, point 2.6.

Based on the process description *Internal Audit*, MC carries out an internal audit, during which the study organization process is also audited. After the audit a report is prepared. If non-compliance or recommendations for process improvement are identified during the audit, it is reported to the Director and a decision is made on the next steps, the person responsible and the timeframe.

In 2019./2020. study year MC started new course *Social entrepreneurship and Innovateions*.

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

MC has developed a process *Study program*, which reflects the procedural scheme for development, implementation, review and supervision of study programs. Stakeholders and responsibilities are determined. In order to ascertain the effectiveness of the quality assurance system within the study field, students are given the opportunity to complete a questionnaire after each study course on a particular course, which also includes qualitative questions about the study course. Results of the survey are analyzed and corrective/preventive actions are identified if necessary.

Within the framework of practice, MC conducts a survey of the employer, including qualitative questions. Results of the survey are analyzed and corrective/preventive actions are identified if necessary.

Management College conducts graduate surveys, but their response not always is sufficient.

Within the framework of study program, study course hospitation is carried out.

Based on the process description *Internal Audit*, an internal audit is carried out, during which the study organization process is also audited. After the audit, a report is prepared. If non-compliance or recommendations for process improvement are identified during the audit, it is reported to the Director and a decision is made on the next steps, the person responsible and timeframe.

Based on the study of European and Latvian tourism market trends and consideration of interests of potential applicants, MC plans to develop and implement in the direction *Management, Administration and Real Estate Management* a new program *Tourism Organization*, after which students will acquire the 1st level higher professional education and qualification of Tourism Service Organizer.

Research on tourism trends clearly indicates that large group travel is becoming increasingly unpopular, while travelers prefer to travel in small groups or alone. Consequently, there is a need to develop and offer new tourism products and a need for specialists who can work in the development of a tourism product and in the organization of small tourism companies.

Opinion of Latvian residents who have small tourism companies in rural areas of Latvia or who would like to establish one has been clarified. They testify to the need for a tour operator in the company. Potential applicants from India and Sri Lanka have shown great interest in studying in the tourism program.

Organizer of the tourism service is re-included in the *Map of professions included in the structure of tourism branch* developed in 2018 and supervised by the State Education Content Center. Consequently, the Council of Tourism Experts has already confirmed the need for such profession. In November 2019, MC turned to the Latvian Association of Travel Agents and Operators, which is also a member of the board of industry experts, and has received confirmation that MC will be able to participate in the development of tourism service organizer profession standard that will begin on summer of 2020. As far as we know, for now, no other higher education institution has shown interest in preparing tour operators.

See Section II, Appendix *Quality Policy Manual* procedure No 1-2.1.5/5 **Study programs**.

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

MC has developed a process *Inadequate Product Management*. Irregularities and/or deficiencies are identified during internal and/or external audit. Information on irregularities/inadequate product can be obtained through internal audit, hospitiation, in accordance with established process descriptions, as well as from external stakeholders. Any irregularities detected are reported to the Director and a decision is taken on the next steps, the person responsible and deadline for implementation.

Inadequate service results from non-compliance with regulatory requirements (regulatory requirements, standard requirements, requirements set out in regulatory system documentation), and can be identified from information obtained from the student on inadequate education, which may affect the final outcome.

Management College has developed and approved *Internal procedure regulations for students* whose point 3.13 defines the rights of students and the procedure for submitting complaints/suggestions. Students have the opportunity to submit complaints and suggestions using *Moodle* study site, by filling in the complaints/suggestions form, or by submitting them freely to the Study Department or student self-government. Students use *Moodle* study environment to submit proposals. Most of the questions and suggestions are connected with difficulties in using the study environment. After analyzing the proposals, head of the Distance Learning Department has developed several instructions for using the distance learning site, such as *Communication order in College, Instruction for Students to Use the Distance Learning Site*. Since MC has relatively small number of students and students have very open communication environment, full-time and part-time students choose to solve questions of interest or problems by discussing them with the lecturer, methodologist of the Study Department or mentor. Issues addressed include, for example, the timing of scheduled lectures and tests. For foreign students, the College tries to schedule lectures at their request mainly after 11:10AM. Working students who are in distance learning, after coordination with the lecturer, have rescheduled exams for later time, in the evening.

Students also have the opportunity to appeal the assessment received. This procedure is set out in Section 16 of the *Study Regulations on Examination and State Examination Appeal Procedure*.

There have been no appeals since the previous evaluation.

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

Statistical data are collected by the Study Department, Admission Department, Accounting (outsourcing).

Part of the compilation is done for submission of data to external institutions (e.g. Central Statistical Bureau, Ministry of Education and Science, State Education Information System, State Education Development Agency, State Security Service, State Border Guard). However, this data is also useful for College work analysis and planning, such as student dynamics analysis, foreign student engagement analysis, from which the College draws conclusions about attracting new business partners, financial data compilation is used for cost-effectiveness analysis and financial planning, etc.

Some statistics are based on student, graduate and employer satisfaction research through surveys. This research is also planned in *MC Quality management system policy manual*. For information on the mechanism of filling in and collecting questionnaires and using the obtained data for improvement of the study direction, see Part III, Point 2.6.

**Data to be summed up on regular basis, the institution to which they have to be submitted and deadlines are seen in the table on information to be provided to different institutions, see II section, table 6.**

*II section, table 6.*

**Types of statistical data to be provided**

<b>Type of information</b>	<b>Institution where data are to be submitted</b>	<b>Deadlines for submission</b>
Information on MC student status	State Education Information System	Once a month
College report	Central Statistical Bureau	Once a year, October 15
Report on circulation of diplomas and diploma forms	Ministry of Education and Science	Once a year, January 1
Information on persons and agencies that attract MC students to study abroad	State Security Service	Once a semester

Information on changes in student status	State Security Service	As required
Information on <i>third</i> -country nationals studying at the MC	State Border Guard	Upon request
Final report of each academic year on MC partners, project duration, project participants (including project participant reports) and budget used.	Erasmus+ information system (VIAA)	On 30 October each year within the framework of each project
Interim report on MC partners, project duration, project participants (including project participant reports) and budget used.	Erasmus+ information system (VIAA)	Within the framework of each project on January 10 of each year
Information on the revenue and expenditure of the institution for the previous year in accordance with the Cabinet of Ministers Regulation No 348 of May 2, 2006 <i>Procedures by which Institutions of Higher Education and Colleges submit information on their activities to the Ministry of Education and Science.</i>	Ministry of Education and Science	By April 1 of each year
Annual student surveys	MC Board, Director	Twice a year (February and June)
Graduate survey	MC Board, Director	Twice a year (February and June)
Employer survey	MC Board, Director	Regularly for post-graduate practices

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

It is hard to determine which of the points is a challenge and to which increased attention is given. Each of the points below is given a heightened focus that overlaps with the challenge. If necessary preventive/corrective measures at some stage are found, it is already seen as a challenge.

**Description and evaluation of the integration of standards included in Part 1 of the ESG1**

<b>Standards and guidelines for quality assurance in the European higher education area (ESG), Part 1</b>	<b>Challenge</b>	<b>Increased Attention</b>
<p><b>1.1. Quality assurance policy.</b></p> <p>Policy and procedures are key cornerstones of a consistent quality assurance system that create a cycle of continuous improvement and promote responsibility of colleges. This system supports the development of a culture of quality in which all internal stakeholders take responsibility for quality and engage in quality assurance at all levels of colleges. To promote this, Management College has developed a quality management policy in line with ISO 9001 and the guidelines for quality assurance in the European higher education area. College's quality management policy can be viewed by any interested party, either in person or by visiting College's website.</p>	<b>X</b>	<b>X</b>
<p><b>1.2 Design and approval of programs.</b></p> <p>Study programs play a central role in the College's teaching mission. Programs provide students with both academic knowledge and skills, including transferable skills that can influence students' personal development and can be used in their careers.</p> <p>Program development and approvals are carried out in accordance with the process "Study program" developed by "Vadības koledža", Ltd.</p> <p>College study programs:</p> <ul style="list-style-type: none"> <li>• were/will be developed in accordance with the overarching goals of the program which are in line with the College strategy and have clearly defined expected learning outcomes</li> <li>• were/will be developed with the involvement of students and other stakeholders;</li> <li>• external expertise and reference points were/will be used;</li> <li>• reflect the four higher education objectives recommended by the Council of Europe;</li> <li>• were/will be designed to ensure that students progress in their studies without barriers;</li> <li>• determine the expected workload of the students, using, for example, ECTS;</li> <li>• include, where appropriate, carefully planned practice opportunities;</li> <li>• are subjected to College-approved evaluation procedures.</li> </ul>		<b>X</b>

Standards and guidelines for quality assurance in the European higher education area (ESG), Part 1	Challenge	Increased Attention
<p><b>1.3. Student-centered learning, teaching and assessment.</b></p> <p>Student-centered learning and teaching play an important stimulating role in student motivation, self-reflection and engagement in the learning process.</p> <p>“Vadības koledža”, Ltd in student-centered learning and teaching implementation:</p> <ul style="list-style-type: none"> <li>• acknowledges and respects the diversity of student body and their needs in developing appropriate learning pathways;</li> <li>• take into account and uses, as far as possible, different ways of implementing the programs;</li> <li>• uses a variety of pedagogical methods as appropriate;</li> <li>• regularly assesses and applies teaching methods and pedagogical methods;</li> <li>• promotes student’s leaning towards independence, while providing guidance and support of the teaching staff;</li> <li>• promotes mutual respect in student-teacher relationships;</li> <li>• has developed procedures/order/rules/ regulations on how to address student complaints</li> </ul>	X	X



Standards and guidelines for quality assurance in the European higher education area (ESG), Part 1	Challenge	Increased Attention
<p><b>1.4. Student matriculation, course of study, recognition of qualifications and certification.</b></p> <p>Creates the conditions and provides support for students to succeed in their academic careers in which each student, programs, colleges and education systems are most interested. “Vadības koledža”, Ltd. provides admission, qualification recognition and study completion procedures that meet goals, including situations when students are mobile, both within the higher education system and among education systems.</p> <p>Admission regulations, matriculation procedures and criteria of the Management College were/are/will be implemented in a consistent and transparent manner. Introductory information about the institution and study program is also provided.</p> <p>Management College has developed procedures/incorporated in procedures and defined tools/methodologies for collection and compilation of information and monitoring of student progress.</p> <p>Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential elements in ensuring the progress of student’s learning path, encouraging mobility. Appropriate procedures for the recognition of qualifications are based on:</p> <ul style="list-style-type: none"> <li>• practices for the recognition of college qualifications in line with the principles of <i>Lisbon Convention on the recognition of qualifications</i>;</li> <li>• cooperation with other universities/colleges, quality assurance agencies and the national ENIC/NARIC center to ensure coordinated recognition of qualifications across the country.</li> </ul> <p>Graduation for students is the end of their entire study period. Management College provides students with documents explaining their qualifications, including learning outcomes achieved, as well as the context, level, content and status of the studies they have completed.</p> <p>Recognition of student matriculation, exmatriculation, study process and qualifications is carried out in accordance with Management College “Organization of study processes”.</p>		X

<b>Standards and guidelines for quality assurance in the European higher education area (ESG), Part 1</b>	<b>Challenge</b>	<b>Increased Attention</b>
<p><b>1.5. Teaching staff.</b></p> <p>Role of the teaching staff is essential in creating high quality student benefits and facilitating the acquisition of their knowledge, competences and skills. Diversification of the student body and emphasis on learning outcomes determine the use of student-centered learning and teaching, which means that the role of teaching staff is changing.</p> <p>Management College is responsible for the quality of its staff and for providing a supportive environment that enables staff to perform their work effectively by:</p> <ul style="list-style-type: none"> <li>• establishing and maintaining clear, open and fair procedures for staff recruitment and working conditions that demonstrate the importance of teaching;</li> <li>• providing opportunities and encouraging teaching staff to develop their professionalism;</li> <li>• promoting scientific activity, thus strengthening the link between education and science;</li> </ul> <p>promotes innovations in teaching methods and the use of new technologies.</p>	<b>X</b>	<b>X</b>
<p><b>1.6. Learning resources and student support.</b></p> <p>To provide a successful higher education environment, Management College provides a wide range of resources to provide student learning: both physical resources such as libraries, study equipment and IT infrastructure, and human resources such as teaching staff, study consultants and other advisors.</p> <p>When planning, allocating, and dividing learning resources and student support, the College takes into account both the diversity of student body (e.g., students with life experience, part-time students, working and foreign students, and students with special needs), and the progress towards student-centered learning and flexible use of teaching and learning styles.</p> <p>Support activities and equipment are organized in different ways within the context of College. However, the internal quality assurance system ensures that all resources are fit for the intended purpose, that they are available and that students are aware of the services available to them.</p> <p>Support and administrative staff play a key role in providing support services, therefore Management College staff is qualified and the College supports competence development activities.</p>	<b>X</b>	<b>X</b>

Standards and guidelines for quality assurance in the European higher education area (ESG), Part 1	Challenge	Increased Attention
<p><b>1.7. Information management.</b></p> <p>Reliable data is essential both for making informed decisions and for knowing what is being done well and what needs attention. Effective acquisition of information on study programs and other College activities and analysis of this information is included in the internal quality assurance system. The information to be collected depends to some extent on the type and mission of the College. What matters is:</p> <ul style="list-style-type: none"> <li>• key College performance indicators;</li> <li>• profile of the student body;</li> <li>• student study progress, success and drop-out rates;</li> <li>• student satisfaction with the program;</li> <li>• available teaching aids and student support;</li> <li>• graduate career paths.</li> </ul> <p>Questionnaires involving both students and staff will be used to gather and analyze information.</p>		<b>X</b>
<p><b>1.8. Informing the public.</b></p> <p>Information on college activities is useful to both current and prospective students, graduates, and other stakeholders, and the public. Therefore Management College provides information on its activities, including:</p> <ul style="list-style-type: none"> <li>• programs offered and the selection criteria for admission;</li> <li>• expected learning outcomes of the programs;</li> <li>• qualifications to be awarded;</li> <li>• teaching, learning and assessment procedures used;</li> <li>• minimum successful grades [or requirements];</li> <li>• learning opportunities available to students;</li> <li>• on employment of graduates.</li> </ul>	<b>X</b>	<b>X</b>

Standards and guidelines for quality assurance in the European higher education area (ESG), Part 1	Challenge	Increased Attention
<p><b>1.9. Program evaluation and periodic review.</b>  Management College regularly inspects, evaluates, and reviews study programs to ensure proper performance and to create a supportive and effective learning environment for students.  During the evaluation and review process, following points are assessed:</p> <ul style="list-style-type: none"> <li>• content of the program, taking into account the results of latest research in the particular field, thus ensuring the relevance of the program;</li> <li>• changing needs of society;</li> <li>• student workload, study progress and graduation;</li> <li>• effectiveness of student performance assessment procedures;</li> <li>• student expectations, needs and satisfaction with the program;</li> <li>• study environment, support services and their relevance to the objective of program.</li> </ul> <p>Programs are regularly evaluated and reviewed with the involvement of students and other stakeholders.  Collected information is analyzed and the program is updated to ensure it is up to date.  Results of the program evaluation are published.</p>		<p><b>X</b></p>

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

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

Board of the College (hereinafter – the Board) is the supreme governing body and decision-making body of MC in strategic, financial and economic matters. The Board has all the rights and obligations set out in the College Statute.

Director is the chief executive officer of the College who is responsible for the general

administrative and financial management of the College and submits to the Board for approval the budget for the calendar year on which the study and research process is based. Necessary amount of financing for a particular study direction is made up of study programs and study base financing corresponding to the number of students, which consists of such items as salaries, taxes, utilities, infrastructure maintenance costs, inventory, representation expenses, advertising. Amount of the study base funding for the study direction is determined on the basis of the estimated number of students in a particular academic year and the basic costs of the study place.

Sources of financing of the MC study direction are: tuition fee, income from the economic activity of the College, funds of the founders.

College internal normative document *Regulation for Academic Staff Remuneration* (developed in accordance with Regulation No 445 of Cabinet of Ministers of July 5, 2016, *Regulations on Teaching Staff Remuneration*, Higher Education Law, Education Law, Statute of Management College and other applicable laws and regulations applicable in the Republic of Latvia) defines the criteria for determining the remuneration of academic staff and the amount of remuneration approved on 06/06/2017 with Director order No1-10/3 with amendments on 08/01/2019 at the MC Council meeting, Protocol No.1 Tuition fee is approved by the MC Council and subsequently approved by the Board on the basis of Article 22 of Statute of MC. The approved tuition fee is entered in the normative document – pricelist.

Student's tuition payment plan is drawn up when concluding a study agreement, which stipulates the payment procedure. Where a customized payment schedule is required, it is applied on the basis of a written application by the student and approved by the Director and Board. Also, in cases where it is possible to apply a tuition fee discount for student's investment in student self-government or other study-related activities, the application is reviewed by the Director of College and approved by the Board. College has developed the *Regulation of the Credit Granting Commission* (approved on 30/08/2019, Protocol No 5), on the basis of which the student can apply for the state-guaranteed study loan.

Since the academic year 2018/2019, MC has started to implement and plans to develop a socially responsible approach in work with student attraction. As the number of foreign students increases, MC partially utilizes the funds raised, enabling local students from groups at risk of social exclusion to study in the founder's budget, most often these are people with insufficient education to compete in the labor market, for example, single-parent family providers who have no means to study, prisoners to help them re-socialize after release, and so on. Currently, 15 students are studying in the study direction *Management, Administration and Real Estate Management* in budget places provided by the founders.

According to Article 1.2 of the *Regulations on Financing of Scientific Research Activities of Students* (Approved on the Council meeting on 08/01/2019, Protocol No 1): "The maximum amount of funding available for activities of students in scientific research work is up to 150,00 EUR (one hundred fifty euro 00 cents) per student per year".

Based on the Article 5.9 of the *Student Scientific Writing Contest*, Management College contributes financially to the organization of the event and the cost of the prize.

In accordance with Articles 2.3, 12, 13, 14, 15 of the *Regulation on Remuneration of Academic Staff*, MC financially supports the following lecturer activities – project development, participation in a conference with a report, publication in an internationally reviewed collection of works, work in the editorial board. Other research activities, such as the granting of creative leave, College's scientific cooperation with Latvian and foreign educational institutions, etc., are also being supported, in accordance with the criteria set out in the *Statute of Scientific Council*.

