

CONFIRMED
RISEBA Study direction “Information and communication sciences”
The Council of the Study Programme
12.02.2024.

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Study direction
“Information and communication sciences”

SELF-ASSESSMENT REPORT

2020 – 2023

RISEBA Dean of the Faculty of Business and Economics, Professor, Dr.sc.administr. Iveta Ludviga

Riga, 2024

1. Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development fields,.

RISEBA University of Applied Sciences (hereinafter - RISEBA) is a private university with 30 years of experience, which offers competitive education and prepares high-level specialists and managers in business and creative industries to work in an international environment. The University was established in 1992. The University has 3 facilities where classes are held: the main building - Meža Street 3, the H2O Media Center, which is one of the greatest in the Baltics - Durbes Street 4 and the RISEBA Vocational secondary School "Victoria" Building - Daugavgrivas Street 8.

The Ministry of Education and Science of the Republic of Latvia has accredited RISEBA, and so far, all study directions having obtained the maximum accreditation term – 6 years: the study direction "Economics" has been accredited until 2027, the study direction "Management, Administration and Management of Real Property" - Until 2027, the study direction "Architecture and Construction" - until 2029 and the study direction "Arts" is currently in the process of obtaining accreditation.

RISEBA University is the first and only one of the Baltic universities to have obtained the prestigious accreditation of **European Foundation for Management Development (EFMD)** Business programs. The Bachelor's study programme "European Business Studies" and the Master's study programme "International Business" have been accredited several times – each time for a maximum term – for 5 years. EFMD accreditation currently is granted until 2025. RISEBA has also obtained International Quality Accreditation from the International Association for Management Development in Dynamic Societies (CEEMAN).

In June 2022, the new university's strategy RISEBA Strategy 2022-2027 (RISEBA stratēģija 2022.-2027.) was confirmed, which foresees RISEBA development as an internationally recognized University of Applied Sciences that, in addition to business and management programmes, would provide students with the opportunity to study communications science, audiovisual media art and architecture, thus making the university "a place where business meets art." The main goal of the university is to prepare competent professionals who are capable of operating in a changing and dynamic competitive international business environment, RISEBA seeks to ensure the integration of study programmes in different fields in order to achieve a high level of synergy between business and art.

The University's strategy has been placed on the e.riseba.lv platform so it is accessible to existing students and faculty, also made public on the University's website, giving any interested party the opportunity to view and ascertain the benefits and vision defined by the university for future development. On the website, the university's strategy is available: [here](#).

The defined main cornerstones for development in RISEBA Strategy are:

- Sustainable growth;
- International Competitiveness;
- Digital Transformation;
- Business impact;

In 2019, along with the impact of the rapidly changing external environment, RISEBA has formulated a new Mission, vision and core values of the university.

RISEBA Mission

Our ultimate purpose is to develop socially responsible entrepreneurs, leaders, managers and professionals for Latvian and international businesses and society through being a learning community that strives to be an international centre of expertise in the areas of business, art and technology by providing high quality, multidisciplinary, student centred, interactive, research and innovation-driven undergraduate, graduate, executive education and lifelong learning.

RISEBA Vision

We see ourselves as a sustainable and internationally recognised university of business, arts and technology - an entrepreneurial university that combines the capability to serve a wide variety of individual characteristics and needs for education and professional development through the use of distinctive teaching methods and innovative approaches that integrate the unique interdisciplinary paradigm “business meets art” and ultimately serve as a hub for networking of professionals in business and creative industries.

RISEBA CORE VALUES

Openness – We operate in an open-minded and morally healthy environment based on mutual trust and respect. We promote openness to innovations and creativity with an entrepreneurial spirit and attitude.

Excellence – We deliver excellence in whatever we do. Therefore, we relentlessly improve the excellence of our service and quality performance across all our activities, we act as a socially responsible organisation and develop socially responsible leaders and professionals. This is our way to positively impact the rapid and sustainable development of society.

Diversity - *We ensure a diverse, inclusive and multicultural environment by offering various study programmes, forms of study and training in different languages. We facilitate the continuous personal and professional development of our students, partners, and ourselves irrespectively of age, gender or sociocultural background.*

In RISEBA it is possible to obtain higher education starting from Bachelor to PhD level. We offer full-time and part-time study options. Studies are organized face-to-face and distance learning mode. Studies are carried out in Latvian language or English language.

There are three faculties established in RISEBA university: Business and Economics (BEF), Media and Creative Technologies, Architecture and Design. The three faculties afore mentioned are implementing five study directions (see Figure 1.1.).

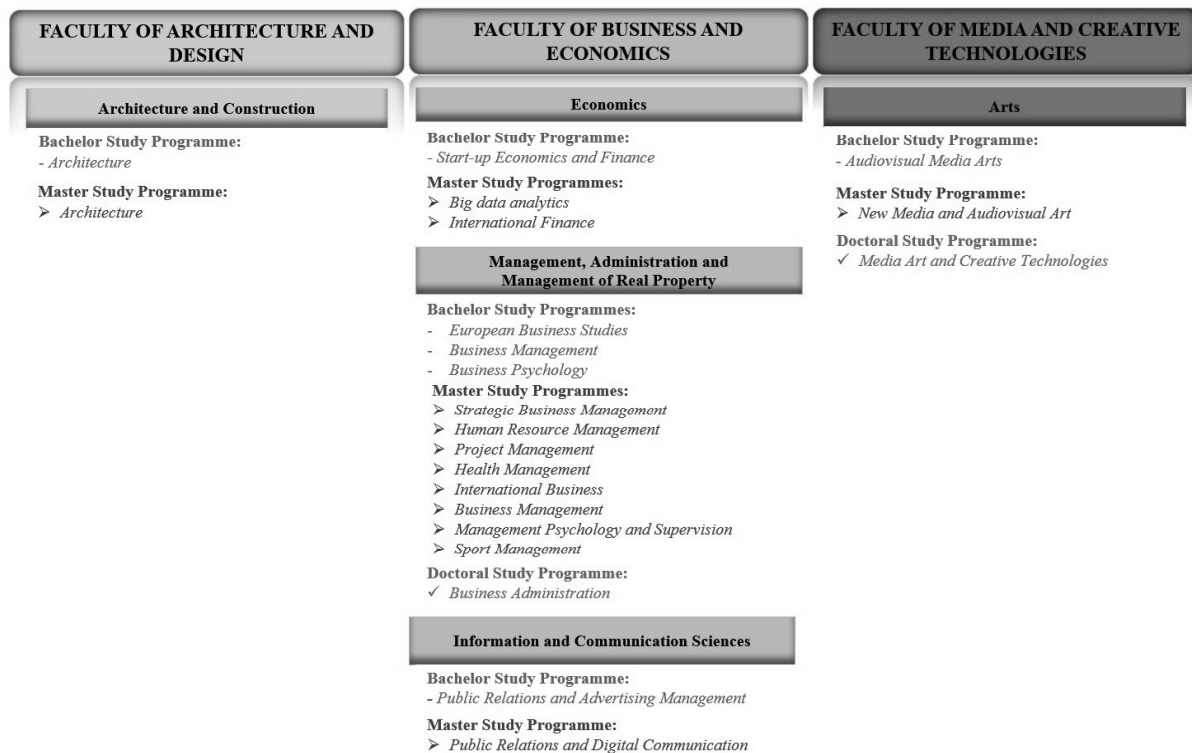


Figure 1.1. Division of study directions and study programmes corresponding to by faculty

Faculty structure, content and cooperation between study directions and programmes shown in figure 1.1. reflect RISEBA's interdisciplinary approach - *"the place where business meets art."*

Targeted cooperation between the study directions "Management, Administration and Management of Real Property", "Architecture and Construction", "Arts" and "Information and Communication Sciences" is developed in the following ways:

- Participation of faculty and students in joint international and Latvian-wide projects.
- Joint creation of the annual student scientific conference, representing study directions in different sections.
- Development of professional experience in joint methodological and exchange seminars.
- Possibility for students to choose C part study courses within the framework of another study direction.
- Joint corporate, Latvian tradition promotion and international cooperation activities.
- Interdisciplinary visualisation of premises in the facilities of the institution of higher education in Durbes Street 4 and Meža Street 3, for example, an exhibition of the works of prospective architects of the study direction Architecture and Construction is located in the premises of the faculty of Business and Economics.
- Joint start of studies: activities during the introductory week for undergraduate and master's programmes students of the 1st course (September 2022 and 2023 - Hackathon of design thinking).

The portfolio of the faculty of Business and Economics has the largest number of study directions and programmes, forming the largest mass in student division, but that was established historically because RISEBA was founded as a business institution of higher education, developing higher education at all levels, and as time went on, RISEBA transformed, defining new development directions. The breakdown of the number of students by study direction can be viewed in Figure 1.2.

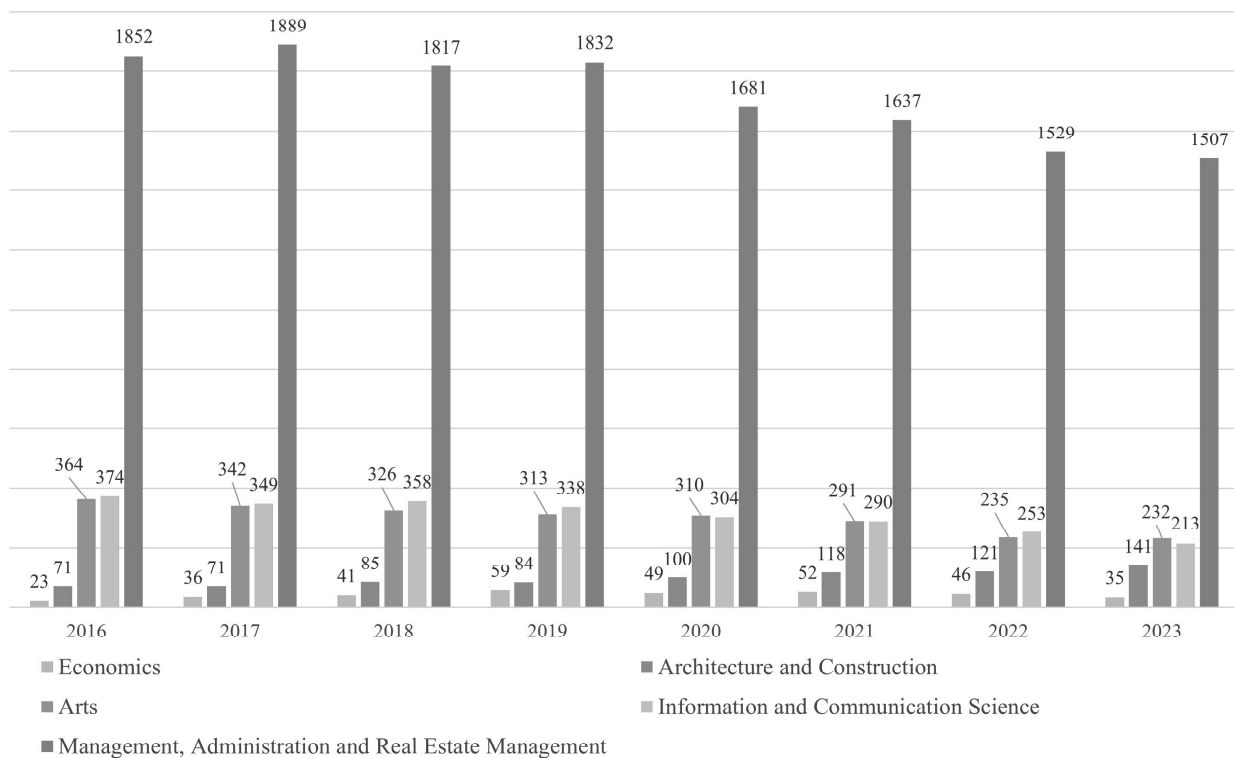


Figure 1.2. Breakdown of the number of students by study direction (data as of October 1, 2023.)

Since 2008, RISEBA has been working on the process to develop the study direction of “Information and Communication Sciences” and at the given moment, this is the second largest study direction according to the number of students in the university. There are currently 2 study programmes in this study direction. The breakdown of the proportion of students by study direction can be seen in Figure 1.3.

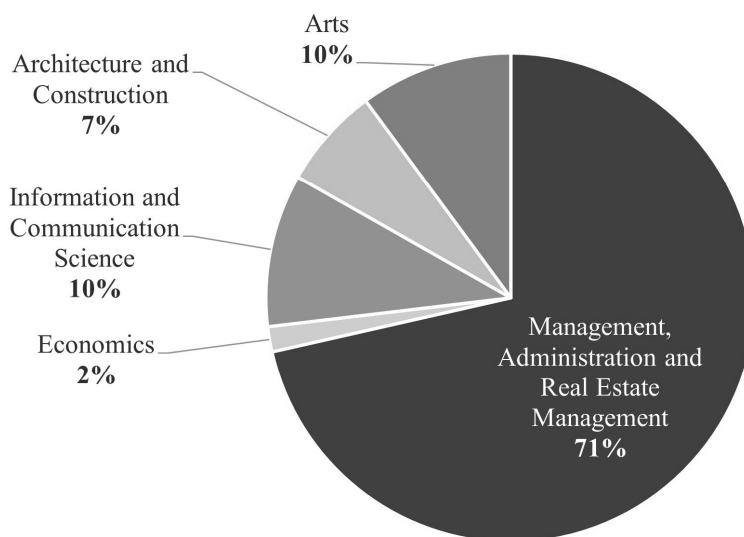


Figure 1.3. The breakdown of the proportion of students by study direction (data as of October 1, 2023.)

Over time, RISEBA has designed and developed new study directions - “Arts,” “Architecture and Construction” and “Economics.” The overall trend in the number of students since 2016 can be described as stable in the proportions between part-time and full-time studies, which are slightly changing in the recent years (see Figure 1.4).

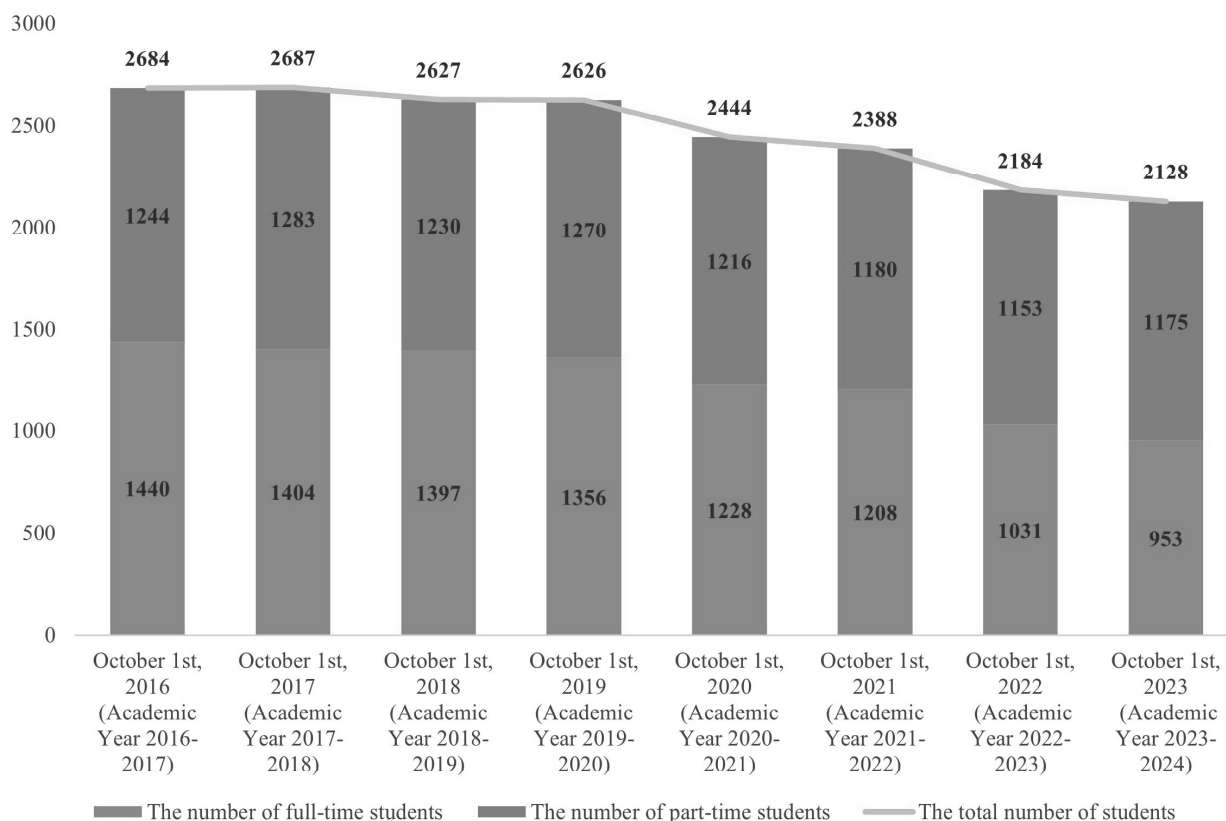


Figure 1.4. RISEBA student rate dynamics in full - and part-time studies (2016/2023, data as of October 1, 2023.)

It has been observed that during the last four years, the number of students in part-time and full-time studies has been decreasing. This is due to the fact that RISEBA has developed part-time study programmes, including in the mode of distance learning, providing students with the opportunity to study remotely, at a convenient time and place of their choice.

Due to the COVID-19 pandemic, there was a decline in the number of students in both full-time and part-time studies. The total number of students at the beginning of the 2022/2023 academic year (data as of 1 October 2022) reached 2184, which is by 204 students less than in the 2021/2022. academic year, on the other hand, at the beginning of the academic year 2023/2024, the number of students reached 2128, which is 56 students fewer than in the previous academic year, as shown in Figure 1.4.

Analysing the dynamics of the number of students at RISEBA university shows that according to the data provided by the Central Statistical Bureau (for Šajā akadēmiskajā gadā augstskolās bijis mazākais studijās uzņemto un studējošo skaits pēdējos 10 gados (aprinkis.lv), 2023, *Only in Latvian*) the tendency for the number of students to decrease corresponds to the overall dynamics of the number of students in Latvia (see Figure 1.5.).

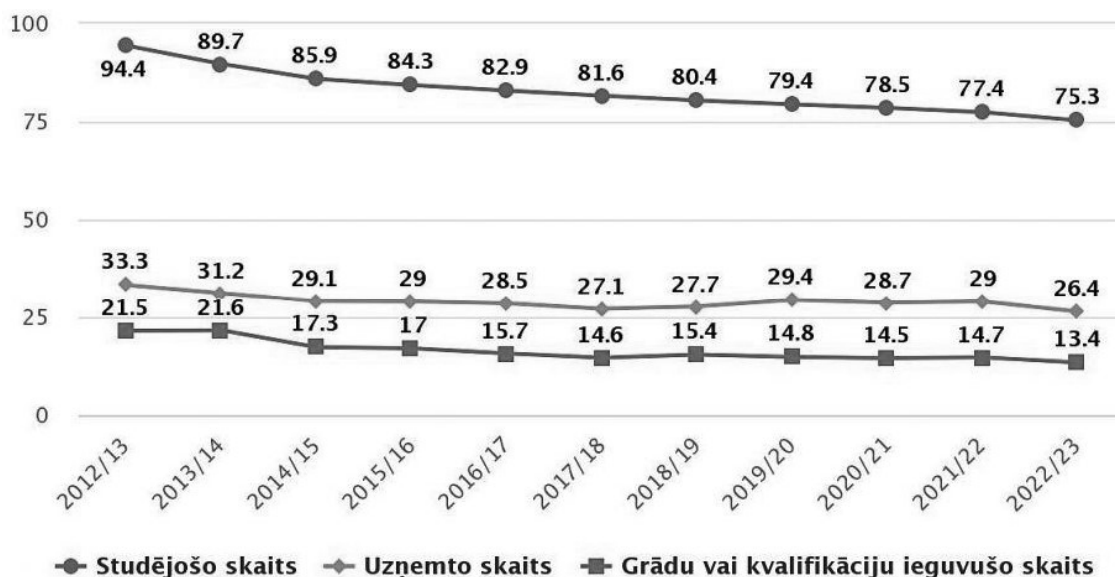


Figure 1.5. CSB data on the number of students enrolled, studying or with degrees and qualifications (Only in Latvian)

Being aware of the demographic situation in Latvia, several activities for attracting, retaining, and improving the quality of studies are carried out at the RISEBA university:

- Mastering new marketing markets and using digital advertising platforms;
- Enhanced cooperation with secondary schools in Latvia;
- Targeted cooperation with professional associations;
- Introduction of new digital tools in the study process, including project No. of the project "Digitalisation initiatives for the involvement of students and improvement of the quality of studies at the University of Latvia and in institutions of higher education of project co-operation partners": 8.2.3.0/22/A/006 within (DIGITEKA - RISEBA.lv);
- Development and implementation of an internationalisation plan;
- And other activities and measures.

1.2. Description of the management structure 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.

The management structure of RISEBA is based on The Law on Higher Education Institutions of Latvia and the Adizes methodology, which ensures the involvement of different levels of administrative staff throughout the process of establishing the structure of the university. On November 9, 2022, the Senate approved the new structure of the university, RISEBA (see Annex 2).

RISEBA obeys the power and authority of the decision-making bodies and collegiate decision-making bodies specified in The Law on Higher Education Institutions of Latvia. There are 4 main decision-making bodies in the university:

- **The Constitutional Council**, which is the highest collegial representative and management body of the institution of higher education and the decision-making body in academic and

scientific matters. It consists of 30 representatives and their proportional distribution: 60% of academic staff, 20% of administrative staff and 20% of students.

- **Senate.** A collegial management and decision-making body of academic staff responsible for university's excellence in education, research, creative activities, and development and compliance with internationally recognised quality standards. The composition of the Senate is recommended by the rector, but their distribution matches: 75% of academic staff representatives, 5% of administrative staff representatives and 20% of student representatives.
- **Rector of RISEBA.** Rector is the senior official of the university who exercises general administrative management of the institution of higher education and, on the basis of the general mandate and procuration granted by the owners of RISEBA, represents the institution of higher education.
- **The Academic Arbitration Court** is an institution representing the academic staff and students, which examines submitted documents of students and academic staff regarding restrictions or violations of academic freedom and rights, as well as examines disputes between officials of the university, as well as organisational management institutions which are in a relationship of subordination. The arbitration is made up of three members: 67% of academic staff representatives and 30% of student representatives.

There have been several collegiate decision-making institutions established in the university, which consist of both students and academic and administrative staff representatives, employers and graduates, depending on the type of institution:

- **Student Council,** which is a voluntary, independent institution for representation of students' rights and interests in the university. It consists only of the students studying in the corresponding university.
- **Study Programme Councils,** whose purpose is to evaluate and update the content of the study programme in accordance with the development tendencies of the industry, the needs of the society, the learning capacity of students, the effectiveness of student evaluation procedure, student satisfaction with the relevant study programme, the support provided by the university in studies, the study environment and its conformity with the objective of the study programme, as well as to gather proposals for the university's Quality Policy. The study programme councils consist of a minimum number of stakeholders, namely a representative of the administration, a faculty member from the corresponding study programme, a representative of the professional industry concerned, a student representative, and a representative of graduates.
- **The Ethics Commission,** which lists, records all received reports and cases regarding violations of ethical norms and has the right to impose sanctions for non-compliance with ethical behavioural norms, as well as carries out supervision of compliance with the Code of Ethics. The composition of the commission is determined and approved by the Senate, however the proportional distribution shall be 20% of the representatives of the academic staff, 80% of the representatives of the administrative staff.
- **The Appeals Commission,** which examines students' appeals for violations of the State examination procedure and/or ethics. The commission is composed of representatives of the administrative staff but can also include and invite representatives of academic staff.
- **The Methodological Council** is a collegial institution which examines and makes decisions in study matters, organizes the work of methodological seminars, as well as reviews general study issues of importance of the university and approves the relevant regulatory documents. The purpose of the Methodological Council is to improve the study process of the university. The composition of the council is by proportion: 40% of academic staff, 50% of administrative staff and 10% of student representatives. And other commissions, for

example, the Admissions Commission, Commission for the Recognition of Prior Learning, the Commission for the Evaluation of the Compliance of Applicants with Academic Positions, the RISEBA International Board of Advisors, the RISEBA/BA/VeA Joint Council of Professors in the field of Leadership Science and Economic Sciences, the Scientific Committee, the Promotion Council, would achieve the of competences acquired outside formal education or professional experience and previous in education.

For a detailed description of the mandate of the decision-making bodies of the RISEBA University, the division of the parties involved and a list of the documents governing the activities of the decision-making bodies, see Annex 3.

The visualisation of the interaction between the above-mentioned decision-making bodies is shown in Figure 1.6.

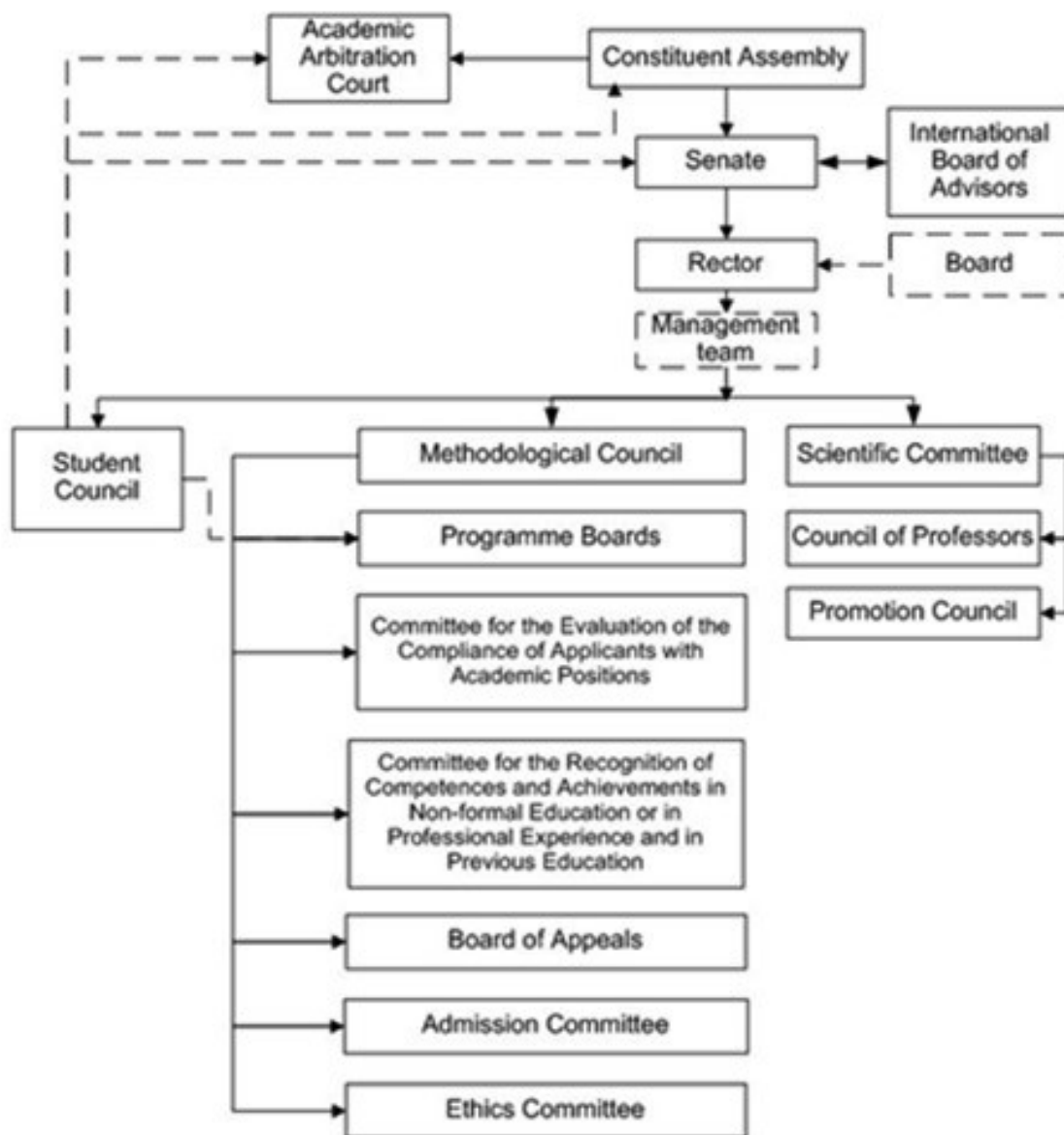


Figure 1.6. Interaction between the RISEBA decision-making bodies.

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. Description of the

stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

RISEBA's **Quality Policy** is based on the RISEBA strategy and its defined values. The quality management in RISEBA is implemented and developed in accordance with European standards and guidelines for quality assurance (ESG), the criteria of the European Foundation for Management Development (EFMD) system for Accreditation of Study Programmes (EPAS). The university aims for excellence by introducing a European Foundation for Quality Management (EFQM) model, including RISEBA's use of the principles of continuous development – defining the results to be achieved, identifying the measures to be taken and implementing them, assessing performance, and making the necessary improvements (RADAR). RISEBA quality policy ensures that RISEBA creates a quality culture in which everyone (students, faculty, staff, and other external stakeholders) systematically takes measures to improve quality, including the development of study programmes, study process and research.

The goal of the RISEBA Quality Management System is to meet the quality criteria requirements of the Republic of Latvia and the European Union, ensure the monitoring of these criteria, and implement a continuous improvement process to ensure that services fully comply with the requirements of clients, legislators, and supervisory authorities. The Quality Management System provides the necessary preparation of specialists for the international labor market within the study process, ensuring that they are not only knowledgeable and skilled in their respective fields but also prepared for professional life in terms of values and attitudes.

Quality Assurance **tasks** defined by RISEBA:

- Prepare high-level specialists, in accordance with market demand and the requirements of regulatory enactments;
- Strengthening academic quality and freedom;
- Ensuring competency-based education;
- Promote student-centric learning, teaching and evaluation;
- To promote the satisfaction of internal and external clients (students, employers, and employees of the university);
- Promote the efficiency, competitiveness, and flexibility of the work of the university;
- To promote the scientific potential of the university;
- Strengthen academic honesty;
- Improve RISEBA quality management;
- Improve the image of the university in society and its international competitiveness.

Students, faculty, staff, and external stakeholders are actively involved in quality assurance, improvement of study programmes, study process and research. The quality policy has been disseminated, explained and is binding to all RISEBA staff. They must comply with the policies laid down in their work and meet the requirements laid down in their duties. The policy is published on the RISEBA website (see: [here](#)) and is easily accessible to all staff, clients and other interested parties.

The RISEBA Quality Policy is described in detail in the RISEBA Quality Management System Manual, which is available for all staff. The quality management system defines the structure of the organisation, the responsibilities and obligations of the staff, the objectives, formulation and scope of the quality policy, as well as the structure and description of the core quality operational processes of RISEBA and the structure and description of the documentation related to it. The

processes described in the RISEBA Quality Management System Manual cover both core activities, management and support or resource management processes and also define the quality indicators and criteria.

