



RISEBA

UNIVERSITY OF APPLIED SCIENCES
Business • Arts • Technology

Master programme

International Business

SELF-ASSESSMENT REPORT

2022./2023.ac.y.

Statement of Accuracy

The information contained in this report is complete and accurate.

Report is prepared under the guidelines of EFMD programme accreditation

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INTRODUCTION

The current self-assessment report has been written with the purpose of renewing **EPAS accreditation** for the master programme “**International Business**” (further on in the text MIB).

In line with RISEBA’s vision which states that ‘we see ourselves as a sustainable and internationally recognised university of business, arts and technology...’, the institution aims to obtain international recognition, which can be achieved through international accreditations. Being institutionally IQA accredited by CEEMAN, RISEBA has chosen EFMD Programme Accreditation as a programme development instrument to make sure all its programmes are aligned with international standards. Currently two RISEBA programmes – bachelor programme “European Business Studies” and Master programme “International Business” have EFMD Programme Accreditation.

The structure of the report is as follows:

- Chapter One describes the institution in its national and international context, including the higher education system in Latvia as well as RISEBA’s resources and faculty.
- Chapter Two aims to present the MIB programme’s design.
- Chapter Three presents the programme’s delivery and operations, including international aspects and corporate interactions.
- Chapter Four deals with the programme’s outcomes.
- Chapter Five discusses the quality assurance process at RISEBA and the programme under review.

The report is structured following the requirements of the EFMD Standards and Criteria as well as recommendations of the EFMD Quality Management Office. The report has been developed to provide basic information on the institution and programme under review and answer the key questions posed in the EFMD Standards and Criteria.

Detailed information will be provided for consideration of the Peer Review Team in the virtual Base Room on OneDrive.

CHAPTER 1: THE INSTITUTION IN ITS NATIONAL AND INTERNATIONAL CONTEXT

RISEBA University of Applied Sciences (hereinafter – RISEBA) is a **university-type private higher education institution** fully accredited by the Ministry of Education and Science of the Republic of Latvia.

1.1. The Institutional Context

Founded in 1992 as one of the first private higher education institutions, over the last three decades RISEBA has gone through a substantial transformation from a small ambitious business school to a university that provides, in addition to business and management programmes, studies in communications, audio-visual media arts and architecture. In such a way, the institution has transformed into “the place where business meets arts” having it as a strong differentiating factor in the market.

As new developments since last accreditation visit in September 2018 RISEBA by unanimous vote has been accepted to EDAMBA network, in October 2018 it signed declaration of membership in UI GreenMetric World University Rankings Network. Pursuing its commitment to PRIME principles and UN Sustainable Development Goals RISEBA in June 2020 has been awarded silver award in Latvian Sustainability Index.

The Environmental Context

National HE system

Latvia is among the countries which signed the Bologna Process Declaration in 1999 and is a full-fledged participant of the European Higher Education Area, launched during the Bologna Ministerial Anniversary Conference in April 2012 in Bucharest. The majority of Bologna Process reforms are successfully implemented in Latvia: the three-cycle degree system (bachelor's, master's and doctoral studies), the Diploma Supplement, ECTS, internal quality assurance systems, the accreditation process for higher education institutions and study programmes to ensure recognition of diplomas issued by higher education institutions in Latvia and abroad. Latvian Quality Agency for Higher Education since June 2019 has been a full member of ENQA (European Association for Quality Assurance in Higher Education).

Higher education is provided as academic and professional programmes in two types of institutions: non-university (up to master's degree) and university (up to doctoral degree).

In accordance with the procedure envisaged by the Law on Higher Education Institutions, only those higher education establishments that have been accredited and that offer state-accredited study programmes shall be entitled to issue graduation certificates recognised by the state. Certificates of higher education institutions established by legal entities are recognised by the state and they receive the right to use the state crest of the Republic of Latvia on certificates after the respective higher education establishment and the programme of studies have been accredited and its statutes have been approved by the Cabinet of Ministers.

Detailed information about the Latvian system of higher education is available at: <https://www.euroeducation.net/prof/latviaco.htm> and https://eacea.ec.europa.eu/national-policies/eurydice/content/higher-education-40_en

Latvian higher education is very competitive. In 2020 there were 27 higher education institutions, 16 public and 11 private, as well as 19 colleges, 8 of which are private. Nineteen of them provide management education. The variety of programmes is very broad and range from general business management to numerous specialised programs, focusing on certain management functions.

Recent years have been quite turbulent for higher education in Latvia. Latvian Regulating authorities

believe that education market is very fragmented and makes an attempt to consolidate it. There are ongoing reforms aiming to increase quality, competitiveness and international recognition of Latvian education. The reforms, however, are not clearly structured and change process is unpredictable. Transition from programme accreditation to the accreditation of the fields of studies, when an initial intent was to decrease administrative burden in reality increased it.