### Costs of study place for one student and their assessment

Calculation of costs of the study program *Business Management* per 1 student in 2019

Name	Normative	Calculated costs
N1	Salary per one study place per year	Euro 531.54
N2	Employer's social security contributions 24.09%	Euro 128.05
N3	Mission and business travel costs	Euro 9.11
N4	Payment for services	Euro 84.45
N5	Materials, energy, water and equipment	Euro 5,65
N6	Improvement of training program	Euro 102.7
N7	Equipment and modernization costs	Euro 24.28
<b>VZ - one study place per year (N1 + N2 + N3 + N4 + N5 + N6 + N7)</b>		<b>Euro 885.78</b>

Percentage distribution of study direction costs, positions included in it are similar to calculations of basic costs of a study place, they ensure optimal use of resources in the intended study process. Percentage share of funding reflects the optimal use of existing resources to achieve the goals set for the study process.

### Percentage distribution of study direction costs in 2019

No	Name of the cost position	Percentage distribution
N1	Salary per study place per year	60.01%
N2	Employer's social security contributions 24.09%	14.46%
N3	Business trip and official travel expenses	1,03%
N4	Service charges	9,53%
N5	Materials, energy, water and inventory	0.64%
N6	Curriculum development	11.59%
N7	Equipment and modernization costs	2.74%

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

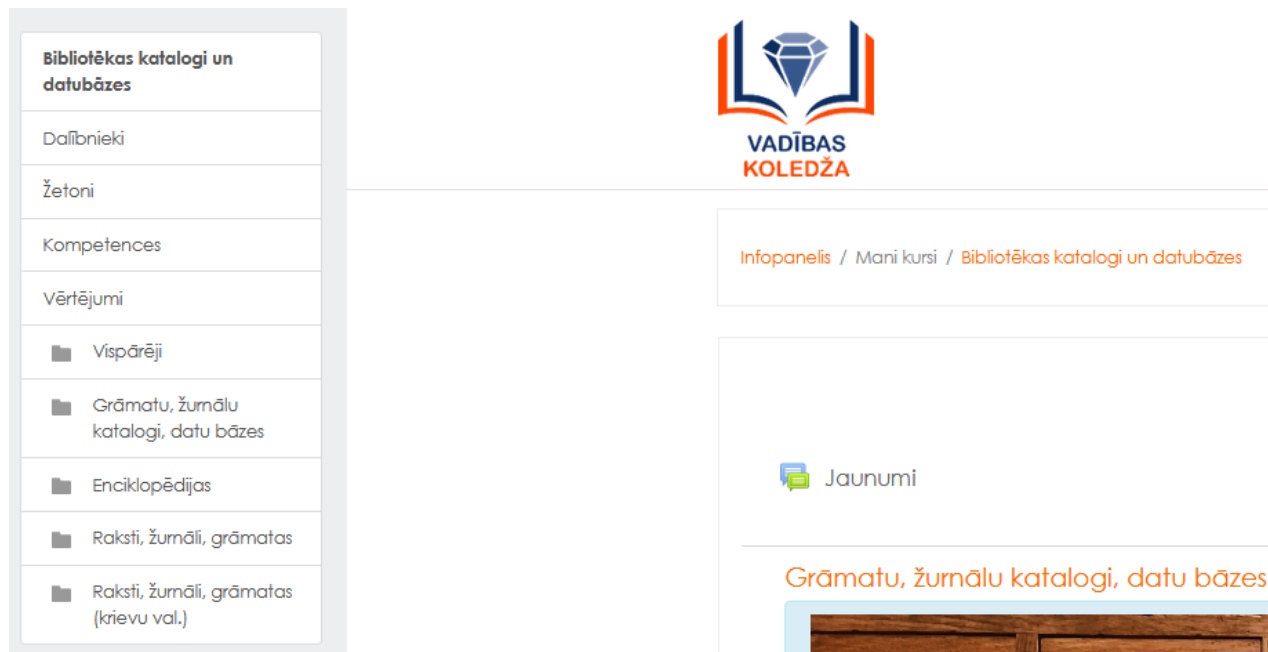
Sufficient resources and material and technical resources are available to the MC for the study process. The study process takes place at Lomonosova Street 1, K-4 and Lomonosova Street 4, Riga, on the basis of a cooperation and space lease agreement (No 04/SNL signed on September 01, 2017) with the Baltic International Academy. Agreements stipulate the procedure and accessibility of classrooms and computer rooms for MC faculty and students, as well as the lease of administrative premises. The College has no branches.

Additional agreement No 1 was signed on October 11, 2019, which stipulates the cooperation that the lessor provides MC with access to lecture rooms and computer classes, having previously coordinated the lecture load at the beginning of each semester. The agreement also stipulates the procedure of payment in cases where joint study activities are carried out in the framework of the implementation of study program subjects implemented by both parties. The said Agreement confirms that Agreement No. 04/SNL is in effect until September 30, 2026.

Based on the contract No 04/SNL, MC students have access to the resources of accredited library of Baltic International Academy (Certificate No 8) located at Lomonosova Street 1 k-4, Riga, which includes industry-specific books in both Latvian and English, which can be selected both in person and in the electronic book catalog. Students have access to a separate list of recent books the library has purchased and access to an electronic database (link to the website where they are listed at <https://bsa.edu.lv/lang/lat/biblioteka/db.html>).

On the Management College study site *Moodle*, on the other hand, are collected open source information in both Latvian and English language that contain scientifically sound sources - books, magazines, research articles, dictionaries, encyclopedias, and more. For students, the library section provides all the information they need to directly access the specified source that has a cooperation agreement with College, thereby simplifying access to scientific sources for developing their study papers and learning the subject. (See picture) In 2018 was created new website <https://mcollege.eu/>, where all the actual information is posted.

*Section II, image 1*



Screenshot was taken on 21/02/2020.

Students have access to a computer room located at 1 k-4 Lomonosova Street, where the library staff can answer questions about how to obtain the necessary sources. Also both College students and teaching staff have access to the computer-equipped workstations on College's administrative premises. Wireless (Wi-Fi) Internet is available in all study rooms. All classrooms are equipped with computer equipment that allows leading classes using multimedia projectors. Students have access to copy, scan and print services (both black and white and color) based on the price list developed by the College. For students' convenience, there are lounges and a library, as well as coffee machines and hot lunch services.

Even before foreign students in Latvia, MC offers them possible accommodation based on cooperation agreements on the provision of hostel services. Several have been concluded - with SIA *Krustkalnu projekts*, contract No.V-03/2017; SIA *Bulduru dārzkopības vidusskola*, contract No 8-2/77; *1Home Group AS*, contract signed on 09/01/2020.

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

In order to ensure the study process, close co-operation with the teaching staff of the study program is established and maintained, thus facilitating the identification and compilation of the



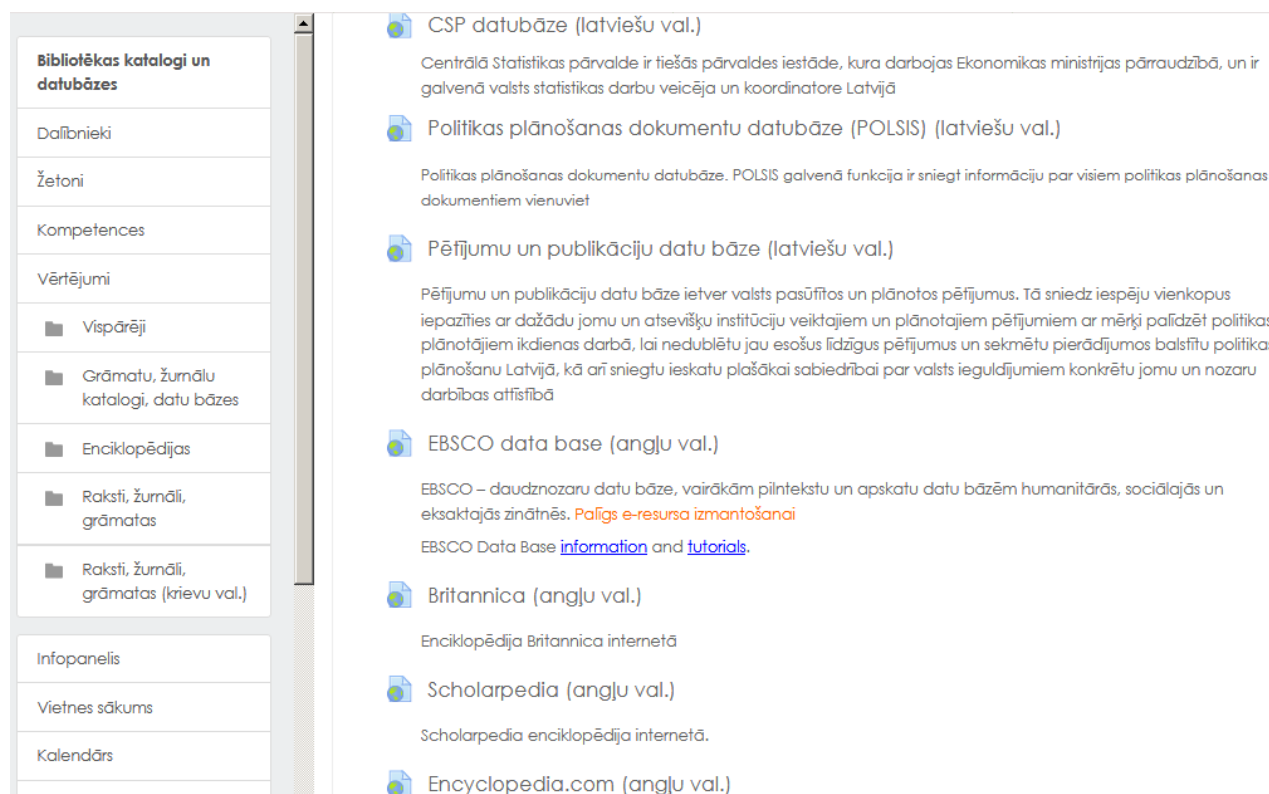
latest literature. Databases of well-known scientific substantiation are used as the basis for the identification and evaluation of literature, also attention is being paid to the year of publication of the source. Teachers of study subjects are invited to look at the latest literature and inform students about its availability. When students are developing their individual works, sources cited in the references must be from scientifically based databases with a publication year no earlier than 2011.

In order to promote student and teacher information literacy, training seminars are organized in cooperation with the National Library of Latvia (NLL) to explain and train skills in working with scientific databases.

In order to ensure the study process, information on the student access to the scientific literature, which would facilitate the availability of high-quality up-to-date information for the study subject, is collected. Information on recent books, free access databases is regularly collected, and students are invited to attend informational seminars on information literacy, both offered by the College and organized in cooperation with the National Library of Latvia.

Students have access to personal consultations with the subject teacher, the library staff, and the opportunity to contact a study methodologist to help find a solution regarding access to the information.

## Section II, image 2



The screenshot shows a library website interface. On the left is a sidebar menu with the following items: 'Bibliotēkas katalogi un datubāzes', 'Dalībnieki', 'Žetoni', 'Kompetences', 'Vērtējumi', 'Vispārēji', 'Grāmatu, žurnālu katalogi, datu bāzes', 'Enciklopēdijas', 'Raksti, žurnāli, grāmatas', 'Raksti, žurnāli, grāmatas (krievu val.)', 'Infopanelis', 'Vietnes sākums', and 'Kalendārs'. The main content area displays a list of databases and catalogs:

- CSP datubāze (latviešu val.)**  
Centrālā Statistikas pārvalde ir tiešās pārvaldes iestāde, kura darbojas Ekonomikas ministrijas pārraudzībā, un ir galvenā valsts statistikas darbu veicēja un koordinatore Latvijā
- Politikas plānošanas dokumentu datubāze (POLISIS) (latviešu val.)**  
Politikas plānošanas dokumentu datubāze. POLISIS galvenā funkcija ir sniegt informāciju par visiem politikas plānošanas dokumentiem vienviet
- Pētījumu un publikāciju datu bāze (latviešu val.)**  
Pētījumu un publikāciju datu bāze ietver valsts pasūtītos un plānotos pētījumus. Tā sniedz iespēju vienkopus iepazīties ar dažādu jomu un atsevišķu institūciju veiktajiem un plānotajiem pētījumiem ar mērķi palīdzēt politikas plānotājiem ikdienas darbā, lai nedublētu jau esošus līdzīgus pētījumus un sekmētu pierādījumos balstītu politikas plānošanu Latvijā, kā arī sniegtu ieskatu plašākai sabiedrībai par valsts ieguldījumiem konkrētu jomu un nozaru darbības attīstībā
- EBSCO data base (angļu val.)**  
EBSCO – daudznazaru datu bāze, vairākām pilntekstu un apskatu datu bāzēm humanitārās, sociālajās un eksaktajās zinātnēs. [Palīgs e-resursa izmantošanai](#)  
EBSCO Data Base [information](#) and [tutorials](#).
- Britannica (angļu val.)**  
Enciklopēdija Britannica internetā
- Scholarpedia (angļu val.)**  
Scholarpedia enciklopēdija internetā.
- Encyclopedia.com (angļu val.)**

Screenshot was taken on 21/02/2020.

Interpretative activities have been carried out for students on the use of E-environment and information literacy. The procedure by which students can seek help in case of difficulties is explained, as well as the contact person in case of uncertainty – lecturer of the subject, head of the study program, head of the Study Department and the methodologist

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

Selection of the academic staff is carried out in accordance with the MC *Regulation on Academic and Administrative Positions* (approved on 30/08/2017 at the MC Council meeting, Protocol No 3).

On the proposal of Study Department, Director announces a competition for academic positions which expire in the relevant semester, as well as for vacant full-time or part-time academic positions. Competition is announced at least one month before the elections, by means of a notice in electronic media and using internal competitions.

According to Article 4.2 of the Statute, applicant submits the necessary documents to the Director of College not later than one month after the date of announcement of the competition. College Board decides, by a simple majority of votes in secret ballot, whether or not to elect applicant to the post, after having reviewed his file and after having consulted with all the applicants for the post concerned. Head of the Council submits to the Director the final decision of meeting within three working days of the election.

Regulatory documents on the recruitment of teaching staff and employment processes are available to all interested persons in the MC study website *Moodle*, course *Help for lecturers*.

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

In accordance with the requirements of Article 5 (2) of the Law on Higher Education Institutions, MC has introduced a *Quality Management System Policy* which also lays down procedures for evaluating the work of the teaching staff, such as hospitation procedure, student surveys after study courses.

Both the academic staff elected by MC and visiting lecturers are subject to the analysis of the academic staff. Initially, academic staff is evaluated prior to entering into a contractual relationship – Curriculum Vitae (CV) analysis and interviews with the head of study direction and Director of College to assess the professional abilities of potential lecturer. After concluding the contract and being elected to the College's academic staff, the quality of teaching is evaluated through a hospitation procedure. In case if the teaching quality is not adequate, the necessary improvements in professional performance are discussed. At the end of semester/session, after the examinations, a student survey is conducted in which students give their evaluation of the lecturers' work, as well as information about the results of the lecturer-led study work. (See Section III Article 3.6 for more

information on the use of questionnaires and their results in the study process). All the information obtained is analyzed and, based on the results, Director of College and head of the study direction evaluate the performance of lecturers and decide on further actions. In accordance with Article 16 of the Regulation No 569 of Cabinet of Ministers of September 11, 2018 *Regulations on Education Required for Teachers and Procedures for Improvement of Professional Qualifications and Teacher Professional Competence*, the College has developed a plan for academic staff to develop their professional competencies.

Teaching staff regularly attends professional development seminars – during the reporting period, for example, they attended seminars organized by the State Language Agency, the Training Center *Personāls*, *SIA Funditus*, *Riga Methodological Center of Education and Information*, *SIA Partneri M.G.*, *SIA Partneri un pakalpojumi*, etc..

College teaching staff have the opportunity to attend classes led by the person responsible for College's *Moodle* study site on *Moodle* innovations, and innovations in other information technology tools, such as copying courses, assigning tasks, using the *GradeMe* block, *Moodle* session calendar, *Office 365*, use of the College's work site (*Sharepoint*). College also organizes educational seminars with guest lecturers, such as seminar *Academic Honesty and Plagiarism Control*.

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

25 lecturers are involved in the implementation of study program *Business Management*, 7 of them have doctor's degree and 19 lecturers have Master's degree in their respective specialty.

Academic staff is selected for the study program according to the scientific research directions and study courses.

The academic and research workload of the teaching staff is determined in accordance with the Regulations of the Cabinet of Ministers dated 5 July, 2016 *Regulations on the Remuneration of the Teaching Staff* and the Management College *Regulations on the Remuneration of Academic Staff* (strengthened Director's order of 06/06/2017 No 1-10/3 with amendments on 08/01/2019 at the MC Council meeting, Protocol No 1; Section II, Appendix ).

In addition, within the framework of study courses, professional excursions are organized for students to companies and business incubator, for example, they visited companies *RB "Café"*, *Ghetto Games (Society Born for Freedom)*.

While leading student research works, study and qualification works, academic staff also engage students in research, for example, in the spring semester of 2019/2020, a joint conference on *Innovation in Social Entrepreneurship* is being held within the framework of cooperation agreement with the State Agency for Social Integration; it will be attended by the lecturers and students with joint publications.

Teaching staff of the College participates in Latvian and international scientific conferences, and the information and experience gained there is used for updating the study courses, where the above

activities are supported in accordance with the College *Regulation on Remuneration of the Academic Staff* (approved on 06/06/2017 with amendments from MC Council meeting on 08/01/2019, Protocol No.1; see Section II, Appendix ).

For information on the teaching staff involved, their degree/qualification, status of their election to the College, study programs and courses they take part in, and the attestations of official language and foreign language, see Appendix 4 *Basic information on the Teaching Staff Involved in the Implementation of the Study Direction* of the Self-Assessment Report, also see Appendix 6 *Curriculum Vitae (CV) of the Teaching Staff* of the Self-Assessment Report.

In 2017, MC has been awarded the Erasmus+ Charter. Erasmus+ has received little funding since 2017, but it has grown with each year and provides opportunities for international mobility for both teachers and students.

Outgoing teacher mobility has involved two teaching staff activities. In February 2018, lecturer Jelena Stepanova went to the Julius Maximilian University in Wurzburg, Germany, where she worked at the Faculty of Education. Main topics of her lectures were teamwork in training as an innovative method, adult education, etc. During this mobility, the lecturer also carried out scientific research while working on her doctoral thesis.

In December 2019, lecturer Teresa Korsaka as a guest lecturer lectured at the Lavoslav Ružicka College of Applied Sciences in Vukovar, Croatia, in the Bachelor's program of Faculty of Business Studies. Lecturer gained experience in the implementation of a similar program, and new contacts were established with the lecturers of this college and cooperation between the colleges was encouraged.

There has been only one transnational activity in incoming mobility of teaching staff. In May 2018, the guest lecture was given to students by an associate professor Michael A. Radin from the Rochester Institute of Technology, USA.