The following **mechanisms** are defined for the implementation of the quality system:

- Stakeholder questionnaires, analysis of results and improvement;
- Analysis and improvement of employer (internship) feedback;
- Annual evaluation of faculty and administrative staff and their plan of development;
- Hospitalisation of lectures;
- Definition and improvement of minimum requirements for the development of study courses;
- Quality testing and improvement of study course moodle platform;
- Support for students and faculty to improve the quality of studies;
- Implementation of methodological seminars for faculty;
- Training for administrative staff;
- Assessment of the performance of students (grades obtained during studies, study debts, evaluations of final works) and performance of improvements;
- Monitoring of study breaks (academic leaves) and taking preventive measures for reduction of dropouts;
- Annual self-assessment of the institution (annual academic year report);
- Self-assessment and planning and implementation of improvements through EFQM, AACSB and EPAS principles;
- Annual self-assessment and development planning of study directions and programmes;
- Self-assessment of the study programme and direction for accreditation and plan for implementation of recommendations;
- The development and implementation of the operational and development plans of the departments, the functional strategies;
- The setting and implementation of the institution's medium-term strategy and its annual priorities;
- Development and improvement of proposals;
- Review of quality mechanisms;
- Troubleshooting and consideration of proposals;
- Acquisition of good practices by participating in external quality evaluation for other institutions.

For more detailed information, see Chapter 2.2 (*Internal Quality Assurance system efficiency*) of the self-assessment report.

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 2(1) of the Law on Higher Education Institutions 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 justification.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	According to the RISEBA Strategy, a quality system has been developed at the university. It includes a quality policy and a quality manual (project) with defined processes, regulatory acts (regulations, procedures, rules, methodological instructions, and manuals), and responsibilities to meet all the requirements specified in the Higher Education Institution Law. Not only RISEBA staff, faculty, and students are involved in ensuring the quality process, but also alumni and employers and others. The quality policy is published on the RISEBA website in two languages and is freely accessible to everyone. For an extensive description of the quality assurance system, refer to section 2.2 of the self-assessment report. The list of regulatory documents with links to them is available in Annex 1.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	RISEBA has developed and the Senate has approved the "Regulation on the procedure for development, approval and supervision of a study programme" (NL0086), which outlines the procedures for programme development and approval, the annual self-assessment process for study directions (including study programmes), the process for making changes to the programme, as well as the procedure for programme closure. Each year, the program director prepares a characterization of the study programme for the previous year, analyzing the programme's strengths and weaknesses, opportunities and threats, statistical data, student evaluations, process evaluations, faculty composition, and its impact on quality, along with other significant information based on an approved structure. The program characterizations are reviewed in the study program council meeting and later presented to the management group and every RISEBA employee. The reports are approved by the Senate and subsequently published on the website for accessibility to everyone. More detailed information is available in section 2.2.2 of the self-assessment report. Additionally, a link to the NL0086 "Regulation on the procedure for development, approval and supervision of a study programme" is included in Annex 1.

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>The study programme has defined objectives, tasks, and achievable programme outcomes in accordance with the mapping methodology, which are aligned with the outcomes of individual courses. For each study course, a course description has been developed and approved (according to the approved template in the methodological council (VV009)), where the course faculty member specifies the planned assessments, their evaluation criteria for the grades, as well as the weightings for the final evaluation. Before the scheduled lectures, the faculty for the respective study course will upload the course description to the course's site on e.riseba.lv, making it accessible to all students. It is the responsibility of the instructor to familiarize students with the planned assessments and their evaluation criteria during the first class. For additional information, refer to section 2.1.5 of the self-assessment report.</p> <p>In 2022, a procedure for assessing the objectivity of study evaluations (PR 0051-01) was developed at the beginning of the year. This procedure entails collecting and accumulating information about student final grades during the 2022-2023 academic year and, upon its conclusion, compiling and analyzing the results. Special attention is given to those courses where the average student rating within the group is above 9 or below 5 points. As a result, the assessment methods and criteria for those courses are reviewed. Please refer to chapter 2.1.5., Annex 1 (PR0051) and Annex 17 for further details.</p>
4.	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>Following the RISEBA's mission, vision, and strategy, an Academic Staff Policy (PL0001) has been developed and approved, establishing internal procedures for ensuring academic staff's qualifications and work quality. In addition to the policy, RISEBA also has the "Annual Academic Staff Evaluation Procedure," "Work Performance Management System," and "Competency Model," as well as a provision regarding mandatory attendance at Methodological Seminars for professional development. More detailed information is available in sections 2.3.5, 2.3.6, and 2.3.7 of the self-assessment report and Annex 1, where links to the normative documents are provided.</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.	RISEBA conducts surveys of students, graduates and employers in accordance with the "Surveying procedure". The employment of graduates is monitored on the basis of annual reports provided by the Central Statistical Bureau. Detailed information is available in the self-assessment report and Annex 17.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	The "Regulation on the procedure for development, approval and supervision of a study programme" (NL 0086) establishes the annual monitoring procedure for study directions, including the presentation of key indicators, SWOT analysis, and a development plan to the management group, aiming to ensure continuous improvement of study directions (including study programmes). The self-assessment report reflects the activities carried out during the academic year, analyzes the strengths and weaknesses of the study programme, reflects the opinions of students and graduates on the study process and faculty performance, analyzes the course of programme implementation, and documents the necessary changes for future development. These findings are later discussed within the study program council, which includes representatives from RISEBA administration, faculty members in the specific study programme, students, graduates, and relevant industry representatives (employers). The council may recommend improvements to the content of the study programme to align it with contemporary market/industry requirements. Self-assessment reports are presented to the management group (including all RISEBA employees) to provide everyone with the opportunity to familiarize themselves with current information and analysis of the specific study programme. More detailed information is available in sections 2.2 and 2.3 of the self-assessment report.

2.1. Management of the Study Field

2.1.1. Aims of the study field and their compliance with the scope of activities of the higher education institution/ college, the strategic development fields, as well as the development needs of the society and the national economy. The assessment of the interrelation of the study field and the study programmes included in it.

The strategic objective of RISEBA'S ICS study field is to prepare competent, competitive, and socially responsible public relations, advertising, and digital communication professionals, leaders, and managers for work in Latvia and Europe, as well as to dynamically develop RISEBA within the framework of the Latvian higher education system so that the degree and diploma obtained are recognized both in the European labour market and are useful for continuing education in other European countries.

The ICS study field has been developed according to the mission, vision, and strategic cornerstones defined by the institution of higher education – sustainable growth, international competitiveness, digital transformation, and business impact. The ICS study field programmes have been developed in accordance with the principles of the Bologna Declaration and the requirements of the laws and regulations of the Republic of Latvia. The implementation of the programmes develops the information and communication sciences sector, internationalization, academic staff, as well as other aspects mentioned in the RISEBA Strategy.

ICS study field includes 2 study programmes: **the professional bachelor's study programme *Public Relations and Advertising Management*** (hereinafter - bachelor's study programme, shortened PRAM,) and the **professional master's study programme *Public Relations and Digital Communication*** (hereinafter - master's study programme, shortened PRD), after graduation of the master's programme there is an opportunity to continue studies in the doctoral study programme *Business Management*, with which RISEBA ensures the interconnection and continuity of the study field and included study programmes.

The content of the bachelor's study programme (PRAM) essentially involves the development of PR activities and promotional projects, the **master's study programme (PRD)** addresses public relations with a modern approach in the context of the organisation's overall digital communication as an integrated and creative process that contributes to the effective achievement of the organization's objectives. The bachelor's program allows students to specialize in either public relations or advertising. The master's study programme is intended for potential new heads of public relations/communications units, existing heads thereof from the public administration, business or public administration sector, specialists in the field of public relations/communication who wish to increase their qualification, acquire the necessary knowledge and skills to manage the public relations/communications unit. The programme is also recommended for employees in other areas whose profession has an important use of public relations to achieve the organization's communicative objectives.

Both programmes of the ICS study field have been developed in response to the needs and development trends of society and the national economy, as RISEBA, as a private institution of higher education, is a significant part of the revenue directly from study fees. Each study programme has its own economic and social justification, and uniqueness in comparison with other similar study programmes in Latvia and abroad, as well as they are related to each other. The conformity of the programmes included in the RISEBA ICS study field with the requirements of the economy is confirmed by the fact that demand for specialists in the sector is increasing in the Latvian labour market. The content of implementation of the programmes is regularly reviewed, and analysed in comparison with competitors (ICS study field at the University of Latvia, Rīga

Stradiņš University and its branch in Liepaja, Vidzeme University of Applied Sciences, Latvian Cultural College of the Latvian Academy of Culture, Business University Turība), improved based on opinions of students and graduates, as well as recommendations of specialists in the sector (by organizing meetings of the Programme Council at least once in semester, in which academic staff and representatives of industry, students and graduates take part).

Both study programs in ICS study field are available in Latvian and English, making them accessible to foreign students for full-time studies and to participants in Erasmus+ mobility programs. In the long term, this is seen as a major advantage both in attracting students and in promoting international visibility. The ICS study area brings to life RISEBA's slogan "The place where business meets art", as the study programmes include both creative study courses and courses in economics and management.

2.1.2. SWOT analysis of the study field 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 field 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 field for the next assessment period shall be provided.

Table 2.1.

SWOT Analysis of the Information and Communication Science Study Field	
Strengths (internal environment)	Weaknesses (internal environment)

<p>Experience in the implementation of the Bachelor's study programme since 2008; Change-motivated management and administration; Study opportunities - in Latvian and English; Foreign lecturers/ professors elected to academic positions at RISEBA; Good contact with the professional environment and cooperation with professional associations; A large number of professionals in the sector are involved in the provision of study courses, both as elected professors and guest lecturers; A large number of international partners and an increasing number of international students in the PRAM programme; Active participation of students in the development of the learning process; A large number of students from partner universities in the ERASMUS + mobility programme; Diverse and successful cooperation between RISEBA study fields, which ensures interdisciplinary study process and acquisition of good practice; The only bachelor's study programme with qualifications in advertising management (PRAM)</p>	<p>There are no joint study programmes or double degree programmes with Latvian and foreign universities (double degree cooperation with a partner university from Russia (RUDEN) was interrupted due to the political situation); Insufficient dynamics of the regeneration of the pedagogical composition; Specific field scientific activity is lower in comparison with other study fields of the Faculty of Business and Economics The prices of study programmes are relatively high;</p> <p>There has been no enrolment in the Master's course for 2 years; Planning problems due to the large number of freelance doctors. Unexpected change of field management and programme director prior to field accreditation.</p>
Opportunities (external environment)	Threats (external environment)
<p>The demand for sector specialists is increasing in the Latvian labour market Increasing of foreign students' interest in studying in Latvia Increasing sector digitalization and possibilities of using artificial intelligence; The cooperation interest of foreign partner universities The growing interest of young people in sustainability and its importance.</p>	<p>Demographic situation in Latvia and high migration, with a consequent decrease in the number of local students; The worsening economic situation in the country reinforces the importance of the price of the programmes; Increase in competition; Instability of higher education development policies; Shortage of qualified academic staff with PhD in communication sciences. The Ukraine-Russia war and its consequences. The threat of terrorism in the world, which in some cases also affects Latvia.</p>

To **maintain its strengths**, RISEBA needs to build on its long-standing experience in delivering study programmes in English and increase the number of students in the English groups of both bachelor's and master's programmes in the ICS study field. To ensure an international study

environment, more local students should be attracted to study in English language groups. To attract local students, the price difference between English and Latvian language programmes should be reduced (currently the price of a bachelor's programme prices are 2780 EUR for the full-time programme in Latvian; 2480 EUR (part-time programme in Latvian)EUR and 3460 EUR for full-time programme in English).

Attract more foreign elected lecturers to RISEBA academic positions (currently there are 2, but using internal resources there is already a possibility to increase this number to 4), as well as attract new foreign lecturers to the Faculty of Business and Economics (hereinafter – FBE). This will facilitate the entry of new sector-specific knowledge into Latvia.

Continued involvement of students in improving the study process. Starting from the academic year 2023/2024, RISEBA introduced a new activity *Student Council Meeting with the Rector*. The meetings are scheduled 2 times per academic year - at the beginning of the 1st semester and at the end of the 2nd semester. On 02.10.2023 the meeting of the RISEBA Student Council with the Rector Lūcija Rutka took place, where the tasks of the Student Council for the new academic year, the plan for their achievement, and the evaluation criteria were formulated. Particular attention was paid to the Academic Activities of the Student Council, which aims to involve students more in the evaluation of the study process and in making proposals to improve the quality of studies. The chairman of the RISEBA Student Council is 4th year student of PRAM.

Cooperation with professional associations continues, with the Latvian Advertising Association in the person of its Chairperson Baiba Liepiņa and the Latvian Association of Public Relations Professionals in the person of Kristīne Tjarve. Since 2022, several meetings have been held between the management of the ICS study field and the RISEBA University and colleagues of the above-mentioned associations (ZOOM records are available), as a result of which new lecturers from the professional environment have been attracted to the study field programmes, improvements have been made to the content of study courses in line with market needs, as well as the requirements for bachelor and master thesis have been revised and improved.

In order **to mitigate the weaknesses**, the ICS study field of the FBE implements and plans the following measures to improve the study field:

- In 2024, it is planned to start negotiations on the establishment of a joint study programme for both master's and bachelor's studies with a European partner university;
- In 2024, 2 new lecturers with PhD degrees from both Latvia and abroad will be attracted to the programme; and experienced lecturers from other FBE study fields have already been attracted to the programme. This will reduce the number of guest lecturers and avoid scheduling problems;
- To promote scientific activities specific to the ICS study field, in 2023 the scientific research field *Innovation, Business, and Communication Technologies* has been established, headed by Assoc. Prof. Valters Kaže, who involves lecturers, PhD students, and students (see Scientific research fields - RISEBA.lv). In order to increase the number of publications, a special issue dedicated to communication, digitalisation, and innovation research *Communication, Digital Technology, and Innovation* has been announced in the *Journal of Business Management* published by RISEBA, where both RISEBA lecturers and PhD students are invited to publish.
- To organise a session on communication, digitalisation and innovation research at the Spring Semester 2024 Undergraduate Research Conference, students of the study field are invited to participate;
- It is planned to gradually reduce the price difference between Latvian and English language studies by offering a discount for local students to study in English from the academic year

2024/25,

- Significant changes have been made to the master's degree programme: the title has been changed in line with industry trends towards digitalisation; the course offer has been revised; and the course content has been improved;
- In autumn 2023, the support plan for the involvement of new foreign lecturers in the study process was developed. The plan includes 6 steps and instructions for foreign lecturers to familiarise themselves with RISEBA study requirements, assessment of study results, and the use of the digital environment.

To **mitigate the threats and risks** posed by the external environment, RISEBA takes and plans the following measures to improve the performance of the ICS study field:

- Active work abroad to promote study programmes. Due to the decrease in the number of potential students because of the demographic situation, migration, and outflow of human intellectual potential abroad, it is necessary to activate the attraction of foreign students by implementing an active marketing policy in the Asian market, Western European as well and post-Soviet countries.
- A wide range of tuition fee discounts are offered, including for alumni, relatives, and business partners (Tuition fee discounts - RISEBA.lv). The plan is to gradually reduce the price difference between English and Latvian for local students;
- It is planned to attract new lecturers from among graduates and degree candidates of the RISEBA doctoral programme "Business Administration", whose research interests are related to marketing and communication.
- To attract more guest lecturers from ERASMSU+ partner universities, thus increasing the mobility of incoming lecturers.
- A support plan for students from Ukraine was developed in autumn 2022 and is still in place. Support is available in person and remotely (Psiholoģiskā atbalsta sniegšana karā cietušajiem ukraiņiem (tvnet.lv) *Only in Latvian*).
- Increasing civil security at the university. As of 1 November 2022, RISEBA has introduced the post of Responsible for Civil Security (Valērijs Dombrovskis). Every year, students and faculty members are briefed on civil security measures. In case of emergencies (as in November 2022 and September 2023), additional briefings and counselling are carried out, and psychological support is provided if necessary.

To **seize the opportunities** and build on labour market demand, we need to continue to improve the quality of our study programmes, providing a broad range of knowledge, skills and competencies in the field of communication, enabling graduates to succeed in a wide range of future roles. The opportunity to acquire in-depth knowledge of the field at the master's level should also be promoted during the bachelor's programme, thus ensuring continuity.

Based on the increasing digitalisation of the sector, the development of students' digital skills should be given special emphasis in the ICS study field programmes. In this area, RISEBA in cooperation with international partners implements projects, the results of which will be used in the development of the study process, such as Erasmus+ C-DISK "Certify Digital Soft Skills" (CUP G49J21017460006) and DIGITEKA *Digitisation Initiatives for Student Engagement and Study Quality Improvement at the University of Latvia and Project Partner Universities* project No 8.2.3.0/22/A/006.

Recognising the importance of sustainability in the development of society and the growing interest of young people in sustainability issues, FBE every study programme includes sustainability, ethics, and social responsibility. This trend is planned to be continued and deepened in the programmes of ICS study field, as well as to include the SULITEST (Sustainability Literacy Test Sulitest -

Mainstreaming sustainability worldwide) in the future (from the academic year 2024/2025) for both teaching and testing purposes.

Since 2022 RISEBA participate in the project *Assessment of competencies of students in higher education and their development dynamics during the study period* of the ESF project No 8.3.6.2 *Establishment and implementation of the education quality monitoring system* of the 2nd round 8.3.6.2/17/I/001 (No ESS2022/442) led by the Ministry of Education and Science and inter-university institutions of Latvia. The researchers from the project's lead university, RISEBA, have made a video (see Video - Caurviju kompetences: RISEBA pieredze | rektore Lūcija Rutka | izaugsmes centra vadītāja Anna Kvelde (youtube.com) (*only in Latvian*) on the promotion of the acquisition of transversal competences, including digital competences, in higher education institutions as one of the examples of good practice. Based on this approach of digital and pervasive competences, RISEBA plans to provide Latvian and international labour market competitive specialists and industry leaders in the future.

From the spring semester of 2022, students can receive psychological and career support at the university. The student support model has been developed based on the results of a student survey conducted in autumn 2021, which confirmed this need. PRAM programme students also underlined this need.

The development plan of the ICS study field is subordinated to the cornerstones of the RISEBA Strategy 2022-2027: sustainable growth, international competitiveness, digital transformation, and business impact. It was further developed in cooperation with industry professionals in autumn 2023 and covers the period up to 2027 in line with the RISEBA Strategy (see Annex 4).

2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field 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 field.

The main task of the management of the ICS study field and relevant study programmes is to ensure quality study programme content and quality study programme implementation and organisation in accordance with the normative documents of the Republic of Latvia and RISEBA University, see Figure 1.6.

The RISEBA Senate approves the documents regulating the academic and scientific activities of RISEBA.

The tasks of the management (management) of the ICS study field are to ensure the implementation and auditing of the programmes corresponding to the field of study, initiation of the development of new study programmes according to the demand, development, and renewal of the academic staff of the field of study, promotion of scientific and research activities corresponding to the field of study, popularisation of the programmes corresponding to the field of study.

The Faculty of Business and Economics (FBE) is responsible for the implementation and development of the IKZ field of study, the existence and development of scientific and academic staff, and methodological support. It participates in the development of new programmes relevant to the field of study and in the evaluation of the quality of existing study programmes. Contributes

to scientific research in the field relevant to the field of study.

The role of the study programme director is the most important in the implementation of the study programme, the main responsibilities are related to the development and implementation of study programmes: preparation of the study programme content and study plans, in cooperation with the directors of other programmes and study units to plan joint study courses in joint groups, to ensure quality implementation and organisation of the study programme, as well as modernisation, popularisation, and development in accordance with accreditation requirements, labour market requirements. The programme director shall perform his/her functions in cooperation with the programme board.

The aim of the **Study Programme Council** is to promote the development of the study programme, ensure its sustainability, and quality, increase the efficiency of studies, and interdisciplinary communication in line with market requirements. The task of the Study Programme Council is to supervise the strategic planning and implementation of the study programme (decisions are of a recommendatory nature). The Study Programme Council is composed of the Programme Director, representatives of the University administration, representatives of students and graduates of the relevant programme, representatives of employers in the relevant fields, representatives of the University The **Study Department** and the External Relations Department, in accordance with NL0039 Council of the Study Programme Regulations

The Study Department organises the study process from admission to the award of the diploma.

The Quality Manager supports and monitors the quality of the study process.

The professors' groups initiate and involve students in research work.

The External Relations Department promotes cooperation with other educational institutions in Latvia and abroad (between students and academic staff), involvement of foreign lecturers in the teaching process, organisation of student exchanges.

The Lifelong Learning Centre, in cooperation with the relevant department, carries out market research for new programmes, initiates the organisation of various events within the field/programme, and involves students in various activities.

Project Department informs RISEBA academic and administrative staff, and students about project opportunities, promotes scientific research using European and State support opportunities, and provides students with practical skills in project management.

The Creative Business Incubator supports students and graduates in starting and developing a new business; it offers its participants motivating mentoring and experienced business coaching sessions, advice and guidance in choosing a business model, developing a business plan, project management issues, accounting, and legal solutions, valuable experience in networking events, inspirational guest lectures and seminars as well as infrastructure support.

Student Career Development and Alumni Programme supports career start-up and further development, promotion of employment, and career planning.

The Student Council ensures the implementation of democratic principles in the administration of the University. The Student Council acts as a bridge between students and the University administration. RISEBA's student council is made up of students who organise University activities and student life. It represents students' interests in the Programme Councils.

RISEBA Quality Centre carries out systematic checks of study course websites in e.riseba.lv (Moodle) environment in accordance with MN0009 Minimum Requirements for Study Course Development. The results of the inspections are presented to the respective study programme

directors (see Annex 11), who discuss them with the teaching staff. Training on the use of the Moodle system and additional training on specific topics, including the new procedures, is organised once a semester to improve the course websites. For example, on 14.09.2023 a seminar on *New features of Moodle (e.rsieba.lv)* was held for all academic staff, due to the fact that Moodle was upgraded to version 4 in the summer.

RISEBA has improved and approved PR 0001 Document Management Procedure which updates the processes of document creation and approval. The Quality Centre provides support to process owners on issues related to the development of documents and their promotion for approval. During the reporting period, 20 internal regulatory documents (regulations, procedures, and policies) have been updated or improved to improve the efficiency of the study process:

See Annex 1 for a list of all RISEBA regulatory documents.

To evaluate the effectiveness of the management of the study field and the corresponding study programmes, surveys of graduates and employers are carried out periodically (at least every 3 years) in accordance with the RISEBA survey procedure. The general annual survey of students is organised by the Quality Manager, and the study programme evaluation survey - by the Quality Manager at the end of the academic year. Summaries of the surveys are available in Annex 9.

Course evaluation surveys are a mandatory quality assessment tool, aimed at providing teaching staff and programme management with information on the learning outcomes achieved in the course and student satisfaction with teaching methods. Course surveys are carried out on an ongoing basis at the end of each course of study. For more information on this, see section 2.2.4 of the self-evaluation report.

At the end of each academic year, the performance of the administrative staff is evaluated and the aims and objectives for the following academic year are agreed. The performance of the Head of the ICS study field and study programme directors is evaluated by the Dean of the FBE.

A schematic representation of the governance structure of the ICS study field is attached in Annex 5 and the decision-making bodies of RISEBA in Annex 3.

2.1.4. 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 options for the students to have their study period, professional experience, and the previously acquired formal and non-formal education recognised within the study field by providing specific examples of the application of these procedures.

RISEBA has developed a system and implemented procedures for the admission of students, recognition of the study period, professional experience, previously acquired formal and informal education, and assessment of students' achievements and study results.

The Admission Requirements and the selection of applicants stipulated in the admission rules of RISEBA comply with the procedures laid down in the normative acts and are appropriate and sufficient to ensure that each matriculated student can achieve the expected results of the study programme. To study at RISEBA, it is necessary to have a document recognised in Latvia and certified by documentary evidence of having completed secondary or higher education, or of having studied at another higher education institution, as well as to comply with The Admission

Requirements. The right to study and receive services of RISEBA University is equal for Latvian and foreign citizens. Application for undergraduate study programmes is made by filling in the electronic application form in the internal information system of RISEBA my.riseba.lv (RIS). The system is aligned with the Horizon system used by RISEBA, which allows the university administration to keep track of the number of matriculated and exmatriculated students both during the admission and study period.

The Admission Requirements determine which first-cycle or second-cycle programmes will be open for admission in a particular study year, as well as the requirements for the selection of applicants. In the bachelor's programme PRAM, which corresponds to the ICS study field, the selection of applicants is based on the results of two centralised examinations (in Latvian and in English) and the results of the transcript. The attestation results are evaluated based on the most important subjects for the study field such as mother tongue, foreign language, computer science, and history.

Citizens and permanent residents of the Republic of Latvia can become students of the RISEBA professional master's study programme PRD. The study programme is open to persons who have higher education, have completed at least a 4-year professional higher education programme, or have obtained a professional or academic bachelor's degree, which entitles them to study at the master's level. Citizens of other countries may also apply to study in the professional master's programme at PRD. The University regulates matriculation for foreign students through internal documents.

Admission to the master's study programme depends on previous education. The study programme with a total volume of 90 ECTS admits persons with previously acquired professional higher education in the field of communication (with professional profiling education). Persons who have an academic bachelor's degree in communication or have previous education in another field of science are admitted to the study programme with a total duration of 120 ECTS.

Before starting the studies in the master's programme, individuals with a bachelor's degree in a field other than social sciences or related disciplines and they cannot transfer knowledge gained through professional experience, are offered to complete a 15-CP Introductory module.

To apply for undergraduate programmes, applicants need to fill out the online application form available on my.riseba.lv. Regulation NL0074 Regulation on preparing a statement on comparison of study courses and an individual learning plan shall involve a comparison of the courses of study previously taken by the applicant or student in the programme of study with the courses of study in the desired programme of study. Recognition of previously completed courses of study or education is provided for in the following cases:

- when a person resumes studies after matriculation (withdrawal) at RISEBA;
- when a student resumes studies after a break in studies;
- a student changing the chosen study programme, qualification, form, and language at RISEBA;
- the student returns from ERASMUS+ or Double Degree programmes;
- a person transferring from another higher education institution or commencing studies after having completed another higher education. A cooperation agreement has been concluded with *Alberta College* and the *Latvian College of Culture* for the admission of students to the 2nd year of the bachelor's study PRAM after graduation from the respective programmes of these colleges; (in public relations or advertising;
- a student who has completed the study courses of the study programme at another higher education institution. Previously completed study courses are compared with the desired study programme in terms of both content and scope (number of completed units). Courses

of study shall be credited if the number of CPs in the compared programmes of study is the same or if the number of CPs in the previously studied subject was higher.

NL0060 Regulation on recognition of previous education or professional experience achieved learning outcomes outside formal education or acquired in professional experience, or the results of studies achieved in previous education, as well as define the conditions for the formation of the Commission, the rights, and duties thereof. Recognition of competences acquired in professional experience is most often applied to master's students:

- persons with previous non-profiling education or academic education may be equated with the knowledge, skills and competences acquired in professional experience, if the results have been achieved in the field of professional activity which conforms to the thematic field of education of the study programme and the practices provided for in the programme have been included.
- persons with previous non-profiling education may be equated with the knowledge, skills, and competencies acquired in professional experience, if the results have been achieved in the field of professional activity which conforms to the thematic field of education of the study programme and the study courses provided for in the introductory module are included.

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

Implementation of study achievements and study results shall be based on the principles of student-centric education, in accordance with the Law on institutions of higher Education and the internal procedures regulations of the institution of higher education RISEBA. During studies, different methods of learning and evaluation of study results are ensured which meet the needs of students. Students' achievements and study results shall be evaluated in practical classes, seminars, compulsory tests, independent study work, discussions, master classes, skills development exercises, excursions, and other tests, as well as in various activities of the public activities of University. Studies shall be based on the self-sufficiency of the student while ensuring the management and support of the teacher – the description of each study course shall indicate the amount and content of the independent work of students, as well as the methods for evaluation thereof. At e.riseba.lv, the assessment requirements, criteria, and methods for posting the marks for each study course, as well as the explanation of the assessments, shall be made public. Students get an explanation of the rating and, if necessary, tips to improve their work. The evaluation of internships and master's thesis is carried out by several examiners; the evaluation takes place through approved procedures, is applied fairly to all students and is consistent.

All study courses provided in the study programme shall be implemented in conformity with the descriptions of study courses, in which the evaluation system of the relevant course is also determined, considering the single evaluation system of RISEBA. The evaluation system used by RISEBA is based on the Regulation No 305 *Regulations regarding the State Standard for Vocational Higher Education* of the Cabinet of Ministers of Latvia Republic since 21 June 2023:

- mandatory assessment - the necessity to obtain a positive assessment for each study course;
- accumulation – the knowledge acquired by the student is evaluated by summing up all the positive assessments obtained during studies;

- transparency and clarity of requirements – when starting studies, the student is informed about the content, requirements, and evaluation of the study course;

RISEBA methods of evaluating studies and knowledge are objective and consistently followed. The scope of each assessment corresponds to the content of the respective study course program. The scope and content of each study result assessment align with the outcomes mapped for each study program, considering the content of the relevant study course, specified knowledge, skills, and competency requirements, in line with the European Qualifications Framework (EQF) and the Latvian Qualifications Framework (LQF) levels.

The quality of students' knowledge at RISEBA is evaluated based on the directive of the Ministry of Education and Science of the Republic of Latvia and in accordance with the assessment criteria established at the university. Study results are evaluated based on two indicators:

- Qualitative assessment in percentages and final grades on a 10-point scale (see Table 2.2)
- Quantitative assessment – the number of credits corresponding to the scope and significance of the study course.

The quality of students' knowledge, skills, and competencies is evaluated in percentages through exams, quizzes, course work, and other assessments according to criteria approved by the RISEBA Methodological Council, and thereafter, final assessment is given using a 10-point grading system (see Table 2.2)."

Table 2.2.

RISEBA Students' performance evaluation scale and criteria

Level of Competence	Assessment %	Grade	Explanation	Approximate ECTS Grade	Evaluation criteria: Knowledge, Skills, and Competences
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very high	95-100	10	With Distinction	A +	Exceeds the requirements of the study programme, demonstrates independent research, and exhibits a deep understanding of the issues
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	85-94	9	Excellent	A	Fully meets the requirements of the study programme, has the skill to independently apply acquired knowledge
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high	75-84	8	Very good	A -	Fully meets the requirements of the study programme, but occasionally lacks deeper understanding and the ability to apply knowledge independently to more complex issues
	65-74	7	Good	B	Meets the requirements of the study program, but also shows some less significant gaps in knowledge acquisition
medium	55-64	6	Almost good	C	Meets the requirements of the study programme, yet demonstrates insufficiently deep understanding of some significant issues
	45-54	5	Satisfactory	D	Meets the requirements of the study programme, however, shows inadequate understanding of several significant issues and difficulties in applying acquired knowledge practically

low	25-34	3	Bad	F	Superficial knowledge of the major problems of the study course has been acquired, but there is no ability to make practical use of them.
	15-24	2	Very bad		Acquires superficial knowledge of the most important issues in the study course but lacks orientation in other important issues
	1-14	1	Very, very bad		Has no understanding of the fundamental issues of the study course

The lowest positive assessment is four points (almost average). At the beginning of 2022, the *Evaluation of the Objectivity of Study Assessments (PR0051-01)* was developed, aiming to collect and accumulate information on student performance during the academic year 2022/2023 and, upon its completion, to compile and analyse the results. Special attention is paid to those study courses where the average student rating in the group is above 9 or below 5 points. The program director conducts discussions with the faculty member, jointly reviews the course assessment criteria, and makes changes if necessary. The Study Assessment Objectivity Evaluation is available in Annex 17.

Based on the *Academic Personnel Policy*, the type of assessment is determined by the lecturer, considering the requirements for course completion and the weight of each assessment. Exams at RISEBA are conducted both in written and oral forms. The final assessment for course completion includes the student's work evaluation throughout the entire course, including participation and quality of work in classes, results of quizzes, and independent assignments, as well as the exam assessment. Course completion is successful if the program's requirements are met by the end of the assessment period, except in cases where an extension for assessment completion has been granted.