Also there have been several unexpected significant amendments to the law on Higher education regarding language of instruction. Thus, in June 2018 the law was passed stating that the main language of instruction in all Latvian Higher Educational institutions is Latvian and limiting the use of other languages to official languages of EU as an exception. As a result, private HEIs can no longer offer study programmes in the Russian language, which for many years was the case in Latvia, and which attracted foreign students from CIS countries.

Impact of the Context on the Institution

Demographical context and changing legislation in Latvia

RISEBA's strategy, positioning and operation have been seriously impacted by changes in the population structure caused by decreasing birth rates and growing numbers of young skilled individuals emigrating to other countries. According to OECD data during last 27 years Latvia has lost twenty-five per cent of its population. Consequently, over the last ten years the number of local applicants to higher educational institutions has been steadily decreasing.

This affected RISEBA in two ways – the number of local applicants decreased, however, number of international students increased. Responding to this challenge RISEBA was forced to focus more on international markets and attraction of international applicants. In 2021 RISEBA Sales department was established with aim to attract more candidates to the study programmes. New marketing strategy includes wider market coverage.

As a result, number of international students at RISEBA in 2019/2020 academic year reached 13% across the university, that was higher than national average. This number, however, slightly decreased due to **Covid-19**: in 2020/2021 it was 10.5%, and in 2021/2022 international students were 11% from the student body. The main reason for that is difficulties to get visa because learning takes place online and applicants' decision to postpone the studies until end of Covid restrictions.

In the academic year 2019/2020 there were 73% international students at Master programme **“International Business”**. With such high number of international students MIB was considered to be one of the most international programmes in the Baltic region preparing its graduates for international careers. This, however, was negatively impacted by **Covid-19** - due to travel and visa restrictions many candidates were not able to travel to Latvia and thus refused from the offered place. In 2021/2022 there are 54% international students (in year 1 and year 2), and they represent 10 nationalities (Russia, Ukraine, Belorussia, Uzbekistan, Georgia, India, Pakistan, Nigeria, Iran, France).

Introduction of newly introduced government restrictions (in 2018) in terms of the language of instruction made significant impact on RISEBA as an institution, as thirty per cent of its annual enrolment made Russian speaking students, mainly from CIS countries. Nevertheless, in 2019 RISEBA managed to maintain previous total student number and is currently developing a broader portfolio of the English language programmes and developing new markets for attracting foreign students.

In response to the external challenges in 2017 RISEBA started implementing EU Structural Funds financed life-long learning programmes – in 2020 number of programme participants completed their studies and received their certificates was 1491; in 2021 it was 618.

Competitive context

Responding to changes in demand, growing competition from local and international HEIs, the growing role and contribution of the creative sectors of the economy, and the overall globalisation

trends in international education about 10 years ago RISEBA started its differentiation journey shifting its programme portfolio **from a traditional business focus towards communications, media and architecture studies**. The adoption of a **new model** and the fusion of the quantitative and analytical paradigm with creativity and innovation have delivered strong benefits to RISEBA's programme portfolio and assisted the University in its efforts to **differentiate** itself from other higher education institutions:

- The new study programmes have facilitated the adoption of the multidisciplinary approach in education and promoted creativity and innovation throughout the institution.
- The new business model has supported the development of a new academic and research culture at RISEBA, providing a supportive environment, reorganising research, reallocating funds, and designing programmes conducive to interdisciplinarity.
- The synergy of study programmes in business, communications and architecture has enabled the University to achieve a higher level of synergy between business and arts, which is in line with RISEBA's strategy and competitive positioning as "the place where business meets art".

In respect to the **MIB programme** this interdisciplinarity refers to introduction of the study course "Arts for organisational and personal development" and realisation of research projects (e.g. ProCESS project). International aspect alongside with the blend of the analytical paradigm with creativity and innovation is one of the unique selling points of MIB programme.

For MIB programme competition is growing steadily - number of competitors in 2017, there were only few master programmes delivered in English, however in 2022 there are already 10 master programmes in English. Currently almost all universities have realised limited potential of local applicants and started to deliver programmes in English. Still MIB remains at the based on number of international professors involved and quality of studies.