In the context of teaching staff mobility, the main difficulty facing the College is the attraction of foreign lecturers. This is due to the low interest of lecturers in teaching lower-level programs to undergraduate students at a less-known higher education institution, as European colleges usually also have Bachelor and Magister programs. College works hard on promotion of positive publicity - looking for opportunities to enter into cooperation agreements with various universities. Negotiations are currently under way for entering into contracts with higher education institutions in Estonia: Tallinn University of Technology, Estonian Business School.

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

The support available to students is assessed as good and purposefully organized. Its planning and implementation takes place in close cooperation with the student self-government, exploring the needs of students, listening to their recommendations and agreeing on solutions. The College has a procedure for students to become involved in the development of College's work and study process.

With the academic year 2019/2020, all students have access to psychological support. A

cooperation agreement has been signed with Riga Stradins University Department of Sociology and Psychology to provide MC students with assistance in reducing emotional, cognitive and communication difficulties, as well as promoting positive self-development. Such a need arises under conditions of increased stress for students who need to pass all the tests specified in the study process. Foreign students also need this kind of help to address the challenges of acclimatization, while part-time extramural students in *Business Administration* program are predominantly working, aged 30-40, meaning they have family, children, lack of time, and often social issues.

In addition to psychological support, mentor support has been provided to facilitate the integration of foreign students. As a mentor College employs Qamber Ali Awan, who also has studied as a foreigner in Bachelor and Magister studies in Latvia and is now a doctoral student at Superior Institute of Management (ISM-IAE) University of Versailles Saint Quentin Yvelines France. He has a good understanding of the problems of foreign students and provides support in the study process, in solving issues necessary for student life and other matters.

For better integration, since the beginning of the first semester of 2018, after the arrival in Latvia, foreign students will be offered a free integration course (8 lessons, 30 hours in total), covering topics: history and traditions of Latvia, communication with locals, residence permit, social help and medicine, job opportunities in Latvia, business start-ups, taxes, etc. Integration courses since September 2018 have been conducted in cooperation with the Association *Innovation Support Center* within the framework of project *WE - in Latvia* and with the Society *Sadarbības platforma* within the framework of project *Integration ABC-3*.

In order to promote Latvian language learning, starting from February 2020, students from abroad are offered classes in two Latvian conversational clubs in cooperation with the society "Droša māja" (*Safe House*): for those who have just arrived and for students of later semesters. Free club visits are scheduled twice a week for two academic hours over a four-month period. The College also cooperates with the society *Safe House* on other issues related to the integration of foreigners, for example, the Director of College participates in monthly meetings of the *Intersectoral Dialogue Platform* with representatives from various integration organizations, including the Ministry of the Interior, thus identifying on problematic issues regarding foreign students, focusing on possible solutions; these solutions then are implemented in College. The last issue was the improvement of the quality of integration courses. MC with the help of the society *Safe House* has found a new cooperation partner in the course implementation. Within the framework of cooperation with the *Information Center for Foreigners* of the society *Safe House*, incoming students can receive free translations, legal assistance and support in solving other social issues.

Significant informative support for both full-time and part-time students is provided by the methodologist of MC Study Department. Information is provided both in person, by telephone and by correspondence. Each semester, each student group has a *Whatsapp* group for operational communication. This method of communication with the methodologists is also most popular among students. The questions are mainly related to the study work and are promptly clarified.

Part-time extramural (distance learning) students are mainly supported by the distance learning unit via the *Moodle* study site. Distance Learning Unit also regularly monitors the lecturer communication with the student to ensure an expeditious communication process, but there are cases when student addresses the Methodist in the Department and receives support. Psychological and mentoring support is also available to distance students as needed.

MC uses the facilities of the Baltic International Academy for study process. The facilities are suitable for students with reduced mobility. Currently there are no such students in MC, but in 2018 a student with physical disability graduated from the College.

In order to support students' careers, MC has become a member of the Latvian Chamber of Commerce and Industry and the Latvian Association of Social Entrepreneurship. Thanks to this collaboration, the College organizes guest lectures with field practitioners, founders of successful start-ups or employees, whose lectures are both practical and inspiring for starting a business. Since one of the strategically important tasks of MC is developing the idea of social entrepreneurship, guest lectures have been led by M. Ūlande, president of the Latvian Social Business Association; founder of social business in Latvia, owner of a social enterprise, Director of the Latvian Samaritan Association A. Berzins; head of the Latvian branch of international organization *Reach for Change* K. Kaņepēja who introduced the activities and opportunities offered by the virtual social business incubator. Other practitioners who have visited the College with guest lectures are, for example, I. Veidemane, Director of internal communications of the Industry Department for the *Schneider Electric Group*; K. Kotāns, head of Personnel Selection at *CV-Online*, etc.

College students also have the opportunity to go to companies and learn about their activities, not only during student practices, but also on excursions to companies and business incubators, such as visits to *RB "Cafe"*, *Ghetto Games (Society Born for Freedom)*.

Students are also supported by entertainment activities organized by the student self-government, which provide students with the opportunity to get acquainted with Latvia and its history, such as a tour of the Military Museum, a tour of Riga Zoo, a tour of Sigulda, etc.

See Appendix 9 *Cooperation agreements with companies and organizations* of the Self-evaluation report.

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

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

According to the MC Development Strategy for 2018-2023 and the goals set in the study direction *Management, Administration and Real Estate Management*, the scientific research work of the College is directed by the Scientific Council. Aim of Council activity – determination of priority directions of scientific work, planning and co-ordination of scientific work of academical staff and students, promotion of improvement of scientific qualification of lecturers, promotion of international scientific co-operation, evaluation and summarization of research results.

In accordance with the *Regulations on Remuneration of Academic Staff* (approved on 06/06/2017, Director's order No1-10/3 with amendments on 08/01/2019, Protocol No 1), financial support is provided to the lecturers' scientific research activities, e.g., publications in international peer-reviewed collections, participation in a conference with a report, etc.

In accordance with the Article 1.5 of *Regulation on Financing of Students' Scientific Research Activities* (approved on 08/01/2019 at the Council meeting, Protocol No1), Scientific Council

coordinates the planning, allocation, and expediency of funding for student research work quality support activities. In accordance with the *Regulation on Student Scientific Writing Contest* (approved on 30/10/2018 at the MC Council meeting, Protocol No 5), each academic year MC organizes the aforementioned competition, for example, in the 2018/199 academic year on March 11, 2019, the Council of the Management College approved the theme of research work *Trends in Social Entrepreneurship Development in Latvia and Europe*.

MC has concluded cooperation agreements on scientific research work with the following higher education institutions:

1. Sociālās integrācijas valsts aģentūras koledža (*College of the State Agency for Social Integration*);
2. SIA *Baltijas Starptautiskā Akadēmija*;
3. SIA *Informācijas sistēmu menedžmenta augstskola*;
4. *College of Applied Sciences "Lavoslav Ružicka"* in Croatia.
5. *Business & Hotel Management School B.H.M.S.* in Lucerne, Switzerland.

In the spring semester of academic year 2019/2020, a conference on *Innovation in Social Entrepreneurship* will be organized in cooperation with the *College of the State Agency for Social Integration*.

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

Aim of the first level professional higher education is to ensure the in-depth acquisition of knowledge in the particular branch of national economy; therefore, the focus of the study process in the College is on professional preparedness. Latvian National Development Plan for 2014-2020 emphasizes the need to ensure that vocational education corresponds to the labor market trends. Demand for the labor market is significantly influenced not only by the economic development trends in Latvia, but also by the transformation of global economy, resulting in a demand for employees who understand and are able to solve difficult and complicated problems. Thus, in student research work, College Administration motivates teaching staff to engage students not only in one area of science that has its own conservative traditions, but in interdisciplinary research that requires a complex view and is problem-oriented. By acquiring knowledge in the study modules, students are motivated to study in-depth the interrelation of various processes taking place in society in the interaction of several sub-branches of science. This type of study module acquisition provides a multidimensional understanding of today's business environment, customer needs, changing consumer behavior paradigms, innovation trends, and more. To stimulate student interest in research, College teaching staff regularly introduces students to the topics of their research projects and engages students in research that enables them to take part in a research phase of a complex problem. Teaching staff involved in research projects also engage students in science communication events, which enable students to develop and conduct a variety of science events at the College (popularizing innovations across different disciplines) as part of their individual assignments in study modules. Significant attention is devoted to the formulation of study and qualification paper topics, giving priority to problem-oriented research work in cross-disciplinary cross-section, covering research of urgent issues in the fields of economics, communication science and management science.

### **Basics of student scientific research work are acquired:**

- 1) within the study course *Research Methods*;
- 2) participating in the Student Scientific Writing Contest;
- 3) developing study and qualification papers in accordance with the goals set for the study direction;
- 4) elements of research work are used in the study process for the preparation and development of study papers, practical work, business plans according to the level of studies;
- 5) every student can participate in the defense of study papers and qualification papers, thus the student is introduced to the research and gets practical experience in the process of defending and writing the paper.

The most up-to-date student research during development of study and qualification papers:

- 1) "Performance Analysis and Improvement Possibilities of SIA *Kore*";
- 2) "Analysis and Improvement of Logistics Performance of SIA *Laiks-Mode*";
- 3) "Business Plan Development for the Company SIA *Logistic Element*";
- 4) "Competitiveness Improvement Opportunities of the Company *Mavida*".

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

According to Erasmus+ contracts No 2017-1-LV01-KA103-035384; No 2018-1-LV-KA103-046828; No 2019-1-LV01-KA103-060141, on December 2019 Mg.sc.ing. Teresa Korsaka participated in a mobility at the College of Applied Sciences "Lavoslav Ružicka" in Croatia.

Management College has a contract on research collaboration with the College of Applied Sciences "Lavoslav Ružicka" in Croatia and the B.H.M.S (Business & Hotel Management School) in Switzerland.

On March 11, 2019, the Management College Council approved the subject of research work *Trends in Social Entrepreneurship Development in Latvia and Europe*. In 2019-2020, lecturers from the Management College took part in the research *Social Entrepreneurship and Innovation Development Trends in Latvia and the European Union*. The first research results were presented at the 20th International Scientific Conference in Latvia "ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2019" on 9-10 May, 2019 in Jelgava, Latvia. Topic of the report *Social Innovation: Theoretical Discourse*.

Study process addresses a number of topics related to social entrepreneurship - both "ecological" entrepreneurship and the essence, legal framework, and current issues of social entrepreneurship and innovation. To date, three articles have already been published in the SCOPUS database. In the next phase of the research, College lecturers Svetlana Polovko, Gunta Grīnberga-Zālīte and



Quambers Ali Awan are preparing and planning to present three more articles at the Latvian University of Agriculture an international conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2020 in May 2020 regarding the research topic:

- Prosocial entrepreneurship eco-systems and social entrepreneurship as an agent of regional development: Case of Latvia;
- Social enterprise ecosystem model: experience of Latvia;
- Social entrepreneurship and innovation: regional context of Latvia.

In the course of the research it is planned to study the perspectives of development of social entrepreneurship in Latvia and Europe, the conditions and obstacles of introduction of social innovations, as well as to make proposals for improvement of this field of entrepreneurship. Students of the Management College are also actively involved in the research – they develop business ideas for social enterprises, organize guest lectures with industry professionals and field trips to social enterprises.

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

In accordance with the College Development Strategy and study direction development plan, academic staff is required to carry out research activities to ensure that the study direction is kept up to date with developments in the field to which their respective study course belongs. When leading student research, study, and qualification works, the academic staff engages students in research. Teaching staff of the College participates in Latvian and international scientific conferences, using the acquired information and experience to update the study courses.

See **Appendix 7** of the self-evaluation report on research activities of teaching staff *Scientific and organizational activities of the teaching staff*.

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

Aim of the first level professional higher education is to ensure acquisition of in-depth knowledge in the particular branch of national economy, therefore the focus of study process in the College is on

professional preparedness. *Latvian National Development Plan for 2014-2020* emphasizes the need to ensure that vocational education corresponds to labor market trends. Demand of the labor market is significantly influenced not only by the economic development trends in Latvia, but also by the transformation of global economy, resulting in a demand for employees who understand and are able to solve difficult and complicated problems. Thus College management motivates College students in their research work to engage not only in one area of science that has its own conservative traditions, but also in interdisciplinary research that requires a complex view and is problem-oriented. By acquiring knowledge in the study modules, students are motivated to study in depth the interrelation of various processes taking place in society in the interaction of several sub-branches of science. This type of study module acquisition provides a multidimensional understanding of today's business environment, customer needs, changing consumer behavior paradigms, innovation development trends, and more. To stimulate student interest in research, College staff regularly introduces students to the topics of their research projects and engages students in research that enables them to take part in a research phase of a complex problem. Teaching staff involved in research projects also engage students in science communication events, which enable students to practically develop and lead a variety of science events at the College (promotion of innovations across different disciplines) as part of their individual assignments in study modules. Significant attention is devoted to the formulation of study and qualification paper topics, giving priority to problem-oriented research work in cross-disciplinary cross-section, covering research of topical issues in the fields of economics, communication science and management science.

#### **Basics of student scientific research work are acquired:**

1. Within the framework of study course *Research Methods*;
2. Participating in the Student Scientific Writing Contest;
3. Developing study and qualification papers according to the goals set for the study field.
4. Elements of research work are used in the study process for development and presentation of study papers, practice works, business plans according to the level of studies.
5. Each student can participate in the defense of study papers and qualification papers, thus the student is introduced to the performed research and gets practical experience in the process of writing and defending the paper.

The most urgent student research, developing study and qualification papers:

1. Performance analysis and improvement possibilities of *SIA Kore*.
2. Analysis and improvement of logistics performance of *SIA Laiks-Mode*.
3. Development of the business plan of *SIA Logistic Element*.
4. Opportunities to increase the competitiveness of the company *Mavida*.

#### **4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.**

Various product innovations, marketing innovations, organizational innovations are applied in MC activities. Starting with the academic year 2017/2018, there is an innovation in the study process improvement that lecturers who teach full-time students place in the study site *Moodle* study course descriptions, materials for each lecture (presentations, videos, short lecture content, work

pages, etc.) that help students to master the topic. Students acknowledge that the materials on site *Moodle* make the study process much easier, as there is no need to produce so many lecture notes, and materials make preparation for study exams easier.

With academic year 2019/2020 a new study course *Social Entrepreneurship and Innovation* was introduced, providing prospective business professionals with the opportunity to acquire knowledge about social entrepreneurship and innovations in entrepreneurship. This field of entrepreneurship in Latvia is new and rapidly developing, and no Latvian college currently offers such a course. Students already have their own social entrepreneurship ideas, and the opportunity to develop these ideas is provided by a contract with the organization *Reach for Change*, which allows to get to know a virtual social business incubator and participate in a business incubator program to support initial ideas in social entrepreneurship. An innovative method is to invite professionals, entrepreneurs who are engaged in social entrepreneurship, to the classes that present business ideas of a social enterprise. Idea's compliance with the conditions of social enterprise is evaluated and specific suggestions for developing the idea are given. Students found the recommendations of the social enterprise owner, director of the Latvian Samaritan Association A. Bērziņš, and information about opportunities in social entrepreneurship very useful. MC is also a member of the Latvian Social Entrepreneurship Association. MC employees participate in activities organized by LSUA, where they acquire cooperation partners in social entrepreneurship and also popularize MC study opportunities in sphere of social entrepreneurship.

Innovations in both marketing and social entrepreneurship opportunity research are activities initiated by the student self-government in cooperation with the LELB Deaconry Center, with which MC also has concluded a contract. Student self-government has organized events in Riga Day Center *Generations*: interactive workshops introducing young people and children to India and Cameroon and their national dishes, as well as participating in a Christmas event, giving gifts to children from families in need, etc. Representatives of MC also took part in the Thanksgiving event of the Deaconry Center. Helping the socially vulnerable, familiarizing with their needs promotes the preparation of current students as socially responsible professionals.

Participation in various international projects is important for MC innovation to diversify methods in business learning. Lecturer E. Sīpola and MC students engaged in *Erasmus+: Youth in Action project EUtopia? Diversity in a Changing Europe*, organized by the Youth International Program Agency and *SALTO South East Europe and Inclusion and Diversity Resource Centers*. The project focused on generating business ideas, the opportunity to gain new competencies, and to facilitate communication between students from different countries. In Phase 3 of the project, *Business Management* program students from different countries with different cultures had to find a common language to generate common business ideas. Three business plan ideas were presented - tourist exchange, sewing clothes from Indian cotton in Latvia, and furniture production in Latvia using materials from India - which, with some additions, could be introduced in the future.

College innovation is also engaging teachers in other Erasmus+ projects in areas relevant to the College, which benefit the professional development of teachers, especially methodologies, and the transfer of new knowledge, skills and competences to students. Lecturer E. Sīpola is actively involved in projects with a focus on entrepreneurship and social entrepreneurship: *The new concept of social inclusion* (February 2018, Montenegro), *Young Entrepreneurs Academy* (September 2018, Poland), *Empowerment through (social) entrepreneurship* (April 2019, Poland) and in intercultural positive interaction promotion projects: *The PEACE Project* (September 2017, UK). The acquired knowledge is used by E. Sīpola regularly when lecturing to the students of MC, as well as working in the Methodological Commission of MC study direction, as well as in everyday communication with other teaching staff.

Also an innovation and an innovative marketing event is campaign *Choose Latvian Product*, initiated by the student self-government at the end of 2017 and launched in 2018, on the year of 100th anniversary of Latvia, encouraging people to choose Latvian-made goods this year as a gift for their country for various festive gifts. In addition, students and teaching staff provided information through the College website on various small businesses whose products or services could be good gifts, such as jewelry, lighting, sweets, sauna services, guest house services, and more. Thus, information about study opportunities at the MC was also provided to employees of small enterprises and potential buyers.

Marketing innovation is also the participation of students and lecturers in the medieval event organized by the student self-government in the Vecrīga (Old Town of Riga city) *Earl of May 2018*, which provided information on MC in an unconventional atmosphere and environment.

Innovative methods are used by MC also for the integration of foreign students, attracting competent mentors with similar mentality to those of foreign students, organizing various free integration classes, as well as providing additional Latvian conversational language learning in addition to the mandatory study course.

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

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

In the Management College development strategy for 2018-2023, **internationalization** is one of the main directions of MC activities for the period 2007-2013, and international cooperation to promote knowledge transfer and cooperation with employers have been identified as strategic goals. (See Section I, Article 1.1).

Since 2017, the founders, Administration, teaching staff and students of MC have been working purposefully to develop successful cooperation with various institutions - universities, colleges, employers, employer organizations, municipalities, non-governmental organizations in various fields of activity.