For the promotion of RISEBA student activity in the academic and research field, tuition fee discounts for RISEBA's top students are granted within the framework of the study year.

RISEBA promotes student engagement in academic and research activities by granting tuition fee discounts to the best-performing students within the academic year. At the end of their studies, students are required to develop, write, and defend a final thesis. Successfully completing all course requirements and obtaining a bachelor's or master's degree necessitates students to showcase both their academic knowledge and skills acquired throughout the study process in their final thesis.

The final thesis consists of two parts: theoretical (Part A) and practical (Part B). Students are eligible to take final exams if:

- They have received a positive assessment for the completion of the program's designated study courses and internships.
- They have fulfilled all financial obligations specified in the study agreement.

Upon successful completion of the study program and receiving a positive evaluation in the final exams, students are awarded the relevant level of professional degree.

Students' achievements are also evaluated beyond classroom activities by participating in RISEBA university public events and student scientific conferences. In recognition of their accomplishments in these areas, students receive verbal praise, monetary awards from collaborating partners, as well as nominations for titles such as *Student of the Year*, *Event of the Year*, and others during the annual closing ceremony event called the *Golden Award* organized by the university.

2.1.6. Description and assessment of the academic integrity principles, the mechanisms for 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.

RISEBA has established policies to uphold academic integrity, including the *Code of Academic Integrity*, *Regulation on the Control and the Prevention of Plagiarism* and *Code of Ethics*. The university's academic integrity policy signifies a commitment to values of fairness, ethics, and justice, aimed at fostering academic, personal, and professional success for both faculty and students. Academic integrity is considered an essential component and connection between the academic environment and long-term professional and academic careers within the university.

The primary goal of academic integrity is to promote a fair academic culture at RISEBA, emphasizing the cultivation of an environment where academic honesty is encouraged rather than solely detecting and penalizing academic misconduct by faculty or students. Upholding the Academic Integrity Code is the responsibility of the entire university collective, including faculty members, guest lecturers, staff within faculties, program administrators, deans, and the school's leadership.

The foundational principles of academic integrity established by RISEBA within its *Code of Academic Integrity* include the following:

1. Fairness
2. Responsibility

3. Objectivity
4. Scientific
5. Openness, mutual respect and trust.

Regulation on the Control and the Prevention of Plagiarism RISEBA has established procedures for identifying plagiarism in both student and faculty research papers, as well as the sanctions applicable in cases of plagiarism. Since 2013, RISEBA has been using a *Unified Computerized Plagiarism Control System* where academic staff, with the assistance of the IT department, can check student research papers among 14 Latvian universities throughout the academic year. Additionally, all final theses at RISEBA are examined against plagiarism checks before students' defense, as students must submit their final work in electronic format to the IT department.

Starting from 2021, RISEBA has implemented the anti-plagiarism platform, Ouriginal, enabling the comparison of student work content against both freely accessible texts and publications available only in scientific publication databases. This platform is integrated with RISEBA's e-learning platform, MOODLE, allowing automated plagiarism checks for all student submissions.

RISEBA's *Code of Ethics* is based on the concept of academic integrity and the Code of Ethics for Latvian Scientists. The goal of RISEBA's Ethics Code for students, faculty, and staff is to foster an environment of honesty and fairness within the university, creating a favorable, open, and responsible community based on RISEBA's values.

2.2. Efficiency of the Internal Quality Assurance System

2.2.1. Assessment of the efficiency of the internal quality assurance system within the study field 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 field and the relevant study programmes.

The quality assurance in study Programmes aligns with the university's quality management system, based on European-level guidelines and standards (*ENQA (European Network for Quality Assurance in Higher Education) standards and guidelines for quality assurance; the EFQM excellence model; the EFMD study programme accreditation system criteria; the CEEMAN Manifesto 'Changing the Course of Management Development: Combining Excellence with Relevance'; AACSB guiding principles and standards*)

RISEBA's quality policy is developed based on the institution's strategy and values. It reflects both short-term and long-term quality improvement goals and perspectives. Students, faculty, staff, and external stakeholders actively participate in ensuring quality and enhancing study Programmes, the learning process, and research. The quality policy is disseminated, explained, and binding for all employees. RISEBA personnel must adhere to the defined policy and fulfill duties according to specified requirements. The policy is published on RISEBA's website and is easily accessible to employees, clients, and other stakeholders. It is also available on e.riseba.lv for convenient access by teachers and students in their daily environment.

RISEBA has a specialized quality assurance function that includes a specialized quality assurance manager and a Quality Centre with three employees (see Annex 2: RISEBA organizational structure).

The quality assurance system at RISEBA is established to ensure the achievement of study objectives and outcomes across all study Programmes and disciplines. Its objectives include ensuring effective internal communication, clearly defining employee authorities, responsibilities, and actions in various situations, including instances of problems or student dissatisfaction, improving the quality of student services, and promoting the fulfillment of RISEBA's defined tasks and goals. Overall, it aims to enhance the quality of education and ensure its continuity. An effective quality assurance system enables the institution to identify issues within its study process, investigate their causes, and take action to enhance the situation.

In accordance with RISEBA's clearly defined quality assurance principles, they are embedded within RISEBA's quality policy. Directors of the study Programmes included in the *Information and Communication Sciences* study field are primarily responsible for the following processes, based on EFMD guidelines:

- the management and content of the programme,
- implementation of the programme,
- the results/ outcomes of programme outcomes.

The directors of the study programmes included within the field of ICS are primarily responsible for ensuring the quality, management, and implementation of the programme. They aim to achieve the set programme outcomes at the highest level of quality.

To ensure the quality and oversight of each study programme, regular meetings of the programme councils are organized. During these meetings, programme directors collaborate with faculty members, students, alumni, and employers to evaluate the programmes and plan their development. The opinions of all involved parties are considered, promoting the development of study programmes in line with industry specialists' and labour market requirements, as well as considering the perspectives of students and the experiences of graduates.

All faculty involved in the Information and Communication Sciences field at RISEBA share responsibility for implementing, maintaining, and improving the Quality Policy, regulatory documents, procedures, and management systems. They take accountability for quality and actively engage in quality assurance. Employee responsibilities, rights, and duties are outlined in employment contracts, job descriptions, and procedures for all job functions that influence work quality.

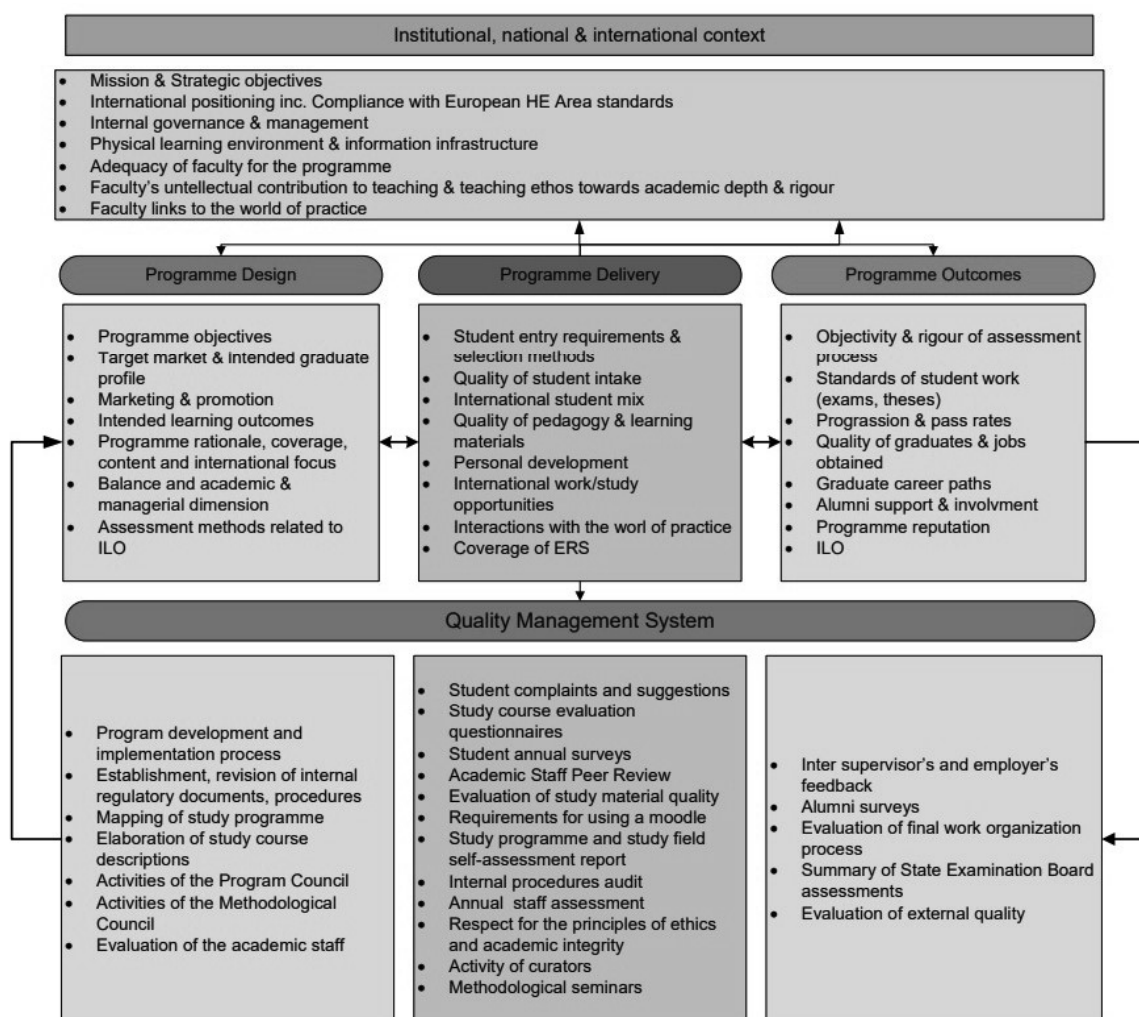


Figure 2.1. Quality Management System of the Study Field

The evaluation of the Quality management system is analysed below, separately addressing the processes indicated in Figure 2.1.

Programme Management and Content

Programme Development and Implementation Process

The development of new study Programmes takes place in accordance with the approved *Regulations for the Development, Approval, and Supervision of the Study Programme*. The new study programme must be aligned with the overall strategy of the RISEBA. The procedures for organizing study Programmes are determined by the "Study Regulations." For more detailed information, refer to Chapter 2.2.2 of the self-assessment report. During the reporting period, no new study programmes have been developed in the field of ICS, but significant improvements have been made to existing study programmes. A major overhaul has been undertaken for the Master's programme *Public Relations and Digital Communication* involving university leadership, employers, faculty, and alumni.

Internal regulatory document creation, procedure review, and revision

To establish a unified procedure for the development, approval, and dissemination of normative documents within the university, the *Document Management Procedure* has been approved, allowing for a systematic and understandable approach to handling documents for all university staff. During the review period, the developed or updated regulatory documents can be reviewed in Annex 1. Based on the Evaluation Report of the Final Paper Development and Defence Process (see

Annex 18), a plan for its improvement has been prepared, envisioning the development of new regulatory documents for employees and the update of existing normative documents for students in the academic year 2023/2024.

Mapping of Study Programmes

The university stipulates that each study programme must undergo mapping, demonstrating the alignment of programme objectives and study outcomes with the levels of the European Qualifications Framework (EQF) and Latvian Qualifications Framework (LQF), as well as their implementation in specific study courses. Mapping ensures that the study courses included in the study programme and their content are adequate and appropriate for achieving the programme's objectives and expected outcomes.

The *Study Mapping Methodical Material* has been developed as an auxiliary resource for programme directors to achieve successful mapping outcomes. To ensure mapping, RISEBA has organized several methodological seminars (see the section on training) and training sessions for academic as well as administrative staff. All educational videos and informational materials are available on the e.riseba.lv website under the Study Quality Center, where access is provided to all university staff and guest lecturers in a given academic year. The mapping of study courses for the Bachelor's study programme in 'Public Relations and Advertising Management' for achieving study programme outcomes is available in Annex 37, while for the Master's study programme in 'Public Relations and Digital Communication,' it's in Annex 45.

Development of Study Course Descriptions

The director of the study programme, in collaboration with the faculty and heads of departments is responsible for the quality of the course content and for implementing and developing the study programme. Within each study programme, there is a description for each course that is approved by the programme director and department head. The faculty member or visiting faculty responsible for a specific course prepares this description, aligning the course content and assessment criteria with the objectives of the study programme and its intended learning outcomes, in consultation with the programme director and department head.

The description of the course includes the relevant expected outcomes of the study programme that are addressed within that specific course, as well as the expected outcomes defined accordingly, and the criteria for their assessment. Course descriptions, as defined by the *Process of Updating the Course/Module Specification* are stored and accessible at the e.riseba.lv. It is the duty of the faculty to introduce students to the course description, intended study outcomes, and assessment criteria in the first session. For quality assurance purposes and to ensure this, there is a question included in the course evaluation survey asking whether the faculty has fulfilled this requirement.

Activities of Study Programme Council

An important part of ensuring the quality of study programmes is the existence of the Programme Council. To guarantee the quality and oversight of each study programme, study programme councils, consisting of programme directors, teaching staff, students, alumni, and employers, are organized at least once per semester. The activities of these councils are governed by the Council of the Study Programme Regulations

Activities of the Methodological Council

The Methodological Council, as a collegial institution within RISEBA, plays a significant role in making decisions related to studies. It adopts relevant normative documents that can subsequently influence programme management and study organization. The methodological council comprises

representatives from the study programme and administration and is governed by Methodological Council Regulations .

The Evaluation of Academic Staff

In the Republic of Latvia, the maintenance of a high level of scientific, pedagogical, and organizational competence among academic staff, along with the continuous enhancement of work quality, is promoted through a regulated process. According to the established procedure, academic personnel are re-elected to their academic positions through an open competition every six years. The re-election of academic staff to academic positions occurs by the Law on Higher Education Institutions, other relevant normative acts of the Republic of Latvia, as well as RISEBA's *Regulations on Elections in Academic Positions and the Academic Personnel Policy*.

The re-election process serves as a sufficiently motivating factor for academic personnel to maintain high performance levels. It also allows the administration to conduct targeted improvements and rejuvenation of academic staff quality by attracting new prospective educators. In addition to the requirements stipulated in normative acts, academic staff undergo annual performance evaluations, focusing on their scientific, academic, and organizational achievements. The results of these evaluations are linked to the academic staff's remuneration system. Based on the assessment outcomes, four remuneration categories have been established for academic staff.

Implementation of Programmes

Student Complaints and Proposals

RISEBA has formulated a *Procedure for Examination of Complaints and Proposals* applicable to RISEBA students, employees, and other stakeholders. This procedure encompasses complaints and suggestions related to the quality of services provided by the university, the quality of the study process, the quality of technical facilities or educational resources, as well as unfair or unethical conduct from students, faculty, or administrative staff. More detailed information is available in the self-assessment report in section 2.2.3.

Course Evaluation Surveys and Annual Student Surveys

Course evaluation surveys and annual student surveys serve as mandatory quality assessment tools at RISEBA University. The procedure for conducting surveys is regulated by the 'Surveying Procedure.' For further details on the survey procedure, refer to section 2.2.4 regarding the mechanism of obtaining and providing feedback. Improvements have been made during the review period regarding survey procedures. Specifically, the annual student survey now takes place on the my.riseba.lv portal. Starting from the academic year 2023/2024, course evaluations will also occur on the my.riseba.lv portal.

At the beginning of each academic year, the quality manager provides comprehensive information to students during an informative event about the importance of participating in surveys and its positive impact on enhancing the quality of study Programmes. The scheme of the annual student survey process is available in Annex 15, while the course evaluation process scheme is available in Annex 16.

Assessment of Study Evaluation Objectivity

At the beginning of 2022, the *Evaluation of the Objectivity of Study Assessments* (PR 0051) was developed, aiming to gather information during the academic year 2022/2023 about student achievements and to collect and analyse the results as the academic year concludes. Special attention is given to those study courses where the average student evaluation within the group is above 9 or below 5. The programme director engages in discussions with the faculty member of the

course, jointly reviewing the evaluation criteria for the course, and makes changes if necessary. The assessment of study evaluation objectivity for the Bachelor's study programme in 'Public Relations and Advertising Management' in all study formats is available in Annex 17.

Peer review /observance of Teaching

To provide educators with the opportunity to learn from each other and consequently introduce innovative teaching methods in their courses, the university implements peer review /observance for its teaching staff. The annual quality check of in-person classes is conducted by the department head or other faculty members through classes observations following a plan prepared by the department head. The observation system facilitates the exchange of experiences and information among faculty members, aiming to enhance the quality of the study process. RISEBA has approved the '*Procedures for Peer Review of Teaching*'. Each faculty member is recommended to conduct at least four observations per year. The results of the observation of lectures are discussed involving both faculty members and the programme director, and if necessary, an improvement or teaching plan is developed.

Assessment of Study Material Quality and Use of Moodle

The assessment of study material quality and the Moodle digital platform usage comprises an examination of the quality of teaching materials (both content and format) conducted by quality centre administrators, programme directors, and department heads in accordance with approved regulations on *Requirements for the study courses in the MOODLE environment (e.riseba.lv)* and the *sample*. Annually, the Quality Centre conducts an audit of Moodle sites, and the results for the academic year 2022/2023 can be found in Annex 11. As a result, intensified efforts are made to support faculty members identified as needing assistance based on the audit results to maximize the utilization of Moodle's capabilities in facilitating the study process. Individual or group consultations are provided to faculty members either in person or via Zoom, and regular training sessions on working with the Moodle system and its various functionalities are conducted.

Self-Evaluation Report for Study Programmes and Study Field

The annual self-evaluation report for study Programmes serves as a significant tool for reviewing and ensuring the quality of the study programme. It reflects the progress made during the academic year, highlights the strengths and weaknesses of the programme, incorporates the opinions of students and graduates regarding the study process and faculty work, promotes the successful continuation of the programme, documents necessary changes for future development, and analyses market trends and the skills, abilities, and competencies required by graduates. The procedures are regulated by the *Regulation on the Procedure for Development, Approval, and Supervision of a Study Programme*. Before approval of the self-evaluation report in the Senate, it is discussed in programme councils, presented to the management group, and open for input from all RISEBA employees. All approved self-evaluation reports are published on the university's website, available *here*.

Internal Audit of Procedures

For the oversight of organizing and implementing study Programmes, understanding the strengths and weaknesses of the quality system, assessing the effectiveness and results of activities and processes, and identifying the presence of appropriate documentation and discrepancies, regular internal quality audits are conducted as per the Internal Audit Procedure (*Available only in Latvian*).

The Annual Evaluation of Employees

To perform quality assessments and promote the enhancement of faculty members' scientific, pedagogical, artistic, and organizational qualifications, an annual evaluation of faculty competence

is conducted in line with the approved 'Work Performance Management System,' 'Model of Competences,' and 'Academic Personnel Policy.' Each faculty member conducts a self-assessment followed by the completion of an evaluation worksheet (see Annex 13) and discussions with the Department or Faculty Head regarding the achieved results. Since one of the faculty assessment criteria is student survey results linked to the subsequent remuneration system, faculty members are motivated to enhance their teaching approach and course delivery to receive positive evaluations. The administrative staff undergoes a specific annual evaluation system based on the RISEBA competency model. The evaluation of faculty and administrative staff competencies is available in Annex 13.

Respect for the Principles of Ethics and Academic Integrity

RISEBA places great emphasis not only on the academic and pedagogical work of its academic staff but also on ethical aspects. RISEBA has joined the PRME initiative (PRME – *Principles for Responsible Management Education*) and implements PRME principles of responsible education management in its academic staff policy. It has developed and adheres to an *Code of Ethics* operating an Ethics Commission that examines possible breaches of ethical principles and makes relevant decisions when necessary. Special attention is devoted to ensuring that academic staff adhere to anti-plagiarism principles in their pedagogical and scientific work. The *Code of Academic Integrity* and a *Regulation on the Control and Prevention of Plagiarism* have been developed. Currently, RISEBA is in the process of developing a policy on the use of artificial intelligence in the study process, which includes recommendations for lecturers and rules for students.

Activities of curators

The role of curators is to enhance students' awareness of ongoing processes at the university, foster student engagement, and create cohesion within each study programme group. Every study programme group has an assigned curator who operates according to the established " *RISEBA group Tutors' Work Procedure*.(PR 0029) The support of curators is particularly crucial for students in bachelor's study Programmes due to the substantial differences between university and high school studies.

Methodological Seminars

The university organizes monthly thematic methodological seminars aimed at enhancing pedagogical qualifications, focusing on the study process, new teaching methods, pedagogy, diversity management, and other relevant issues. The topics of methodological seminars are available in the self-assessment report section on faculty professional development.

Incoming and Outgoing Student Mobility

To promote the internationalization of students, the university encourages both students and staff to participate in exchange Programmes. The procedures for mobility are defined in the '*ERASMUS+ Mobility Organization Procedure*' (PR033). The mobility of students in the study direction of 'Information and Communication Sciences' is summarized in Annex 27-29 of the implemented study programmes.

Programme Outcomes

Surveys of internship providers, employer surveys, graduate surveys, and evaluation of the organization process of final theses

Surveys of internship providers, employers, and graduates, as well as the evaluation of the organization process of final theses, are mandatory quality assessment instruments at RISEBA University. The procedures for conducting surveys are regulated by the *Surveying Procedure*;

Student Internship Guidelines, and the *Regulations on Graduation Examinations* During the reporting period, based on the evaluation of the final thesis organization process and student-recommended suggestions, a report was prepared, and a plan for process improvement was developed. The report and plan are available in Annex 12.

Summary of the State Examination Commission's Evaluation

At the conclusion of defending the State Examination, the commission provides a written report indicating the evaluation of the relevance of the defended thesis topic, its alignment with the study programme, highlighting the most significant errors, and overall quality of the defended work. The results are summarized and analysed for further improvement of the final thesis process and programme content. The submission procedure for evaluation is regulated by the *Regulations on Graduation Examinations* Based on the summaries of the 2022/2023 academic year's State Examination Commissions (see Appendix 14), a report on the development and defense evaluation of the Final Thesis process was prepared, and a plan for its enhancement was developed (see Annex 12).

External Quality Assessment

In addition to the accreditation procedure stipulated in the laws of the Republic of Latvia, RISEBA has also obtained the International Quality Accreditation from the Central and East European Management Development Association (CEEMAN). RISEBA University is the first and only one among the Baltic universities to have acquired the prestigious business program accreditation from the **European Foundation for Management Development (EFMD)**. The Bachelor's program 'European Business Studies' and the Master's program in 'International Business' have been repeatedly accredited for the maximum term of 5 years each time.

In the global ranking of the best business schools by 'Eduniversal,' which evaluates the reputation of educational institutions worldwide providing business and management education, RISEBA University is included among the thousand best educational institutions globally. RISEBA has consistently been featured in this ranking and maintains a rating of 4 palms, [read more here](#).

2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including the process of the approval of study programmes).

The procedure for the development and approval of new Programmes is stipulated in the *Regulations on the Procedures for Development, Approval and Supervision of a Study Programme* approved in the Senate session;

Before developing a new programme, the following tasks need to be performed:

- establish the programme's objectives and its alignment with RISEBA's strategy.
- define the expected outcomes of the study programme.
- identify the target audience for the programme.
- conduct a competitor analysis.
- prepare the programme's economic justification.

- present recommendations from relevant industry experts.
- and other.

The development of a study programme can be divided into three main stages:

1. Idea and preliminary research phase of the study programme;

Any RISEBA staff member can propose the creation of a new study programme. To do so, preliminary research must be conducted, resulting in a rationale for the necessity of a new study programme. The rationale reflects the programme's objectives and its alignment with RISEBA's strategy, planned study outcomes, identifies the programme's target audience, conducts competitor analysis, prepares economic justification, including plans to achieve the minimum required number of students and ensure programme development, among other essential information. This information is crucial for the RISEBA management group to make a positive decision regarding the initiation of programme development. The programme rationale is evaluated by the relevant department, and if necessary, adjustments are made. After the adjustments, the programme rationale is presented to the RISEBA Management Group. The Management Group reviews the rationale for the new study programme and decides on the possibility of implementing it at the university. If the RISEBA Management Group decides that implementing a new study programme is not feasible, the implementation of the programme is declined. If the description of the new study programme aligns with RISEBA's mission, vision, and development strategy, the rector issues an order to commence the development of the new study programme, appointing the responsible person – the programme developer, defining the composition of the programme development workgroup, determining the financial and technical support for programme development, and entering into an agreement with the programme developer for the execution of the work

2. *Development of Study Programme Description*

The Rector of RISEBA University issues an order for the development of a new study programme. The programme developer, based on external regulatory acts, prepares the description of the study programme. During the preparation of the programme description, the programme developer discusses the programme content with industry experts who represent the respective industry. Corrections are made based on expert recommendations if necessary. The prepared study programme description is submitted to the Head of the Study Direction for coordination, and adjustments are made if required. The prepared study programme description is then submitted to the Quality Manager. The Quality Manager reviews the prepared programme description according to Cabinet of Ministers requirements, provides comments to the programme developer for any necessary amendments. If the Quality Manager considers the study programme description appropriate, it is forwarded for presentation to the RISEBA Management Group. In the Management Group, where the programme's content, alignment with RISEBA's strategy, and suggestions for final adjustments are thoroughly evaluated, if the programme project is deemed appropriate, the programme developer submits the study programme for approval to the Senate. The Senate reviews and approves the programme project during its session. If the programme is approved, the programme developer prepares the documentation for licensing.

Preparation and Submission of Documentation to Evaluation Institutions

The prepared programme documentation is submitted by the programme developer to the Academic Information Centre to initiate the licensing process, following the requirements of Latvian legislation and the guidelines developed by AIC titled *The Guidelines for the Preparation of the Description of a Study Programme*.

Review of Study Programmes

Process for making significant changes to the study programme

After the licensing of the study programme, a regular review process occurs to monitor the sustainability of the programme, the achievement of study outcomes, teaching quality, alignment with student expectations, and graduates' perspectives in the labour market, in line with industry development trends.

Annually, the Dean of the Faculty, during discussions with programme directors, deliberates on the development of study Programmes, the necessity for significant modifications, or the closure of Programmes. If a decision is made to make significant changes to the study programme, it is discussed with the Programme Council, which includes industry experts, RISEBA students, and alumni. After the Programme Council's recommendation, the Dean coordinates the changes within the Management Group, where the content of significant changes to the programme and the required resources for their implementation are assessed. If the Management Group supports significant changes in the study programme, the programme director prepares all necessary documentation for the Study Accreditation Commission.

Considering the previous recommendations from accreditation experts and industry experts discussed in the Programme Council, the Bachelor's study programme in '*Public Relations and Advertising Management*' increased the business management study course block in spring 2023, making significant changes to the study programme content. As a result, an application was submitted to the Study Quality Commission requesting a change in the study direction of the study programme. An expert was engaged to evaluate the changes, concluding that the new content of the programme is interdisciplinary and suitable for both the Management, Administration, and Real Estate Management direction, as well as the Information and Communication direction. However, considering all Latvian legislation, such changes (including the inclusion of the Bachelor's study programme in '*Public Relations and Advertising Management*' in the Management study) could not be approved (Decision No. 2023/13-I of the Study Quality Commission on June 29, 2023).

Based on the aforementioned, in autumn 2023, a new Self-Evaluation process for the ICT (Information and Communication Technology) study direction was initiated, and a new report was prepared in accordance with the requirements and awarded professional qualifications of the Information and Communication Science study direction. The Master's study programme underwent significant revisions, including a change in its title from '*Public Relations Management*' to '*Public Relations and Digital Communication*' (refer to the rationale analysis of changes in section 3.1.1). Within the process of transforming the study programme, its alignment with the university's strategy and objectives, market development trends, including involving industry representatives, examples of best practices from foreign universities, competitor offerings, and the opinions of programme graduates were analysed. A new programme council was established in accordance with RISEBA regulations for programme councils to discuss the changes. The programme changes were presented to the Management Group and approved by Senate Decision No. 23/1.1-7/6 on 01.11.2023.

Annual Review of Study Programmes

The annual self-evaluation of study programmes is considered one of the most crucial elements of internal quality assurance at the university. As stipulated by Latvian normative acts and RISEBA's The Guidelines for the Preparation of the Description of a Study Programme. An internal assessment of the study programme and study direction is conducted once a year. The respective programme director is responsible for the preparation and quality of the annual study programme description, while the respective study direction manager is responsible for preparing and ensuring the quality of the annual self-evaluation report for the study direction. The process scheme for the self-evaluation report is available in Appendix 18.

The annual self-evaluation report or programme description reflects the activities carried out during the academic year, highlighting the strengths and weaknesses of the programme, presenting the opinions of students and graduates on the study process and teaching staff, facilitating successful programme implementation, and documenting necessary changes for future development.

The programme Council plays a significant role in the preparation of the self-evaluation report as it comprises all stakeholders who provide insights into interdisciplinary communication within the study programme, aligning them with market demands. The council decides on the inclusion or exclusion of courses from the study programme's content and discusses pertinent issues for students. After the Council's recommendations, the self-evaluation report is reviewed at the department level to decide on the implementation of the council's proposals regarding the study programme's execution from the perspectives of resources, methodology, and technical feasibility.

After the faculty meeting, the dean prepares a report submitted to the Vice-Rector for Studies, who further directs the prepared documentation for review by the management group.

The role of the management group is to assess the programme's strategic direction and development trends, providing essential recommendations for the necessity of reviewing the study programme and making improvements.

Programme directors, in a presentation format to the management group, report on the critical analysis included in the study programme description, indicating:

- the aim of programme and market relevance
- key statistical data analysis regarding students
- composition of academic staff in the programme
- SWOT analysis of the programme
- mapping of the study programme
- development plan for the programme for the upcoming academic year.

After receiving the assessment from the management group, the self-evaluation reports of study fields and programme descriptions are approved by the university Senate. Once approved, they are published on RISEBA's website.

All quality assurance processes at RISEBA are interconnected and evaluated and analysed in coherence. This is a regular and systematic effort involving employees at various levels and unit managers to enhance not only study Programmes, ensuring the achievement of their results and objectives, but also to improve university processes, elevate the qualifications of teaching staff, foster sustainable collaborations, and ensure the university's operations align with its strategy.

2.2.3. 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 field and the relevant study programmes are communicated by providing the respective examples.

At RISEBA University, a *Procedure for Examination of Complaints and Proposals* was developed on September 16, 2020, applicable to RISEBA students, staff, and other interested parties. The

procedure is publicly available on RISEBA's website (see: [here](#)) and published on the [e.rsieba.lv](#) platform for convenient access by students.

The procedure encompasses complaints and proposals related to:

- The quality of services provided by the university
- The quality of the study process
- The quality of technical facilities or educational resources
- Unfair or unethical behaviour by students, faculty, or administrative staff.

Complaints or proposals can be submitted by any RISEBA employee or the Quality Manager in written form by filling out a designated form, verbally, over the phone, or by using the communication form available on RISEBA's website under the [Quality Assurance](#) section. If a complaint is filed with any employee, it is then forwarded to the Quality Manager, who registers it and assigns responsibility for resolving the complaint based on its content. They monitor the progress of addressing registered complaints or suggestions and implement a plan based on the identified discrepancies in RISEBA's processes, reviewing and making changes as necessary.