EHEA and Bologna agreement

In order to ensure and enhance international transparency, RISEBA's degrees are designed in accordance with the **Dublin Descriptors**, where each of the cycles accommodates a wide range of disciplines and qualifications. RISEBA currently offers study programmers in **three qualification cycles**:

First Cycle:

- European Business Studies (language of instruction: English)
- Architecture (language of instruction: English)
- Business Management (language of instruction: Latvian, Russian^{*1})
- Business Psychology (language of instruction: Latvian Russian *)
- Start-Up Economics and Finance (language of instruction: Latvian)
- Public Relations and Advertising Management (language of instruction: Latvian, Russian*)
- Audiovisual Media Arts (language of instruction: Latvian, Russian*)

Second cycle:

- Master's in International Business (language of instruction: English)
- Master's in International Finance (language of instruction: Latvian, English)
- Master's in Big Data Analytics (language of instruction: Latvian, English)
- Master's in Human Resource Management (language of instruction: Latvian)
- Master's in Project Management (language of instruction: Latvian)

¹ *As Russian as the language of instruction has been banned by recent amendments to the law on Higher education, there is no new enrolments to these programmes. Currently enrolled students are allowed to graduate studying in Russian by 2023.

- Master's in Business Management (language of instruction: Latvian, Russian*)
 - Master's in New Media and Audiovisual Arts (language of instruction: English)
 - Master's in Public Relations Management (language of instruction: Latvian, English)
 - Master's in Health Management (language of instruction: Latvian, English)
 - Master's in Management Psychology and Supervision (language of instruction: Latvian, Russian*)
 - Master's in Architecture (Language of instruction: English)
 - Strategic Business Management (language of instruction: Latvian, English)
 - Sports Management (language of instruction: English)
- Third Cycle:
- Joint Doctoral Programme in Business Management (language of instruction: Latvian, English)

From the very beginning RISEBA's mission has been to function as "the gateway to an international career", thus international aspects have been embedded into the curriculum. With the introduction of the Bologna Process RISEBA enhanced its strategy and mission in accordance with the Agreement's main principles, which are international transparency, international recognition of qualifications and international mobility of learners and graduates. All RISEBA study programmes are designed to meet the requirements of the Bologna Declaration and the Prague Communiqué.

RISEBA's study programmes comprise study periods and/or placements in European Union countries and beyond and are in line with one of the Bologna Declaration's principles – promotion of students', teachers' and researchers' mobility: students can be prepared for future work in the common European market only if they are exposed to other cultures, legislation and traditions during their studies.

RISEBA fully meets the requirements of these European aspects as it promotes both incoming and outgoing students and staff mobility, the languages of instruction are Latvian, English, and Russian*, and international dimensions are included in the curriculum.

Upon successful completion of the chosen programme of study, RISEBA graduates are entitled to continue their education either at RISEBA or at other higher education establishments in Latvia or abroad. RISEBA uses the **European Credit Transfer System** to ensure that all programmes are internationally compatible. Concurrently to the credit points used within the Latvian educational system, all the programmes provide relevant ECTS numbers for each course separately and for the programme in total. The process of credit allocation is described in the Erasmus Programme Implementation Procedure, which is available on the RISEBA website: <https://www.riseba.lv/en/students/international-opportunities>.

In the framework of the European Union's **ERASMUS+ programme**, RISEBA holds 122 (in 2017 – 69) bilateral agreements with HEIs from 31 EU and non-EU countries (<https://www.riseba.lv/en/node/8259>). All credits collected by students at host institutions are transferred in accordance with the European Credit Transfer System and fully recognised as part of the study programme.

Additionally, RISEBA has **8 double-degree agreements** with HEIs from Germany, Finland, France, the Russian Federation and Sweden (<http://www.riseba.lv/en/students/undergraduate-studies/european-business-studies/double-degree>).

As part of the MIB programme development in 2019 a new Double degree agreement was signed with the Y SCHOOLS' Programme Grande Ecole (Master's Degree, France).

Another Double degree agreement with University of Applied Sciences Würzburg-Schweinfurt, (Germany) Master programme "Managing Global Dynamics" is in process and will be signed as soon as the partner University will complete their local accreditation (programme is new for them).

1.2. The Institution

RISEBA was among the first private higher education institutions (HEIs) in Latvia established in 1992. At present, it is the seventh largest HEI in Latvia among private and public HEIs, with almost 3000 students attending 21 study programmes.

RISEBA is registered as a limited company. As a commercial entity, it is registered with the Register of Companies of the Republic of Latvia and as an academic institution, it is registered with the Ministry of Education and Science. Therefore, the institution is subject to both the Commercial Law and the Law on Higher Education.

As of 2000 RISEBA is fully accredited by the Ministry of Education and Science of the Republic of Latvia and issues state-recognised degrees. **The degree-awarding body is the institution itself.**

It also has the international quality accreditation (IQA) of the Central and East European Management Development Association (CEEMAN). And is the only Baltic university level body that has received two EFMD Programme Accreditations from the European Foundation for Management Development.

The headquarters of the university is located in Riga, and it has a branch in Daugavpils, where it provides lifelong learning courses.

RISEBA's Mission and Vision

The **mission** of RISEBA is formulated as *“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** is formulated as follows, *“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”*.