Cooperation with colleges both among administration and students is facilitated by the MC membership in the Latvian College Association. The greatest contribution to this cooperation is in the development of higher education policy aimed at the development of colleges and the strengthening of their prestige in Latvia, as well as the continuous improvement of the quality of 1st level higher vocational education. In the fall of 2019, MC together with specialists from Albert College and *Turība* University, participated in a working group organized by the Latvian Chamber of Commerce and Industry, developing a profession standard *Business Specialist*. Good cooperation has been established with the College of the State Agency for Social Integration. The main area of

cooperation is research and social entrepreneurship. In the spring semester of academic year 2019/2020, a joint conference *Innovation in Social Entrepreneurship* is organized.

MC has developed a successful cooperation with the *Baltic International Academy*, whose premises are used by the MC for administration and study work. In 2019/2020, good practice has begun to create joint study course classes for students from both higher education institutions, providing new experiences for lecturers and good communication opportunities for students.

In the international arena there is a contract with *Lavoslav Ružička College of Applied Sciences* in Vukovar, Croatia. On 02/08/2019 T. Korsaka has led guest lectures at this college and further cooperation is planned on guest lectures by Croatian lecturers at the MC, as well as on exchange of business students between the two colleges in the next academic year and joint activities in student scientific research. Similar cooperation is planned in the contract with *Business & Hotel Management School* in Lucerne, Switzerland, with which the Erasmus+ coordinator of MC VK is actively involved in organizing the cooperation. Negotiations are currently under way for signing contracts with higher education institutions in Estonia: *Tallinn University of Technology*, *Estonian Business School*.

College Administration regularly cooperates with the Higher Education Center to participate in seminars and conferences organized by the center to promote the quality of education. Acquired knowledge is then implemented in the improvement of MC institutional and study work (seminars: *AIKA in the European Higher Education Area: Achievements and Challenges in Quality Assurance*, 04/05/2019; *Internal Quality Assurance System and Learning Outcomes*, 17/04/2019; *New Quality Assessment Guidelines and an E-platform for Accreditation and Licensing Process*, 03/04/2019; *Academic Staff Qualification Improvement: Challenges and Experiences*, 08/11/2018; *Opportunities for Monitoring of Validation of Non-formal and Informal Learning Outcomes in Higher Education*, 25/10/2018; *Higher Education Quality Monitoring and E-platform Concept*, 08/12/2017, *Trends in Study Program Improvement*, 07/11/2017; international conferences: *Impact of National Qualifications Frameworks on Education Development*, 30/04/2019; *Latvian Qualifications in the European Information Space*, 11/05/2018.)

The College has worked extensively with local governments to provide information on opportunities for socially vulnerable groups to study in the budget groups *Social Entrepreneurship* and *Organization of Social Assistance*. Although the response has not been particularly high after providing such information, there are students who have started their studies and are successful in their studies and pleased with this opportunity.

Re-socialization is being carried out in cooperation with the Prison Administration and Olaine Prison. Since 2018/2019 study year MC offers budget study places for prisoners so that they can acquire knowledge that, once released, will help them to re-socialize and compete in the labor market.

Collaboration with employers is mainly based on choosing communication through employers' organizations. Employers are involved in the management work of the MC College Council and in the entire study process: design, assessment and development cycles of study courses and study programs, assessment and improvement of College performance, and involvement in state examination boards.

Since October 2017, MC is a member of the Latvian Social Entrepreneurship Association. While creating the course *Social Entrepreneurship and Innovation*, the head of *Business Management* program consulted with this association and with the owners of social enterprises. Members of the Association, entrepreneurs, assist students with practical advice in developing social entrepreneurship ideas; deliver guest lectures; lecturers of MC participate in Association's events and seminars, and Association members offer practice places for students. Major benefit of the

abovementioned collaboration is the contract with *Reach for Change* on the possibility to consult with and participate in a virtual social business incubator program.

MC also establishes contacts with entrepreneurs through the Latvian Chamber of Commerce and Industry; MC has been its member since October 2017. College staff and lecturers attend LCCI seminars on various business and innovation related issues, participated in the Chamber-initiated Business Specialist standard renewal task force; MC has participated in the LCCI discount program *Member-to-Member*.

In 2019, MC has established cooperation with the Latvian Association of Travel Agents and Operators on the creation of a new program, which will prepare the organizers of tourism services. In the summer of 2020, the association plans to begin developing this profession standard. MC has already studied the tourism market trends and the views of potential students abroad and Latvia, and plans to start training such specialists for tourism business.

So that students would not only learn how to build financially sound and profitable businesses, but also become socially responsible professionals, as stated in the MC mission, MC provides an opportunity and encourages cooperation with organizations that address important social issues: *Latvian Samaritan Association, LELB Deaconry Center, Riga Social Center Generations, Society Shelter "Safe House"*.

Very important aspect in cooperation with companies and organizations is the provision of practice places for students. Practice of students is an integral part of professional study program. MC provides study practices by offering practice according to the signed agreements or by allowing students to choose practice themselves. What is important is the feedback that the College receives from employers' questionnaires following student practices. Recommendations after the compilation of the questionnaire results are one of the most important work materials for further study development. (For more information on questionnaires, see Section III, Article 2.6.) In total, cooperation agreements and practice agreements are concluded with 22 different companies in Latvia.

See Appendix 9 *List of cooperation agreements* of the self-evaluation report.

See Appendix 13 *Cooperation agreement on practice places* of the self-evaluation report

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

Internationalization is an important direction of MC. MC is developing its activities in this field through Erasmus+ mobility, but during 2017-2019 there has been only outgoing mobility for students and faculty. MC plans and seeks to develop systems and mechanisms to successfully locate and attract foreign students and teaching staff.

One way is Erasmus+ projects. Contracts have been signed with B.H.M.S Business & Hotel Management School in Switzerland and "Lavoslav Ružicka" College of Applied Sciences in Croatia. It is planned that in 2019/2020 the Croatian College will nominate two of its students to study at the MC, but one MC student will go for exchange studies to Croatia. It is planned that several students of Vukovar College will work their practice in companies with our partner employers in Riga. During

the academic year 2020/2021, one of the lecturers of the B.H.M.S Business and Hotel Management School will read guest lectures at MC. Erasmus+ coordinator is currently working on a contract for exchange of students and lecturers with higher education institutions in Estonia: *Tallinn University of Technology* and *Estonian Business School*. Foreign lecturers are also attracted by internal resources, for example, as a result of successful prior cooperation between lecturers of MC, an associate professor from the Rochester Institute of Technology in the USA, Michael A. Radin, gave a lecture to MC students in May 2018.

Lecturer Quamber Ali Awan participated in an introductory lecture on integration at the College in partnership with the Society "Safe House". As a result of his previous successful cooperation, Quamber Ali Awan is currently a lecturer at the College and is also a mentor to support foreign students in their studies and integration into Latvian society.

To attract students and teaching staff, MC also uses partner search in European higher education presentation events and elsewhere in the world. In 2018 and 2019, representatives of the MC were present at higher education exhibitions in Great Britain (*Studyworld* 2018, 2019), India (*Uniagent*, 2018), Poland (*Net global conference*, 2019), Germany (*Icef*, 2018, 2019). New students have been attracted and foreign students' interest in the College has been identified. It is planned to carry out research and attraction work on a regular basis. Participation in exhibitions this year is planned: Georgia (February), Vietnam (April), India (May), Great Britain (September).

Foreign students are being purposefully attracted to the MC. In 2018, MC started enrolling foreign students. In the spring semester of 2018, the group had only 5 students, while in the spring semester of 2010, 25 students were matriculated. In total, 55 students from abroad are currently studying in the field to be accredited, mostly from Cameroon, Sri Lanka, India, Kazakhstan, and other countries.

MC Admission Department attracts foreigners through SIA *Education Bridge* based on the cooperation agreement to provide recruitment services; through collaboration with student recruitment agencies in various countries, and by promoting studies in MC accounts on Facebook in English (<https://www.facebook.com/mcollege.eu>).

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

According to the structure of 1st level professional higher education study program *Business Management*, upon completion of the relevant study modules, a practice is provided that ensures the strengthening of theoretical knowledge in practice and promotes the development of organizational and communicative competencies of a business specialist.

In accordance with the *Study Practice Regulation* (approved on August 30, 2017, Protocol No 3), the purpose of practice is to provide students with the opportunity to apply in practice their theoretical knowledge, obtained in the College, to acquire the skills and abilities which would allow them to become competitive specialists in the labor market.

According to the study program, three practices are planned, namely, Practice 1 (4 CP), Practice 2 (4 CP), Practice 3 (qualification practice) (8 CP).

**First study practice** focuses on the analysis of internal and external environment of a real company/institution/organization. Students analyze the activities of the company/institution/organization and elements of its internal environment (organizational structure, employee responsibilities, formation of demand for goods/services, etc.), as well as review and analyze the elements of external environment – buyers, competitors, cooperation partners, etc. At the end of practice work, student’s task is to identify the main problems of company and to make proposals for improvement of its activity.

During the **second study practice** student undertakes an in-depth environmental analysis of the company/institution/organization. Students analyze the activity and indicators of economic performance of the company/institution/organization, provide staff profile, analyze demand, risks, social activities. At the end of practice, student makes a SWOT analysis of the company/institution/organization and develops proposals for the improvement of its activity based on this analysis.

Main purpose of the **qualification practice** is to collect and analyze data for development of the qualification paper. During practice, student researches business form of the company/institution/organization and legislation, analyzes financial performance indicators, makes a description of the personnel management process, analyzes marketing activities of the company/institution/organization, performs various surveys, and analyzes the strategic plan of the company/institution/organization. At the conclusion of practice work, student defines the main problems/shortcomings of the company/institution/organization and develops proposals for improvement of activity of the company.

Study practices are designed in such a way that, during the practice, student has the opportunity to get acquainted with the activities of companies/institutions/organizations, as well as to acquire skills, knowledge and competences specified in the profession standard. Learning outcomes of the study program are in line with the national 1st level professional higher education standard – the profession standard of a business professional – and are linked to the European Qualification Framework (EQF). As shown in the table, during the practice, student has the opportunity to research and analyze all spheres of business activities in the company, thus acquiring all skills, knowledge and competences mentioned in the profession standard.

The procedure for the assessment of practices is stipulated in the *Regulation on Study Practices*. Practices are evaluated on a ten-point scale based on the evaluation of practice provider and practice supervisor.

Section II, table 10

**Skills, knowledge and competences to be acquired during study practice**

<b>Position No of the section 4 of Profession standard</b>	<b>Skills and attitudes</b>	<b>Professional knowledge</b>	<b>Competences</b>	<b>Study practice</b>
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4.1.1.	To know how the organization works. To participate in work planning of organization and structural unit.	<i>At awareness level:</i> Regularities of economic processes. Theories and basic principles of management science. Methods of decision making. Basics of project development and management. <i>At application level:</i> Organization of activities. Time planning.	Ability to engage in work scheduling. Ability to participate in rational and effective decision making.	First study practice, Second study practice, Qualification practice
4.1.2.	To organize work according to the plan.	<i>At awareness level:</i> Theories and basic principles of management science. Human resource management. <i>At application level:</i> Organization of activities. Self-organization during work process. Teamwork.	Ability to organize work so as to ensure the performance of specific tasks.	First study practice, Second study practice, Qualification practice
4.1.3.	To coordinate activities according to the plan. To collaborate with other employees.	<i>At awareness level:</i> Theories and basic principles of management science. Human resource management. <i>At application level:</i> Work organization.	Ability to coordinate work so as to accomplish specific tasks.	First study practice, Second study practice, Qualification practice
4.1.4.	To coordinate teamwork. To collaborate with other employees.	<i>At awareness level:</i> Human resource management. Communication theories. Motivation theories. Business communication and intercultural communication. Corporate social responsibility. <i>At application level:</i> Work organization. Teamwork.	Ability to organize and coordinate work so as the employees would accomplish specific tasks within a specified time frame. Ability to cooperate with other employees.	First study practice, Second study practice, Qualification practice

4.1.5.	To prepare information and presentation materials. To present information to the audience.	<i>At awareness level:</i> Principles of presentation preparation. Business communication. <i>At application level:</i> Use of information and communication technologies. Skills for creating presentation materials. Professional terminology. Knowledge of the state official language and at least one foreign language. Presentation skills and argumentation.	Ability to create and design information and presentation materials. Ability to present information using different media.	First study practice, Second study practice, Qualification practice
4.1.6.	To listen to the client's needs and desires. To organize the provision of quality, customer-oriented services.	<i>At awareness level:</i> Economic regularities. <i>At application level:</i> Basic principles of promotion. Business communication and intercultural communication.	Ability to find out client's needs and desires. Ability to cooperate and establish effective communication with the client.	Second study practice, Qualification practice
4.2.1.	To perform data processing. To compile and analyze economic and financial performance indicators.	<i>At awareness level:</i> Business environment and methods of its analysis. Human resource management. <i>At application level:</i> Work organization. Methods for assessing effectiveness.	Ability to work with large amounts of information. Ability to analyze and evaluate the activity, economic and financial performance indicators of the organization.	Second study practice, Qualification practice

4.2.2.	To listen to the client's needs and desires. To organize the provision of quality, customer-oriented services.	<p><i>At awareness level:</i>          Specifics of economic sectors.          Basic principles of sociology.          Social research methods for data collection and compilation.</p> <p><i>At application level:</i>          Market trend analysis methods and analysis of indicators.          Basic principles of promotion.          Business communication and intercultural communication.</p>	<p>Ability to find out client's needs and desires.          Ability to understand mechanisms of market competition, pricing policy and behavior of competitors in the market.</p>	Second study practice, Qualification practice
4.2.3.	To prepare surveys and reports. To substantiate and justify an opinion.	<p><i>At awareness level:</i>          Selection and structuring of information.          Understanding the exact meaning of data in an organization's work.          Principles of document preparation and management.          Business communication.</p> <p><i>At application level:</i>          Use of information and communication technologies.          Information processing and analysis according to the task.          Survey and report preparation skills.          Knowledge of state official language and at least one foreign language.          Professional terminology.          Presentation skills and argumentation.</p>	<p>Ability to create surveys and reports.          Ability to discuss logically and substantiate one's opinion on the information of the presentation and organization.</p>	First study practice, Second study practice, Qualification practice

4.2.4.	To identify issues where unpredictable changes may occur.	<p><i>At awareness level:</i> Economic regularities. Human resource management. Basic principles of quality management.</p> <p><i>At application level:</i> Analysis of economic and financial performance indicators.</p>	Ability to participate in problem identification.	First study practice, Second study practice, Qualification practice
4.3.1.	To organize and evaluate deliveries.	<p><i>At awareness level:</i> Basic principles of procurement.</p> <p><i>At application level:</i> Basic principles of logistics. Basic principles of marketing.</p>	Ability to independently analyze the quantity of necessary deliveries. Ability to evaluate the quality of delivery and assess its impact on the organization's performance.	Second study practice, Qualification practice
4.3.2.	To collect and analyze information on the stocks of goods.	<p><i>At awareness level:</i> Basic principles of accounting.</p> <p><i>At application level:</i> Resource allocation. Basic principles of marketing. Basic principles of logistics.</p>	Ability to analyze and secure stocks of goods.	Second study practice, Qualification practice
4.3.3.	To analyze and implement product promotion measures. To participate in the development of creative solutions.	<p><i>At awareness level:</i> Economic regularities.</p> <p><i>At application level:</i> Basic principles of marketing. Basic principles of promotion.</p>	Ability to implement product promotion measures. Ability to participate in the development of creative solutions.	Qualification practice

4.3.4.	To organize the provision of quality, customer-oriented organizational services.	<i>At awareness level:</i> Basic principles of logistics. <i>At application level:</i> Basic principles of promotion. Business communication. Time planning.	Ability to manage daily operational work processes. Ability to collaborate, to create and coordinate effective communication with clients.	Qualification practice
4.3.5.	To choose appropriate pricing methods.	<i>At awareness level:</i> Economic regularities. Basic principles of marketing. <i>At application level:</i> Methods of evaluating the market situation. Competitiveness analysis and evaluation methods. Basic principles of promotion.	Ability to understand the mechanisms of market competition, pricing policy.	Qualification practice

From 2017 to 2020, students have had internships in 46 companies.

In accordance with the aims and objectives of the study practice, MC has concluded 11 agreements with companies on practice places for 81 students. See section II, table 11.

Section II, table 11

#### Information about the agreements on the provision of practice placement in companies

Nr.	Institution, with which the agreement is signed	Number of students	Duration
1.	Konstruktoru birojs <i>Fashion Latvija</i> Ltd., Reģ. Nr. 53603071341	5	Indefinite time
2.	<i>Priedes IT</i> Ltd., Reģ.Nr.40003706177	5	Indefinite time
3.	<i>I-Work Group</i> Ltd., Reģ.Nr.50103353551	7	Indefinite time
4.	Nodibinājums <i>LELB Diakonijas centrs</i> , Reģ.Nr. 40003203458	7	Indefinite time
5.	<i>Tamāras Kalniņas namīpašumi</i> Ltd., Reģ. Nr.LV 50103927361	7	Indefinite time

6.	<i>MP Būves Ltd.,</i> Reģ. Nr.LV 40003863645	9	Indefinite time
7.	<i>Partner Ventures Ltd.,</i> Reģ. Nr.LV40103296702	5	Indefinite time
8.	<i>AGD Partners Ltd.,</i> Reģ.Nr.40203163321	5	Indefinite time
7.	<i>Homey Ltd.,</i> Reģ.Nr.40103762895	5	Indefinite time
8.	<i>CV- Online Latvia Ltd.,</i> Reģ.Nr.40003480317	6	Indefinite time
9.	<i>Biedrība Latvijas Samariešu apvienība,</i> Reģ.Nr.40008001803	On agreement	Indefinite time
10.	<i>Ragma Ltd.,</i> Reģ.Nr.40003496021	10	Indefinite time
11.	<i>MajesticWood Ltd.,</i> Reģ.Nr.40003701413	10	Indefinite time
<b>TOTAL number of places:</b>		<b>81</b>	

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

***(Not applicable)***

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

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

See Self Assessment report appendix 14.