Suggestions are passed on to the relevant authority responsible for considering their possible implementation. Within 10 working days, this authority reviews the suggestion and provides information to the Quality Manager regarding the potential implementation plan or rejection of the suggestion. The decision made by the Quality Manager is recorded in the complaints and proposals register.

The complaints procedure consists of three stages:

First Stage (Informal Complaint Resolution - Immediately)

If it's possible to resolve the complaint informally and quickly by collaborating with RISEBA staff without a deeper investigation, the resolution may involve an apology or clarification of the issue either in person at the relevant RISEBA unit or remotely (via email or phone). The recipient of the complaint must inform the immediate supervisor, who *analyses* the situation and, if necessary, informs the Quality Manager. If the complaint cannot be resolved in the first stage, the complainant is encouraged to formalize the complaint and proceed to the:

Second Stage (Formal Complaint Handling - Up to 30 Days)

More complex complaints that require a deeper investigation are forwarded to the Quality Manager, who registers them and, together with the responsible unit manager, seeks solutions and discusses a plan for addressing the complaints. The responsible person for resolving the complaint sends the decision electronically to the complainant. After examining the complaint's content and its resolution, the Quality Manager *analyses* the processes that require improvement and implements changes in these processes.

Third Stage (Appeal to Higher Decision-Making Bodies - Review within 30 Days)

If the complainant is still dissatisfied with the complaint's resolution after the second stage, the third stage is an appeal. The complainant justifies their opinion in writing and submits it to RISEBA's Quality Manager, who decides on involving higher decision-making bodies such as the Programme Council, Arbitration, Senate, etc., in reviewing the decision. A detailed description of each procedure and the responsible parties is described in the "RISEBA Complaints and Suggestions Handling Procedure."

During the review period, an innovation was introduced where the Quality Manager informs students about the procedure for submitting and handling complaints during Information Days in a presentation format (see *Annex 50*). Information Days are recorded (hybrid format), and later, the

video is sent to students' emails for accessibility. Students can also receive consultations by contacting the Quality Centre. Upon completion of the complaint or suggestion review, the student is informed individually within the specified time frame. Furthermore, if improvements are made to the study direction or programme, students are informed by receiving relevant information or through the RISEBA website and social networks.

During the review period, 18 complaints and one suggestion were officially received. The compilation of complaints and suggestions is available in Appendix 19. In the academic year 2021/2022, nine complaints were officially registered and reviewed, none of which were related to the ICS study *field Programmes*. In the academic year 2022/2023, nine complaints were received, of which two were from bachelor's programme *Public Relations and Advertising Management students*. Both complaints were reviewed by a commission, deemed justified, and resolved. The students were satisfied. This action led to student satisfaction and *indicated* improvements in the quality and functioning of the study programmes.

2.2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with regard to the work with the students, graduates, and employers.

The main indicators that are being analysed and subsequently discussed in RISEBA management group are: number of students, number of enrolled students in total and per program, number of students exmatriculated in total and per program (and analysis of reasons), number of incoming and outgoing Erasmus study mobility students, number of students who went on an academic break/leave, number of students who received their degree, total number of employees, number of academic staff, revenue and expense indicators against the previous reporting period in full and part-time studies. During the enrolment period, the number of contracts signed from both sides and enrolled students are monitored weekly by study programme.

RISEBA university regularly enters information into the State Education Information System, which is later synchronised with the Central Statistical Bureau of Latvia (CSB). In early 2023, the management of RISEBA had a meeting with a representative of the CSB, leading to the renewal of the cooperation agreement regarding information exchange. As of January 2024 (hereinafter annually), the CSB will submit the following data to RISEBA:

- *Summary of the employment of graduates (State Revenue Service data at the end of the year) and summary of registered unemployed people (State Employment Agency Republic of Latvia data at the end of the year)*

This data helps to understand the extent to which graduates are employed at the end of the year and the proportion of registered unemployed people. By comparing these indicators, the impact of university education on the employment rate of graduates can be assessed.

a summary of the profession of graduates (SRS data at the end of the year) and a summary of the employment of graduates of certain study programmes (% of the number of graduates of the study programme)

This data shows the extent to which graduates of a particular study programme are employed, the university can therefore evaluate which programmes provide better opportunities for employment

and what areas of improvement there could be.

- *summary of the employment of graduates of study sub-programmes (% of the number of graduates of the study programme) and the number of graduates who have emigrated per year and summary of the employment sector of graduates (SRS data at the end of the year)*

This data can help to understand which study sub-programmes provide better employment prospects and whether and how many graduates go to work outside the country.

- *summary of the average earnings and median earnings of graduates (SRS annual data)*

These indicators give an idea of the financial situation of graduates after graduation. By analysing this, you can understand what average income is and how stable income is distributed among graduates.

- *summary of companies and shareholdings founded by graduates*

This data may indicate how many graduates become entrepreneurs and their role in the economy. It can also provide insight into the development of business in the country.

Finally, analysis of these data can help the university to shape the strategies and changes in the programmes to better meet student needs and labour market requirements. It can also give the prospective students and their parents a clear picture of what they can expect from the particular university and its study programme in terms of future employment and careers. This information will be included in the self-assessment reports (see previous chapter).

In addition, for the purpose of improving the directions of study, the following indicators are further analysed, see Figure 2.2.

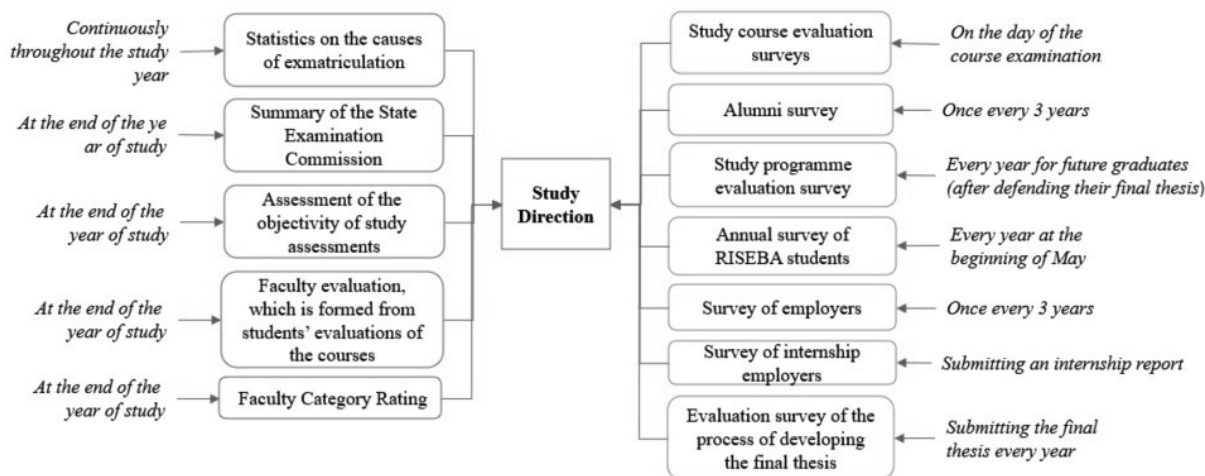


Figure 2.2. Data for regular improvement of study direction and study programmes

- *Statistics on reasons for exmatriculation (dropout monitoring)*

The university analyses the reasons why students exmatriculate from the study programme. A student who has written a document regarding his wish to exmatriculate from the university, needs to indicate the justification why he or she wishes to terminate studies: inability to meet academic requirements, financial reasons, personal/family circumstances, programme not meeting expectations, new job opportunities, inability to combine studies with existing work, other (does not return from a study leave, refusal from Office of Citizenship and Migration Affairs (OCMA), etc.).

The RISEBA Quality Manager, in co-operation with the IT department, gathers a summary and performs an analysis of the reasons for exmatriculation from the submitted documents, expressing

the ratio of each reason for exmatriculation against the total number of exmatriculated students in the study programme. The results obtained are summarized and can be evaluated to understand which reasons are predominant, and whether the student has terminated the studies due to deficiencies in the study process or the content of the study programme or whether the reasons have been personal. The results annually are sent to directors of the study programme, as well as discussed with the management group, during presentations of self-assessment reports, evaluating what action plan is necessary to implement to reduce the number of students exmatriculated in each study programme.

- *The faculty “top” ranking, which derives from student rankings for courses*

Upon completion of the study year, RISEBA Quality Manager conducts a summary of study course survey evaluations, indicating the average evaluation of students regarding the study course. The results are ranked by the evaluation received, and the results provide information on the highest and lowest rated study courses. This data is taken into account when inviting the faculty to conduct study courses and drawing up study plans for the next study year. If the evaluation is inappropriately low, discussions with the faculty are conducted and, in critical cases, the faculty does not get an assigned workload in the study course. If the evaluation is average, the programme director conducts discussion with the faculty and indicates deficiencies which need to be improved in the next study year. Each year, during graduation the best faculty members are honoured, who have been nominated by students in anonymous polls.

During the reporting period, it was found that fewer and fewer students wanted to engage in filling out surveys and expressing their opinions. In order to improve this process and that the results obtained are objective, starting from the 2023/2024 study year, the evaluation of the study course takes place on the my.riseba.lv platform. The importance of student assessment for a study course is strongly emphasized during the university's information day, which is scheduled for the first week of September for first course students.

- *Assessment of categories of faculty*

Every year, at the end of the study year, the elected faculty members have negotiations with the Head of the Faculty during which the work of the faculty is evaluated according to several evaluation criteria. As a result, faculty members are divided into 3 categories: highest, average and lowest, which is linked to the next year's pay rate of the faculty. The results are summarized by the Vice-Rector for Academic Affairs, indicating the proportion of faculty by each category in the university and in the study direction in general. The Vice-Rector for Academic Affairs conducts negotiations with the Dean regarding possibilities to improve the development of faculty who currently have the lowest level categories towards the achievement of higher category achievement.

- *Academic staff qualification indicators*

The director of the study programme shall evaluate annually the qualification and education of the faculty in the study programme. Corresponding with RISEBA's strategic plans and academic staff policies, the proportion of academic staff with a PhD should reach 70%. Within the framework of academic staff policy, the programme director needs to attract more academic staff in the implemented study programme with a PhD. The results are collected annually, analysed at faculty meetings and made public at the annual staff meeting at the start of the study year in RISEBA, where all staff of the university gathers to receive information of the results achieved and the objectives set for the new study year.

- *Evaluation of the final work development process and scientific supervisors*

RISEBA Quality Manager performs a survey for students in the last study year in order to evaluate the process of organising the final work, as well as the work of the scientific and creative supervisors of the final work. The results are collected and passed to the programme director to improve the process of developing the final work and cooperation with the scientific or creative supervisor. The process of drawing up the final work and working with the scientific supervisor overall is highly valued at the rate 3.7 out of 4, but looking into the recommendations and shortcomings of students, it can be seen that there are certain things that can be improved without requiring a lot of resources investment. During the 2022/2023 study year, a detailed report was drawn up and sent out to all employees on the basis of the findings of the survey. The report and the process development plan are available in Annex 12.

- *Summary of the State Examination Commission*

The RISEBA Quality Manager conducts a summary of the assessments of the State Examination Commission regarding the quality of the final work defended. At the end of defence for the State Examination Commission, the commission must provide a written summary in which the assessments regarding the topicality of the final work topic, the conformity of the topics with the study programme shall be indicated, the most common mistakes shall be indicated and the quality of the defended works in general shall be evaluated. The results are collected and passed on to the programme director, to improve the follow-up work process and the content of the programme. The summaries of the State Examination Commission for the year 2022/2023 were analysed and included as part of the above-mentioned paragraph (see Annex 14).

- Evaluation of the impartiality of study assessments

At the beginning of 2022, a procedure for evaluation of the impartiality of study assessments (PR 0051-01) was developed, which foresees that starting from the 2022./2023. study year the achievements of students, their grades need to be collected and accumulated, therefore at the end of the study year the results are summarized and analysed. Increased attention should be paid to those study courses where the average assessment of students in a group is above 9 or below 5 according to the 10 point scale grading system. The programme director conducts negotiations with the faculty of the study course, jointly review the evaluation criteria of the study course and make changes, if necessary. Evaluation of the impartiality of study assessments of the Bachelor's study programme "Public Relations and Advertising Management" is available in Annex 17.

Survey types and establishing feedback

The "Surveying Procedure" developed by RISEBA sets out feedback on the procedures for obtaining study processes implemented. The results achieved allow for a flexible response and prevent any flaws in the work of the university. In total, 7 types of questionnaires are distributed to RISEBA regularly, but if necessary, in order to understand the situation and take appropriate actions for further action, the university may introduce a new questionnaire. The frequency of distribution of questionnaires can be seen in Figure 2.2.2 and in the table below:

Survey Name	Regularity	Type of distribution
Study course evaluation surveys	At the end of each study course (on the day of the examination)	my.riseba.lv

Feedback: the results are available to the Quality Manager and are sent to the programme director, the Head of the Faculty, and the concerned faculty member himself. Starting from the 2023./2024.

study year one day before the exam, a reminder of the exam will be emailed to the faculty and a request to remind students to complete the study course evaluation survey on my.riseba.lv after the exam. As well as emphasizing that the faculty will himself obtain the results on the conducted study course in order to be able to improve the quality of his or her study course, and as a result, in the next study year, they can mention some improvements in the first lesson on the basis of the assessments received in the previous year or, on the contrary, to indicate how many students have appreciated the study course prepared by the faculty and the chosen method of study. On the basis of these results, the programme director may improve the content of the study programme by ensuring a qualitative and attractive programme, however the faculty can acquire an understanding of the strengths and weaknesses of the study course; understand which sections of the course are highly appreciated and where improvements are needed; use comments to improve the course content, materials, methods used and presentations to ensure that the learning process is effective and attractive. The faculty can use feedback to improve his or her teaching abilities and tailor his or her approach to students, taking into account the needs of students. When preparing study plans for the next study year, the programme director shall evaluate the suitability of the particular faculty on the basis of student assessment and feedback provided. The Head of the Faculty discusses the findings with the faculty member during the annual performance evaluation interview of academic staff in order to formulate specific tasks for the faculty for further improvement of the quality of lectures, to determine the remuneration rate in accordance with the policy of the academic staff, as well as to evaluate the attraction of a repeated faculty for the course reading. Information in a summarized form is published in the self-assessment report of the study programme.

Study programme evaluation survey	Every study year for prospective graduates after the defence of their final work at the State Examination Commission	webropol.com
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Feedback: the student, defending his final work at the State Examination Commission, is able to objectively evaluate the study programme and indicate its strengths and weaknesses, as well as make his or her recommendations. In a summarized form, the Quality Manager passes the findings to programme directors for a further in-depth investigation. A joint meeting is then organized and the results obtained shall be discussed, the tasks in order to improve shall be set, and an action plan shall be prepared, moreover the results shall be reviewed at the end of the study year. The findings are added and analysed in the self-assessment report and discussed in the study programme councils. Summarized data are available in Annex 9 (with the Zipped file).

Annual survey of university students	Every year at the beginning of May	my.riseba.lv
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Feedback: The Quality Manager, Vice-Rector for Academic Affairs, representatives from the directors of the study programmes shall participate in the development and review of the survey, as well as, the final version of the survey needs to be agreed upon by the Student Council. The results obtained need to be summarized at the end of summer and then the Quality Manager prepares a report, distributes it to all employees, organizes a work group to discuss the results and determine the activity plan for the tasks to be performed. The results are also presented to members of the Student Council. A summarized report is available to students and is published on the e.riseba.lv platform and RISEBA website. Based on student advice, a university *WhatsApp* community has been established starting from the 2023/2024 study year, as this channel was identified as the most convenient way to receive information. It is also planned to report on the

results acquired and development plans so that students feel their contribution to development and improvement of quality.

Graduate Survey	In addition to the information received from the CSB, this is distributed once every 3 years	webropol.com
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Feedback: the survey is done once every three years. During the summer of 2023, a questionnaire was distributed through *the webropol* platform. The data obtained are available in Annex 9. This information will also be included in self-assessment reports. As well as the graduate event, which takes place once a year (ALUMNI - RISEBA.lv), will be informed of the results obtained.

Employer survey	1 every 3 years	webropol.com
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Feedback: the survey is done once every three years. in the summer of 2023, a questionnaire was distributed via *the webropol* platform. The survey aims to receive information from employers about the graduate's knowledge, skills and competencies. The data obtained are available in Annex 9. This information is also included and analysed in self-assessment reports and discussed in the Study Programmes Council.

Survey of Internship Supervisor	At the submission of each internship report	Paper or electronic form
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Feedback: the survey is completed at the end of the internship and the data is available to the programme director. The data is accumulated and analysed to develop and improve internship programmes and provide their students with the most successful opportunities. As well as, this is one way to verify students' knowledge, skills, competencies and abilities in a particular study programme. The data is included in the annual self-assessment reports.

Final work Development Process Evaluation Survey	Each year on the day of submission of the final work	webropol.com
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Feedback: the survey is conducted annually and only students who have submitted their final works can get involved. Feedback is received by students in lower study courses, for which the final work development process is still intended, because based on the acquired data, the university is making improvements to develop the existing processes. In June 2023, on the basis of the results of these surveys, a report and a plan of actions were prepared to improve the process. See Annex 12.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field 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 (State Education Information System (VIIS), E-platform).

The university regularly posts information about its activities, study programmes, selection criteria for admission, learning opportunities available to students, qualifications to be awarded on RISEBA's website in www.riseba.lv, student portal e.riseba.lv, my.riseba.lv, Facebook and Instagram account.

Each section of the homepage has a responsible employee assigned who is responsible for the content of the published information and its quality. The responsibilities are determined by the Rector's order and reviewed annually, as well as defined in the job descriptions of the employees concerned.

The person responsible for the content of the information indicated for the study programme on the homepage – programme director, responsible for technical provision of the insertion of information – employee of the RISEBA Marketing and Communication Department.

- Bachelor: Public Relations and Advertising Management - RISEBA.lv
- Master: Master's studies, study programme improvement process is underway.

Information shall be entered regularly in the State Education Information System (VIIS) and it shall be performed by an employee of the study part (study IT administrator).

The input of information into the E-platform is performed by the Quality Centre, but the Head of the corresponding Study Direction is responsible for the content of the information.

Based on the results of the annual student questionnaire, starting from the 2023/2024 study year RISEBA established the WhatsApp community, where only up-to-date information for students will be inserted, such as current guest lectures, events, events organised by the student council etc.

2.3. Resources and Provision of the Study Field

2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.

Since the founding of RISEBA, income from tuition fees has been the main source of funding for the study process. Study fees are covered from the funds of individuals and/or legal entities. These can be the personal funds of the students, the personal funds of the students' parents and other relatives, as well as the funds of the students' employers. Students have the opportunity to apply for study loans with a guarantee provided on behalf of the state or commercial loans. RISEBA provides guidance to students in matters of obtaining study loans. The amount of study fees and the payment procedure for each study year are determined and approved by the RISEBA Senate. RISEBA has defined the following options for paying the study fee: for the entire study programme, for one study year, for one study semester or in accordance with the study fee payment schedule (monthly fee) provided for in the study contract, that is, there are 10 payments in each study year, except the first year of study with 9 payments.

In general, more than 70% of the university's revenues are revenues from study fees. The proportion of income from study fees depends on the total number of students and the increase or decrease of other income in the relevant study year, for example in adult education programmes or purchases related to other types of studies or the development of study materials. RISEBA is active in the field of adult education, which is not related to higher education, holding various courses and seminars, participating in procurement and projects, as well as renting premises for holding educational events. The total revenue structure can be seen in figure 2.3.

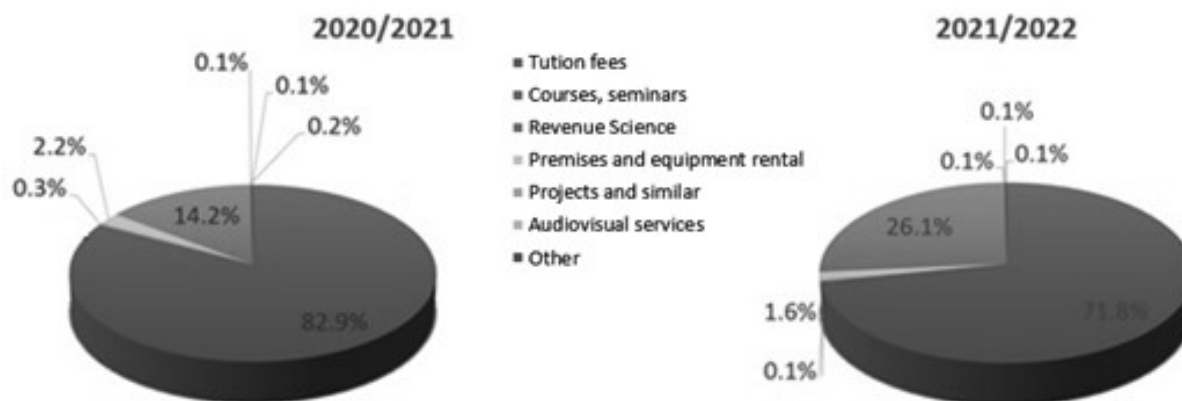


Figure 2.3. The total revenue structure

RISEBA-financed budget places are available to students whose results upon entering or continuing their studies are excellent. Budget places are fully financed from RISEBA funds. In cooperation with the Student Self-Government, the university has developed a procedure for rotating budget places to ensure their availability to the best students. In order to expand the number of students who are eligible for a tuition fee discount for excellent results, starting from 2023/2024. RISEBA budget places for the study years are not allocated any more, but a new discount "Izcilnieks" has been introduced, which provides a 50% discount on the study fee. All students of bachelor's programmes, regardless of the type and form of study, can apply for the "Izcilnieks" discount, while budget places were allocated only to full-time students of the bachelor programmes. The budget place discount will still be valid for students who have started their studies in the 2022/2023 academic year and earlier. In addition to the above, students have the opportunity to receive other tuition fee discounts. In total, 16 different types of tuition fee discounts are available to students - new programme, achievements, good grades, relatives, cooperation partner, graduate, social support, etc. Tuition fee discounts are determined in accordance with the "RISEBA Budget Places and Tuition Fee Discount Allocation Regulations" approved by the senate.

The financial resources at the disposal of the Faculty of Business and Economics, which oversees the management of the IKZ study direction, are planned every year in accordance with the RISEBA budget and are used in accordance with the tariffs, plans and estimates approved by the RISEBA management, which ensure the control of the use of financial resources. Every year, when planning financial resources, funds are provided for study, work and scientific activities, including business trips for participation in international scientific conferences, as well as funds are provided for the payment of scientific publications and additional bonuses for publications in high-ranking academic journals, indexed in Web of Science and Scopus.

Student self-government is financed from RISEBA's centralized funds in accordance with the Law on Higher Education, and RISEBA provides student self-government with the necessary facilities (infrastructure).

RISEBA's budget allocates funding for the purchase of literature and subscription to electronic databases and publications, which are available to both employees and students. The library provides access to scientific databases (EBSCO, Web of Science, Emerald, Greenleaf Publishing PRMEC), as well as various paid information sources such as Leta.lv, Nozare.lv and iŽurnāli (iFinances, iTiesības, iBizness), which are also available for remote use outside the premises of the university. Faculty also use the opportunity offered by RISEBA to order Case Studies from the Harvard Business Publishing database. For the field of study "Information and Communication Sciences", 1100 EUR is provided for the purchase of new books every year.

Every year, the budget provides funding for annual scientific conferences:

- Annual Business Management Conference (ASBBMC);
- Annual student conference ("The changing world in search of new solutions");
- Annual architecture and design conference (RIX ARCH);
- Audiovisual Art Direction Conference (ENN, held since 2021).

In addition to RISEBA funding, additional funding from the private and public sector, as well as various types of projects, is attracted to conferences, for example, funding from the State Cultural Capital Fund and BAAF was attracted to the organization of the RIX ARCH conference. Moreover, the scientific conference ASBBMC 2023 received funding from the private sector and international projects:

- Company "IFP Digital" supported the research and the presentation of the results of this research on socially disadvantaged groups of society "The Invisibles" (Laiks ieraudzīt Neredzamos | Neredzámie)
- EUROMONITOR International financed the key-note speech "How Businesses Are Adapting to the Macroeconomic Challenges"
- International project INTERGEN "CREATING AN INNOVATIVE APPROACH TO INTERGENERATIONAL ADULT LEARNING" funding was attracted to strengthen the impact of the project results on society, popularize the project results and attract more participants
INTERGEN Project Website - Juniors + Seniors

In addition to RISEBA funds, sponsors are attracted to finance the student conference "A changing world in search of new solutions" and the prize fund, which gives the opportunity to financially support the winners of the competition with cash prizes. Publications of the best students, written in cooperation with RISEBA teaching staff, are published not only in RISEBA publications, but also in journals of foreign cooperation partners, such as the Kaunas University of Technology scientific journal European Integration Studies.

RISEBA publishes and finances the scientific journal "Journal of Business Management" together with the cooperation partner BA School of Business and Finance. Also, the scientific journal "ADAM Arts" in the direction of humanities and arts is available for publications by teaching staff and students.

In recent years, special attention has been paid to opportunities to participate in various projects and procurements related to science and education. Various foreign and EU-funded projects, incl. ERASMUS+ ensures the transfer of knowledge and the development of teaching staff and students. During the reporting period, 15 such projects are implemented in cooperation with partners at the university (the list of projects can be found in Annex 25b).

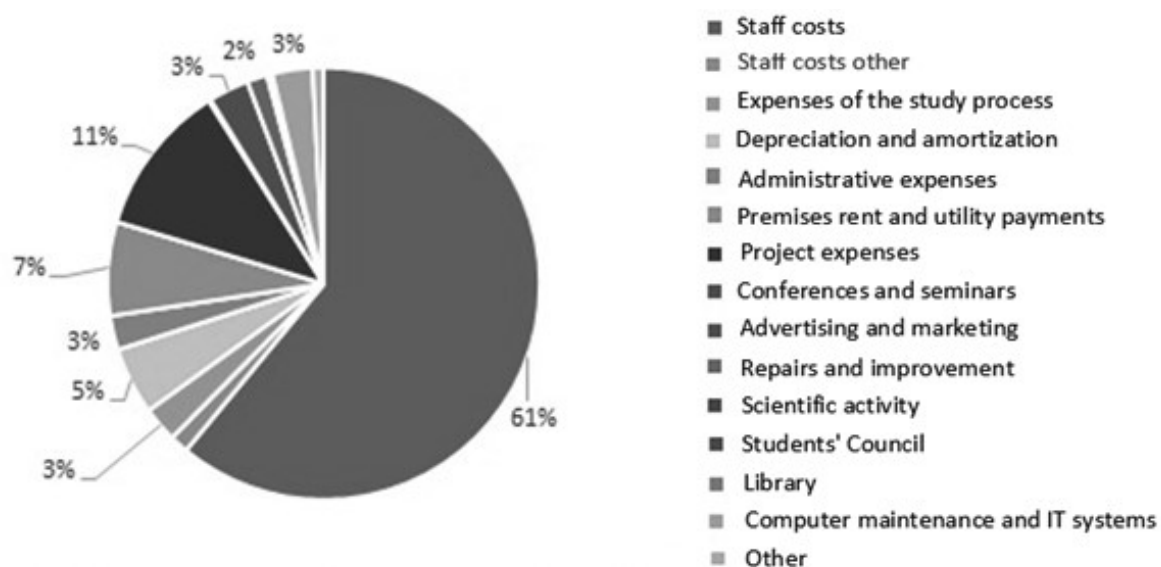
In recent years, RISEBA has made a series of improvements and financial investments in the scientific infrastructure:

- in order to promote the development of the study process and science, as well as the creation of high-quality articles, RISEBA subscribes to the international scientific database for more than ten years *Web of Science by Clarivate Analytics* (WOS Core Collection: Social Sciences Citation Index, Conference Proceedings Citation Index). Since 2020, also *Emerging Sources Citation Index (ESCI)* is added to the subscription. E-resursi - RISEBA.lv
- to promote academic integrity in 2020, RISEBA purchased antiplagiarism software *Ouriginal* (*Ouriginal by Turnitin*). It is a widely used and trusted software in Europe that helps to detect and prevent plagiarism. The programme combines text similarity detection and writing style analysis to promote academic integrity and prevent plagiarism. Ouriginal is available to all

RISEBA teaching staff and is used for checking study papers and scientific articles. The system is integrated with Moodle and can be enabled for each study course.

- Since 2022. RISEBA subscribes international data base – *EUROMONITOR INTERNATIONAL*. The database collects statistical data, analysis and visualization tools from various European and global industries that faculty and students can incorporate into teaching materials, projects and research, such as strategic planning, economic analysis, industry benchmarking, competitive threats and market entry studies.
- To promote science, sine 2021. RISEBA implemented platform *Open Journal System* Riseba Journals. On this platform RISEBA *Journal of Business Management* and *ADAM Arts* are freely accessible to any reader; submission of articles, peer review, communication with the author and publication are transparent and largely automated.
- In order to improve the quality of scientific conferences and other events, optimize work resources and interact more successfully with participants, organizers and sponsors, the MITTO event management platform will be introduced in RISEBA from November 2023. The platform provides for registration of participants, collection of payments, automatic notification, generation of certificates and other options.

In the field of financial planning and monitoring, the RISEBA accounting system has been modernized, incl. replacement of the accounting and financial management system. Financial planning and monitoring is carried out based on the Adizes methodology. Modernization of financial accounting will ensure more detailed and effective financial monitoring, including more operative information in sections by study programs. In general, see figure 2.4. for the structure of university expenses.



2.4. figure. Structure of RISEBA university expenses

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/college, available to the students, and the teaching staff.

In order to ensure implementation of the study direction “Information and Communication Science”, RISEBA stake care of the appropriate methodological, material, technical and informative material base. Since the foundation of the university, RISEBA has substantially expanded the premises for securing the study process. The study process in RISEBA is being carried out in three buildings in Riga – one in Meza Street 3 and two in Durbes Street 4 (H2O6 RISEBA Architecture and Media Centre, part of Riga's creative quarters). The building on Durbes Street 4 is tailored for people with special needs.

Meza street 3, Riga	4 Durbes Street, Riga	Kopā
18 study rooms (668 seats)	9 classrooms (263 seats)	27 study rooms (951 seats)
3 computer classes (85 seats)	4 classrooms (video editing studio/computer classes) (71 sēdvietas)	7 computer classes (156 seats)
Copy Center	2 video editing workrooms (5 seats)	
Student government premises	photo studio (30 seats)	
	sound recording studio (10 seats)	
Meeting rooms	video studio (50-60 sēdvietas)	
	mākslas studio (15 sēdvietas)	
	aktiermeistarības zāle (30-40 sēdvietas)	
Creative Business Incubator	Media laboratory (5 work stations)	

All audiences are equipped with visual display equipment. Audiences have powerful stationary video projectors installed and larger audiences have additional monitors installed, for better visibility from the far rows.

In total, RISEBA's learning process in audiences, computer classes and assembly rooms is powered by 282 computers with the Windows operating system installed, and 84 “Apple” computers. 218 computer-based workstations are equipped for the study process, of which 180 are available directly to students. Computers are based on Intel Core processors with MS Windows and MS Office software installed, or Apple MacOS X software. Two computer classes on Meža Street 3 and all computer classes on Durbes Street 4 are equipped with high performance computers capable of providing rapid processing and training of audiovisual materials. Computer hardware is regularly monitored and gradually updated.

All RISEBA computers are connected to a local university computer network and the Internet. A wireless Internet connection (WiFi) is provided at RISEBA premises. The internet connection speed is 500 Mbps (Meza Street 3) and 500 Mbps (Durbes Street 4).