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

***(Not applicable)***

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Saraksts ar galvenajiem iekšējiem normatīvajiem aktiem un regulējumiem_ENG.docx	Saraksts ar galvenajiem iekšējiem normatīvajiem aktiem un regulējumiem.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	Vadības+koledžas+pārvaldības+struktūra_ENG.png	Vadības+koledžas+pārvaldības+struktūra_LV.png
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Studiju_virziena_attīstības_plāns_ENG.docx	Studiju virziena attīstības plāns.docx
Management structure of the study direction	Studiju+virziena+pārvaldības+struktūra_ENG.png	Studiju+virziena+pārvaldības+struktūra_LV.png
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācībspēkiem_ENG.xlsx	Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācībspēkiem.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Docētāji_CV_ENG.pdf	Mācībspēku biogrāfijas CV.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Statistikas datu apkopojums par mācībspēku ienākošo un izejošo mobilitāti pārskata periodā_ENG.docx	Statistikas datu apkopojums par mācībspēku ienākošo un izejošo mobilitāti pārskata periodā.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	Mācībspēku publikāciju saraksts par pārskata periodu.doc	Mācībspēku publikāciju saraksts par pārskata periodu.doc
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	Sadarbības_līgumi_2020.docx	23_02_Sadarbības+līgumi+2020.docx
Statistical data on the teaching staff and the students from abroad	Statistika par ārzemju studentiem_ENG.xlsx	Statistika par ārzemju studentiem.xlsx
Statistical data on the mobility of students (by specifying the study programmes)	Studējošo mobilitāte_ENG.docx	Studējošo mobilitāte_LV.docx
Description of the organisation of the traineeship of the students	Prakses nolikums_ENG.docx	Studējošo_prakses_organizācijas apraksts_LV.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	Informācija par līgumiem par studējošo prakses nodrošinājumu uzņēmumos.docx	Informācija par līgumiem par studējošo prakses nodrošinājumu uzņēmumos.docx
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	14_pielikums_EN-1.docx	14_pielikums.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Apliecinājums par valsts valodu_ENG.doc	Apliecinājums par valsts valodas zināšanām.pdf
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Iesniegums_AKRED_ENG.pdf	Iesniegums_AKRED_LV.pdf



## Other annexes

Name of document	Document
Virziena vaditaja nolikums.doc	Virziena vaditaja nolikums.doc
Virziena_vaditāja_nolikums_12_02_2020.docx	Virziena_vaditāja_nolikums_12_02_2020.docx
VK_Metodiska_komisija_12_02_2020.docx	VK_Metodiska_komisija_12_02_2020.docx
VK Metodiskās komisijas nolikums.doc	VK Metodiskās komisijas nolikums.doc
Zinatnu padomes nolikums.doc	Zinatnu padomes nolikums.doc
Talmacibas_dalas_nolikums_12_02_2020.docx	Talmacibas_dalas_nolikums_12_02_2020.docx
Talmācības daļas nolikums1.doc	Talmācības daļas nolikums1.doc
Studiju dalas nolikums2.doc	Studiju dalas nolikums2.doc
Studiju nolikums 2019_ENG_final.doc	Studiju nolikums 2019_ENG_final.doc
Studiju nolikums	Studiju nolikums 2019.doc
Studiju nolikums ENG	Studiju nolikums 2019_ENG_final.doc

# Business administration

Title of the higher education institution	<i>Management, administration and real estate management</i>
ProcedureStudyProgram.Name	<i>Business administration</i>
Education classification code	<i>41345</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Liveta</i>
Surname of the study programme director	<i>Spūde</i>
E-mail of the study programme director	<i>liveta.sprude@college.lv</i>
Title of the study programme director	<i>Mg.paed. Mg.Philol.</i>
Phone of the study programme director	
Goal of the study programme	<i>1. Modern study process for preparing socially responsible specialists; 2. International co-operation for the promotion of knowledge transfer; 3. Involving the employers in the study and research process; 4. Ensuring the recognition of college's image in the society.</i>

Tasks of the study programme

1. *Development and licensing of new study programmes.*
2. *Modern study process for preparing specialists.*
  - o Elaborate new study programmes taking into account the trends and demand in the labour market;*
  - o Elaborate new free choice study courses and offer them to the students;*
  - o To comply with the principles of sustainable development and social responsibility in the elaboration of the contents of study courses;*
  - o To increase the number of academic staff with doctor's degree;*
  - o Regularly motivate the academic staff for targeted professional growth and research activities;*
  - o Organise the lectures of foreign guest lecturers;*
  - o To ensure modern study environment and regularly teach the academic staff how to work with the newest ICT;*
  - o To elaborate the quality management system of the college and ensure its operation;*
  - o To organise co-operation for implementation of students' common projects according to the study programmes;*
  - o To provide students with wide access to study literature and data bases;*
  - o To improve the support system for students in their studies, provision with internship and working places;*
  - o To create the college's alumni club;*
  - o To develop the college's internal communication process;*
  - o To provide the college with modern study infrastructure;*
  - o To encourage students participate in extracurricular activities.*
3. *International co-operation in promoting knowledge transfer.*
  - o To create co-operation with higher education institutions in Latvia and abroad in the implementation of the study programmes;*
  - o To support the initiative of the students and the academic staff to acquire international experience in educational and professional spheres;*
  - o To provide the students and the lecturers with the possibility to participate in international projects according to the college's directions of activities;*
  - o To create co-operation with foreign representatives in recruiting new students and studying the requirements of the labour market;*
  - o To participate in education exhibitions in potential market countries;*
  - o To create the system of recruiting foreign applicants.*
4. *Involving employers into study and research process.*
  - o To elaborate the procedure for the participation of social partners, parties involved and corporate partners in the development of the study directions according to the requirements of labour market;*
  - o To update the co-operation with employers;*
  - o To create co-operation with a business incubator for the development of study directions;*
  - o To involve employers into elaboration of new study programmes;*
  - o To create co-operation with partners – large widely known employers and social enterprises – on internship possibilities;*
  - o To ensure the implementation of the study programmes involving businessmen, field experts and college's alumni into assessment and improvement of the study programmes.*
5. *Recognition of college's image in the society.*
  - o To elaborate and implement a marketing plan;*
  - o To involve all the parties interested in the development of the college in providing the recognition of college's image.*

Results of the study programme	<i>A business specialist organizes and coordinates processes in the manufacturing and service industries; analyzes and evaluates the activities of the organization and its results; represents the organization in dealings with other organizations and clients; cooperates with clients; participates in planning, procurement and realization of necessary resources; organizes and performs the preparation of reports and reports, presents the results of the organization's activities; co-ordinates the work of employees, improves his/her professional qualification.</i>
Final examination upon the completion of the study programme	<i>Qualification work defense</i>

## Study programme forms

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

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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

Study type and form	<i>Part time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>

Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

#### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

#### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

#### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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

Study type and form	<i>Part time extramural studies distance education</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80

Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

### Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>General secondary Education or Secondary Vocational education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	
Qualification to be obtained (in english)	<i>Business specialist</i>

### Places of implementation

Place name	City	Address
Management College	RĪGA	LOMONOSOVA IELA 1 k-4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1019

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

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

Several changes have been made to *Business Administration* study programme since previous accreditation of the study direction.

According to the amendments to the Law on Higher Education Institutions since 01.01.2019., no admission to groups with Russian teaching language has taken place. Studies shall be continued by groups of students who were opened prior to changes to the regulatory documents regarding the language of studies in higher education institutions.

In addition to the agreement with the Baltic International Academy, the MC has entered into an agreement with the Information System Management University on the fact that, in the event of the termination of the Business Management Programme, the students of the MC will be able to continue their studies in ISMA vocational bachelor's study programme Business administration.

Section III, table 1

Name of the study programme	Uzņēmējdarbības vadība	
Name of the study programme in English	Business administration	
Education classification code	41345	
Type and level of the study programme	First level higher vocational education	
Qualification level acquired (EQF)	5	
Profession classification code	3339 20	
Volume of the study programme (CP)	80 CP (120 ECTS)	
Implementation form, type, duration and implementation language		
Full-time intramural studies	2 years	Latvian, English*
Part-time intramural studies	2 years and 6 months	Latvian, English*
Part-time extramural studies (distance learning)	2 years and 6 months	Latvian, English*

Place of implementation	Riga
Head of the study programme	Mg.oec. S.Polovko
Enrollment requirements	Secondary education
Access to further study	Second level study programme
Institution and study programme with which a contract is signed on the Access to further study in case of termination of the study programme	Baltic International Academy second level higher vocational education study programme <i>Entrepreneurship</i>  ISMA University of Applied Sciences vocational bachelor's degree study programme <i>Business Administration</i>

\* According to the amendments to the Law on Higher Education Institutions, from 01.01.2019 there is no admission to groups with Russian as the language of studies.

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

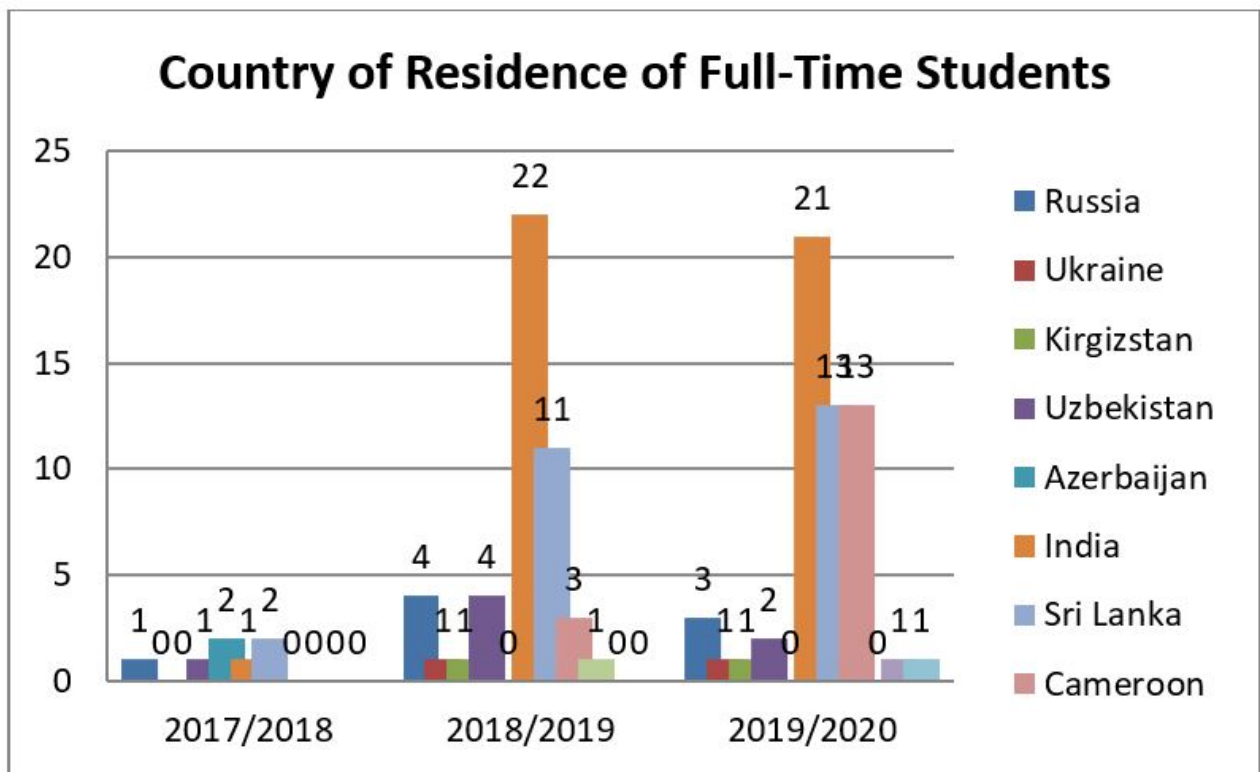
From 2017, the number of students has slowly increased with each study year. The main increase in the number of students is in full-time studies, where students from abroad are studying. The first foreign students started their studies in February 2018.

Section III, table 1

**Dynamics of the number of students in the College over the evaluation period**

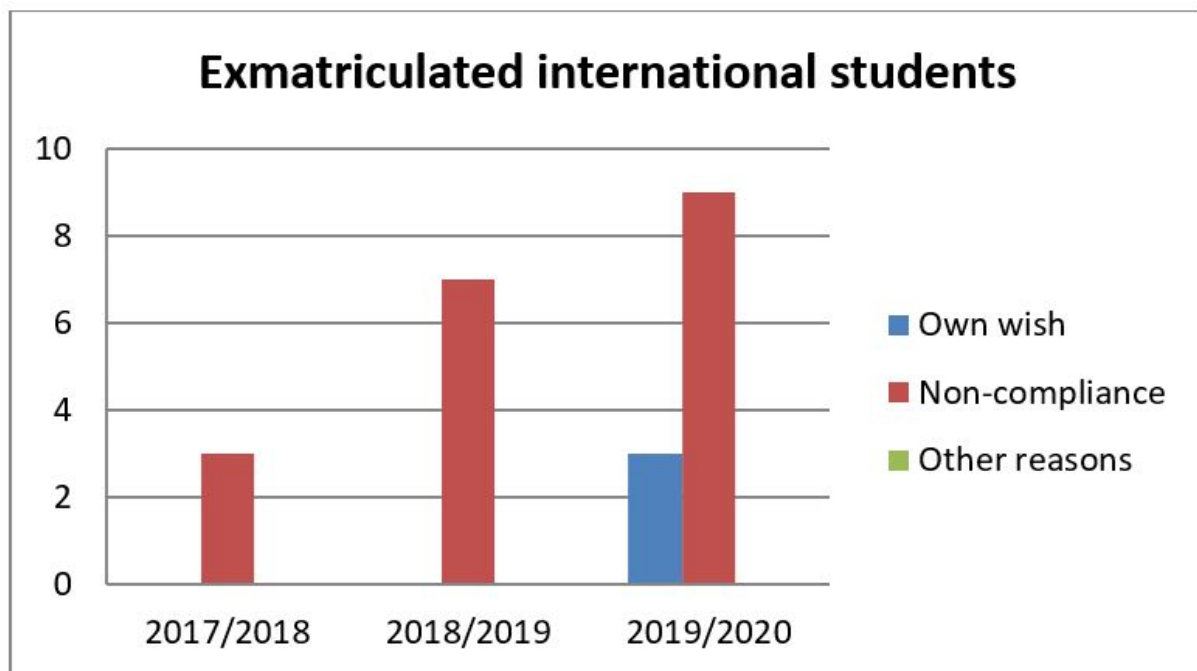
Study direction	Type and form of studies	2016/2017	2017/2018	2018/2019	2019/2020
<b>Study direction Management, administration and real estate management</b>	full-time	0	4	42	<b>72</b>
	part-time	22	14	13	24
	part-time extramural studies (distance learning)	28	32	30	30
	<b>Total:</b>	<b>50</b>	<b>50</b>	<b>85</b>	<b>126</b>





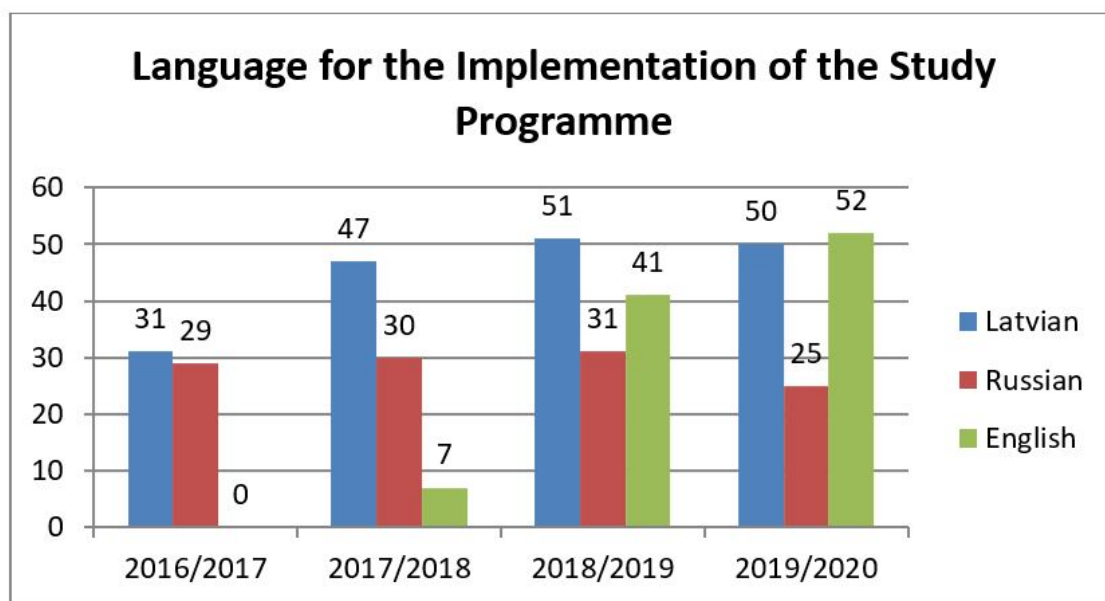
As it was mentioned before, the students of full-time studies are international students with English as the language of studies. The biggest number of international students are from India, students from Sri Lanka and Cameroon take the second place. As it can be seen from the figure, there is an increase in the number of students from Cameroon.

The drop-out rate of students is not high, the main reasons for this are students' own desire to terminate their studies (the main reasons are family circumstances, health conditions, financial difficulties). Full-time students are foreign students and they are exmatriculated for failure to fulfill their obligations under the study agreement: insufficient attendance at lectures, failure to meet study and financial obligations.



During the evaluation period, the number of students with English as the language of study program has increased. Due to the amendments to the Law on Higher Education Institutions,

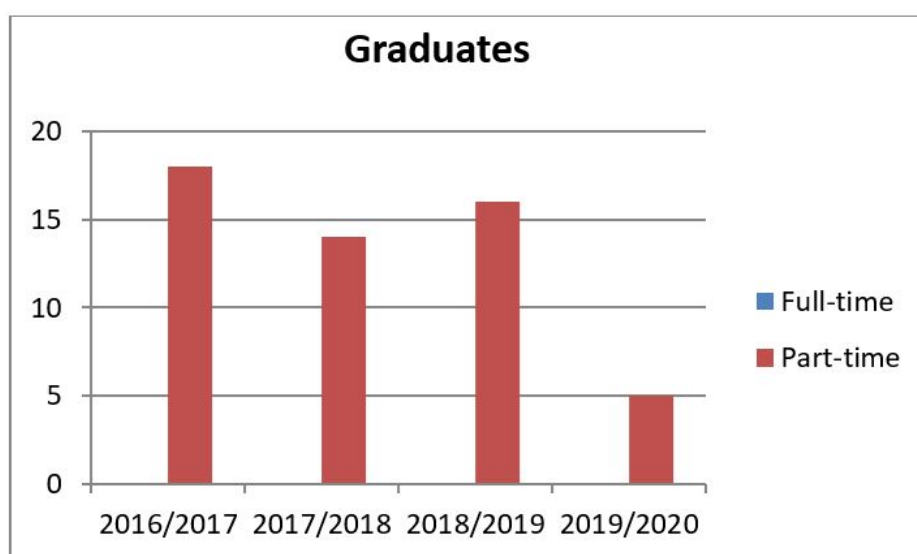
students with Russian as the language of study program are no longer admitted in the College, thus the number of such students is rapidly decreasing. The number of students with Latvian as the language of study program is almost equal to that of students studying in English language.