RISEBA operates 14 multifunction network printers with scanners. Six of them provide a colour print. A copy centre is available for employees and students to print, bind, etc. handouts and deliverables.

The preparation and presentation of multimedia presentations and teaching materials and the

visualisation of data use a variety of multimedia technical capabilities: conference audiences with LCD and laser projectors, screens and sound devices; 5 portable projectors; 5 laptops that could be used with portable projectors without additional stationary equipment.

Lecture recording facilities are available at RISEBA in 3 auditoriums – 2 at Meža Street 3, where lecture recording facility is based on RISEBA subscribed Panopto video recording, management and broadcast systems, and 1 at Architecture and Media Center H2O6 (Durbes Street 4), where lecture recording facility is based on Blackmagicdesign and video broadcast system Thomson video networks VS7000. In addition, the university has the ability to provide lecture video and audio with a portable multi-camera equipment system (Liva GV Director Nonlinear Liva production system), which provides recording and transmission with 8 cameras (Sony FS700 series cameras with special with SLOW MOTION feature and 4K video format), as well as 3D filming with INSTA 360 Pro cameras. The audio recording uses Rhode Mic, Rhode GO II, Shure Mic, Sennheiser GV series and AVX ME2, MKE600, Zoom H6.

From the 2012/2013 academic year, the study process is also being carried out at the Architecture and Media Centre H2O6 (Durbes Street 4), where students of all study directions have access to - a photographic studio (equipped with portable BOWENS Gemini 750 and 400Rx lighting techniques), a sound recording studio (equipped with stationary and portable audio recording and mounting hardware, Yamaha N16, ALLEN & HEATH Q16, ALLEN & HEATH D Liva, BOX 2 x F1 Model 812 Flexible Array loudspeakers with 2 x F1 Subwoofer, Martin audio), video studio (equipped with stationary lighting techniek ARRI, Swit and MOLE-RICHARDSON-CO spotlights, dressing room, makeup, property and costume warehouse and black green and blue background), three video assembly studios (59 jobs - equipment Apple computers with Apple final cut, Apple logic and Adobe Creative Suite program-matures), two video assembly workstations (one equipped with 2 Apple computers with Apple final cut, Apple logic and Adobe Creative Suite software, and another with 3 Apple PCs with Apple final cut, Apple logic and Adobe Creative Suite software), a media lab room with 2 Apple PCs with Apple final cut, Apple logic and Adobe Creative Suite software, and 2 Windows PCs with Adobe Creative Suite software, the acting Hall. Students and faculty have the opportunity to use: video translation system Thomson video networks VS7000, multi-camera Liva GV Director Nonlinear Liva production system with 8 camera recording and broadcast capability, complete with Sony FS700 series cameras special with SLOW MOTION feature and 4K video format. DJI Phantom 4 PRO PLUS, DJI inspire 2 Premium Combo (CinemaDNG & Apple ProRes Activation key + X5S), plus 3D filming with INSTA 360 Pro cameras. The audio recording uses Rhode Mic, Rhode GO II, Shure Mic, Sennheiser GV series and AVX ME2, MKE600, Zoom H6.

An LED lighting installation has been performed at RISEBA buildings on Forest Street 3 and Durbes Street 4.

In 2022, a media lab was opened at the building on Durbes Street 4. The lab comes with 2 iMac M1 computers and 2 Windows PCs with Intel I9 processors designed to handle audio, video and VR content.

In 2023, a number of equipment designed to deal with advertising, media and VR content were purchased: 3D scanner shining Einstar, virtual reality glasses Redbox VR5 pico4 Enterprice set with 4 glasses, graphic tablet Juion CAMS 16 5 pieces, digital board Avtek TS 7 75 ”.

Another computer class was also equipped to process media files, consisting of 21 computers in the following configuration: The Core I7-13700H/32GB/1TB/RTX 3060 12GB + Dell UltraSharp 2520D monitor and purchased Adobe CreativeCloud licenses for these computers. Computers are available to students for practical work.

2.3.3. 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 field 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 field, 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 possibilities for the subscription to the databases.

The collection of the RISEBA Library is created according to the study directions and scientific research fields of the university, as well as the requirements of the study programmes, thus providing information to all study levels of RISEBA - bachelor, master, doctoral, as well as scientific research areas.

Collection of stock is carried out in accordance with the library's budget, which is approved by RISEBA Rector every year. The library's budget is 3% of RISEBA's expenses (see Figure 2.8). The allocated funding is used for purchasing necessary sources, paying for subscribed databases and subscribing to periodicals.

A separate budget for methodological and informative resources needed for the implementation of the study process is allocated to each study programme every year. The procedure for purchasing resources requires that faculty member writes an application to the program director indicating the necessary resources. The programme director approves the appropriateness of resource acquisition and controls the me resource budget. The application is then sent to the library. The head of the library buys information resources according to the purchase application signed by the director of the study programme.

Teaching staff are offered to order books and other information resources each year. For the purchase of information resources, a programme budget is determined, within the framework of which faculty members order books, Case Studies (for example, from Harvard Business Publishing, with which a contract is signed), simulations (for example, from Harvard Education), and other types of informational resources.

Information resources purchased abroad are mostly purchased in cooperation with the online book store Krisostomus, and from publishers published in Latvia. The Library supplements the collection of information resources with valuable and significant donations, which contribute to the development of the Library's collection and create a large information base for scientific research work. The library has received donations from students, academic staff, various governmental and non-governmental institutions. Reception of donations in the library collection takes place in accordance with MK regulations no. 317 "Regulations of the National Library Collection".

The library also performs the functions of the archive of final theses developed by university students and lecture materials of teaching staff, thus supplementing the library's stock and information provision.

The RISEBA Library provides access to the information necessary for the performance of study, research and scientific activities, offering the information resources in the library collection, as well as ordering information resources from other libraries for use for a specified period of time (interlibrary subscription). The library uses the integrated library information system ALEPH 500 and

participates in the creation of a common catalogue of libraries of national importance. The library ensures the necessary instructional and reference literature in the study process, access to 65 databases and press publications, provide services to students and academic staff of the institution of higher education, employees - computer-aided workplaces, consultations regarding the use of e-services, training for improvement of information search skills, bibliographical referencing, and other. The compilation of the library collection takes place in accordance with the content of the study programmes of RISEBA, in cooperation with study programme directors and academic staff.

The RISEBA library has more than 23000 sources of information - monographs, reference literature, press publications in Latvian and foreign languages, a collection of DVD-ROMs. 60% of library books and other information units are in English, 15% in Latvian and 25% in Russian. There is 1091 information source specifically related to the information and communication science field available at RISRBA library.

As of June 17, 2016, the RISEBA Library has been accredited to the Latvian Ministry of Culture and has acquired the status of a library of local significance. The library is opened six days a week at 10.00 - 18.00, on Saturdays 10.00 - 15.00, the total area of the library is 453 square metres. Two branches have been established for the convenience of students and teachers - Architecture and Media Centre H2O6 - in Riga, Durbes 4 and Meža Street 3. The main library is located on Meža Street 3, it has an extensive reading room with 32 workstations, as well as a computer room with 14 computerized workspaces. Today, more and more literary sources and audiovisual works are available in digital form. They are stored both on the library branch server and available online.

Each year, the EBSCO Academic Search Complete (full-text publications in the humanities and social sciences), the Web of Science (full-text publications in the natural sciences, social sciences, humanities, arts, etc.), Emeralds (business management information, 4116 full-text scientific publications downloaded), SCOPUS (database of bibliographic and citation information in multi-disciplinary scientific publications), ScienceDirect (database in nature and technical sciences, life sciences and medicine, as well as humanities and social sciences), Passport (database) are subscribed and used to support the quality study process. Euromonitor International's information resource in international business and marketing, economics, international relations, tourism, as well as social sciences), Leta.lv, Nozare.lv, all databases are also available remotely for use outside university premises. The statistical overview is available in figures 2.5. and 2.6.

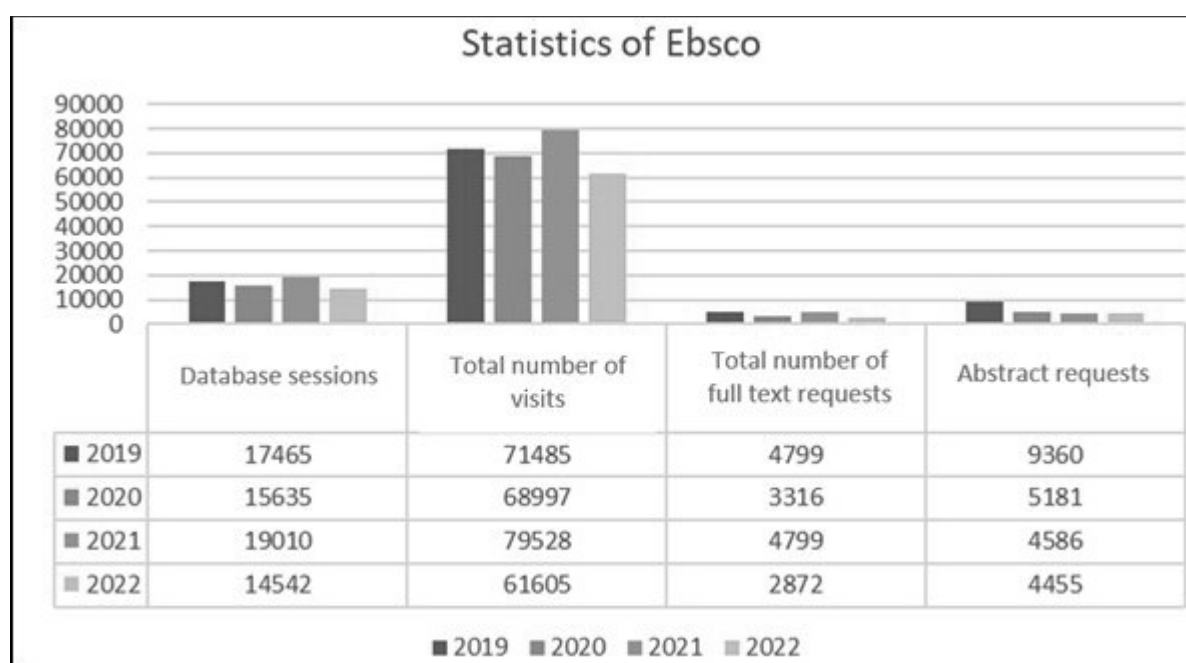


Figure 2.5. EBSCO statistics

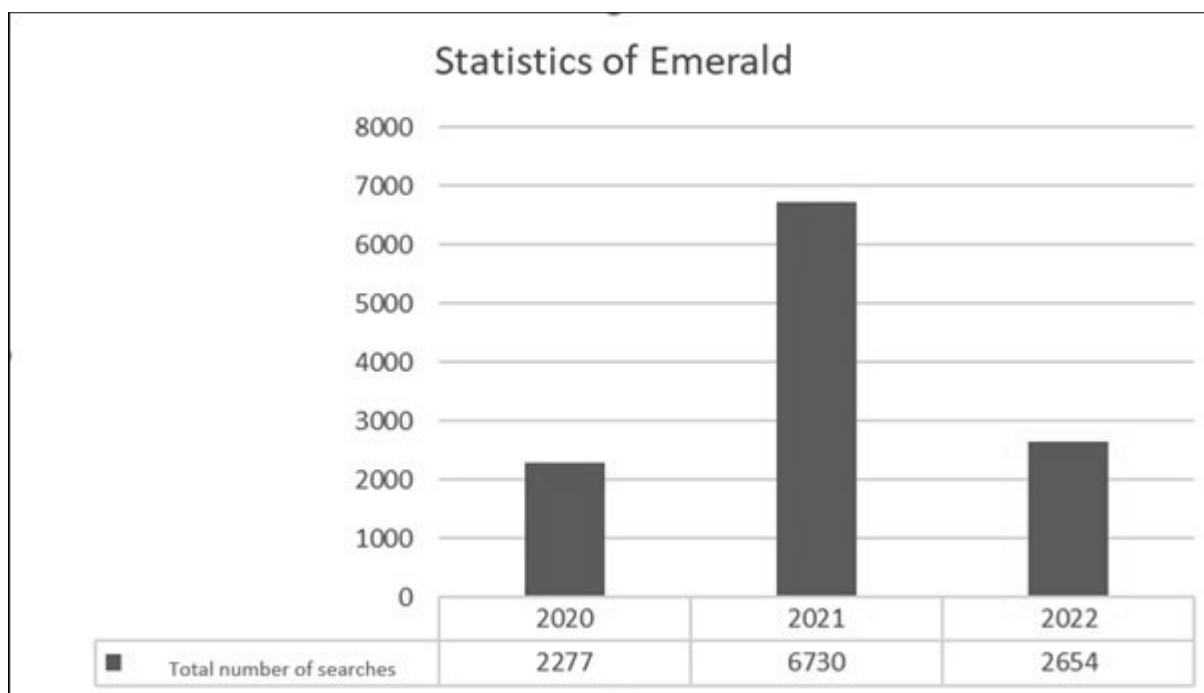


Figure 2.6. Emerald statistics

At the end of 2022, the operators of the subscribed databases send the library a statistical overview of the use of e-collections, the directors and lecturers of the study programmes of the institution of higher education are also interviewed regarding the quality of the resources offered by the subscribed databases, as a result of which it is decided to further subscribe to the databases. Students and faculty are aware of free-access resources useful in studying – databases, e-logs, e-books, e-libraries, and foreign full-text trial databases available for a certain period of time. Pilot database access is provided through the Culture information systems Centre, free Taylor & Francis Group eBooks trials were provided.

The website of the institution of higher education establishes direct access to both subscribed databases, free access resources and trial databases. Our students have opportunities to use the databases offered by the national Library of Latvia, as well as other institutions of higher education (LU, RTU, RSU, etc.) libraries. RISEBA has a cooperation agreement with Harvard Business Publishing. Lecturers have the opportunity to order and use the information resources necessary for the acquisition of the study programme (cases, online Courses, simulations, videos, etc.). For students and lecturers, the library subscribes to press releases. The home page of the RISEBA institution of higher education provides information on the library, links to its catalog and subscribed databases, as well as by-laws, terms of use <https://riseba.lv/en/students/riseba-library/>.

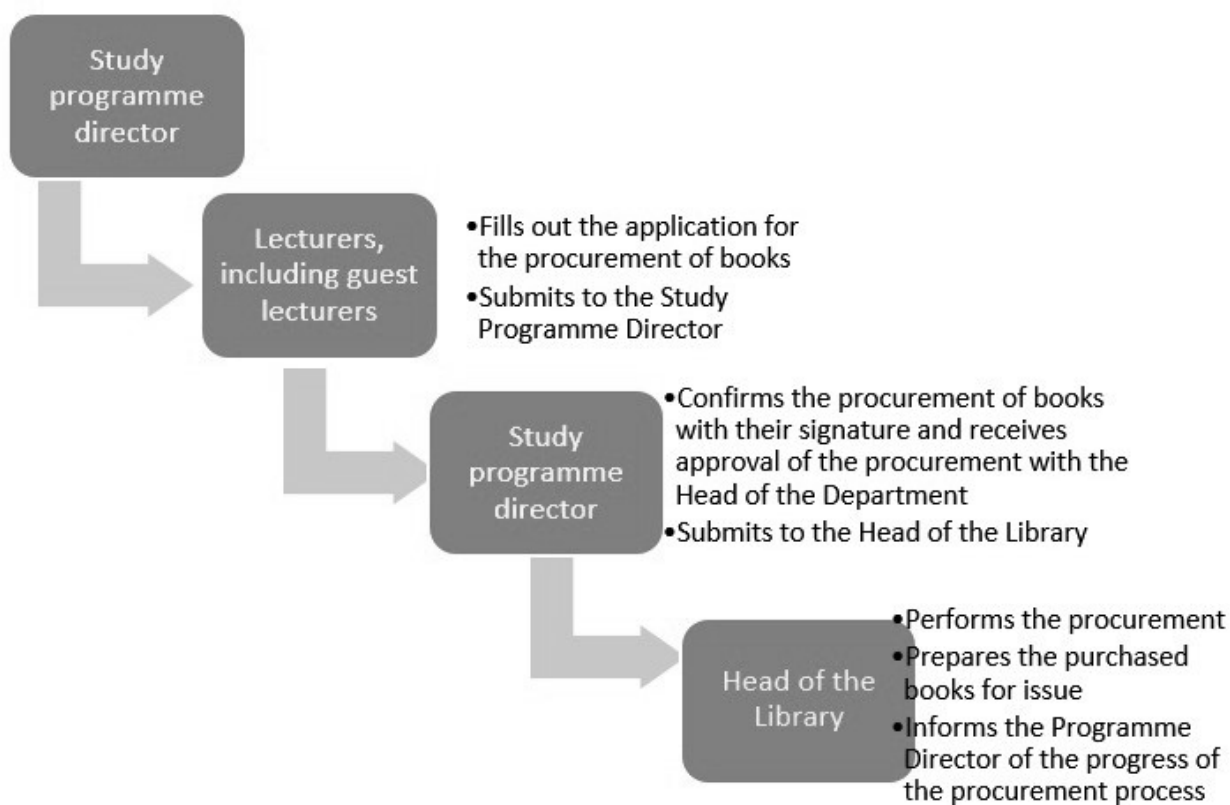


Figure 2.7. Procedures to order resources

The library shall create the stock in accordance with the study and scientific work directions of the institution of higher education, the requirements of study programmes, thus ensuring with information all study levels – the fields of Bachelor, Master, doctor, as well as scientific research.

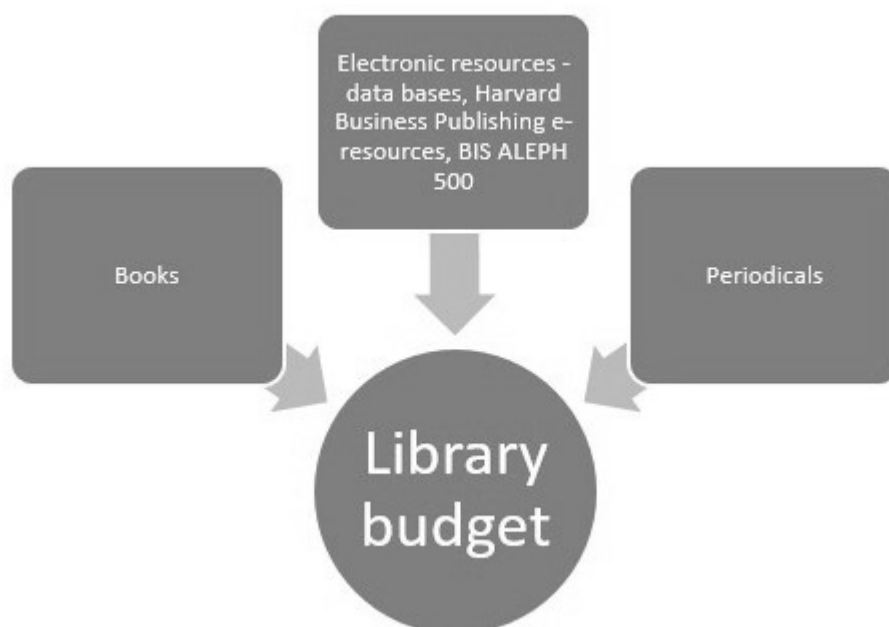


Figure 2.8

2.3.4. Provide a description and assessment of information and communication technology solutions used in the study process (e.g., MOODLE). If the study programmes within the

study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.

The latest information and communication technologies – mobile video conferencing rooms, computer graphics cabinets, computer classrooms, multimedia, Internet, e-study environment Moodle (RISEBA e-learning), library, film and photo pavilions, laboratories with access to video conferencing hardware, interactive boards, data projectors, document camera, graphic projectors and instructional materials, Internet connection is ensured for implementation of the programmes of the study direction “information and communication science”.

Moodle

The digital platform Moodle has been introduced to support the study process at the university in RISEBA. At this point, Moodle (e.riseba.lv) is an integral part of the study process in all forms of study (full-time and part-time). For each study course that is implemented at the RISEBA institution of higher education, a site has been developed which is managed and maintained by the teacher of the particular study course, inserting the necessary information (including study materials, additional materials, etc.) in accordance with the requirements developed by RISEBA. To this end, guides and instructions have been developed and seminars have been held twice a semester to restore knowledge, with specific support for new doctors. In order to ensure compliance of the Moodle site with the requirements of RISEBA, the quality Centre shall perform site audits twice in a study year.

In the summer of 2023, Moodle was upgraded to version 4 and developed a unified visual design to match the riseba.lv's new homepage, ensuring they are intertwined. With Moodle updates, students have the ability to download the Moodle app on their smart devices for easier use by e.riseba.lv.

A comfortable, tasteful and thoughtful Moodle environment is especially important in the form of distance learning studies for students. With the update, RISEBA has the opportunity to provide much more interactive learning by applying H5P elements and other modern tools to the presentation of the study substance, creating discussion forums, tasks, quizzes, and ratings capabilities. It helps to encourage student engagement and learning.

Unimetis (my.riseba.lv)

It is an electronic student information system (platform) where a student has the opportunity to see his or her study plan, assessments obtained in a study course, financial liabilities, apply for different types of cognitions, etc. Taking advantage of the opportunities offered by unimetis, students' surveys are organised on this platform from 2023, ensuring the participation of students in quality improvement.

Zoom

During the COVID period, RISEBA had to think of alternatives to providing a high-quality study process in a remote format, and as one variant was integrating video conferencing platform Zoom into the study process. While RISEBA studios are held in person for the given moment, distance learning students are provided with Zoom face-to-face counseling remotely. All trainers are trained to work with Zoom and instructions are available to learn it if necessary. RISEBA has purchased 100 licenses to use Zoom. Audience computers are equipped with microphones, speakers, and webcams. Also purchased equipment for hybrid lectures: 3 conference machines for the meet Owl Pro, which includes a 360-degree video camera, microphone and speakers, and 6 interactive boards, of which 3 are set up in audiences and 3 are mobile.

Miro

At the same time, trainers have access to a Miro site that allows them to share a desktop that can be used to collaborate on a study process. Instructors have access to instructions and videos on how to use Miro during the study process.

MS Office

RISEBA has concluded a contract for the use of MS Office Educational in the course of study, administrative work and private use of students and trainers. This means that the parties involved are provided with free MS Office. Additional information is available here.

Ouriginal and interstate anti-plagiarism platform

in 2013, RISEBA, together with four Latvian institutions of higher education, signed a Treaty on the establishment and use of a common anti-plagiarism platform and, as of 2014, announces their use. Currently 25 Latvian universities participate in the common anti-plagiarism platform.

Starting in 2021, RISEBA uses the anti-plagiarism platform Ouriginal, which allows comparison of student work content against both freely available texts and publications that are only available in scientific publishing databases. The platform is integrated with RISEBA's e-leaflet platform MOODLE, which allows automated screening against plagiarism for all student jobs loaded into it.

Statistical data analysis Tools

For several years, RISEBA has been using a software package to analyze statistical data from the IBM SPSS (Statistical Package for the Social Sciences). IBM SPSS is installed in computer classes with a total of 38 user licenses installed for instructors and students. Students and faculty have 1 Smart PLS and 5 NVIVO licenses available for scientific research.

Webropol

During the study process, RISEBA is widely used by students, the RISEBA-subscribed, e-platform Webropol. RISEBA has a contract to use Webropol on the Web for an unlimited number of users

Panopto

For the development of course materials, workplaces accessible to teachers with appropriate software, microphones, cameras for the production of quality video material in study course subjects. Lecture recording facilities at the institution of higher education have been provided stationary in 4 auditoriums – 3 at Forest Street 3 and Forest Street 1 K6, where the lecture recording facility is based on the Panopto video recording, management and transmission system and 1 at the Architecture and Media Centre H2O6 (Durbes Street 4), where the lecture recording facility is based on Blackmagicdesign and video translation system Thomson video networks VS7000. In addition, there is the ability to provide a lecture record with portable multi-camera equipment (Liva GV Director Nonlinear Liva production system) that provides recording and transmission with 8 cameras (Sony FS700 series cameras with special with SLOW MOTION and 4K video format).

Studio “RISEBA Production”

A studio staffed by both experienced professionals and RISEBA students that helps doctors film and assemble quality and interactive video materials for distance learning students.

Once a year, material resources are audited and the need for their renewal and replenishment is determined for the coming year and plans for the development of the IT infrastructure of the coming years are renewed. Regular maintenance and refurbishment of software versions, computer

network anti-virus software, and firewall support.

Any teacher shall have the opportunity to contact the director of the study programme if it is necessary to purchase a tool, platform, software, etc. in the study course or study programme. During the meeting, examine the proposal, evaluate the benefits of the study programme and the possibility to implement it throughout the institution of higher education.

2.3.5. 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.

In the field of Information and Communication Sciences (ICS) study field, as well as in all study fields at RISEBA University, the selection, election, and recruitment of academic and personnel positions occur in accordance with the regulatory acts of the Republic of Latvia, considering the recommendations developed by the World Bank for Latvian higher education institutions, as well as AACSB guidelines for academic personnel.

In accordance with the university's mission, vision, and RISEBA's strategy, an Academic Personnel Policy has been developed and approved. Its goal is to ensure the university is provided with highly qualified, professional, and competent academic personnel. The most important criteria for selecting academic staff are defined in the Academic Staff Policy – these criteria include a doctoral degree, scientific or creative activity, and professional and pedagogical work experience. In line with RISEBA's Academic Personnel Policy, detailed Regulations on the Election of Academic Positions (NL0016) have been developed.

In the ICS study field, as well as in other study fields at the university, academic personnel are elected through a public open competition in accordance with the requirements of the *Law on Higher Education Institutions*. As RISEBA is the primary workplace for this academic staff, unlike guest lecturers, higher demands are placed on them regarding their scientific or creative, pedagogical level, continuous qualification improvement, and annual academic staff evaluation, thereby guaranteeing higher remuneration as well.

To ensure the recruitment and assessment of high-level personnel, RISEBA has developed a *RISEBA Competency Model for Personnel*. To ensure the suitability of potential academic staff members according to RISEBA's quality standards, the personnel selection procedure involves not only analysing candidates' documents and conducting in-person interviews but also assessing pedagogical qualifications through open lectures and evaluating candidates within specialized faculty. Additionally, to ensure an independent evaluation of candidates, RISEBA has established the *Compliance Committee*, approved by the rector, tasked with providing an independent conclusion regarding candidates' suitability for academic positions. Recommendations from the *Compliance Committee* regarding a candidate's suitability are submitted to the *RISEBA Senate* and evaluated alongside proposals put forth by the profile faculty. The final decision is taken by the RISEBA Senate by secret voting. The professors and associate professors shall be elected by RISEBA, BA School of Business and Finance, and Ventspils University of Applied Sciences Joint *Council of Professors in Economics and Entrepreneurship, including Business Management Science*, in accordance with the current *Law on Higher Education Institutions* of the Republic of Latvia.

The final decision is made by the RISEBA Senate through a confidential vote. Professors and associate professors, in accordance with the current laws of the Republic of Latvia on Higher

Education, are appointed by the *Joint Professors' Council in Economics and Business Administration* (RISEBA, BA School of Business and Finance, and Ventspils University of Applied Sciences), including the field of business management sciences. This appointment is done in collaboration with the relevant professors' council of the respective field of science. You can find more information at <https://riseba.lv/en/science/experts-and-councils/councils/#joint-professors-council>

The competition for academic vacancies is public and open. Vacancies are posted on RISEBA's website in the vacancies section (<https://riseba.lv/en/about-us/vacancies/> and if necessary, on the *Latvijas Vēstnesis* portal and the European Commission's *Euraxess* portal, allowing any interested candidate to apply. Before the election of academic staff, candidates are introduced to the job conditions and the potential draft of the employment contract. After the election, a contract is signed with the chosen academic staff candidate.

The assessment of the number of academic staff in the ICS study field and the planning of workloads and succession are managed by the Faculty of Business and Economics. Preference is given to elected faculty members for teaching study courses. However, visiting lecturers also play a significant role. When recruiting new visiting lecturers for academic work in the ICS study field, the main focus is on leading specialists working in public relations and advertising, aligning with the status of a visiting lecturer. The main criteria for selecting visiting lecturers include:

- the candidate is an authority in their field;
- the candidate has an appropriate level of education and language proficiency.
- the candidate shows interest in academic work, demonstrated through participation in industry conferences, publications in press relevant to the specialty, and lectures given in public spaces.
- the candidate is loyal to Latvia and holds a good reputation locally or internationally.

Candidates who do not align with RISEBA's educational programmes objectives or duplicate existing course content are identified and not considered. For instance, this year, a proposal for the course *Latvian Language Theory* for the Latvian group was rejected as it matched the level of secondary school knowledge in Latvia, whereas foreign students at RISEBA are taught the course *Latvian Language (for Foreign Students)* by visiting lecturer Irina Kozlova.

In cases where a lecturer needs to be replaced operatively (for example illness, unforeseen commitments, or business trips abroad), a survey is conducted among existing faculty members who have the capacity to take on an additional workload for a specific period. If a visiting lecturer is absent, a replacement is found among existing visiting lecturers or elected faculty members. To ensure uninterrupted academic processes, it's planned that each course will have at least two lecturers, as specified in the course descriptions.

RISEBA University considers an additional criterion for finding new faculty members: the potential faculty member being a doctoral student or graduate of the university. This ensures loyalty and succession of staff within RISEBA, contributing to the continuity of academic expertise within the institution.

2.3.6. 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 qualifications (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the

implementation of the study process and the improvement of the study quality is evaluated.

The qualitative composition of academic staff in the field of Information and ICS study field corresponds to the specific requirements and conditions of study programmes. The faculty members are professionals in their respective fields, showcasing their competence in industry research and utilizing e-learning environments within the teaching process. They have participated in international projects and developed study courses and educational materials. The Bachelor's programme PRAM in the ICS study field encompasses specialized offerings, therefore attracting professionals from both advertising and public relations sectors with practical work experience in their respective fields.

RISEBA University has devised a unified system for ensuring the qualifications and work quality of academic staff, which fully applies to the ICS study field— *The RISEBA Performance Management System*. This system includes annual evaluations of academic staff based on three groups of criteria: 1) scientific and artistic, 2) pedagogical qualifications, and 3) organizational competencies. It involves annual discussions and the development planning of employees for the upcoming year. Following the evaluation, faculty members are assigned a category (there are four categories in total), which correlates with their remuneration.

The university categorizes faculty members into two types: academic (scientific) and study-oriented lecturers. For academic faculty, greater emphasis is placed on scientific criteria (35%), while for study-oriented lecturers, the focus is on pedagogical criteria. The number of study-oriented lecturers is determined by the rector's directive, primarily involving language course instructors.

Each faculty member undergoes an annual interview with their immediate supervisor for result evaluation and discussion of future plans and tasks. The lecturer and supervisor meticulously assess each criterion group using indicators. The consolidation of assessments occurs during annual evaluation discussions at the end of the academic year (June) based on documented achievements, such as certificates, conference materials or publications, project outcomes, observation records from classes, etc. Criteria may be updated and refined according to the university's priorities. Certain criteria carry more weight, such as the number of internationally cited publications in scientific work and student survey results on teaching quality in a pedagogical direction.

The RISEBA Performance Management System and annual evaluations serve as motivational tools for faculty members to achieve better results, as the annual evaluation outcome is linked to the remuneration system. The remuneration rate is calculated based on the assigned evaluation category, supplemented by coefficients for a doctoral degree, the level at which the course is taught, and language (teaching in English is compensated at a higher rate).

The compiled evaluation results are submitted for approval to the Vice-Rector for Studies, based on which the rector issues a directive on determining the remuneration for the next academic year.

The RISEBA Performance Management System also includes development discussions during the annual evaluation. Lecturers prepare their personal development plans for the next academic year and discuss with their supervisors opportunities for advancing qualifications and interesting teaching topics. The dean compiles the teaching topics of interest expressed by faculty and creates a list of seminar topics for the next academic year.

Procedures for Organisation of Methodological Seminars

Methodical seminars are organized roughly once a month, encompassing 2 academic hours during

the first and second semesters, and 16 academic hours per year. Since fall 2018, seminars have been organized differently: during one semester, they occur monthly, while in the other semester, they span a full day of 8 hours. On seminar days, no classes are scheduled, allowing faculty members the opportunity to learn and share experiences throughout the entire day. Seminar topics are planned based on current trends and the expressed desires of faculty members.

During the review period, RISEBA has organized methodical seminars for faculty qualification enhancement, such as *Design Thinking Workshops*, *Modern Digital Technologies* (2020); *Psychological Justification of Motivation of Digital Learning*, and *Pedagogical Methods of Involvement of Students* (2022). Euromonitor International: Data and Forecasts, Panel Aggregators, Integration into Research Platforms, and Statistical Data Processing with Power BI (2023), among others. All seminars organized by RISEBA from 2020 to 2023 are outlined in the table *Summary of RISEBA Methodical Seminars 2020-2023* in Annex 51.

Depending on the seminar organization, participants receive RISEBA University certificates specifying the number of study hours and topics covered.

Participation in professional development and attendance in educational seminars are criteria in the annual evaluation of faculty members. It's mandatory for faculty to attend at least 50% of methodical seminars to earn an additional point in their annual faculty evaluation. RISEBA University allows substituting seminar attendance with completion of foreign courses, seminars, or any professional development activity, provided participants present relevant documentation.

Within the framework of the Erasmus+, all faculty members could visit foreign universities, deliver lectures, attend foreign professors classes, learn new methods, and share experiences.

Every year, there's an evaluation of faculty development through the offered methodological seminars, providing feedback on the benefits gained. For instance, feedback on the seminar *Application of Quantitative and Qualitative Research Methods in Student Research* included 3 questions regarding the seminar's content, application process, and benefits, with an additional option for free-form feedback and suggestions. Participants acknowledged the seminar's relevance and comprehensibility of methods, stating that the acquired knowledge would be beneficial in working with students. They also highlighted certain shortcomings and proposed improvements for future methodological seminars, such as dividing participants into two working groups – with and without prior knowledge, continuing the topic with practical examples, organizing seminars on new teaching methods for both on-site and remote students, and strategies to engage the attention of hyperactive student generations. These topics will be included in upcoming methodological seminars.

RISEBA University offers various opportunities for faculty qualification enhancement:

1. Methodological seminars – available to all faculty members;
2. ERASMUS+ mobility – available only to full-time faculty members;
3. Colleague class observations and mutual learning – available to all faculty members;
4. Participation in annual international conferences organized jointly by RISEBA University and BA School of Business and Finance (ASBBMC) – accessible to all faculty. For example, many faculty members attended the last conference *In Search for a Way Out of the Multicrisis: Challenges and Opportunities* (2023);
5. Additional courses offered by the university are advertised on social media platforms and open to all faculty members. For instance, courses such as *Strategic Marketing* led by Valters Kaže (22.11.-30.11.2023) and *Digital Marketing* by Edgars Koronevskis, MBA, a digital marketing expert (29.11.- 7.12.2023) Courses - RISEBA.lv;
6. All faculty members, both elected and visiting, can receive additional guidance on placing

study courses in the MOODLE environment and using new digital tools in the education provisioning process if necessary.

2.3.7. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

In the ICS) study field, there are 49 faculty members involved. Among them, 21 (43%) have a doctoral degree, and RISEBA has appointed 26 faculty members (2 professors, 5 associate professors, 6 lecturers). Five faculty members are international representatives, and three of them are elected to academic positions at RISEBA: Dr. İoseb Gebelai, Dr. Fahri Akdemir, and Dr. Almir Pestek. There are 19 (39%) visiting lecturers representing the business environment; detailed information can be found in Annex 20.

For faculty members involved in the study programmes in the ICS study field, the workload allocation complies with the regulations outlined in the *Law on Higher Education Institutions*, particularly the fourth point of Section 3 of Article 4 and the second point of the second paragraph of Article 5, along with other related external regulatory acts and the Academic Staff workload norms approved by the RISEBA Senate. The overall workload for faculty members comprises academic, research, and administrative tasks for those also employed in administrative roles.

The academic workload of faculty members involved in the implementation of the study programmes for the ICS study field includes:

1. delivering classes;
2. supervising internships;
3. assessing examinations;
4. providing consultations;
5. reviewing assignments;
6. guiding study works;
7. supervising bachelor's and master's theses;
8. reviewing bachelor's and master's theses;
9. participating in study work and internship defence committees;
10. participation in state examination committees.

Until September 2023, the academic workload of the university faculty members at RISEBA was planned and recorded based on the principle of payment for specific tasks completed. Each of the mentioned types of workload had a specific payment rate in accordance with the norms approved by the RISEBA Senate for academic staff workload. The faculty's workload was planned annually according to the schedule of study programmes, and the workload was monitored by the *Study Department*, comparing the planned workload with the actual work completed at the end of the reporting period.

Starting from the academic year 2023/2024, RISEBA initiated a gradual transition from payment for individual tasks to a fixed monthly payment system. The university has developed and, as of October 11, 2023, the Senate has approved a regulation titled. *Regulation on Work Planning, Accounting, and Remuneration of RISEBA Academic Staff Members (NL 0101)* Considering the specific nature and diversity of academic work, this transition is planned to be fully implemented

over a period of 3 years.

Starting from the academic year 2023/2024, a fixed monthly payment will be applied to lecturing, exam grading, and assignment evaluation, as well as supervising student work. Other academic activities will still be compensated based on the principle of work performed. These positions include both the workload of contact hours and a portion of the remaining academic workload, ranging from 200 to 900 hours per year.

The principles governing the formation, recording, and control of academic workload for faculty members, including both elected academic staff and visiting faculties, are implemented uniformly. In workload allocation, preference is given, within the limits of possibilities, to the elected academic personnel.

Similar to the approach used for pedagogical workload planning and recording, a comparable principle is employed for the academic staff's scientific work – payment for work done. Scientific work is remunerated by: 1) payment for the publication of scientific articles and 2) payment for participation in scientific projects. The transition to a fixed monthly payment system for scientific work is planned to be implemented within the next 2-3 years.

The payment for academic staff's scientific work is regulated by the RISEBA Senate-approved Regulation on the Conditions for Participation of Academic Staff at International Scientific Research and Academic Conferences, Art Symposiums, and Audio-visual Festivals (NL-0071). This regulation sets the remuneration for faculty members, and participation in activities aimed at promoting scientific work, in accordance with the limits specified for each academic position category. Another regulation, Regulation on the Conditions for the Publication of Academic Staff's Research Results (NL-0079), determines the payment for the results of scientific activity – scientific publications. This regulation includes payment for publications in collections of articles and journals indexed in WOS/SCOPUS, as well as increased payment for publications in scientific journals included in ABDC and ABS lists. This promotes not only the quality of RISEBA's research but also strengthens Latvia's scientific development and international scientific influence. For detailed information on the scope of rewards for scientific publications, refer to section 2.4.4.

The workload of elected academic staff, as well as a significant portion of the academic workload, is recorded and compensated based on the actual achieved work results. The administrative workload of the staff also significantly varies, making it challenging to precisely evaluate the work proportions for each type of workload.

The academic freedom of RISEBA faculty members is also reflected in the opportunity to choose the time allocated for scientific work versus academic work. Roughly estimated, the scientific workload for professors and associate professors constitutes an average of 30-40%; for lecturers and assistant professors, it ranges from 10-20% of the total workload.

In summary, the quality composition of academic staff working in the ICS study field meets the requirements of the *Law on Higher Education Institutions*. The qualification of academic staff involved in the implementation of the study field aligns with the specificity of the study programmes and implementation conditions, as well as the regulatory requirements in the field of education.

The faculty members within the ICS study field are professionals in their field—communication and/or public relations industries and/or scientific sectors, demonstrating their competence in industry research and/or creative work. They have also participated in international projects and developed teaching resources and materials. The implementation of study programmes in the study field has attracted professionals in their respective specialties, with practical work experience in the relevant field—primarily in those study courses linked to specific industry-related subjects, making

it impossible to replace these lecturers with those primarily engaged in other core activities.

2.3.8. 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.).

One of the priorities of the study programmes of the study direction “Information and Communication Science”, as well as RISEBA is to provide support to students by ensuring a safe, inclusive, and pleasant study environment, which assists the qualitative implementation of study programmes. Students of an institution of higher education have access to 1) financial support, 2) support for ensuring the study process, as well as several 3) career and psychological support mechanisms.

The financial support takes the form of discounts on tuition fees. A total of 16 different types of tuition fee discounts are available to students - new programme, honours student, good grades, relatives, co-operation partner, alumnus, social support, etc. Study fee discounts are determined in accordance with the by-law for granting study fee discounts approved by the Senate (See Section 2.3.1 and RISEBA Budget Places and Tuition Fee Discounts for details).

Support for the provision of the study process is provided through administrative staff - programme directors, study programme administrators, staff of the customer service centre, and academic staff (teaching staff, curators).

On the first day of studies, as part of the Introduction week, students are introduced to the university and where to go in case of questions. **RISEBA Customer Service Centre (CSC, Customer Service Center - RISEBA.lv)**, as well as the Study Department and programme administrators, are the primary support for issues related to the study process. **The customer service centre's** opening hours are 9:00-20:00 working **days**; at 9:00-15:00 on Saturdays. Thus, support services are available to students from day, evening and distance study programmes, and **CSC provides services in person, by telephone and by e-mail.**

Group curators and course seniors also provide support for the provision of *the study process*. Each group of students has one curator assigned by the academic or administrative staff of RISEBA. To motivate RISEBA staff to get involved in this process, curators are given an extra three paid holidays at the end of the academic year.

The following examples include the types of student support provided by **the curator**:

- assist students in organising group teambuilding and extra-curricular events;
- helps to address problems between the student and the university (programme director, study administrators, accounting department, credit specialist, etc.);
- meet regularly with the group, provide psychological support, and recommend solutions (solving private issues and conflicts between students, etc.)
- inform students about various university events and encourage them to participate.

Also, for each group of students in directional study programmes, a **senior of the group** is appointed, who is responsible for transferring relevant information from university administration to students.

RISEBA has a student support service that provides several forms of **career and psychological support** Student service - RISEBA.lv. The following types of support are available for students:

- **Psychological support** - student counselling about the relationships with group members and in case of emotional problems. Psychological support helps to understand better and overcome the psycho-emotional difficulties that have arisen. The specialist listens, urges to overcome difficulties encountered, and indicates how to focus energy on achieving the stated objectives. This support helps students improve their quality of life and makes it easier to overcome difficulties.
- **Career counselling** - helps students with career and growth issues, helps them understand the situation and opportunities, and allows them to see solutions.
- **Supervisor counselling** is advisory and educational support carried out in a professional context with a view to improving professional competence and the quality of professional activity and promoting professional competence growth. Supervision is performed by a specialist in a specific professional field who has acquired additional qualifications of the Supervisor. Supervision can help students highlight professional development trajectories and opportunities.
- **Assistance in case of difficulties with studies** - consultancy for students in relation to difficulties in studying, relationships with teaching staff, consulting students in the event of financial problems, as well as interdisciplinary consultancy. Such consultations are provided in cases where a student encounters difficulties in studying or issues arise in your relationship with the teaching staff. The consultation usually lasts 30-45 minutes. In the first consultation, the situation is clarified, allowing a better understanding of the existing difficulties and a further action plan. When applying for a consultation, it is worth evaluating what causes difficulties in studying so that during the conversation, it is possible to both listen and speak about the options for further action.
- **International issues** - consultations about mobilities, participation in international projects, and opportunities for international internships.
- **Mentor support** - RISEBA has established a Mentors` Club, which involves graduates and business professionals who have agreed to share their life and work experiences with a student, thus helping them understand how to achieve their aims.

RISEBA has a **Career Development Centre** to support students in finding internships and jobs (Career Development Center - RISEBA.lv). A student wishing to find a traineeship or job can turn to a career development centre, receiving not only appropriate offers but also counselling in the preparation of CVs and motivational letters and essential aspects of the job interview. The RISEBA Career Development Centre also regularly offers guest lectures by industry professionals on various topics, as well as the possibility for students to visit companies (for example, in 2022, ATEA, Cabot, Cebu City, etc.).

Since 2018, RISEBA organises **Career Days** - a week when a variety of activities and events take place - guest lectures, seminars of industry professionals, and meetings with employers (Career Development Center - RISEBA.lv). The central event is Carrer Day which is an opportunity for the students to get valuable advice and inspiration for their career and development.

RISEBA students from ICS study direction are actively using the proposed forms of support. As an example, since 2021, 84 students have applied for psychological support:

- 28 students work with RISEBA mentors and participate actively in Mentoring events such as Speed dating with Mentor;
- 7 students applied for supervisor support;
- 2 students applied for the support of a psychologist to reduce the risks of burnout.

All RISEBA students can apply for the above types of support, regardless of the form or type of study programme chosen. All forms of support are provided in both Latvian and English. Thus, the support is also available to students from abroad.

In addition to the above-mentioned, the following types of support are provided for students from foreign countries: part-time students, distance learning programme students, and students with special needs.

From the 2022/2020 academic year, RISEBA has introduced a new form of support for students from abroad, including ERASMUS students - **the student Buddy** programme. Practically all ERASMUS students take advantage of this great opportunity, which helps them integrate into the Latvian environment, understand the activities of the institution of higher education, and learn a lot of new things about Latvian culture. Usually, at the beginning of the study year, the employees of the external relations department announce a competition for these student buddy places because the response of the students was very high; there were more applicants than incoming students. It is an opportunity to expand your horizons, gain new experience and improve your communication skills.

On November 22. "Latvian Evening 2023" was organised to help international students to integrate and better understand Latvia. (more information Pasākums ārvalstu studentiem "Latvian Evening 2023" | Facebook and "Latvian evening" for RISEBA foreign students. - RISEBA.lv).

Cooperation with accommodation providers: RISEBA does not have its dormitory to offer to international students, but to address this, a number of cooperation agreements have been signed with accommodation service providers, providing students with significant discounts. Cooperation agreements are summarised in Annex 26.

Support for distance learning students: In order to support distance learning students at the end of August 2023, a document called "Manual of distance learners" was developed, which serves as an assistant and contains practical information guidance on studies. Students have welcomed this guide.

Social support for specific groups: From the year of study 2021/2022., students from multi-child families who are enrolled in the first semester are granted a social scholarship, "Studēt gods", which is an amount of 160 euros for ten months per year. As of September 2022, two new groups of students, orphans and persons with disability groups I or II, joined the group of recipients of "Studēt gods". RISEBA actively informs its students about this form of support by publishing information on its website and emphasising it as part of Info Day. This is particularly important for RISEBA as it is an opportunity to provide support to these students if they have chosen to study at a private university (students of private institutions of higher education may also apply for this support). More information: Sociālā stipendija STUDĒTGODS - RISEBA.lv (in Latvian only).

2.4. Scientific Research and Artistic Creation

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

The study direction of Information and Communication Science (ICS) is implemented at the RISEBA Faculty of Business and Economics (FBE), which organises the research activities of the study direction. The research activity of the ICS direction follows from the Strategy of RISEBA University of Applied Sciences 2022-2027, which has been developed in compliance with the regulatory and planning documents of the Republic of Latvia and the European Union, such as the Law on Higher Education Institutions, the Law on Scientific Activity, the Sustainable Development Strategy of Latvia (Latvija 2030), the European Commission strategy "Europe 2020: A strategy for smart, sustainable, and inclusive growth" and "Sustainable Europe by 2030".

Following the mission and vision of the RISEBA University of Applied Sciences, the long-term goal of research development is to ensure scientific excellence in research directions, respect academic integrity and ethics, and provide the academic environment, society, and policymakers with meaningful research results for the development of the Latvian state.

RISEBA's scientific development strategy emphasises the development of applied research and defines the following goals:

- Increasing the number of scientific publications indexed in SCOPUS and the Web of Science
- Increasing the number of citations for scientific articles
- Increasing participation of academic staff in projects
- Preparation of joint publications with RISEBA students and graduates
- Increasing the number of publications with co-authors from foreign partner universities

The Faculty of Business and Economics (FBE) organises research activity in six scientific directions, which correspond to the study programmes implemented in the faculty (<https://riseba.lv/en/science/scientific-research-fields/>). Research topics corresponding to the ICS study direction can be found in three of the FBE scientific directions: communication, digital technology, and innovation; human resource management; and psychology and supervision in business. Academic staff and students in the ICS study direction also work in these scientific directions.

The university has implemented a clear procedure for applying and planning the research activities. These activities are also regularly monitored. The head of the scientific direction must submit a report on the results of the scientific activities once a year. Each scientific direction at the university is led by a faculty member with a Doctor of Science degree. Faculty members, students, and other partners of the department participate in the scientific direction. The heads of scientific directions are responsible for the organisation of scientific activities in their field: attraction of international partners, involvement of industry companies and associations, attraction and implementation of scientific projects, scientific publications, visits to international conferences, and other activities.

In 2023, the scientific directions implemented by RISEBA have been revised so that they correspond to the study programs and form the research base for the implementation of the studies. To ensure a high correspondence between the goals of the study programmes and to promote research-based studies, a new scientific direction, "Communication, Digital Technology, and Innovation," has been approved in 2023, headed by Assoc. Prof. Valters Kažs (<https://riseba.lv/en/science/scientific-research-fields/#communication-digital-technology-and-innovation>). The direction aims to promote research in the application and development of innovations, digital tools, and artificial intelligence, their integration into the study environment, business, communication, and marketing, as well as to educate students and society about this field in general.

To support study and research directions, since 2014, RISEBA has been publishing the scientific edition "Journal of Business Management", ISSN 1691-5348, semi-annually. Since 2020, the journal has been significantly improved: in addition to EBSCO (since 2008) and Copernicus (since 2017), it is included in the ERIH Plus database, and the open journal repository DOAJ, all journal articles are published in open access (Creative Common Licence 4.0). The journal publication process and communication with authors, reviewers, and editors are largely automated and transparent. The journal is published on the *Open Journal System* platform (<https://journals.riseba.eu/index.php/jbm>).

To increase the number of publications in the ICS direction, in 2023 researchers are invited to submit their articles to a special issue of the journal dedicated to communication, digitalization, and innovation research (<https://journals.riseba.eu/index.php/jbm/call-for-papers>). The responsible editor of the Special Issue "Communication, Digital Technology, and Innovation" is the head of the scientific direction "Innovation, Business, and Communication Technologies". Prof. Valters Kaže. The deadline for submitting articles is April 30, 2024.

Every year, RISEBA, together with the BA School of Business and Finance and SSE Riga, organises the Annual International Baltic Business Management Conference (ASBBMC). Within the framework of the conference, sections are organised according to the scientific directions of FBE's, and traditionally, a scientific section dedicated to communication, public relations, marketing, and advertising research is also organized. For example, at ASBBMC'21, research devoted to the study of consumer behaviour was discussed in the scientific section "Collaboration, Digital Innovation, and Sustainability":

- Anete Smoča, Didzis Rūtītis, "Impact of COVID-19 on industrial consumer behaviour and motivation";
- Inga Uvarova, Dagnija Roga, Dzintra Atstaja, and Inese Mavlutova "Consumer preferences towards car sharing: perspectives during and post the COVID-19 pandemic".

ASBBMC'23 keynote speaker Dr. Muhammad Hamza Shahab (University of Nottingham, Malaysia), in his speech "Challenges and Opportunities of XR (VR and AR) in a Changing World," presented how artificial intelligence and virtual reality tools are applied in business and marketing. In addition, the scientific section "Business in the Digital Era" was organised, and the authors presented their latest research in the field of public relations and communication. For instance:

- Patricio Torres Luque "Coherence between induced and autonomous sources of information for the Chilean national brand: Implications for tourism and business"
- Anatolijs Prohorovs and Levs Fainglozs, "Evaluation of the possibility of solving practical business tasks using ChatGPT,"
- Marius Schönberger, "Artificial intelligence for small and medium-sized enterprises: Identifying applications and challenges."
- Daniel Ndula Tatung "A survey of consumer e-readiness in Cameroon"
- Daniel Ndula Tatung, "Solutions to Africa's E-Commerce Barriers,"
- Jan Conrad and Nicolas Sand "Beyond ChatGPT: On-premises Deployment of Data-Secure Chatbots"

ICS's studies are interdisciplinary, as they include marketing, business, psychology, and other fields. The development of interdisciplinary research allows a deeper and more versatile approach to the analysis of complex situations and obtaining better-quality results. For example, in the ERDF project "Development of value-based skills for increasing the quality of human capital", No. 1.1.1.1/18/A/151 includes the aspects of marketing, psychology, and data analysis. The multidisciplinary research approach allows for the application of the knowledge gained in one field of science to another field of science; for example, the field of finance is largely related to

psychology and marketing, and vice versa.

2.4.2. 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.

Scientific activity is an integral part of the study process in the ICS direction. The academic staff uses the results of their research activity in their study courses, thus ensuring the connection of scientific and applied research with the study process, as well as by involving students in research work and scientific project activities.

The connection of scientific and applied research with the study process is carried out in the following four main directions:

1. Development of the study work in the first, second, and third study years and final (bachelor's or master's) work.
2. Participation in scientific conferences, especially the RISEBA-organised International Conference on Student Scientific and Creative Works, "The changing world: in Search of New Solutions". About 50 students participate in this conference every year, including the students from the ICS programmes (for example, in 2021, 49 students participated in the conference, of which 13 were ICS programme students; in 2022, 52 students participated, of which 11 were ICS programme students; in 2023, 54 students participated, of which 8 were ICS programme students).
3. Involvement in applied research projects within study courses Participation in research projects allows students to gain experience in scientific work as well as understand the practical side of the research field. For instance:
 - ERDF project "Development of value-based skills to increase the quality of human capital", No. 1.1.1.1/18/A/151 (involvement of students in project activities);
 - KA2 (Cooperation for innovation and the exchange of good practices—Knowledge Alliances) project "Processing Complexity with Emotional, Sensorial, and Spiritual Skills/ProCESS", grant agreement N° 621398-EPP-1-2020-1-FR-EPPKA2-KA (student involvement in project activities, including a visit to a foreign partner organisation and the development of a scientific article and report);
 - ESF project "Digitalization initiatives for the involvement of students and improvement of the quality of studies at the University of Latvia and the universities of the cooperation partners of the project" (piloting the results of the student involvement project);
 - Erasmus+ project "Cooperation partnerships in vocational education and training Erasmus educating talents" (student involvement in project activities), etc.
4. Preparation of joint scientific publications in cooperation with RISEBA academic staff. Academic staff of the ICS study direction have published joint articles with students in the scientific journal "Journal of Business Management," published by RISEBA.

Researchers and invited professors, as well as experts in the professional field, participated as key speakers and shared the results of their research at the annual student conference "The changing world: in search of new solutions". For example, the results of their research were shared by:

- In 2021, Prof. Rasa Šmite, the leading researcher at the University of Liepāja and founder of

the RIXC Centre, presented the keynote speech "Real Virtuality. New Experiences and Future Challenges in the research of immersive technology and media art" and Valērijs Dombrovskis, a doctoral student at Daugavpils University and member of the board of the Latvian Cyberpsychology Association, presented the keynote speech "Interdisciplinary science of the cyber world".

- In 2022, RISEBA Assoc. Prof. Valters Kaže, a member of the board of "Ex Novo," presented the keynote speech "Leaders of the Digital Age," and Olga Dzene, RISEBA PhD student and "TRIVIUMS training" leadership development expert, presented the keynote speech "Actual leadership theories and practices. How has the pandemic affected the understanding of effective leadership?"
- In 2023, Prof. Christian Stummeyer, Ingolstadt Technical University (Germany), presented the keynote speech "The Customer of the Future: How Megatrends Generative Artificial Intelligence Will Change Marketing and Sales";
- In 2023, Assoc. Prof. Emils Velinov, Škoda Auto University (Czech Republic), presented the keynote speech "The Role of Global Virtual Teams in Experiential Learning in Management and Business Education".

During the reporting period, the academic staff involved in the ICS studies have published monographs and teaching aids that are used in the study process, for example, Maija Zakriževska-Belogrudova (2020) "Supervision in Latvia: A research-based development approach"; Maija Zakriževska-Belogrudova (2021) "Anatomy of stress: Methods and recommendations for life and work"; Anita Uzulniece (2021) "My cinema (and) time. Part 1"; Valērijs Dombrovskis and Luīze Berga (2021) "CYBER ME. Everything about the cyber world" (<https://riseba.lv/en/science/results-of-scientific-and-research-work/books-and-monographs/>).

The research interests of the academic staff are related to the study courses they teach, which accordingly allows the integration of research findings into the study process. For example, the assoc. prof. S. Blumberg teaches courses "Consumer Behaviour", "Social Psychology", "Organisational Psychology", and "Communication Psychology in a group"; assoc. prof. I. Faituša teaches the course "Accounting", assoc. prof. V. Kaže teaches the course "Integrated marketing communication," etc.

The achievements of the scientific activities are discussed in RISEBA study programme councils, where students are involved. There is regular communication with industry representatives within the programme councils. Both by informing them about the research of the ICS study direction, and by listening to the most pressing problems and identifying potential future research directions that could be of interest to industry.

RISEBA academic staff also report the results of their research in the public space, thus promoting the recognition of RISEBA study programs. For example, RISEBA Assoc. Prof. V. Kaže gave his opinion:

- Retail prices of fashion brands should decrease in the Baltic market in 2020 (*available in Latvian only*).
- The new era of surveyors in Latvia (*available in Latvian only*)
- Frost in the spring and tax reforms, etc. (*available in Latvian only*).

The final theses in both bachelor's and master's programmes are applied research. In their final theses, students offer current and practical solutions for solving problems found in the national economy and companies. Final works are highly appreciated by industry representatives; for example, representatives of AS SEB Banka at the RISEBA graduation expressed special appreciation to students who researched current problems for the bank.

2.4.3. 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.

One of RISEBA's strategic priorities is strengthening and promoting international cooperation in the field of scientific research and artistic creativity. The implementation of this priority takes place in several directions:

1. Involvement of foreign academic staff in the implementation of the study process and research activities.
2. Cooperation with foreign institutions in the implementation of study programs and research activities.
3. Joint research and publications with foreign authors.
4. Involvement in international projects.
5. Membership in international scientific associations and societies.

Foreign professors such as Almir Peštek (teaching the course Digital Transformation and Social Media), Akdemir Fahri (teaching the course Nonverbal Communication), and Ioseb Gabelaia (teaching the course Integrated Marketing Communication) are involved in the implementation of ICS programmes. The involvement of foreign academic staff directly affects studies, promotes the adoption of international practice, increases the quality of the study process, and creates an international environment.

Foreign visiting professors participate in seminars to improve the research competencies of academic staff. For example, in the 2022–23 academic year, RISEBA implemented the doctoral-level open course "Contemporary Entrepreneurship Research", which was led by nine visiting professors from Finland, the Netherlands, the USA, and Great Britain. Visiting professors shared the results of their latest research on such topics as scientific innovation, the development of publications, experimental research design, systematic literature review, etc. Teaching staff of various programmes participated in the course seminars, including the teaching staff involved in the direction of IKZ, for example, I. Faituša, F. Akdemir, and A. Limanskis.

Foreign academic staff are regularly involved in the implementation of scientific conferences, for example:

- In 2023, the keynote speakers at the Student Conference were Prof. Christian Stummeyer (Ingolstadt Technical University, Germany) with the presentation "The Customer of the Future – how the Megatrend Generative AI will change Marketing and Sales" and Assoc. Prof. Emil Velinov (Skoda Auto University, Czech Republic) with the presentation "The Role of Global Virtual Teams in Experiential Learning in Management and Business Education". The topics discussed at the conference are essential for the study direction of ICS.
- At the ASBBMC conference, foreign academics act as moderators of scientific sections and members of scientific committees. For example, at the conference organized in 2023, the scientific section "Opportunities for collaboration and partnerships across sectors: Business, government, and academia" was moderated by Assoc. Prof. Emil Velinov (Skoda Auto University; RISEBA), while the section "Business in Digital Era" was moderated by Assist. Prof. Marius Schonberger (University Kaiserslautern, Germany) Germany).
- Foreign professors Dr. Bella Butler (Curtin University, Australia), Dr. Tonis Mets (University of

Tartu, Estonia), Dr. Patrick Sean Sassmannshausen (Regensburg University of Applied Sciences, Germany), Dr. Daiga Kamerade-Hanta (University of Salford, Great Britain), Dr. Inna Kozlinska (University of Groningen, Netherlands), Dr. Ellen Pearlmann (The New School for Design, USA) were represented in the scientific committee of ASBBMC.

- In the 6th International Conference of the European Narratology Network organized in 2021, the following academic staff from foreign universities were involved as moderators of the scientific sections: Randall Galera (Vienna's English Theatre Academy), Dr. Nils Reiter (University of Cologne), Sabrina Durling-Jones (international doctoral student in the program "Media Arts and Creative Technologies").

There are several international cooperation agreements. For example, RISEBA implements a joint doctoral study program "Business Management". The graduates of the ICS master's program can continue their studies in the doctoral programme. The doctoral programme has an impact on the qualifications of teaching staff and the university's research activities (conferences, research environment). The international cooperation partners of the doctoral program are the University of Applied Sciences of Kaiserslautern (Germany), the University of Groningen (Netherlands) and the Business School of the University of Turku (Finland).

International cooperation is implemented in joint publications with foreign authors. According to SciVal (Scopus) data, in the period from 2020 to 2023, RISEBA has developed and published 41 international publications. The most important cooperation partners in the development of joint publications are Manchester Metropolitan University (Great Britain), Hamburg University of Applied Sciences (Germany), University of Tartu (Estonia), People's Friendship University of Russia (Russia), Universidad de Passo Fundo (Brazil), Sumy State University (Ukraine), Plekhanov Russian University of Economics (Russia), etc. For example, the 2023 publication of RISEBA assistant professor Julia Jacquemod:

Ullah, I., Khan, M., Rakhmonov, D.A., Bakhritdinovich, K.M., Jacquemod, J., Bae, J. (2023). Factors Affecting Digital Marketing Adoption in Pakistani Small and Medium Enterprises, Logistics, DOI: 10.3390/logistics7030041, *international partners*: Abdul Wali Khan University, Mardan| Tashkent State University of Economics, Yeungnam University.

The list of international joint publication with foreign co-authors in Annex 25a.

To promote international cooperation in the field of research, RISEBA introduced a support system for research. RISEBA academic staff who publish articles in the "Journal of Business Management" in cooperation with foreign authors can apply for an increased bonus (in the amount of 1000 EUR).

RISEBA academic staff is regularly and actively involved in international projects. Work in projects directly and positively affects the quality of studies in study programs:

- academic staff integrates the results obtained in project into their study courses - both those related to research methodology, and data analysis, and those related to industry development trends,
- project results are integrated in the scientific publications and are reported at international scientific conferences,
- students are also invited to participate in the projects, thus building their work experience and promoting career development,
- participation in research projects contributes to the overall recognition of RISEBA's image.