Given that the Management College is a private higher education institution, all students are privately funded. However, there is also the option to study in College-funded budget positions for free. Aforementioned project has also affected the number of part-time students and is making a significant contribution to the successful re-socialization and employment of former prisoners.

The number of graduates did not change significantly during the reporting period - 18-20 graduates, but taking into account the fact that the final examinations take place twice a year, data for study year 2019/2020 are indicated for the moment of submission of the self-evaluation report, at the end of the academic year the number of graduates will increase.

See 1 Graduates



### 1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and

**professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

Title of the 1st level professional higher education study program *Business Management* indicates the level and content of the program. This is a vocational education program, the implementation of which is determined by the Regulation No. 141 of Cabinet of Ministers of 20 March, 2001 *Regulations on State Standard for the First Level Professional Higher Education*. Compliance with the national education standard is analyzed in Appendix 17 of the self-evaluation report. As a result of the program, student obtains the 1st level higher professional education and the qualification of a business specialist (4th level of the Latvian Qualifications Framework).

**Aim of the program implementation** is to train qualified business specialists who can compete in the market and are able to manage and organize the operation of the company's structural unit or to establish and manage their own companies, incl. social enterprises.

Section III, Table 2

Concreteness/Specificity	Measurability	Reachability	Relevance/ Acceptability/ Realism	Time frame
To prepare qualified business professionals	In cooperation with employers, practice providers and graduates, to determine whether the goal has been achieved (surveys, discussions)	When conducting internal quality assessment (student and staff surveys; discussion), to determine whether MC has the necessary material and technical resources to achieve the goal, to perform corrective and preventive measures	During the implementation of study program, to take into account the interests of all parties involved in the study process on the basis of democratic relations (tuition fees, availability of services, labor market requirements, etc.)	All the above criteria are subject to one cycle of study program implementation (2 years or 2 years and 6 months).

**Tasks of the program implementation:**

- To offer students the opportunity to improve their knowledge, skills and competences by acquiring not only the mandatory part of the modules according to the profession standard, but also the module part corresponding to their desires and interests, including:
- To involve in the study process not only high quality academic staff but also professionals from different business fields who have rich work experience in the subject of the module;

- To ensure the development of students' practical experience; to organize study tours to companies/ institutions/organizations;
- To provide students with the study materials and material and technical basis necessary for the study work;
- To encourage students towards self-improvement and lifelong learning, to motivate their creativity and research work, thus preparing socially responsible young specialists for companies;
- To provide theoretical and practical knowledge in economics, to develop skills to analyze micro and macroeconomic situation in the country, as well as to be able to navigate in the aspects of influence of economic processes on the activity of a company.

Study program *Business Management* envisages the acquisition of knowledge, skills and competences in accordance with the state standard of first level professional higher education and the profession *Business Specialist* standard in lectures, seminars, workshops and practice outside the educational institution, using methods suitable for implementation of study courses.

Requirements for admission to the MC study program *Entrepreneurship Management* are determined in accordance with the national regulatory documents. Applicants must have completed secondary education before commencing their studies. The admission procedure is determined by the Regulations on Admission, which are approved for each study year by the MC Council. See section II, Article 1.5. of the self-evaluation report for more details on admission procedures.

It can be concluded that the content of study courses of the program, the level of education, the professional qualification to be acquired, the aims and tasks of the study program and the conditions of admission correspond to each other.

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

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

1st level vocational higher education study programme Business Administration is developed in accordance with Cabinet Regulations No. 141 from March 20, 2001 "Regulations on the State Standard of the First Level Vocational Higher Education" and the profession standard "Specialist in Commercial Activities" which has expired at the moment. In autumn of 2019, together with specialists from Alberta College and *Turība* University, Management College participated in a working group organized by the Latvian Chamber of Commerce and Industry for the development of the profession standard Specialist in Commercial Activities. The standard project developed was submitted to the National Education Content Center for further approval in early January 2020. On

27<sup>th</sup> February, 2020 an NECC working group was convened. The group will work with the project of the standard and then direct it for further approval. In appendix 18 of this self-evaluation report MC has evaluated the conformity of the qualification obtained in the program Business Administration to the standard of Specialist in Commercial Activities project currently being directed for NECC approval and evaluated it as appropriate.

Taking into account the results of research in the field of business, based on the State policy, ensuring the development of the content of the study direction Management, Administration and Real Estate Management study programme Business Administration according to the trends and needs of the society and the development plan of the study direction, since 2019/2020 the training of the specialist in commercial activities has been supplemented with a significant aspect - the field of social entrepreneurship, providing a complement to the curriculum with the course Social Entrepreneurship and Innovation (approved at the College Council meeting on 01/07/2019, Protocol No 6) and integrating social entrepreneurship related topics in other courses.

This has been done in accordance with the Law on Social Enterprise, which came into force on 01/04/2018 and states that “A social enterprise is a limited liability company that is granted the status of a social enterprise in accordance with the procedures set out in this law and conducts economic activities that have a positive social impact (e.g., provision of social services, creation of inclusive civil society, promotion of education, support for science, environmental protection and conservation, protection of animals or safeguarding of cultural diversity)”.

Social entrepreneurship is a concept that is rapidly evolving in many Member States of the European Union and elsewhere in the world and that allows for the solution of social problems using business approaches and principles.

Foreign experience points to the potential of social enterprises and the variety of problems to be solved, and in Latvia’s situation, the creation of new enterprises, creation of jobs and involvement of socially vulnerable persons in the production of goods and services is a significant development.

College prepares qualified business professionals who will be able to create social impact and benefit society, and start their own businesses.

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

The study program is developed based on connection and succession of study modules and study courses, which allows to achieve the goal of study program.

*Section III table 3*

Module	Abstract	Consistency with the aims and objectives of the program
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<p><b>Economics</b></p>	<p>The module is dedicated to the acquisition of knowledge on the fundamentals of economic theory. It develops students' ability to perceive and analyze the economic situation in the national economy, to orientate in the professional terminology and definitions in the economy, in the nature of macro and microeconomics processes on the national and global level. The module develops students' ability to analyze supply and demand in accordance with peculiarities of planning production, cost and pricing factors. Students learn to analyze, to compare and evaluate the current economic problems independently, basing on the acquired knowledge. The module gives an opportunity to get the basic knowledge of the history of economic thought and to understand the tendencies of interconnection of economics and politics.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - to provide theoretical and practical knowledge in economics, to develop skills in analyzing micro and macroeconomic situation in the country, as well as to be able to orientate on the impact of economic processes on company activities.</p>
<p><b>Finance</b></p>	<p>The module provides the information how to keep records of enterprise transactions, about the legal regulations and basic principles of bookkeeping. One of them, to ensure business continuity, and to demonstrate the essence of business - to work for a long time, with a positive result, taking into consideration the legal norms. Students gain an understanding of the tax legislation, calculation and application of taxes and duties. Students receive the basic information about the financial indicators of the enterprise, its links, and the opportunities to identify the further actions to eliminate the potential risk of bankruptcy. It improves the ability to understand the information reflected in the financial statements, to orientate in the financial and cash flows, and to plan the further actions based on the analysis. Students will be able to identify, anticipate and plan costs, as well as calculate the cost of goods or services.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - to get acquainted with the aspects of the company's financial activities, to study the regulatory framework, to know the accounting and financial management methods of a company.</p>
<p><b>Business Activities</b></p>	<p>The module is dedicated to the study of the methodology and techniques of business planning, to expansion of knowledge in the business field, to the study of essence, objectives and content of the business plan sections, to the study of modern approaches to business process modeling, arranging and presentation of a business plan. The Module pays particular attention to theoretical and practical aspects of social entrepreneurship in Latvia and European Union.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - to be able to analyze business environment, to know the methods and principles of business planning, to develop business plan, as well as to know business environment, incl. functioning principles and problem of social business environment.</p>

<p><b>Law</b></p>	<p>The module gives students basic knowledge and skills needed for practical application of legal norms in the field of commercial activities, labor law, emphasizing bilateral legal relationship of employee and employer, the creation of social dialogue and settlement of disputes, as well as the use of normative acts in the sphere of environmental protection in enterprises. In the frames of the learning process, the basic institutions of commercial law are studied - an entrepreneur and commercial activities, the commercial register, a company, a subsidiary, a firm, the certain kinds of commercial representation, commercial transactions and its legal regulation. Students master the legal regulation of labor relations, including the regulatory framework that governs contractual relations of an employee and employer, as well as the relationships that are closely connected to labor relations. In the frames of the learning process it is emphasized how the Latvian state policy in the field of labor protection is based on the priorities of health and safety of workers, thereby increasing the significance of the health preservation, improvement of working conditions, as well as creation of positive psychological climate in the workplace. This regulation is essential to accelerate economic and social progress in the country, as well as to regulate the business environment. It is connected with the requirements of effective labor protection, the state employment policy and the business environment.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - ability to apply legal norms in commercial activities, to know the legal acts regulating commercial activities, environmental and civil protection.</p>
<p><b>Management</b></p>	<p>Having learned the module "Management" the students will have the opportunity to gain knowledge of management processes in the enterprise. The module "Management" is designed to improve knowledge in management field and to create and further develop the leader's competences for specialists in business / commercial activities. Students will have the opportunity to gain new and update existing theoretical and practical knowledge in the area of organization's management and its structural subdivisions. After mastering the elective parts of the module, students will be able to settle the issues connected with management functions in the field of interest, as well as to get an overview of the basic improvement principles of their management skills.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - ability to study and analyze management processes in a company, to know the principles of management, logistics and project management.</p>

<b>Marketing</b>	<p>Module content covers a range of issues related to marketing activity in the modern market conditions. The central marketing questions consider the comprehensive analysis of marketing and internal company environment, the process of developing, marketing components of the company's development strategy, marketing decisions regarding the company's product, pricing, promotion and distribution. It provides the general scientific marketing basics, the principles of management of marketing information and the organizational aspects of marketing activity.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - ability to carry out market analysis, plan and organize the marketing activities of the companies, as well as to evaluate the effectiveness of the marketing activities in the company.</p>
<b>Data Processing Methods</b>	<p>This module is needed to familiarize students with types of data acquisition and processing methods, an ability to display and process data using the information technology, to learn how to assess data reliability and received results, as well as to analyze the results and draw conclusions.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - to provide an understanding of the methods of data acquisition and data processing, as well as the methods of data interpretation and presentation.</p>
<b>Communication</b>	<p>The module is dedicated to improving the use of language knowledge and communication in the professional environment. It promotes the fluency development and accuracy of perception, improvement of communication skills, which help students to work confidently in the business world. It develops students' ability to communicate in a wide range of business situations, applying the principles of professional ethics. It aims at improving the knowledge of foreign languages in the basic skills such as reading, writing, speaking and listening, as well as the knowledge acquisition in key business areas such as marketing, management, finance etc. In addition, the module focuses on enlarging vocabulary used in the global business environment, as well as on the business correspondence, presentations and skills needed to work in business sector. Students will learn how to communicate efficiently in business meetings, presentations, negotiations and express their opinions easy and confidently, what will contribute to their career development.</p>	<p>The knowledge provided by the module corresponds to the aim of the program - ability to communicate in a professional environment, skills in presentation and communication skills.</p>



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**Research**

One of the tasks of this module is to develop the research skills. In the frames of this module, the students will be prepared for the writing of educational works and publications for conferences, creating scientific- practical research skills and motivating for self-development.

The knowledge provided by the module corresponds to the aim of the program - to encourage students to self-development and lifelong learning, to motivate creativity and research, thus preparing socially responsible young specialists for companies.

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

Student-centered education is most fundamentally reflected in an individual approach to any student. Full-time study groups are small, average of 12-25 students. It is easy for students to consult with the lecturer individually. Effective cooperation with students, both full-time, part-time and part-time (distance) students, shall also be ensured by communication on the Moodle study environment, where each student can ask a question and receive an answer. The study environment Moodle is linked to the official emails of lecturers what helps provide timely answers to students. Important informational support for both full-time and part-time students is provided by the Study Department of the Management College. The information is provided both face-to-face, on the telephone and in correspondence. For each semester, a WhatsApp group for fast communication has been created for each group of students. This type of communication with the Study Department is also most popular among students. The issues are mainly related to study process and are quickly clarified.

Part-time (distance learning) students are generally supported by the distance learning department by contacting through the Moodle study environment. At regular intervals, the department of distance learning shall also monitor the communication of teachers with the student in order to ensure an effective communication process.

For the assessment of the methods of study implementation (including evaluation), see section II, point 1.6.

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

The interrelation of the study program envisages of the practice description and the students' practice tasks with the learning outcomes, analysis and assessment of the study program, see self-assessment report II. section 5.3.

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

Aim of the first level professional higher education is to ensure the acquisition of in-depth knowledge in the particular economic sector therefore the focus of the study process in the College is on professional preparedness. *Latvian National Development Plan for 2014-2020* emphasizes the need to ensure that vocational education corresponds to labor market trends. Demand for the labor market is significantly influenced not only by the economic development trends in Latvia, but also by the transformation of global economy, resulting in a demand for employees who understand and are able to solve difficult and complicated problems. In order to successfully complete all course volume and obtain a professional degree and qualification, students must demonstrate both academic knowledge and practical work skills acquired in the course of their qualification. Thus, in the process of qualification paper development, students engage in research work not only in one limited branch of science, which has its own conservative traditions, but also in interdisciplinary research, which requires a complex view and is problem-oriented. Significant attention is paid to the formulation of the qualification paper topics, giving priority to problem-oriented research papers in the interdisciplinary cross-section, covering current issues of economics, communication science and management science sub-sectors.

When developing qualification papers, their topics are connected to the research of problematic issues, which are topical to the situation in Latvian and European market, as well as the work process of particular companies. In accordance with the requirements of program, the topics of student final theses must be related to entrepreneurship or social entrepreneurship. In order for students' research work to be related to the aims of study program, each topic of the qualification paper must be coordinated with the Methodological Commission of study direction.

Starting with 2017/2108 academic year, the defense of qualification papers takes place in an open form. During the session, every College student has an opportunity to participate as a listener in the qualification thesis defense process. Thus, the student is introduced to the research of student scientific qualification papers and gets practical experience for the process of defense and development of papers.

At the beginning of the last semester, students have to choose the topic of their qualification paper. Development and presentation of qualification paper is governed by the *Methodological guidelines for the development, design and defense of a thesis and qualification paper*. Students may defend the final examination – qualification paper – in case of:

- positive assessment of acquisition of the study courses provided in program;
- evaluated practice reports;
- evaluated study papers;

- fulfillment of all financial obligations stipulated in the study agreement.

If the study program has been successfully completed and student has received a positive assessment in the final examination (the lowest successful assessment is 4 points), students are awarded 1st level professional higher education and qualification – Business specialist (fourth professional qualification level (PQL 4)) (corresponds to the fifth level of Latvian qualification framework (LQF 5)).

Since the academic year 2016/2017, students have engaged in scientific research by developing their own research on various business-related topics. See the table in See Section III, table 4

Section III, table 4

### Topics of student qualification papers

No	Topic
<b>2016./2017.study year (SPRING)</b>	
1.	Analysis and improvement of elements of personnel motivation system in Valmiera Culture Center
2.	Opportunities to improve the financial position of SIA <i>NORTH HUB SERVICES</i>
3.	Business plan development for SIA <i>SUNNY COAST</i>
4.	Development of a business plan for the company <i>PSPK</i>
5.	Logistics performance analysis and improvement of SIA <i>Laiks-Mode</i>
6.	Analysis and improvement of personnel selection process in SIA <i>ML-Serviss</i>
7.	Development of a business plan for the company <i>MTL</i>
8.	Development of a business plan for the company <i>Jurent</i>
9.	Analysis and improvement of the internal and external environment of the company <i>Atlantic Travel</i>
10.	Development of a business plan for company <i>Brother and Sister</i>
11.	Evaluation and improvement of competitive abilities of products of the company <i>Synectics</i>
12.	Logistics performance analysis and improvement of AS <i>PostNord</i>
13.	Analysis of activity of the company <i>Latvija</i> and development of proposals for its improvement
14.	Improvement of logistics activity in SIA <i>AVVE Transport</i>

- |     |  |
|-----|--|
| 15. | Opportunities to increase the competitiveness of the company <i>MAVIDA</i>                         |
| 16. | Analysis and improvement of the internal and external environment of the Hotel <i>Irina</i>        |
| 17. | Analysis and improvement of internal and external environment of the company <i>SIA INTERTOURS</i> |
| 18. | Analysis and improvement of human resource management process in the company <i>SIA Newton</i>     |

**2017./2018.study year (AUTUMN)**

- |    |  |
|----|--|
| 1. | Development strategy and its improvement for the company <i>Kolumbija Ltd.</i>                                       |
| 2. | Marketing development methods for the growth of company <i>RIKO</i>  |
| 3. | Development of a business plan for the establishment and development of <i>SIA Ibergroup</i>                         |
| 4. | Improvement of the marketing complex elements of the company <i>XEROX Ireland</i>                                    |
| 5. | Development of the business plan for establishment and development of <i>SIA Liliks</i>                              |
| 6. | Improvement of logistics activity of <i>SIA Speedline</i>  |
| 7. | Development of marketing activities of <i>SIA Transko</i> for promotion of a new product in the market               |
| 8. | State Revenue Service employee competence and performance evaluation methods and opportunities for their improvement |

**2017./2018.study year (SPRING)**

- |    |  |
|----|--|
| 1. | Analysis and improvement of motivation system in the company <i>Specavtobaza</i>           |
| 2. | New product introduction process at the company <i>Maxima Latvija</i>                      |
| 3. | Development of measures for improvement of the management at <i>SIA Intersteel Latvija</i> |
| 4. | Marketing improvement of the Hotel <i>Bella Vista</i>                                      |
| 5. | Development of marketing activities to improve the performance of <i>SIA Maxcom</i>        |
| 6. | Improvement of personnel motivation system in <i>SIA Rostransfer</i>                       |

**2018./2019.study year (AUTUMN)**

- |    |   |
|----|---|
| 1. | Practice of implementation and development of personnel motivation methods in <i>RIMI</i> supermarket |
|----|---|

2.	Employee recruitment and implementation of team-building steps in a newly established company <i>Harmony</i>
3.	Improvement of motivation system elements in company <i>Preiss Būve</i>
4.	Analysis of staff motivation system elements and their improvement in the company
5.	Personnel management analysis and improvement opportunities in the company <i>Crosstrade Incorporated Latvia Limited</i>
6.	Analysis and improvement of activity of the company <i>Agrozona</i>
7.	Employee motivation analysis and improvement in the company <i>InterluxTravel</i>
8.	Development of the business plan of the company <i>SIA LogisticElement</i>
9.	Improvement of employee recruitment and selection process for SIA <i>Preiss Būve</i>
10.	Improvement of staff recruitment and selection process for AS <i>Virši-A</i>
11.	Improvement of the job interview and negotiation process in the company <i>Webhelp Latvia</i>
12.	Performance analysis and development opportunities for the company <i>Kore</i>
13.	Staff motivation analysis and improvement at the gas station <i>Mīlgrāvis</i> of the company <i>Circle K Latvia</i>
14.	Improvement of staff management processes in the company <i>Vizulo Group</i>
<b>2018./2019.study year (SPRING)</b>	
1.	Development of plan for increasing competitiveness of SIA <i>Apelsīns</i>
2.	Analysis of the business environment of SIA <i>Baltic Restaurants Latvija</i> and development of improvement measures
<b>2019./2020.study year (AUTUMN)</b>	
1.	Introduction of modern concepts in staff management at the company <i>Reaton</i>
2.	Company management system and its improvement directions
3.	Implementation of marketing communication in the company
4.	Development of the business plan for a new company <i>Iesmiņš</i>
5.	Business plan development for fitness club SIA <i>Skaistuma Ēra</i>

Summarizing the data on student qualification papers and their assessments, it can be concluded that students final theses assessment ranges from 4 (almost satisfactory) to 10 (excellent). The average grade is around 7 points. Below is the weighted average grade for qualification paper defense which ranges from 7.00 to 7.75 points. (See Section III, Figure 2.)

Section III, Figure 2

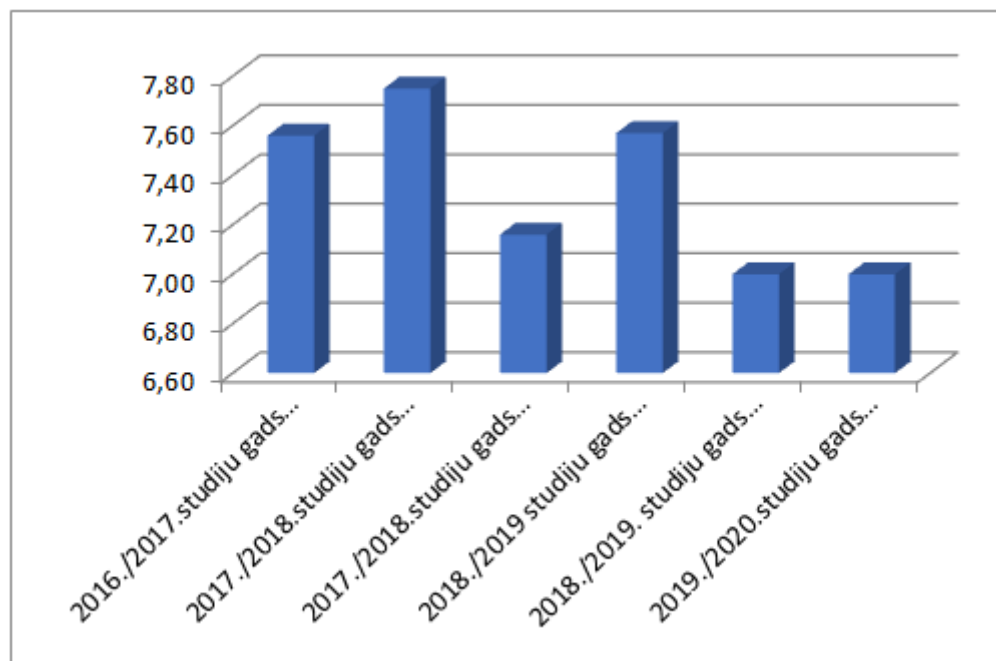


Figure 2. Qualification paper defense results – weighted average grade per semester

By analyzing the distribution of qualification papers by subject, themes of all qualification papers can be divided into three categories:

- 1) Company management and staff – 37%;
- 2) Starting a new company – 19%;
- 3) Business performance analysis and improvement – 44%.

Section III, Figure 3

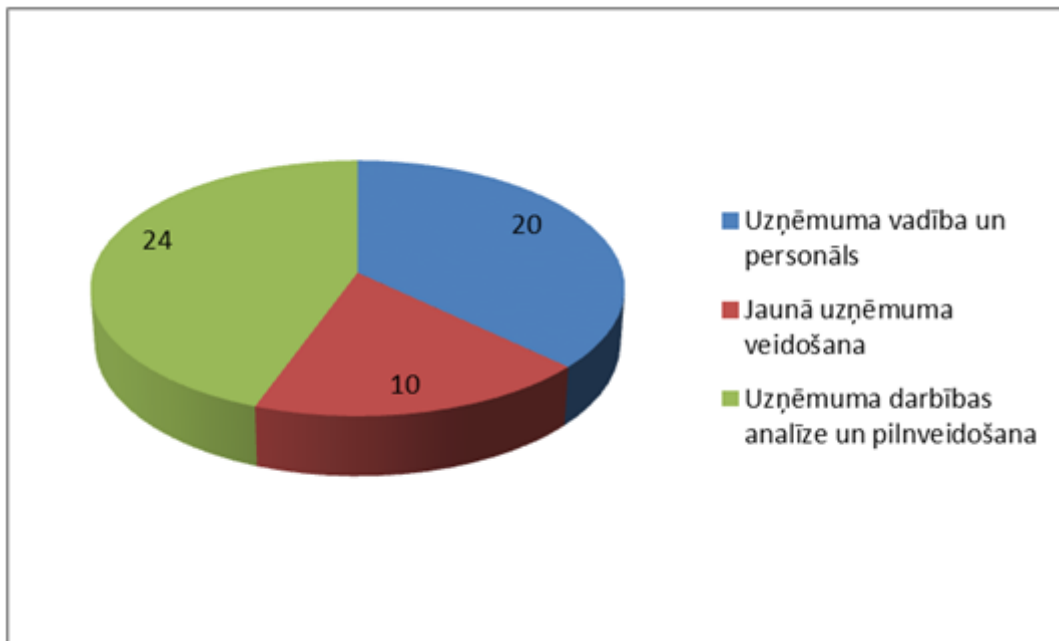


Figure 3. Analysis of qualification work topics, numerically

As can be seen in \_\_ Figure, 24 qualification papers or 44% were written on business performance analysis and improvement - students developed business performance plans for specific companies; 20 qualification papers or 37% were written about company management and staff, while 10 qualification papers or 19% were about the creation and development of a new company (business plans).

Evaluating the topics of qualification works, their development and defense process, it can be concluded that this process is sufficient and appropriate for the achievement of the study program goals and adequate to the market requirements.

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

Three questionnaires are used to obtain feedback from the MC students - student survey called *Study Course Evaluation Questionnaire*, *Practice Supervisor Questionnaire* and *College Graduate Questionnaire*. These surveys provide valuable insights into the quality of the College's academic work, the work of its lecturers and administration, and help to plan its future work.

**Student survey *Study Course Evaluation Questionnaire*** is located on the distance learning website at <https://e-learning.managementcollege.eu/> at the home page of each course. The survey is conducted on the MC distance learning website platform using *Moodle* activity *Survey*, which allows asking and summarizing questions. Each student can see only the answers he has submitted.

**Study Course Evaluation Questionnaire** includes the following questions:

**1. What is your overall assessment of this study subject?**

Suggested answers: 1 – poor; 2 – average; 3 – good; 4 – very good; 5 – outstanding

**2. Have you achieved the expected results?**

Suggested answers: *Yes; Rather yes; Rather no; No; I don'tt know what had to be achieved*

**3. Organization of the study process within the course**

Suggested answers: *Completely satisfied; Partially Satisfied; Dissatisfied*

**4. Outline and explanation of course objectives, requirements and assessment criteria**

Suggested answers: *1 – poor; 2 – average; 3 – good; 4 – very good; 5 – outstanding*

**5. Provision of teaching materials (text and video format)**

Suggested answers: *1 – poor; 2 – average; 3 – good; 4 – very good; 5 – outstanding*

**6. Did you also look for additional information?**

Suggested answers: *Yes; No, it was not necessary; No, there was no time; No, because I am not interested in this subject*

**7. Access to electronic resources, etc. additional materials**

Suggested answers: *1 – poor; 2 – average; 3 – good; 4 – very good; 5 – outstanding*

**8. Understanding the course material**

Suggested answers: *1 – poor; 2 – average; 3 – good; 4 – very good; 5 – outstanding*

**9. Balance between theory and examples**

Suggested answers: *Too much theory and too few examples; At the appropriate level; Too many examples and too little theory*

**10. Number of independent works**

Suggested answers: *Not enough; Appropriate; Too much*

**11. Possibility to receive consultations, communication with lecturer**

Suggested answers: *1 – poor; 2 – average; 3 – good; 4 – very good; 5 – outstanding*

**12. Relation of the acquired knowledge, skills and competences to real life**

Suggested answers: *1 – poor; 2 – average; 3 – good; 4 – very good; 5 – outstanding*

**13. How often were you on the website?**

Suggested answers: *Almost daily; 1-2 times a week; 1-2 times a month; Just to download and upload works; I have not been on it/don't know*

**14. What did you gain from this course?**

Suggested answers: *I improved my knowledge, skills, competences; Nothing; Dislike for studying*

**15. What do you think were the strengths of the course?**

*Open-ended question*

**16. What do you think were the weaknesses of the course?**



*Open-ended question*

**17. How often did you attend classes/communicate with the lecturer in the E-environment?**

Suggested answers: *3-4 times; 2 times; 1 time; Saw him during the exam/test; Not once during the studies*

**18. Lecturer answered the questions quickly and qualitatively:**

Suggested answers: *Yes; Sometimes; No*

**19. Assignments of the lecturer were of good quality:**

Suggested answers: *Yes; Sometimes; No*

**20. I received explanations on the obtained ratings**

Suggested answers: *Yes; Sometimes; No*

**21. I would recommend a friend to study this subject with this lecturer**

Suggested answers: *Yes; Rather yes; No; Rather no; Don't know a friend who might like this subject*

**22. The lecturer takes care of the prestige of College**

Suggested answers: *Yes; Sometimes; No*

**23. Other suggestions and comments:**

*Open-ended question*

The survey is anonymous and is available to all students enrolled in the course. Survey is conducted across all Management College study programs.

During semester, the survey is hidden and not available for completion, but when the test session begins, survey becomes available to students, and the College administration and lecturers encourage students to complete it.

The head of Distance Learning Unit is responsible for placing, hiding and opening the survey. At the end of test session, the survey is hidden, and the resulting data is removed and collected.

Students of the MC have to carry out practice, the conditions of which are announced by the practice supervisor of the respective study program. At the end of practice, practice supervisors fill in the **Practice Supervisor Questionnaire**, which is submitted by student to their practice supervisor – employer in printed form. Employer fills in the questionnaire, certifying the integrity of replies and completion of the questionnaire by his signature.

Students submit the completed questionnaires to the Study Department. Submitting a questionnaire is a mandatory prerequisite for completing the practice and getting a grade.

**Practice Supervisor Questionnaire** contains the following statements, each of which has to be rated on a scale – **excellent, good, average, poor, cannot judge**:

- 1. Ability to take responsibility for the tasks to be performed**
- 2. Ability to plan, organize, coordinate and control economic activities**
- 3. Ability to identify customer needs, to predict customer behavior change and**

respond flexibly

4. **Ability to perform daily commercial transactions**
5. **Ability to collaborate and establish, coordinate and control effective communication between clients and company staff**
6. **Ability to organize one's work, to work independently and to raise professional qualification**
7. **Ability to take responsibility for the results of one's professional activity**
8. **Ability to communicate in the state official language and at least two foreign languages**
9. **Ability to adhere to professional ethics**
10. **Ability to use information technologies for carrying out one's activities**
11. **Ability to ensure compliance with the legal norms of labor relations**
12. **Ability to navigate in and observe business, employment, financial (tax) regulations and other laws and regulations that are relevant to the activity of business specialist**
13. **Ability to comply with environmental protection legislation**
14. **Ability to draw up business plans and implement them in company operations**
15. **Ability to analyze and evaluate company's economic performance indicators, to make proposals for their improvement**
16. **Ability to identify and analyze risks of economic and financial activity**
17. **Ability to analyze specifics of the company's fixed asset and current asset movement**
18. **Ability to represent the company in dealings with other companies and institutions**
19. **Ability to draw up internal reports and reports, ensure communication between personnel at all levels regarding information contained in surveys and reports**
20. **Ability to analyze the quantity of required deliveries, quality of supply and evaluate its impact on the company's performance**
21. **Ability to understand and appreciate the importance of innovation in business**
22. **Ability to monitor rational use of available material resources, to analyze, plan, and secure the stock**
23. **Ability to understand the mechanisms of market competition, pricing policy and market behavior of competitors**
24. **Ability to analyze, define and implement sales promotion measures for a product or service**
25. **Ability to organize labor protection measures and to control compliance with labor protection requirements**

After each practice in all study programs, the Study Department conducts survey summarization by electronically entering the answers and summarizing them by study year.

All Management College graduates must complete the **Graduate Survey**.

**Graduate survey** includes the following questions:

1. **In which academic year did you graduate from College?**

Suggested answers: *2016/2017 study year; 2017/2018 study year; 2018/2019 study year*

2. **How do you evaluate the quality of study program in general? (1 - very bad, 5 - very good)**

Scale: 1-5

3. **Please rate the following aspects of the study program quality (1- very bad, 5- very good)**

Scale: 1-5

**Categories to evaluate:**

Work of lecturers

Work of study program director

Work of methodologist

Work of website administrator

Work of the MC Administration

Access to literature

Practice organization

Extra-curricular activities

4. **How do you evaluate conformity of the knowledge, skills and competences acquired to the labor market? (1 - very bad, 5 - very good)**

Scale: 1-5

5. **How do you rate the usefulness of studies - time, resources spent in relation to the gained experience, knowledge, contacts, etc.**

Scale: 10% - 100%

6. **Would you recommend a friend to study in the MC (multiple answers are possible)?**

Suggested answers: *Yes, because I gained new knowledge; Yes, because I gained valuable experience; Yes, because I made new friends; Yes, because I got my diploma; No, because I did not gain new knowledge; No, because I did not gain valuable experience; No, because I wasted my time; No, because I wasted my money*

7. **Who was/is the director of your study program?**

*Open-ended question*

8. **Who was/is the methodologist of your study program?**

*Open-ended question*

**9. Did you visit the library? Why?**

*Suggested answers: Yes/No*

**10. Which subjects did you find most useful?**

*Open-ended question*

**11. Which subjects did you find unnecessary?**

*Open-ended question*

**12. Who do you think are the best lecturers? Why?**

*Open-ended question*

**13. Which lecturers you did not like? Why?**

*Open-ended question*

**14. Did the MC diploma help/will help to shape your career?**

*Suggested answers: Already did help; Hope that will help; Unlikely; No, won't help*

**15. You are:**

*Suggested answers: Business Manager/Deputy Manager; Head of Unit/Deputy Head; Manager; Technician/ Service Officer; Housewife; Unemployed; Other*

**16. Place of work (company, organization):**

*Open-ended question*

**17. Do you think the acquired study program complies with the latest development trends?**

*Suggested answers: Complies; Does not comply; Other*

**18. How do you evaluate the importance of the education acquired in finding an existing job or starting your own business?**

*Scale: 1-5*

**19. How does the obtained qualification correspond to your work duties?**

Suggested answers: *I have good theoretical and practical training, ability to immediately and independently perform my duties; After a short training/introduction to the job, I am able to perform my job duties; I had good theoretical preparedness, but insufficient practical skills; I had good practical skills but poor theoretical knowledge; I had to start from the basics; Other*

**20. Do you continue to study?**

Suggested answers: *Yes, in Bachelor's study program; Yes, in another first level study program; Maybe I will study; No, that's enough*

**21. In which university?**

*Open-ended question*

**22. In which program?**

*Open-ended question*

Survey is conducted electronically, questionnaire form is prepared in the College's *Office 365* account service *Forms* and sent to the graduates via E-mail. Survey is conducted anonymously.

Results of all surveys are summarized and submitted to the College Administration.

Head of the Distance Learning Department collects data from all the surveys conducted by the MC (student survey *Study Course Assessment Questionnaire*, Practice supervisor questionnaire and College Graduate surveys).

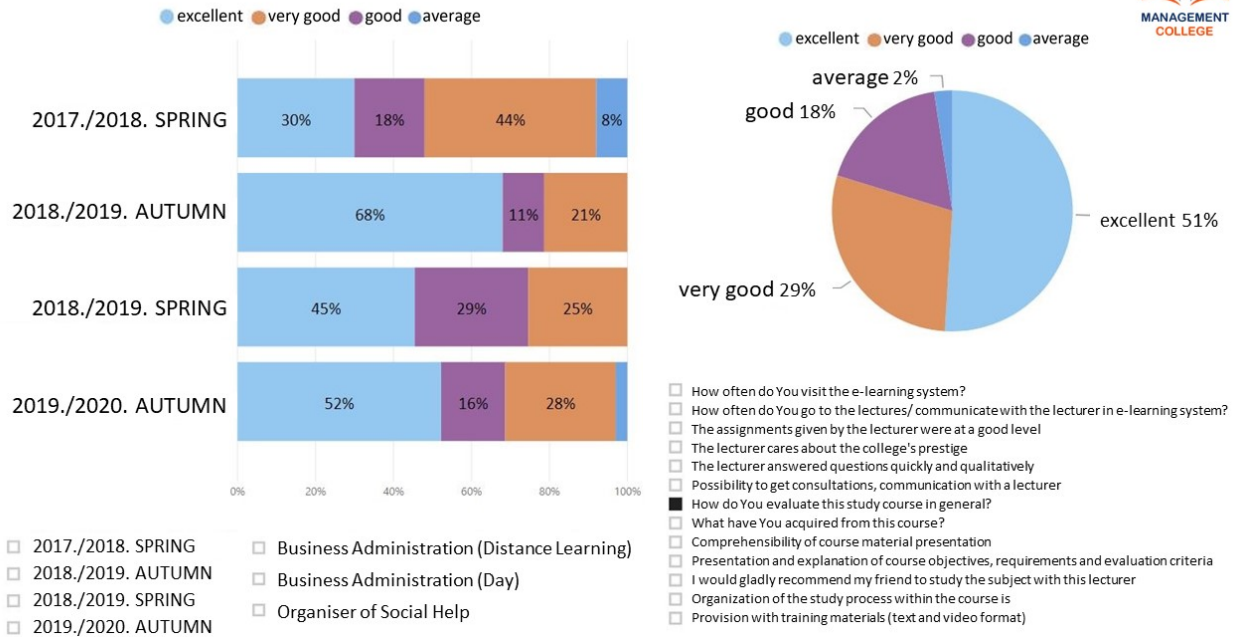
**Study Course Assessment Questionnaire or student questionnaire** responses are summarized after each semester of each academic year in an .xlsx or .csv file. At the end of survey, all responses are deleted from the survey activity so that it would be available for the next survey period. Survey result file is available to the College Administration in the *Office 365* account file repository; for lecturers the summary is available on the Distance Learning website at the course *Help for lecturers*.