During the reporting period, 15 projects are implemented in RISEBA, with a wide network of cooperation in Europe and beyond. For instance:

- Erasmus+ C-DISK "Certify Digital Soft sKills" (CUP G49J21017460006). Partners: 1. RISEBA

University of Applied Sciences, Latvia; 2. UPI - ljudska univerza Zalec (Slovenia); 3. TURUN YLIOPISTO (Finland); 4. Business Innovation Center Innobridge (Bulgaria); 5. AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDFSI ANONYMI ETAIREIA (Greece); 6. ASFOR Associazione Italiana per la Formazione Manageriale (Italy);

- Erasmus+ Higher Education - Knowledge Alliances Processing Complexity with Emotional, Sensorial and Spiritual Skills – ProCESS (621398-EPP-1-2020-1-FR-EPPKA2-KA); akadēmiskie partneri: 1. JAMK – University of Applied Sciences, Somija; 2. RISEBA University of Applied Sciences (Latvia); 3. TUCN – Technical University of Cluj-Napoca, Romania; 4. PERF – PerformanSe, France; Corporate Partners: 1. Latvian Post; 2. SANOFI, France; 3. KESKI, Finland; 4. De KLAUSEN, Romania.

The list of the international scientific projects implemented by RISEBA during the reporting period in Appendix 25b.

Participation in international projects is facilitated by the qualification of RISEBA academic staff, experience in the preparation and implementation of project applications, as well as the network of foreign cooperation partners. The significant advantages in attracting projects are English language skills, mathematics and statistical data processing and econometrics, as well as knowledge in economics, finance, and marketing. The interdisciplinary approach is ensured in the implementation of projects.

The GLOBE study can also be cited as an example of extensive international scientific cooperation. Professor I. Ludviga is the representative of Latvia (country representative (CCI)) in the GLOBE 2020 (Global Leadership and Effectiveness of Organizational Behaviour) study (GLOBE Project), which is organized by Simon Fraser University, Canada. 156 countries are participating in this study. Currently, the research methodology and the principles of survey creation are used as an example in study courses related to research. When the study is completed, its results will be used for research purposes, and the data will be available for students to use in learning big data analysis in all programs.

In the future, it is planned to promote the involvement of academic staff in scientific research projects even more by awarding additional points in the annual evaluation of academic staff for leading an international project or participating in its implementation.

In addition to the mentioned above, RISEBA participates in international scientific associations and societies, such as EDAMBA and ENAI. Membership in international scientific societies allows one to gain the best practices of international experience for improving the study and research process.

EDAMBA – European Association of Doctoral Programmes in Management and Business Administration, whose purpose is to promote cooperation between European and international doctoral programs, enlarge the international cooperation network; implement joint scientific and research activities; and promote high quality, environment of excellence and diversity of doctoral programs. The most important EDAMBA activities are EDAMBA Summer and Winter Research Academy; EDAMBA Doctoral thesis competition; and the Annual Meeting.

In 2021 ICS faculty member Dr. Julija Žakemo doctoral thesis "Leader-member Exchange and Organisational Trust as context related micro-foundations of Organisational Innovativeness" was submitted to EDAMBA Doctoral thesis competition and won the 1st Prize.

Žakemo and E. Velinov participated in the 2023 EDAMBA Winter Academy for Scientific Supervisors.

ENAI – European Network for Academic Integrity is an association that brings together educational institutions and individuals interested in maintaining and promoting academic integrity. ENAI cooperates with European and international organizations focused on academic and research

integrity. ENAI offers free resources, such as the Glossary on Academic Integrity or the database of educational materials and organizes European conferences on ethics and academic integrity.

In 2022, the head of RISEBA Research Division A. Strazda participated in the conference organized by ENAI, and several teaching staff participated in the 2023 Winter School organized by ENAI. In November 2023, the seminar "Academic Integrity: The Path in the Known and the Unknown" organized by ENAI and other organizations will be held, for which several representatives of RISEBA's academic staff have already registered.

All study programs benefit from this cooperation, as both bachelor's and master's level students need to develop skills in conducting research, as well as in preparing scientific publications. Students of master's programs are encouraged to continue their studies at the doctoral level, while students of bachelor's programs are encouraged to continue their studies at the master's level.

Bachelor and Master students of ICS receive the information about conducting research and possible career development in the field of scientific work. At the master's level, this information is aimed at examining in-depth issues, while at the level of bachelor's programs, academic staff present their previous experience in project implementation and research, encouraging students to focus on research work. Both Bachelor and Master students are encouraged to participate in student scientific conferences. Master students are also encouraged to participate in international scientific conferences and develop scientific publications in collaboration with academic staff.

The international experience of the academic staff gained in foreign universities and cooperation with foreign partners is integrated into the study courses, for example, using case studies. English language skills of academic staff are also essential in study courses taught in the Latvian stream – to use literature and other types of information in English and other foreign languages in the study process.

Future plans for the development of international cooperation in research:

- continue supervising the final theses of international students, as well as prepare joint scientific articles with international students (at least two publications each year),
- attract a greater number of international cooperation projects (additional points are provided for this in the annual evaluation of academic staff),
- attract additional foreign academic staff and researchers to the direction (at least two teaching staff in the next six-year period),
- continue to be involved in the editorial boards of international scientific journals and the organization and scientific committees of international conferences (at least five representatives of the field),
- supervise the doctoral theses of international students (for at least five international students in the next six years), as well as review the doctoral theses of international students,
- continue to involve students in international research initiatives,
- increase knowledge in the EDAMBA winter school (EDAMBA-EIASM Consortium on Doctoral Supervision and the New Global Research Landscape) about conducting doctoral theses,
- continue to develop the English language skills of academic staff and students to be able to participate in international projects (since 2019, both teaching staff and students have the opportunity to take the Cambridge Business English exam). RISEBA is a certified Cambridge English Language Centre. Cambridge Business English is a compulsory course for undergraduate degree programmes.
- To ensure scientific excellence, as determined in RISEBA Strategy, in 2027 in FBE, similarly to the entire RISEBA university, the proportion of academic staff with a Doctor of Science degree would reach 75%.

2.4.4. 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 field by providing examples.

RISEBA's research activity is managed and coordinated by RISEBA Scientific Council. The RISEBA Scientific Council consists of the RISEBA Rector, the Vice-Rector for Studies, full-time academic staff - professors, deans of faculties, heads of divisions and leading researchers. The RISEBA Scientific Council is led by the Vice-Rector for Research. RISEBA Scientific Council approves the plans for research activity for faculties, monitors their results in the implementation of scientific goals and tasks, and develops proposals for the improvement of research activity. The list of research directions, heads of research directions and participants is approved for two study years, and the current one was reviewed and updated in 2023 at the RISEBA Scientific Council meeting.

To promote the achievement of the strategic goals in research, RISEBA has implemented a research support system since 2017. RISEBA provides support for the participation of academic staff in scientific and academic conferences (NL-0071 "Regulations on the conditions for the participation of academic staff in international research and academic conferences, art symposia, festivals of development and audiovisual works") and support for publications (NL-0079 "Regulations on the conditions for the publication of scientific research results of academic staff"). In 2023, the research support system was improved and approved in the Senate in October 2023, which was followed by the FBE meeting, where the support system was introduced to all academic staff.

The RISEBA publication support system provides monetary bonuses for scientific publications. The main aim is to increase the quality of publications, especially the development of high-quality publications - journal publications that are included in the ABDC and ABS journal quality lists, thus promoting not only the quality of RISEBA's research but also strengthening the development of Latvian science and impact of science at the international level.

Type of publication	Support (monetary bonus)
The scientific publication in conference proceedings indexed in WOS/ SCOPUS	400 €
The publication in scientific or academic journal indexed in WOS/ SCOPUS	800 €
ABS 1	1000 €
ABS 2/ ABDC C	1500 €
ABS 3/ ABDC B	2500 €
ABS 4 or 4*/ ABDC A or A*	3500 €

RISEBA supports (covers the publication costs) the publications in open access resources, as well as in sources, that can strengthen RISEBA's impact on society, such as opinion articles in leading media and professionally oriented publications. If the scientific publication is prepared together with

international partners, an increased bonus (€1000) is awarded.

RISEBA supports the participation of academic staff in scientific conferences by allocating a budget to each lecturer. Academic staff of the ICS study direction regularly reports the results of their research at international scientific conferences; especially where conference proceedings are indexed in the Scopus and Web of Science databases. To promote participation in high-level and influential international conferences, a list of recommended scientific and academic conferences has been developed and introduced in 2023.

If a lecturer has presented the article at two international scientific or academic conferences in Latvia, Estonia or Lithuania within 2 years, and at least one of them is the Annual Scientific Baltic Business Management Conference organized by RISEBA and BA School of Business and Finance or participated in an international art symposium, exhibition, competition or festival of audiovisual works, he can receive RISEBA funding for participation in an international conference in full amount dedicated in the regulations.

In addition to financial support, faculty also have access to collegial support in the preparation of scientific articles. Academic staff can receive peer consultation for statistical analysis in the amount of 10 hours during the year. If the faculty submit their article for publication in the scientific journals *"Journal of Business Management"* or *"ADAM Arts" (Architecture. Design and Audiovisual Media Arts)*, the author is provided with text editing in English (proofreading).

To create the environment of scientific discussion, from 2023-24 "Science Mornings" are organized during the academic year. It is the place where faculty can share their experience of attending scientific conferences, publishing in journals, as well as presenting their scientific articles to receive the first feedback from peers.

To improve the scientific qualification of the academic staff RISEBA regularly organizes seminars (for example, annually held methodical and scientific seminars, open doctoral study courses, conferences, etc.), for example:

- In 2021, the open doctoral seminar "Interactive Tools for Literature Analysis" was held, led by doctoral student M. Freifalts (BA) and Dr. A. Nipper (LBTU)
- In 2022, a research-oriented methodological seminar was held, where the following topics were presented: (1) RISEBA library resources, services, and opportunities; (2) Journal Metrics and Open Science; (3) Introduction to Ouriginal plagiarism detection tool. The seminar was led by the Head of RISEBA A. Dadzīte, LU library project manager G. Rosenberga and Ouriginal representative E. Assier;
- In 2022 and 2023, teaching staff had the opportunity to participate in the open doctoral study course "Contemporary Entrepreneurship Research", led by Assist. Prof. Dr. I. Kozlinska and eight foreign visiting professors on various topics related to research (systemic literature review, crafting the scientific novelty, experimental method in business research, etc.)
- In 2023, the seminar "Tools for working with literature" was held, led by RISEBA doctoral student D. Alejūns;
- In November 2023, a research-oriented methodological seminar will be held; the seminar will be dedicated to secondary databases, artificial intelligence tools for research, and big data analysis methods. The seminar will be led by Prof. I. Luviga, Assoc. Prof. V. Kaže and Dr. I. Godmanis.

In addition to the mentioned above academic staff can attend international seminars, for example, since 2019, academic staff have been participating in the *EDAMBA Winter school (9th EDAMBA-EIASM Consortium on Doctoral Supervision and the New Global Research Landscape)*.

RISEBA provides all technical and electronic resources necessary for research activity. RISEBA

library provides access to academic staff, researchers and students to the following electronic resources to carry out their scientific and research work:

- Emerald (Discover Journals, Books & Case Studies | Emerald Insight)
- SCOPUS (Scopus - Document search)
- Web of Science Core Collection (with the possibility to access the database remotely) Document Search - Web of Science Core Collection)
- EBSCOhost (Choose Databases: EBSCOhost)
- Euromonitor International statistical database (Euromonitor: Global Market Research & Industry Analysis - Euromonitor.com)
- LETA archive (LETA); and other databases as well as sources of information.

The access to modern software packages to support research work, such as IBM SPSS, NVIVO, as well as Smart PLS, Jamovi is provided to RISEBA researchers.

The involvement of teaching staff in scientific activities is also ensured and fostered through the *annual evaluation (performance management system)*. As a result, academic staff gets a category, which is linked to the remuneration system. At the end of each academic year, the dean of FBE conducts the annual evaluation of academic staff and researchers' work results and conducts discussions. The evaluation includes the criteria of research, academic and organizational work, and the proportion of each criterion in the overall results is determined. Currently, the share of research work is about 0.35 or 35% of the total work volume. In the long term, it is planned to increase the proportion of scientific work in the overall annual evaluation. Thus, the performance of the research work during the year affects the salary level of the academic staff for the following year.

Academic staff and researchers from ICS direction are competitive in the international environment, as evidenced by their reports at international conferences, publications of research results that are indexed in international scientific databases, and the interest of researchers from other foreign universities and institutions to cooperate. The results of the academic staff's scientific and applied research, as well as artistic creativity, are summarized in Annexes 24 and 25.

The scientific competence of the academic staff is justified by the fact, that several faculty members of the ICS study direction are Latvian Science Council experts (Prof. M. Zakriževska-Belugrudova; Prof. A. Čirjevskis; Prof. I. Ludviga). Also, the teaching staff of the direction regularly reviews doctoral theses at the State Scientific Qualification Commission and the Promotion Councils of different universities. Three teaching staff of the ICS study direction also lead RISEBA research directions.

Academic staff involved in ICS direction represent important professional societies and associations, for example, V. Kaže – is a managing partner of the Latvian Association of Marketing Professionals; V. Dombrovskis – a member of the board of the Latvian Cyber Security Association; I. Faituša – member of the Association of Accountants of the Republic of Lithuania; I. Ludviga – member of the association "Līdere"; M. Zakriževska – member of the Latvian Association of Supervisors; I. Slūka – board member of the Latvian National Project Management Association; Kristīne Tjarve – Chairman of the Board of the Latvian Association for Public Relations Professionals.

Faculty members of the ICS direction not only publish scientific articles but are also members of scientific editorial boards of journals. For example, Julia Žakemo is a member of the editorial board of the "Journal of Business Ethics".

Examples of scientific articles of the teaching staff involved in the ICS direction are provided below, which have been published in journals and indexed in the international databases WOS - Clarivate Analytics and SCOPUS.

- Gabelaia, I. (2023) "The Impact of User-Generated Content on Customer Purchase Intentions of Online Shoppers". Lecture Notes in Networks and Systems, 640 LNNS, pp. 437-449.
- Ludviga, I., Sluka, I., (2023) "Work values and motivating factors of Generation Z – the Analysis of empirical research in Poland, Portugal and Latvia", in *Managing Generation Z*, Niemczynowicz, A., Kycia, R.A., Nieżurawska, J. (Eds) Routledge, New York, Managing Generation Z | Motivation, Engagement and Loyalty | Agnieszka (taylorfrancis.com)
- Gabelaia, I. (2022) "Scholarships as Components of Marketing and Recruiting Strategy". Lecture Notes in Networks and Systems, 410 LNNS, pp. 608-617
- Kaze, Valters; Bolinskis, Gatis; Kurovs, Jevgenijs (2020) "An Image-Based Approach to Measuring Human Values". SOCIETIES. DOI: <http://dx.doi.org/10.3390/soc12060191>
- Peštek, A. and Osmanović, A. "Systematic mapping study: Application of augmented reality in marketing", *Ekonomski vjesnik/Econviews: Review of Contemporary Entrepreneurship, Business, and Economic Issues*, Vol. 35, No. 2, pp. 339-416, ISBN 1847-2206
- Leimane, S., Ludviga, I., Zakriževska-Belogrudova, M., "The Gap between Theoretical and Practical Understanding of Gamification", In Conference proceedings: 15th International Scientific Conference "Rural Environment. Education. Personality. (REEP)", May 2022. DOI: 10.22616/REEP.2022.15.025
- Gabelaia, I. (2021) "The Enrollment Marketing Playbook: Employing Enrollment Marketing Strategies into Student-Centric, Customer Service-Oriented Recruiting Environment". Lecture Notes in Networks and Systems, 195, pp. 782-792
- Peštek, A. and Šehić, L. "The effects of digital media buying on advertisers", *Management: Journal of Contemporary Management Issues*, Vol. 25, No. 1, pp. 279-291, Split: Faculty of Economics, ISSN 1331-0194
- Ludviga I. "Workplace Expectations Versus Reality: Are Millennials So Different?" In: Bilgin M., Danis H., Demir E. (eds) *Eurasian Business Perspectives. Eurasian Studies in Business and Economics*, vol 14/2. Springer, Cham. Workplace Expectations Versus Reality: Are Millennials So Different? | SpringerLink

See Annexes 24 and 25 for detailed information.

2.4.5. Specify how the involvement of the students in scientific research and/ or applied 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 field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

Students are involved in research work already starting with bachelor level. Students develop study papers, within which research is carried out and presented at the student scientific conference; students are involved in the scientific projects implemented by RISEBA; scientific research is analysed and discussed during the study courses, as well as research carried out within the framework of bachelor's and master's theses.

Study courses in research methodology, as well as data processing, are taught in both bachelor and master-level studies. At the beginning of both bachelor's and master's studies, students are informed about the importance of research skills in career development, as well as the possibility of continuing studies at the doctoral level. If the student is not sure about the choice of his research topic, he can address companies and institutions that cooperate with RISEBA. These companies and institutions are offering different research questions relevant to the industry.

To promote student involvement in projects, a student survey was conducted in 2022. The survey aimed to find out the desire and readiness of students to participate in projects and other research activities implemented by RISEBA. Students from the bachelor and master programs from faculties of architecture, audiovisual arts, business, and economics were invited to participate in the survey. 29 students showed interest in improving their research skills, project-related skills, and entrepreneurship/ business skills in events offered by RISEBA. The third part of the students represented the Bachelor program in PRAM.

During the reporting period, students of the ICS study direction participated in projects implemented by RISEBA, for example:

- ERASMUS+ project "ProCESS" – during the last three years, students of the Public Relations and Advertising Management programme, together with colleagues from France, Romania, and Finland, created solutions for the media company KESKI from Finland, and also participated in the development of a report, that will serve as the basis for scientific publication (will be submitted for publication in March 2024 for the project closing)
- ESF project "Digitalization initiatives for the involvement of students and the improvement of study quality at the University of Latvia and the universities of the cooperation partners of the project" - student involvement in the piloting of project results
- Erasmus+ project "Cooperation partnerships in vocational education and training Erasmus educating talents" - involvement of students in project activities

Currently, applications are being prepared for two new research projects on the values, needs and differences of Generation Z together with partners from Poland (NAWA-2 and HORIZON), in which bachelor and master students of the ICS direction will be actively involved.

Students are encouraged to participate in scientific conferences to share their research results. Every year in the spring RISEBA organizes the International Conference on Student Scientific and Artistic Creative Works "The Changing World – in Search of New Solutions". Sponsors are attracted to the conference; 1st-3rd place prizes are determined and presented (the winners of the first - third place in each section received a cash prize of EUR 100 - EUR 450). During the conference, sponsors participate in the evaluation of student's presentations, working in the scientific sections. If students present their bachelor's or master's thesis at the conference, the examination commission is informed about it before the defence.

At the International Conference on Student Scientific and Artistic Creative Works, "The Changing World – in Search of New Solutions" a scientific section dedicated to "Public Relations and Advertising Management / Marketing and Economics" is organized. Students present and discuss the research conducted as part of their studies. For example, in 2023, ICS students presented the following research:

- "Techniques used in "Super Bowl" final game advertisements".
- "Internet websites of the companies "Tērvetes alus" and "Cēsu alus" as a public relations tool".
- "4hair" and "TradeHouse" store websites as an advertising tool".
- "Opportunities for improving consumer loyalty in the organization "Grekons" SIA".
- "Consumer Decision Making in High-Tech Goods Purchasing".
- "Purchasing clothes: conscious consumption attitudes among Latvian young women".

The involvement of students in research work begins at the bachelor level. However considering the qualification, knowledge, and motivation to perform research work, most engaged in research are master's and doctoral students. After the defence of the students' final theses, the best student works are directed to the awarding and presentation of a diploma of excellence at the student's

graduation. RISEBA issues a letter of recommendation for participation in a final thesis competition.

Several mechanisms promote the involvement of students in research activity. The head of the research direction is obliged to involve students in his research group, as well as to reflect joint achievements in the annual report, including ensuring joint results accounting. Project managers, who lead research projects, must involve students in research work at an early stage.

To promote students' interest in research work and popularize its results, RISEBA academic staff and researchers:

- inform students about their best publications by including them in the study course descriptions in the supplementary literature section.
- uses the results of their research in discussions with students, and presents case studies, and project results during lectures.
- incorporate the results of their research into teaching aids, and methodical materials, and develop study methods.
- discusses the results of the annual scientific and student conferences in lectures and seminars.

Academic staff who carry out research work together with students are recommended to publish joint scientific articles (joint publications can be created on the results of master research, the results of doctoral research, as well as the best results of a bachelor thesis). Involvement of students in research work and preparation of a joint scientific article is one of the criteria in the annual evaluation of academic staff, so teaching staff is motivated to involve students.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

RISEBA has always paid great attention to the application of innovative study methods, following the latest development trends in the industry. An important part of the study process is the Moodle system (e.riseba), in which study materials are placed, as well as an interactive communication platform for students is provided - they post about the results of tests, self-tests, etc.

Considering the RISEBA concept of "*Business meets art*", students are involved in creative and innovative activities during the introductory weeks of both bachelor and master studies. For instance:

- starting from 2022-23 a Design Thinking Hackathon was organized. The event was supported by A/s Balticovo. As part of it, the students solved the business problems raised by Balticovo with design thinking techniques - how to create attractive packaging for young people and how to promote egg consumption among young people.
- starting from 2023/2024 an even wider design thinking event was organized, which was supported by SIA "City Fitness BP". The student's task was to create an innovative fitness club concept that would attract young people.

As part of Hackathons, students from the ICS study direction worked in joint teams with students from other study directions, resulting in synergy and innovative solutions. It is planned to continue the Hackathon practice, which has been successfully approved in two years, by choosing a different

partner company every year, as well as an innovative methodology.

Study courses in the field of innovation are a mandatory component of bachelor and master study programmes (Bachelor program course "Innovation Management"; Master program course "Strategy for Innovation and Digital Media Communication"). Students of the ICS study direction have the option of doing an internship in RISEBA's creative business incubator, where they create innovative business ideas.

Several pedagogical innovations are used in the RISEBA study process to improve the learning experience, promote student involvement, and better prepare students for solving real problems. As an example of an innovative learning method, we can mention "playing" (gamification). For example, I. Sluka, lecturer of the course "Basics of Project Management", has created the game "*Project Phases*" herself, which provides a dynamic, interactive learning experience. This game represents real project situations, allowing students to make decisions in a risk-free environment. Several courses use the game "*Power of Leadership*" developed by *Simulation Training Systems (USA)* and the intercultural communication game "*Bafa-Bafa*". FBE faculty dean I. Ludviga is a certified "*Lego Serious Play*" trainer and this method is widely used in different study courses. When teaching research methods and explaining concepts such as dispersion and correlation, "*Dancing statistics*" video materials are used, which explain statistical concepts through dance and movement.

For the third year, RISEBA implements the ProCESS project (HOME - Processing Complexity with Emotional, Sensorial and Spiritual capacities (processproject.eu)), where Public Relations and Advertising Management programme students learn an innovative method for solving complex problems using feelings, emotional and mental skills. In 2022 and 2023, Public Relations and Advertising Management programme students participated in exercises to develop feelings, emotional and mental skills as part of their internship and used the acquired skills to solve the problems raised by the Finnish media company MEDIATALO KESKISUOMALAINEN - attracting young people to regional media; creating content of interest to a young audience, etc. Training included techniques such as using paintings to develop associative thinking, using Biodanza to promote cooperation and trust in a group, intuitive painting to promote idea generation, Lego Serious Play, neurographics, and music therapy.

The Adizes methodology used for RISEBA procedural changes can also be considered an innovation. RISEBA staff, uniting to solve a specific problem, work in extended working groups (Syndag) for the diagnosis of big goals and in small groups (Synerteam) to find solutions to specific problems. Such an approach promotes staff involvement and quick resolution, resulting in the development of new procedures and regulatory documents. More about Adize's methodology - Adizes Institute Latvia - Adizes Institute Latvia | Organizational Transformation.

An example of process innovation can also be cited internal audit initiated by RISEBA FBE using AACSB accreditation guidelines, in 2023/2024. The portfolio of study programs is analysed and corresponding thematic groups of study courses are created, the composition of teaching staff is analysed, the necessary improvements are identified and succession schemes are created. RISEBA FBE's plan for the next 3 years is to receive AACSB accreditation.

An innovative approach is also encouraged in the employees' informal cooperation events. So, for example, every year in August, a two-day outing for RISEBA employees is organized, where creative tasks are given. An innovative approach to work is also encouraged for the children of RISEBA employees. For example, on International Children's Day - RISEBA children had the opportunity to visit the university and participate in creative activities, for example creating a joint drawing.

The teaching staff regularly updates their knowledge in the application of the latest teaching

methods. For example, every year the teaching staff can participate in the CEEMAN two-week summer school in Slovenia, RISEBA organizes methodological seminars every year on the use of the Moodle environment and the application of innovative teaching methods in the study process. See the table of teaching staff's methodical seminars in section 2.3.6 of the self-evaluation report of the study direction.

Innovations are also implemented in connection with scientific activity. For example, from 2023/2024 "Science Mornings " are organized during the academic year, where lecturers share their experience of attending scientific conferences, publishing in journals, as well as presenting their scientific articles to receive the first feedback from colleagues. Another example is the use of innovative methods in research and the presentation of these methods to colleagues and doctoral students. As part of the annual scientific conference ASBBMC 2023, a Pre-Conference Doctoral seminar was organized. RISEBA lecturers also participated. During the seminar, Prof. I. Ludviga presented a new method for quantitative data analysis - Necessary Condition Analysis (NCA), which is particularly useful in applied research. Innovative research methods have been learned by lecturers participating in high-range scientific conferences, such as the Academy of Management (AOM) Annual Meeting, European Academy of Management (EAOM) conferences and Strategic Management Society (SMS) conferences.

To summarise the mentioned above, RISEBA implements its motto "a place where business meets art" in practice and considers an innovative approach to study and work organization processes as part of its competitiveness.

2.5. Cooperation and Internationalisation

2.5.1. Provide the assessment as to how the cooperation with different institutions from Latvia (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners for the study field 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 cooperation partners.

Within the '**Information and Communication Sciences**' study direction, special attention is given to collaboration with local and international partners, directing it towards several priority aspects based on the achievable outcomes.

The main criteria for selecting collaboration partners for the '**Information and Communication Sciences**' study direction are:

- Relevance of the organisation's professional industry to the '**Information and Communication Sciences**' study direction.
- The organisation's prestige within the labour market and its ability to provide internships and job placements.
- Duration of the organisation's operation.
- The organisation's interest in collaborating with RISEBA University and its contribution to the development of the study direction.

- Previous collaboration experience, presence of graduates within the company/organisation, and the relevance of the issues addressed to students.

Similarly, the interest of the employers themselves is considered, and the mutual contribution between RISEBA students and employers is evaluated.

One of the strengths of the study direction is its stable network of industry partners. Such collaboration helps bridge the gap between the academic environment and the professional world. The bachelor's study programme implemented in the direction has gained recognition among employers and internship supervisors in the Latvian and European labour market. Referring to the results of the employer survey conducted by RISEBA University in 2023 (see Appendix 9), students' and graduates' skills are highly appreciated, particularly their practical knowledge, alignment with industry needs, and professional identity.

The main aspects of the programme's collaboration with partners are providing internship placements, which often lead to real job offers, lectures by industry professionals, collaboration in the research field, and involvement of industry professionals in the programme's development.

The list of cooperation agreements signed with partner organisations can be found in Appendix 26.

Internship opportunities / collaboration with employers (Advertising and Public Relations Internships): RISEBA has established partnerships with leading advertising agencies, public relations firms, and marketing companies. This collaboration enables students to secure high-quality internship positions, gaining practical experience and insights into the industry. Collaborating representatives come from employers, employer organisations, municipalities, non-governmental organisations, research institutes, and similar entities.

The companies listed below are the ones with which internship agreements were concluded in the academic years 2021/2022 and 2022/2023:

SIA "P.R.A.E. Sabiedriskās attiecības", Promoty Marketing OÜ, SIA "Alvedik", SIA "Možums PRO", Rocketbit OU, SIA AMELISTE, SIA EHR Mediju Grupa, SIA "DATORITS", Digitālā mārketinga aģentūra "5Reasons", SIA Go2Fly, SIA "BBH Investments", SIA "Dehold", SIA UPRANKD, SIA Uhh Design un Tempo France, SIA "House of Light", SIA "FSA Solution", Swift, Realty LLC, SIA Kreiss, Echoo Group, SIA "Viola Farma", SIA "Golin Riga", AS "Swedbank", SIA "P.R.A.E. Sabiedriskās attiecības", AS "RIKON", SIA "UPRANKD", SIA "Miltton Latvia", SIA "Deep White", SIA "Vīlands Associates", SIA "Guilty Ogilvy", SIA "Meduza", Možums PRO SIA, Biedrība TAN, SIA Vesels Veselumā, German Products Baltics SIA, SIA Lego estate, SIA "ACB Tenisa klubs". SIA Brasta Latvia, SIA Uprankd, SIA Antistar, Latvijas Pienasaimnieku centrālā savienība, Allnex Latvia" SIA. Biedrība "NewDoor", SIA Alenmed Promotion, SIA Daktera Kuzņecova klīnika "Acu mikroķirurģijas centrs", SIA "Rīgas namu pārvaldnieks", AS "Swedbank", SIA "KREATĪVS NOSAUKUMS", LLC TaikaTranslations, SIA "DRF", SIA "Bright Dream", SIA "Puratos Latvia", SIA "Vīlands Associates", D.K.Agency SIA, SIA Shine Event, Dukascopy Europe IBC AS, SIA "Viola Farma", Latvijas Republikas Prokuratūra, SIA "Dream International", SIA Mazulim, SIA "Golin Riga", SIA "Modul", SIA LuNa, Biedrība, "TAN", Ventspils novada pašvaldība, SIA "Cargo Concept", SIA Sportland, SIA "Littleberry", SIA "Laque", SIA Skaistuma nams, SIA DREAM HUNTER, SIA "Aqua Luna", SIA K.Salons, Kidshockey.lv, SIA BASELINE.LV, A. W. Olsen & Partners, SIA "Bonava Latvija", ILCC (Irish Latvian Chamber of Commerce), SIA "AB Modeks", SIA White and others.