Results of each semester survey are added to the existing data, thus forming a common repository of student answers. First survey was conducted after spring semester of study year 2017/2018.

Head of the Distance Learning Department performs data analysis and visualization in *Power BI* environment using an answer file.

Section III, Figure

## How do You evaluate this study course in general?



Visualization allows looking at all survey questions in all study programs and semesters, thus allowing to compare data across different sections. Visualization is used to plan the work during each semester, to improve the work of lecturers and the content of study course.

Visualization is available to the MC Administration and to lecturers in the distance learning website course *Help for lecturers*, which is available to all Management College staff members.

At the end of each semester test session, head of the Distance Learning Department submits to the Director of MC a summary of the data on respective semester and data comparison with the previous semester in the form of a printed report.

**Practice supervisor questionnaire** is filled in after each practice. Questionnaire data from written questionnaires are collected electronically in .xlsx or .csv per study year. Data file is available to the College Administration in the *Office 365* account file repository. Head of the Distance Learning Department submits to the Director of MC a summary of the data of respective academic year. For lecturers summary of the data is available on the distance learning website in the course *Help for lecturers*.

Graduate survey is conducted after each graduation, surveying graduates of the respective academic year. Answers are received electronically in an .xlsx file that is automatically generated in the College *Office 365* account environment. All answers are summarized in a single file to form a comparison by study year. Data file is available to the College Administration in the *Office 365* account file repository. Head of the Distance Learning Department submits to the Director of MC a summary of the data of respective academic year. For lecturers summary of the data is available on the distance learning website at the course *Help for lecturers*.

Student self-government receives feedback on the results of surveys and study process improvement activities carried out as a result of surveys during joint monthly meetings with the Administration.

Head of the Distance Learning Department of Management College collects data from all College

surveys (student survey *Study Course Assessment Questionnaire*, *Practice Supervisor Questionnaire*, and *College Graduate Survey*) in a graphic manner using options of *Power BI* and *Excel Pivottable*. Analysis allows to follow the dynamics of student answers, to draw conclusions and to give suggestions for future work planning. All surveys have a comment section that allows students, practice supervisors and graduates to express their views on College work, including open-ended responses.

Results of surveys and data comparisons are presented to the College Administration, which uses the data for next semester and academic year. Results of the *Study Course Assessment Questionnaire* which also provides data on specific study courses and their lecturers are also available to the lecturers. If necessary, College Administration conducts individual interviews with the lecturers to improve the content of the course and teaching.

### **Examples of survey result analysis and College performance improvements**

Based on the results of surveys at the end of each academic semester and academic year, College Administration and Methodological Commissions make changes in study planning and organizational work. An important indicator is student comments and answers to the open questions.

- Necessary improvements and solutions identified during the spring semester of academic year 2017/2018.

Finding: Students in surveys (also in interviews with practice supervisors) point to a lack of understanding of practice procedure, lack of clear structure of the practice and difficulties in writing the practice report.

Action of College Administration: after deciding on the best options to improve practice, it is planned to introduce practice diaries from academic year 2018/2019 divided by planned practice weeks where practice activities are written down. Introduced practice diary helps students to create a practice report and see a structured sequence of practice activities.

Finding: students express dissatisfaction with the procedure of examination in some courses – the lecturer is not available in *Skype* or *SkypeforBusiness* environment within the specified time frame, and there is also a delay in the beginning of the exam.

Action of College Administration: after conversations of the head of program with the lecturers, it is discovered that the main problem with proper examination procedure in *Skype* is technical – not all lecturers manage to connect properly and students often do not understand the examination procedure – who has to connect to the *Skype* account – student or lecturer. To solve the problem, several lecturers designate specific College rooms with a technically secure workplace suitable for using *Skype* as the location for the exams. Study methodologist is present at the time of the exam and, if necessary, assists with technical issues. When organizing the exam session of the next academic year, the head of Distance Learning Department asks lecturers to indicate the time and circumstances of the exam (connection sequence), as well as the *Skype* username if the exam is scheduled online.

In the fall semester of academic year 2018/2019, individual lecturers also offer the examination in person, providing the opportunity for students who do not have access to *Skype* to take the exam.

- Necessary improvements and solutions identified in the autumn semester of academic year 2018/2019

Finding: students express the need to waive the requirement to retain elaborated and defended qualification papers in CD format, since electronic versions of the qualification paper are also uploaded to the distance learning site, and CD-writers are becoming less common on students' computers.

Action of the College Administration: a decision is made to waive the requirement to record and submit the qualification paper in CD format in the following semesters, with the sole option to submit an electronic version of the file with the final version of qualification paper to the distance learning site.

Finding: part-time business management students, who are mostly foreign citizens, express dissatisfaction with the too early start of lectures, which is difficult to reconcile with late work shifts and acclimatization problems.

Action of the College Administration: methodologist of the Study Department rearranges the schedule of classes, moving the beginning of lectures from 9:00AM to 9:30AM. Likewise, as far as possible, the beginning of lectures on certain days is set at 11:10AM.

Finding: College students object to the placement of exam session calendar in *Google Calendar* because there is no direct hyperlink to the session month (it must be clicked separately) and not all mobile devices provide access to the calendar.

Action of the College Administration: head of the Distance Learning Division decides to post the calendar of the following exam session on the distance learning site using the *Moodle* calendar activity, which is made available to all lecturers and students. Benefits – a possibility to create direct link to the month of the session, to the relevant course on each day of the exam, as well as the distance learning system administrators have the opportunity to make sure that students view the calendar activity and thus are informed on the course of the session.

Given the declining number of positive responses to a number of questionnaire questions (in the question “Does the lecturer care about the prestige of College” in the spring semester of academic year 2018/2019, the answer Yes had dropped from 93% to 79% compared to the previous semester; “Possibility to receive consultations, communication with lecturer” in the spring semester of academic year 2018/2019 the answer *Satisfactory* increased from 0% to 14% compared to the previous semester), a decision is made on the need to update the College Code of Ethics. New version of Code of Ethics approved during College Council Meeting on 11/03/2019 includes basic requirements for lecturers:

“To observe a culture of respectful interpersonal relations, to ensure objectivity of the information, its timely circulation and, where necessary, its confidentiality”; as well as “To be aware of one’s special place and responsibility, to set an example for observation of moral standards” and so on.

- Necessary improvements identified during the spring semester of academic year 2018/2019

Finding: Student surveys show the need to improve access to electronic resources, as well as the need to educate students on how to work with library databases – commercially available literature can be very expensive and offer of library is often the only resource available to students, but its use is hampered by a lack of knowledge of catalog use. Evaluation of the quality and availability of electronic resources in the survey data is also falling (in the autumn semester of 2018/2019 it was *very good* – 2%, *good* – 28%, but in the spring semester of 2018/2019 – *good* – 9%, *very good* – 16%) .



Action of the College Administration: on academic year 2019/2020 cooperation with the National Library of Latvia was started on student training in the use of electronic catalog. Head of the Distance Learning Department is improving the repository of electronic resources available in the distance learning system, creating a comprehensive list of 27 books, scientific journals, electronic catalogs, and list of academic terms with links in Latvian, English, and Russian language. Lecturers are instructed to update the list of literature, listing the sources available in the electronic catalogs.

Finding: part-time students of business management who are foreigners express a wish to additionally learn Latvian language, with special emphasis on conversational skills, which are not always emphasized in study courses. There is also a growing demand for seminars on integration into European and Latvian culture every academic year, giving foreign students the opportunity to integrate into this foreign environment faster and better. Students highly appreciate the work of study methodologist with foreign students, who tirelessly and patiently explains the study process and peculiarities of everyday life in Latvia.

Action of the College Administration: a decision made to organize a Latvian language club from the spring semester of academic year 2019/2020, where students will be able to participate voluntarily and improve their conversational skills. It is planned to involve Latvian students in the language club if they will wish. Similarly, in December 2019, a lecturer of Pakistani origin, a Master of Business Administration, was admitted to the ranks of College lecturers; one of his functions will be mentoring work with foreign students and also promotion of Latvian language learning.

### **Summarization of student questionnaires for the autumn semester of academic year 2019/2020 reveals improvements in several positions of student assessments.**

Distance learning site visiting compared to the spring semester of academic year 2018/2019 has increased in position *1-2 times a week* from 21% to 89%.

Communication with lecturers compared to the spring semester of academic year 2018/2019 has increased in position *3 to 4 times* from 16% to 89%, and in the position *once during the study year* has decreased from 11% to 0%.

Quick and qualitative response of the lecturer compared to the spring semester of academic year 2018/2019 has increased in the position *Yes* from 95% to 100%.

Evaluation of study courses in comparison with the spring semester of academic year 2018/2019 has risen in the position *Excellent* from 63% to 74%.

Provision of study materials compared to the spring semester of academic year 2018/2019 has risen in the position *Excellent* from 68% to 74%.

The need to seek additional sources of information compared to the spring semester of the academic year 2018/2019 has increased in the position *Was not required* from 5% to 68%.

Achievement of planned results compared to the spring semester of academic year 2018/2019 has grown in the position *Yes* from 68% to 84%.

A slight drop in the questionnaires of the autumn semester of academic year 2019/2020 is seen in the question *Relation of the acquired knowledge, skills and competences to real life*. This issue was already raised in the autumn of last year during the Student Council meeting with College Administration. With this in mind, the issue was discussed at the Methodological Committee meeting and one of the suggestions was to organize guest lectures with business practitioners, and it took place at the end of the fall semester, and guest lecturers, business owners and staff are scheduled to be invited to College on a regular basis.

### **Other examples from the student survey results comparing the last two semesters**

Comparing the responses of the Business study program extra-mural students in the autumn and spring semesters of the academic year 2018/2019, there is an increase in positive responses to the question "Would you recommend a friend to take a course with a particular lecturer". (Answers Yes - 76% in fall of 2018/2019 and Yes - 84% in spring semester of 2018/2019)

Organization of the study process within the study course in the autumn semester of academic year 2018/2019 and in the spring semester of academic year 2018/2019 is consistently assessed as *fully satisfied* - 100%.

Balance of theory and examples in autumn semester of academic year 2018/2019 and spring semester of the academic year 2018/2019, the rating is always appropriate - 100%.

Benefit from the study course in the autumn semester of academic year 2018/2019 and spring semester of academic year 2018/2019 - improved my knowledge, skills and competences - 100%.

### **Excerpts from student reviews:**

- Concise, thoughtful, wide range of materials.
- Very interesting and comprehensive subject.
- Very good lecturer who knows how to make lectures interesting. I liked the practical works we did during the lectures - discussions, etc.
- Thank you for your interest in us.
- Thanks to the lecturer! I particularly appreciate the fact that the practice report is divided into weeks (diaries). This gives an opportunity to add to and correct the shortcomings when you get an assessment for that week before submitting the final practice report.
- Thank you! Studying this subject, I have made important decisions about my future role in my workplace.

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

Six students are currently undergoing a procedure set by the MC to practice in the spring semester of the academic year 2019/2020 within the framework of Erasmus+ mobility to Denmark, Germany and Italy. At present, full-time students are showing more interest in Erasmus+ activities than part-time or extramural (distance learning) students. This is understandable because these students work full time, have families, do not choose to leave Latvia for a longer period of time. On the other hand, some distance learning students already live and work abroad.

One of the students was in exchange for studying at *Libera Università degli Studi Maria SS Assunta di Roma* in Italy (see his video on the MC website - <https://mcollege.eu/lv/musu-students-erasmus-programma/>).

Two students were on practice in Italy and Poland.

### **Outgoing student mobilities**

Name	Projekt	Country	Institution	Date	Purpose
Saidjahon Ahmathonov	Nr 2017-1-LV01-KA103-035384	Italy	Libera Universita degli Studi Maria SS Assunta di Roma	02.10.2017-17.02.2018	Studies
Oybek Rakhimov	Nr 2018-1-LV01-KA103-046828	Poland	I3K International SP 2.0.0	01.06.2018-31.08.2018	Studies
Zarina Fayzieva	Nr 2018-1-LV01-KA103-046828	Malta	European Foundation for support of culture	01.06.2018-31.08.2018	Studies

### **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

Since the MC field *Management, Administration and Real Estate Management* contains one study program *Business Management*, the compliance of resources and their provision (study base, information base (including libraries), materially-technical base and financial base) to the study program implementation regulations and achievement of study results, see Section III, Articles 3.1, 3.2, 3.3.

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

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

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

**Changes in the composition of teaching staff in 2017-2020**

<b>Academic year</b>	<b>Associate professors</b>	<b>Lecturers</b>	<b>Guest associate professors</b>	<b>Guest lecturers</b>	<b>Total</b>
2017/2018	2	11	3	1	17
2018/2019	1	10	2	9	22
2019/2020	3	12	3	7	25

In the academic year 2017/2018, the study program was implemented by 17 lecturers, 13 of them were elected lecturers. Based on the results of the analysis, it can be concluded that the qualitative composition of teaching staff has increased, which is confirmed by the data in Section III, Table 5. In academic year 2019/2020 the study program is implemented by 25 lecturers, 6 of them have Doctor's degree in a relevant field; 7 of them are studying in doctoral level; for 4 lecturers the MC is the main place of election. Consequently, it can be concluded that the qualitative composition of the teaching staff has increased.

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

Teaching staff involved in the implementation of the study program are highly qualified and competent to provide students with the necessary research skills, theoretical knowledge, skills and competences. Qualification of the teaching staff complies with the criteria specified in Sections 32, 36, 38, 40 of the Law on Higher Education Institutions and complies with the requirements of point 16 of Regulation No 569 of the Cabinet of Ministers of September 11, 2018 "Regulations on education and professional qualifications of teachers and procedures for improvement of teachers' professional competence".

*See Appendix 6. Biographies of teaching staff (Curriculum Vitae Europass format)*

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and**

**the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

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

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

In accordance with the College development strategy and study direction development plan, academic staff is required to carry out scientific research activities to ensure that the study area is kept up to date with developments in the field of the study course. When directing study works, research works, and qualification works of students, academic staff engages students in research. Teaching staff of the College participates in Latvian and international scientific conferences, using the acquired information and experience to update study courses. There is a gradual increase of numbers of scholarly articles published in international peer-reviewed journals, such as:

1. **Liepa E.**, Hernik J., Grīnberga-Zalīte G., Matute A. (2016). Evaluation of Pharmaceutical Care Services' Quality in Latvia: the Case Study of "Meness aptieka" Latgale National Economy Research. Vol 1, No 8 (2016). – pp.52-60. **(ind. Index Copernicus and EBSCOhost Business Source Corporate Plus)**
2. Grinberga-Zalīte G., **Liepa E.**, Atkociuniene V., Hernik J. (2015). Society aging problems and their solutions in Latvia, Lithuania and Poland. Regional Formation and Development Studies. - Vol. 17, No 3 (2015), pp.51-59. **(Ind. EBSCOhost Business Source Complete)**
3. Grinberga-Zālīte G., Hernik J, **Liepa E.**, Papins A. *Evaluation Of Latvian Students' Learning Experience In The European Education Area*. Rezekne Academy's of Technologies journal of social sciences"**Latgale NationalEconomyResearch**"(ISSN 1691-5828, eISSN 2256-0955) **(ind. Index Copernicus and EBSCOhost Business Source Corporate Plus)**
4. **Gutmanis N.**, Grinberga-Zalīte G., Rivza B., Polovko S., Liepa E. "ENHANCING OF GREEN COMPETITIVENESS IN LATVIA: CASE STUDY OF DEVELOPING MARKETING STRATEGY FOR

ORGANIC BEEF PRODUCT", 18 International multidisciplinary scientific conferences SGEM 2018: conference proceedings, Albena, Bulgaria, 17 / Bulgarian Academy of Sciences. - Albena, pp. 335-342 **(indexed in SCOPUS)**

5. **Polovko S.**, Grīnberga-Zālīte G., "Defining social innovation: theoretical discourse" Proceedings of the International Scientific Conference "*ECONOMIC SCIENCE FOR RURAL DEVELOPMENT*", No 50 Rural Development and Entrepreneurship Jelgava, LLU ESAF, pp. 155-161 **(indexed in SCOPUS)**
6. **Polovko S.**, Grīnberga-Zālīte G., "Legal framework of Social Innovation" 18 International multidisciplinary scientific conferences SGEM 2019: conference proceedings, Albena, Bulgaria, 17 / Bulgarian Academy of Sciences. - Albena, pp. 248-252 **(indexed in SCOPUS)**

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

According to the *Statute of Methodological Commission* (approved on 30/08/2017 at the MC Council meeting, Paragraph No 3), Articles 4.3, 5.2, not less than twice a year, one month before the beginning of the semester, the study modules and their course descriptions are updated at the Commission meeting, inviting the lecturers of relevant courses and thus stimulating discussion on the content and avoiding overlapping of topics. According to the *Statute of the Methodological Commission* (approved on August 30, 2017 at the MC Council meeting, Paragraph No 3), Article 4.5, a study hospitation plan is developed every semester, where not only Commission members but practically all lecturers of the study program are appointed as experts, thus ensuring mutual hospitation and facilitating exchange of experience.

Teaching staff also co-organizes guest lectures within the framework of study courses, for example, a guest lecture by K. Kotāns, head of the Staff Selection Unit of *CV-Online, My Options in the Latvian Labor Market* within cooperation of study courses *Staff Management* and *Document Management*.

Educational seminars for lecturers are organized on a regular basis, for example, University of Latvia VDPK consultant, Mg.soc.zin. J. Kreicberga lead a seminar *Academic Honesty and Plagiarism Control*.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	III_1_2_ENG.xlsx	Statistika par studējošajiem pārskata periodā.xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Compliance of the study program with the state education standards.docx	Studiju programmas atbilstība Valsts izglītības standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Salīdzinājums ar profesijas standartu.ENG.docx	Salīdzinājums ar profesijas standartu.LV.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Kartējums2020EN.xlsx	Kartējums2020LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Studiju programmas plāns_ENG.docx	Studiju programmas plāns.docx
Descriptions of the study courses/ modules	Moduli2020ENG.docx	Moduli2020LV.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploms_PARAUGS.doc	Diploms_PARAUGS.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Ligumi ar augstskolām par iespējām studējošajiem turpināt studij.pdf	Ligumi ar augstskolām par iespējām studējošajiem turpināt studij.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Saistības_ENG.doc	Par saistību izpildes nodrošinājumu_LV.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Apliecinājums par angļu valodu_ENG.doc	Apliecinājums par angļu valodas prasēm.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	VK_ligums_EN_2020.docx	VK_ligums_LV_2020.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		