Visiting Faculty and Adjuncts: the programme regularly invites industry experts as visiting lecturers. This provides students with valuable perspectives and the latest knowledge on current industry trends and practices. In the academic years 2021/2022 and 2022/2023, a total of 12 visiting lecturers were arranged, and students of the **'Public Relations and Advertising Management'** programme actively participated in them. **For example:**

1. In 2023, Talentor Latvia's leading partner, Agata Anča, and EY conducted a guest lecture titled "Reaching the Peaks Without Crossing Borders? Fulfilment of Professional Challenges in a Global Enterprise." [Link to Gallery](#)
2. On April 9, 2023, in collaboration with Citadele Bank, Jevgēnijs Bebņevs, the CBL Asset Management Investment Product Sales Manager, delivered a lecture on "Financial Market Opportunities and Risks. How to Manage Them." [Link to Gallery](#)
3. On April 25, 2023, in collaboration with the Data State Inspectorate, lawyer Artūrs Orlovskis conducted a lecture on "Processing Personal Data for Research Purposes." [Link to Gallery](#)
4. On April 25, 2023, in collaboration with Riga Airport, Sanita Šaitere, a personnel project manager, led a lecture on "A Safe Start: Recommendations for a Successful Career Launch." [Link to Gallery](#)
5. On April 25, 2023, in collaboration with Riga Airport, Sanita Šaitere, a personnel project manager, conducted a lecture on "A Safe Start: Recommendations for a Successful Career Launch." [Link to Gallery](#)
6. On April 25, 2023, RISEBA mentor and PhD student Viktorija Mihaļčuka delivered a lecture on "Mentoring - Process and Results." [Link to Gallery](#)
7. On June 1, 2023, an excursion was organised to AS Printful Latvia, exploring internship and job opportunities.
8. On June 7, 2023, in collaboration with BGI Europe, Michelle Belkina, the head of the company's marketing department, conducted a lecture on "International Career Opportunities with Knowledge of the Chinese Language."
9. On November 23, 2022, RISEBA graduate Jānis Apsītis gave a lecture on his thesis development and the award received from the Baltic Association of Architects' Union in 2022 (BAUA).
10. On November 16, 2023, in collaboration with SIA Altero, company chairman Artūrs Kostins led a seminar on "Realising Your Business Idea: From Idea to 'Forbes under 40' List."
11. On November 10, 2022, the Supervision Conference took place: "The Phenomenon of Supervision: Career, Business, Work, and Life" - hybrid format. In collaboration with the International Talent Centre, a psychological support network for Ukrainian refugees was created, providing assistance to Ukrainians.
12. On April 21, 2022, an online panel discussion took place about the start-up ecosystem.

Collaboration in research and participation in interdisciplinary projects: The study programmes integrate joint projects with industry and international partners. This allows students to work on real campaigns and tackle current problems faced by organisations, thereby enhancing their practical skills and problem-solving abilities. It not only promotes students' academic development but also fosters innovation and knowledge transfer within the industry. Collaboration in research involves active involvement in RISEBA's Creative Business Incubator as well as participation in international projects, fostering closer collaboration between students and industry partners in research projects addressing contemporary Public Relations and Advertising Management issues.

- In the framework of the ProCESS project, SARM students presented solutions to the Finnish media company KESKI, including advertising campaigns, campaigns promoting Latvijas pasts (Latvian Post) postal services, participation in Winter Schools in Finland and Latvia, and other activities. They participated in various activities, as detailed here: <https://riseba.lv/en/news/the-first-day-of-the-process-winter-school-project-in-jyvaskyla-is-over/>. Additionally, in January 2024, they will take part in the Winter School in Romania. Within the project framework, the developed business cases will be published and available for future use as assignments for student projects. At the conclusion of the project, a joint scientific publication will be created on the ProCESS method for solving complex business

situations, utilising emotional, mental, and sensory skills alongside traditional analytical approaches.

- The RISEBA Introduction Week Hackathon 2022 was organized in collaboration with A/s Balticovo (link: *RISEBA Hackathon 2022*). Students used a design-thinking approach to create solutions to promote egg consumption, including proposals for advertising campaigns and packaging solutions.
- In 2023, the Hackathon took place in collaboration with SIA "City Fitness BP," which also supported students with a wide range of prizes (link: *RISEBA Hackathon Day 2 for Masters and Distance Learning Students*).
- Mentors from the RISEBA Mentors Club, experienced representatives of the business environment, actively participate in student support activities. Networking events are organised, providing students with the opportunity to present their business ideas and network with industry specialists and RISEBA graduates.
- On September 19, 2022, the "Speeddating with Mentors" event was organised (link: *Speeddating with Mentors*).
- In 2023, on October 6, the opening of the RISEBA Creative Business Incubator and Speed Dating with Mentors took place (link: *Opening of RISEBA Creative Business Incubator and Speed Dating with Mentors*).

Conferences and Seminars: The Information and Communication Sciences study programmes provides the opportunity for active participation in conferences and seminars, where students present their research results alongside industry professionals, fostering dynamic idea exchange. For example:

- On June 9, 2023, the International Conference on Students' Scientific Research and Artistic Creations "Changing World – In Search of New Solutions" took place online, held in collaboration with industry enterprises (further details in the science section).
- On October 6, 2022, the RISEBA 30th Anniversary Academic Conference "RISE OF BUSINESS MEETS ART" occurred in person at the Architecture and Media Centre H2O 6, located at 4 Durbes Street.
- On June 10, 2022, the International Conference on Students' Scientific Research and Artistic Creations "Changing World – In Search of New Solutions" was held online.
- From October 25 to 29, 2022, the Online Supervision Days 2022, the VI Supervision Conference – "Creating the Future Today: Professional 2025" took place.
- In early November 2023, the Supervision Week was held at RISEBA, hosting the 8th Supervision Conference "The Power of Supervision: Support and Growth," with more than 1200 participants, including students from the Counseling and Supervision Study Direction. The Supervision Conferences are annual events conducted in collaboration with professional associations (Supervisors' Association) and RSU.

Collaborative projects and initiatives make a significant contribution to achieving the objectives of the **Information and Communication Sciences** study direction. They help prepare competent, competitive, and socially responsible professionals in Public Relations, Advertising, and Digital Communications, allowing students to understand the meaning of being a leader and manager both in Latvia and Europe. Collaboration initiatives and projects also dynamically develop RISEBA within Latvia's Higher Education System, thereby enhancing the recognition of RISEBA's degrees and diplomas in the labour market.

2.5.2. Provide the assessment as to how the cooperation with different institutions from abroad (higher education institutions/ colleges, employers, employers' organisations,

municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners suitable for the study field 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 cooperation partners.

RISEBA, as a private higher education institution, has been oriented towards international operations and recognition since its establishment. Collaboration with foreign institutions is regulated by the University's **Internationalisation Strategy 2021-2027**, primarily focused on the internationalisation of students and faculty. This creates a study environment and provides an experience that prepares students for diverse careers in the global labour market. By developing international partnerships and expanding the network of partner organisations, RISEBA strengthens its capabilities and capacity, thereby ensuring the organisation's ability to face complex national and international challenges in the future.

The study direction's collaboration opportunities abroad are facilitated by RISEBA's involvement in international organisations, participation in international projects, and various concluded cooperation agreements with foreign organisations. The university continually seeks ways to collaborate and agrees on partnerships with foreign Higher Education Institutions interested in student and faculty exchanges, as well as in implementing joint study programmes.

RISEBA University actively participates in numerous international and local organisations, promoting its visibility both in Latvia and abroad. For instance:

- European Foundation for Management Development (EFMD);
- CEEMAN – The International Association for Management Development in Dynamic Societies;
- AACSB: Global Business Education Network – Association to Advance Collegiate Schools of Business;
- EAIE European Association for International Education;
- ELIA European League of Institutes of the Arts;
- CIDD Consortium for International Double Degrees;
- MIB EPAS Consortium;
- Baltic Management Development Association (BMDA);
- Paris Chamber of Commerce;
- British Chamber of Commerce;
- American Chamber of Commerce;
- The Irish Latvian Chamber of Commerce;
- Swedish Chamber of Commerce;
- Latvian Chamber of Commerce and Industry;
- Latvian Employers' Confederation;
- Higher Education Export Association;
- And many others: <https://riseba.lv/en/about-us/partners-and-networks/>.

The students of *the Information and Communication Sciences* study direction have the opportunity to utilise various forms of collaboration:

- **ERASMUS+ Programme** – an exchange programme for top-performing students, offering the opportunity to study one or two semesters at a European Union country's university and receive a scholarship. Information about these opportunities is available to RISEBA students

on the institution's website, including collaborations specifically tailored for students in the Information and Communication Sciences (ICS) study direction. Refer to this link: [ERASMUS+ Partner Universities](#).

- **Double Degree** – according to this agreement, part of the study time is spent at RISEBA, while another part is at a foreign university (the duration abroad depends on the chosen university and programme). Successfully passing exams and defending the final thesis at both universities leads to obtaining diplomas from both the foreign university and RISEBA. Currently, RISEBA has four such collaboration agreements. At present, students in the ICS study direction do not have double diploma opportunities (these were discontinued after Russia's invasion of Ukraine). However, discussions are ongoing, and there are plans to enter into collaboration agreements for both bachelor's and master's study programmes.
- Participation in events organised by partner universities (Latvian or foreign) – conferences, seminars, projects, creative workshops, summer schools, etc

This several international collaborations help students to exchange experiences, explore industry specifics in respective countries, learn best practices, and experience various teaching methods.

At present, RISEBA University has entered into approximately 100 cooperation agreements with European and third-country universities for student and faculty mobility and other collaboration opportunities. When selecting international partner universities, several criteria are considered, such as:

- Relevance of study programmes;
- Course content;
- Feasibility of organising mobility;
- Possibilities for conducting joint research;
- Reputation of partner university locally and internationally, including accreditations;
- Geographical location.

In the *Information and Communication Sciences* direction, there are 10 active partner universities in Austria, Belgium, Bulgaria, Czech Republic, France, Greece, Cyprus, the Netherlands, Poland, Spain, and Turkey, where students can participate in study mobility programmes. The list of partner universities is reviewed every academic year. External Relations Department employees are responsible for attracting new partner universities, collaborating with programme directors to establish main priorities.

For several years, RISEBA University had a double degree cooperation agreement with the People's Friendship University of Russia (RUDN, Moscow, Russia) for the establishment of a double degree programme in both the Professional Bachelor's study programme in *Public Relations and Advertising Management* and the Professional Master's study programme in *Public Relations Management*. Despite the long-term successful collaboration, following Russia's military intervention in February 2022, the agreement's operation was halted.

To continue providing students with double degree opportunities in *Information and Communication Sciences* programmes, similar programmes are being identified among existing partner universities. Several universities have been approached, for instance, Rotterdam University of Applied Sciences in the bachelor's programme and FH Wien in Austria. Potential partners for the master's programme include INSEEC School in France, Haaga-Helia University in Finland, FH Wien in Austria, and Audencia Business School in France.

2.5.3. Specify the system or mechanisms, which are used to attract the students and the

teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.

The attraction of foreign students and faculty at RISEBA University, including within the *Information and Communication Science* study direction, is regulated by the university's established rules and policies: the Internationalisation Strategy 2021-2027, annual admission regulations, the foreign student admission process, among others.

The Internationalisation Strategy 2021-2027 outlines the target market for foreign students, which includes neighboring countries (Lithuania, Estonia), Georgia, CIS countries, Ukraine, the European Union, and the Asia-Pacific region.

The Bachelor's study programme in English has been implemented since the 2022/2023 academic year and has garnered interest from international applicants. In total, during the 2022/2023 academic year, the study programme enrolled 22 foreign students from Moldova, Ukraine, Russia, and Belarus. Full statistics and the distribution of foreign students by country are available in Appendix 27. In the 2022/2023 academic year, seven foreign students were admitted to the English flow of the programme. In addition, foreign students who had started their education in Russian several years ago completed their studies.

In the past two years, there have been no new foreign student admissions in the Master's programme in *Public Relations Management*.

The External Relations Department of RISEBA University is responsible for attracting and admitting foreign students. Currently, student recruitment primarily occurs through participation in international exhibitions, agent networks, and individual applications from prospective foreign students. In the academic year 2022/2023, employees of the Marketing and External Relations departments attended 11 education exhibitions in 7 countries and concluded 5 new contracts with student recruitment agents in target countries. Several communication channels are utilised in attracting foreign students, including:

- Online Open Door Days for international prospects;
- International education exhibitions in specific target countries;
- Student recruitment agents;
- General and vocational schools in neighbouring countries;
- Latvian Embassies abroad and Foreign Embassies in Latvia;
- Foreign Chambers of Commerce and Industry;
- Existing students and Alumni.

In addition to these channels, the university actively utilises social media platforms such as *Facebook, Twitter, Instagram, LinkedIn, YouTube*, and others.

Moreover, RISEBA University is a member of the Higher Education Export Association and, together with other Latvian universities, promotes the acquisition of quality higher education in Latvia. Additionally, in 2022, RISEBA University signed agreements with the Ministry of Education and Science to enhance good practices in attracting foreign students, establishing stricter criteria for student quality and improving the process and channels of student recruitment. The mentioned agreement consists of:

1. General conditions for attracting international students and their studies in Latvia.

2. Regulations on study opportunities and obtaining educational documents.
3. Procedures for selecting international students.
4. Conditions for marketing activities in attracting international students and working with commercial agents.
5. Conditions for ensuring study and environmental support.
6. Terms of cooperation with Ministry and State Administrative institutions.

Such an agreement is essential support for the university, both in attracting foreign students and improving the study process.

In relation to student and staff mobility, the past three years have been challenging due to the Covid-19 pandemic and Russia's aggression in Ukraine. The Covid-19 pandemic significantly reduced the number of outgoing exchange students; some had to stop their studies at partner universities and return to Latvia, while exchange students chose to return to their home countries. Overall, during the academic years 2020/2021 and 2021/2022, the overall mobility indicators were low, with an average of 5 students participating in the study exchange each year. The typical duration of student mobility is one semester, approximately 4 to 5 months, depending on the academic calendar of the host institution.

Taking into account that the programme was conducted only in Latvian during those years, the number of students was minimal. In the academic year 2020/2021, only double-degree students from Russia were enrolled. Full statistics are available in Appendix 28.

As the Covid-19 pandemic came to an end, outgoing staff mobility gradually resumed. It is important to note that the objectives of staff mobility include not only teaching or delivering visiting lectures at partner institutions but also training (such as workshops organized by EDAMBA, improving English language skills, etc.), participating in international weeks, and fostering collaborations. Appendix 29 indicates that a total of 12 faculty members from the study direction embarked on 29 mobility trips. The duration of these mobilities varies depending on the host partner institution but typically lasts from 3 to 7 days.

Below are the guest lectures of our faculty abroad during the reporting period:

- **Andrejs Limanskis:** "Sustainability vector in Foreign Direct Investments (FDI) in Latvia under post-COVID recovery perspective", 03.04.2022 - 09.04.2022, ISCTE Business School (Portugal);
- **Ioseb Gabelai:** "Soft skills for the future: helping students build a sustainable world" and "STP Marketing Framework", 07.03.2022 - 11.03.2022, Kaunas University of Applied Sciences (Lithuania);
- **Ioseb Gabelai:** "Soft skills for the future: helping students build a sustainable world" and "Design thinking: Recognizing the process", 15.03.2022 - 18.03.2022, Thomas More University of Applied Sciences (Belgium);
- **Ioseb Gabelai:** "Design thinking and sustainability", 18.04.2022 - 23.04.2022, Amsterdam University of Applied Sciences (Netherlands);
- **Nellija Titova:** "Diversity management", 11.09.2022 - 17.09.2022, ADA University (Azerbaijan), • **Ioseb Gabelaia:** "STP Marketing Framework", 05.03.2023 - 11.03.2023, Kaunas University of Applied Sciences (Lithuania);
- **Ivita Faituša:** *Lecture Accounting- the Language of Business and practical class in accounting.* VIVES. 21.11.2022.-25.11.2022. University of Applied Sciences, Kortrijk (Belgium);
- **Ivita Faituša** *Accounting for Business in Digital Transformation.* 5.12.2022.-9.12.2022. Online participation in International Days in Prague (Check Republic);
- **Ioseb Gabelai :** "STP Marketing Framework", 05.03.2023 - 11.03.2023, Kaunas University of

Applied Sciences (Lietuva)

- **Valters Kaže:** "Contemporary Strategic Marketing", "International Marketing", 19.03.2023 – 25.03.2023, Finis Terrae University (Chile);
- **Ivita Faituša:** *The Challenges for Accountants in the 21st Century*, 27.03.2023-31.03.2023 ISCTE- University Institute of Lisbon (Portugal);
- **Nellija Titova:** "Corporate responsibility and sustainability", "Management of multicultural projects", 19.03.2023 – 25.03.2023, Finis Terrae University (Chile);
- **Inese Slūka:** "Project management", "Project manager's competence", "Simulation game on project manager competence", 24.07.2023 – 28.07.2023, Shanghai University, MBA Center (China);
- **Nellija Titova:** "Corporate responsibility and sustainability", "Management of multicultural projects", 24.07.2023 – 28.07.2023, Shanghai University, MBA Center (China).

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

2.6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study field, 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 field and the relevant study programmes.

The RISEBA study direction "Information and Communication Science" was accredited for two years on November 24, 2021.

In its final report, the Study Quality Commission for the Field of Study identified several priorities that should be improved in the short and long term. In total, 12 recommendations were defined for the field of study, 12 for the bachelor's study programme, and 7 for the master's study programme.

The decision made by the Study Quality Commission on November 24, 2021, expresses support for the opinion expressed by the accreditation experts and provides the same recommendations. In addition, the Study Quality Commission directly assigned one task to the university - to specify the admission requirements and formulate them in a new version. RISEBA has responded to this recommendation and submitted clarifications within the required period. Admission requirements in the new version are indicated in the parameters of the study programmes.

Recommendations for the study division can be grouped into four main categories:

- increase the number of scientific publications in high-quality journals,
- promote publications in the direction of advertising, public relations, marketing, and communication, also involving students of the master's programme, promoting cooperation at the international level;
- Involve students in decision-making;
- determine the Moodle (e-riseba) digital site as mandatory, improving the quality of materials in it.

All the mentioned recommendations have been considered, and measures have been taken for their implementation. All recommendations have either been implemented or implemented with a

plan to continue their implementation (see Appendix 30 for detailed information on each of the recommendations).

A series of measures have been taken to improve scientific activity, the main of which are:

- During the reporting period, ICS study direction lecturers' scientific publications and activities have grown significantly (see annexes 25, 25a, 25b). This has been achieved thanks to two types of activities: 1) a series of motivational tools have been introduced, which promote the involvement of academic staff in research and publication (see section 2.4.4), and 2) young, scientifically active teaching staff have been attracted to the field of study, including from foreign countries (see sections 2.3.6 and 2.3.7 in the direction report).
- A list of recommended scientific conferences has been created, which also includes a series of conferences specific to the ICS study direction (see section 3.2.2 in the master's programme report).
- In 2023, the scientific research directions implemented by RISEBA have been reviewed so that they correspond to the implemented study programmes, especially "Public Relations and Digital Communication", and form a relevant research base for the implementation of studies. In order to ensure a high degree of correspondence between the goals of the study programmes and to promote research-based studies, a new scientific research direction, "Innovations, business, and communication technologies", has been approved in 2023, which is led by the lecturer of the programme, Dr. oec., Vice Rector Valters Kaže (Scientific research fields - RISEBA.lv). The aim of the direction is to promote research in the application and development of innovations, digital tools, and artificial intelligence, their integration into the study environment, business, communication, and marketing practices, as well as to educate students and society about this field in general. This allows us to hope for further improvement of the situation in the future.

To involve students in decision-making and programme development, the following measures have been taken:

- Regulations of the Study Programme Council have been developed, and study programme councils for bachelor's and master's programmes have been created. In addition to employers, both councils include students and graduates. During the reporting period, several programme council meetings have been held to update the programmes, make them more modern, and create a dialogue with students and graduates. (See Annex 54 and Annex 55).
- Students of the bachelor's programme are widely represented in the student self-government and the University Senate.
- Several quality improvement mechanisms have been introduced, including the acquisition of information from students and its analysis. For example, the procedure for submitting, examining, and providing feedback on complaints and suggestions (see Quality assurance - RISEBA.lv) student surveys about the programme and study courses, graduate surveys (see section 2.2.4.)

In order to improve the Moodle (e-riseba) digital website and the quality of its materials, the following was done:

- The use of Moodle was made mandatory for all study courses and all teaching staff.
- To help the teaching staff and guest lecturers, educational materials for using the Moodle (e-riseba) website, including video tutorials, have been created. A series of seminars on the possibilities of the Moodle environment and its use have been conducted (see Appendix 51).
- At the beginning of 2022./2023. academic year, renewed course descriptions were submitted and approved; both - those specified by the accreditation commission and all others were

renewed - literature lists, number of contact hours, topics, methods, and types of examination were renewed. Moreover, the course descriptions were further renewed at the beginning of 2023./2024. academic year. In the following academic years, such practice will continue.

Moreover, following the recommendations of the commission, cooperation agreements with various associations related to advertising and public relations were signed. Cooperation includes guest lectures, internship opportunities, site visits, and other benefits of collaboration (see Annex 26).

A study direction development plan for the next six years has been developed, which aims to continue everything that has been started, mainly emphasising digitisation, international cooperation, and developing scientific activity in the field (see Annex 4).

Annex 30 includes an overview of the implementation of the recommendation in the study direction and both study programmes.

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

The RISEBA study programme change evaluation procedure operates and is carried out in accordance with the "Regulations on the Procedure for Study Programme Development, Approval and Monitoring" (NL0086-02), which was approved at the Senate meeting on 14.12.2022, Prot. No. 22/1.1-7/9. These regulations provide for actions to be taken in the event of study programme changes, including preparing annual study programme self-evaluation reports, analysing the results of student questionnaires, analysing Moodle website audits, etc. For a detailed description of this procedure, see section 2.2.2 of this report. All the procedures provided for in the regulations were fulfilled and considered in the evaluation of the changes in the study programmes included in the ICS study direction.

In the spring of 2023, a negative conclusion was received regarding including the "Public Relations and Advertising Management" study programme in the "Management, administration and Real Estate Management" study direction. Also, the experts' short-term and long-term recommendations for improving the programme were received.

Based on the expert's recommendation **"to preserve the ICS study direction in the study process implemented by RISEBA**, which, among other things, also enriches the study content offer of the higher education institution", it was decided to make the necessary improvements in the PRAM programme, as well as to significantly improve the master's study programme included in the direction, including changing its name, according to the specifics of information and communication science and submit ICS study direction with 2 study programmes for accreditation.

Within the study programme "Public Relations and Advertising Management", two sub-programmes (Public Relations and Advertising) have been created, which are components of the study programme and correspond to the field of information and communication science, as each conforms to the professional qualification to be obtained. According to the experts' recommendations, specific goals, tasks, and intended learning outcomes have been determined for each sub-programme according to the qualification and standard of the profession. Thus, each

qualification's study plan and intended learning outcomes are more precisely defined and focused. Since this transformation had to be done in a very short time, it is planned to continue the process of improving the subprograms in cooperation with the business environment and employers.

Annex 30a. presents a report on the implementation of the short-term and long-term recommendations provided by the evaluation expert of the study programme "Public Relations and Advertising Management".

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Annex 1. The main normative acts and regulations of RISEBA and hyperlinks to them.pdf	1. pielikums, RISEBA normatīvie dokumenti un linki uz tiem.pdf
The management structure of the higher education institution/ college	Annex 2. Management structure of RISEBA.png	2. pielikums, RISEBA pārvaldības struktūra.png
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex 4. Development Plan for the Study Direction of Information and Communication Sciences.pdf	4. pielikums, Studiju virziena Informācijas un komunikācijas zinātnes attīstības plāns.pdf
The management structure of the study field	Annex 5. Study Direction Structural Scheme.pdf	5. pielikums, Studiju virziena pārvaldības struktūra.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Annex 6. Cooperation agreement with Turība.pdf	6. pielikums, Sadarbības līgums_Turība.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Annex 7. Attestation RISEBA_16.11.2023_23_1.1-15_399.edoc	7. pielikums, Apliecinājums RISEBA_16.11.2023_23_1.1-15_400.edoc
Standard sample of study agreement	Annex 8. Study contract Public relations and advertising management.zip	8. pielikums, Studiju līgumu paraugs.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Annex 9. Analysis of the results of surveys.zip	9. pielikums, Aptauju apkopojumi Informācijas un komunikācijas zinātnes virzienā.zip
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	Annex 20. Basic information on the teaching staff involved in the implementation of the study field.xlsx	20. pielikums, Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācītājiem.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Annex 21. Biographies of the teaching staff members.zip	21. pielikums, Mācītāju biogrāfijas.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	Annex 22. RISEBA_17.11.2023_23_1.1-15_407.edoc	22. pielikums, Apliecinājums RISEBA_16.11.2023_23_1.1-15_398.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment Levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	Annex 23. RISEBA_17.11.2023_23_1.1-15_406.edoc	23. pielikums, RISEBA_17.11.2023_23_1.1-15_405.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	Annex 24. Summary of quantitative data.docx	24. pielikums, Kvantitatīvo datu apkopojums.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Annex 25. List of the publications, patents, and artistic creations of the teaching staff over the reporting period.zip	25. pielikums Mācītāju publikāciju, patentu, mākslinieciskās jaunrades darbu saraksts par pārskata periodu.zip
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	Annex 26. List of Cooperation Agreements, Information and Communication Sciences.pdf	26. pielikums, Sadarbības līgumu saraksts Informācijas un komunikācijas zinātnes.pdf
Statistical data on the teaching staff and the students from abroad	Annex 27. Statistics on foreign students and foreign faculty members .pdf	27. pielikums, Statistika par ārvalstu studentiem un mācītājiem studiju virzienā.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Annex 28. Statistical data on the mobility of incoming and outgoing students.pdf	28. pielikums, Statistikas dati par studējošo izejšo un ienākošo mobilitāti pārskata periodā.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	Annex 29. Statistical data on the mobility of incoming and outgoing faculty.pdf	29. pielikums, Statistikas dati par mācītāju ienākošo un izejšo mobilitāti.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Annex 30. Report on the implementation of the recommendations.zip	30. pielikums, Rekomendāciju izpildes pārskats.zip
An application for the evaluation of the study field signed with a secure electronic signature	RISEBA_08.01.2024_24_1.1-15_5.edoc	RISEBA_08.01.2024_24_1.1-15_5.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
3. pielikums. RISEBA Augstākā vadība un lēmēj institūcijas.pdf	3. pielikums. RISEBA Augstākā vadība un lēmēj institūcijas.pdf
Annex 3. RISEBA_Senior Management and Decision-making Bodies.pdf	Annex 3. RISEBA_Senior Management and Decision-making Bodies.pdf
11. pielikum. Studiju kursu audita rezultāti (izvilkums).pdf	11. pielikum. Studiju kursu audita rezultāti (izvilkums).pdf
Annex 11. Results of study course audits.pdf	Annex 11. Results of study course audits.pdf
14. pielikums. Valsts pārbaudījuma komisijas kopsavilkumi 2022_2023.pdf	14. pielikums. Valsts pārbaudījuma komisijas kopsavilkumi 2022_2023.pdf
Annex 14. The State Examination Commission_summary_2022_2023.pdf	Annex 14. The State Examination Commission_summary_2022_2023.pdf
15. pielikums. Studējošo ikgadējā anketēšanas procesa shēma.pdf	15. pielikums. Studējošo ikgadējā anketēšanas procesa shēma.pdf
Annex 15. The flowchart of the annual student`s surveying process.pdf	Annex 15. The flowchart of the annual student`s surveying process.pdf
16. pielikums. Studiju kursa novērtēšanas procesa shēma.pdf	16. pielikums. Studiju kursa novērtēšanas procesa shēma.pdf
Annex 16. The flowchart of the Study course assessment process.pdf	Annex 16. The flowchart of the Study course assessment process.pdf
19. pielikums. Oficiāli reģistrētās un izskatītās sūdzības vai priekšlikumi.pdf	19. pielikums. Oficiāli reģistrētās un izskatītās sūdzības vai priekšlikumi.pdf
Annex 19. Registered and processed complaints or proposals during the review period.pdf	Annex 19. Registered and processed complaints or proposals during the review period.pdf
17. pielikums. Studiju vērtējumu objektivitātes novērtējums.zip	17. pielikums. Studiju vērtējumu objektivitātes novērtējums.zip
Annex 17. Assessment of the objectivity of study assessments.zip	Annex 17. Assessment of the objectivity of study assessments.zip
13. pielikums. Mācībspēka un admin.darbinieka attīstības anketa_2022_2023.zip	13. pielikums. Mācībspēka un admin.darbinieka attīstības anketa_2022_2023.zip
Annex 13. Questionnaire for performance evaluation and development planning for admi. and faculty.zip	Annex 13. Questionnaire for performance evaluation and development planning for admi. and faculty.zip
12. pielikums. Ziņojums_Noslēguma darba izstrādes un aizstāvēšanas procesa novērtējums un tā pilnveidošanas plāns 2022_2023.pdf	12. pielikums. Ziņojums_Noslēguma darba izstrādes un aizstāvēšanas procesa novērtējums un tā pilnveidošanas plāns 2022_2023.pdf
Annex 12. Evaluation of the Final Thesis Development and Defense Process and its Improvement Plan_2022_2023.pdf	Annex 12. Evaluation of the Final Thesis Development and Defense Process and its Improvement Plan_2022_2023.pdf

18. pielikums. Ikgadējā pašnovērtējuma ziņojuma sagatavošanas kārtība_procesa shema.pdf	18. pielikums. Ikgadējā pašnovērtējuma ziņojuma sagatavošanas kārtība_procesa shema.pdf
Annex 18. Procedure for the preparation of the annual Self-Assessment Report.pdf	Annex 18. Procedure for the preparation of the annual Self-Assessment Report.pdf
49. pielikums. Tālmācībā studejošo rokasgrāmata.pdf	49. pielikums. Tālmācībā studejošo rokasgrāmata.pdf
10. pielikums. Katedras sēdes protokola izraksts 23.01.2023.pdf	10. pielikums. Katedras sēdes protokola izraksts 23.01.2023.pdf
Annex 10. Extract from the minutes of the meeting of the Department 23.01.2023.pdf	Annex 10. Extract from the minutes of the meeting of the Department 23.01.2023.pdf
Annex 49. Manual for distance learning students.pdf	Annex 49. Manual for distance learning students.pdf
50. pielikums. Informatīvā diena_Kvalitāte.pdf	50. pielikums. Informatīvā diena_Kvalitāte.pdf
Annex 50. Info Day Quality Management.pptx	Annex 50. Info Day Quality Management.pptx
52. pielikums. Senāta sede_01.11.2023._izraksts_Komunikācijas virziens.edoc	52. pielikums. Senāta sede_01.11.2023._izraksts_Komunikācijas virziens.edoc
Annex 52. Extract_Senate_01.11.2023_Izraksts.edoc	Annex 52. Extract_Senate_01.11.2023_Izraksts.edoc
53. pielikums. AIP lēmums_Par papildu prasību saskaņošanu reflektantu uzņemšanai.pdf	53. pielikums. AIP lēmums_Par papildu prasību saskaņošanu reflektantu uzņemšanai.pdf
54. pielikums. Programmas padomes sastāvs.pdf	54. pielikums. Programmas padomes sastāvs.pdf
51. pielikums. Metodisko semināru apkopojums.pdf	51. pielikums. Metodisko semināru apkopojums.pdf
Annex 51. Summary of RISEBA Methodological Seminars.docx	Annex 51. Summary of RISEBA Methodological Seminars.docx
55. pielikums. Bakalaura programmas padomes sastāvs rik_149_02.12.2022.pdf	55. pielikums. Bakalaura programmas padomes sastāvs rik_149_02.12.2022.pdf
Annex 55. Programme Council rik_149_02.12.2022.pdf	Annex 55. Programme Council rik_149_02.12.2022.pdf
54. pielikums. Programmas padomes sastāvs rik_111.1_SADK padome_LV_16.10.2023_.pdf	54. pielikums. Programmas padomes sastāvs rik_111.1_SADK padome_LV_16.10.2023_.pdf
Annex 54. Programme Council rik_111.1_SADK padome_EN_16.10.2023_.pdf	Annex 54. Programme Council rik_111.1_SADK padome_EN_16.10.2023_.pdf
56. pielikums. MN0012 Kredītpunkta izteikšana jaunā redakcijā un tā pāreja.docx	56. pielikums. MN0012 Kredītpunkta izteikšana jaunā redakcijā un tā pāreja.docx