Guided by its vision, RISEBA comprises three major academic components or schools (see Figure 1.1):

- **The Faculty of Business and Economics**, with bachelor's, master's and PhD programmes which cover the areas of business, management and economics
- **The Faculty of Media and Communication**, with bachelor's and master's programmes in arts and communications
- **The Faculty of Architecture and Design**, which currently offers bachelor's and master's programme in architecture. Both programmes have been recognised at EU level.

While pursuing the ambitious goal to become a university, RISEBA has been striving to retain the efficiency and flexibility of a business school. Figure 1.1 shows the academic structure of the institution (tringles represent the study directions – this is specifics of National HE system). Six departments are organised to support study directions and study programmes.

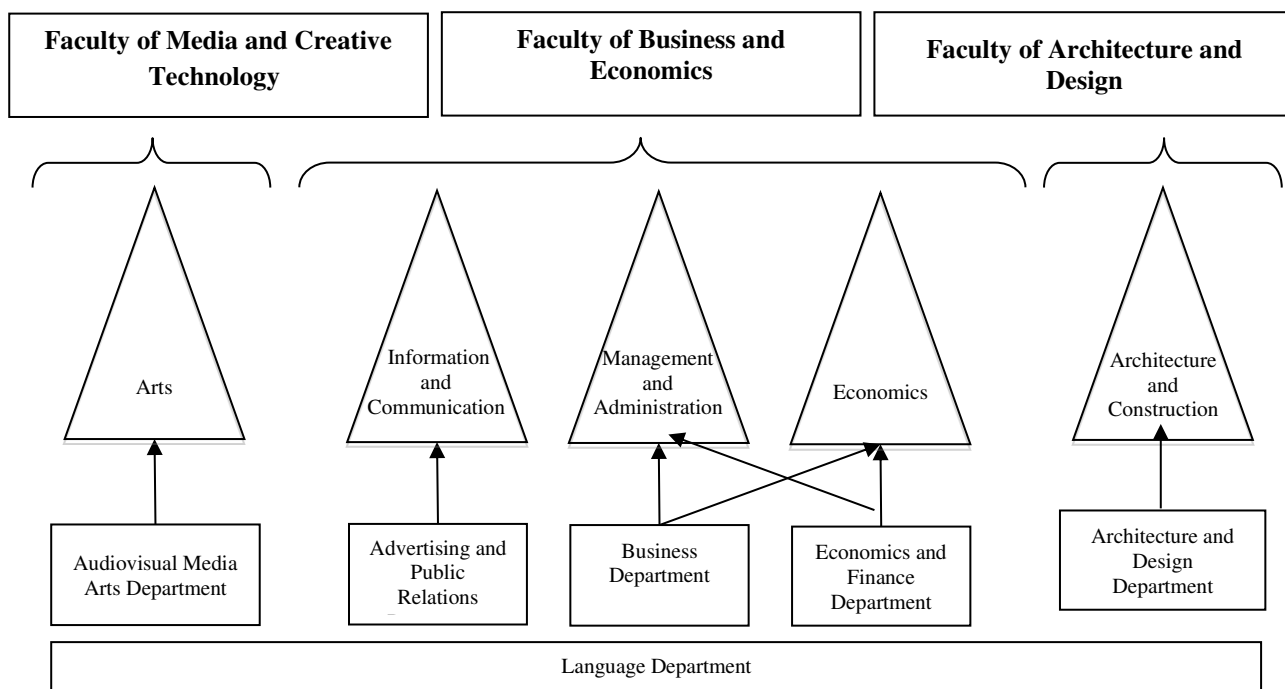


Figure 1.1 RISEBA's academic Structure

RISEBA's Values and Strategic Priorities

Seven new **core values** are at the heart of what RISEBA does and are aligned with mission and vision:

- **Openness** - We work and 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.
- **Service excellence** - We focus on excellence of service and high quality performance in all our activities.
- **Diversity** - We ensure a diverse, inclusive and multicultural environment by offering various study programmes, forms of study and training in different languages.
- **Dialogue** - We continuously cooperate and share knowledge and experience among various stakeholders, including business and professional community, our students, alumni, faculty, staff, and other interested groups.
- **Lifelong Learning** - We promote the continuous personal and professional development of our students and partners as well as ourselves.
- **Ethics and Social Responsibility** - We act as a socially responsible organisation and develop socially responsible leaders and professionals.
- **Impact** - We act in order to make a positive impact on the rapid and sustainable development of society.

The defined values serve as guidance for the activities of RISEBA as an educational institution and are integrated into the design of all study programmes and guide RISEBA strategy.

RISEBA strategy for 2021-2027 is developed and recently approved. RISEBA 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 current strategic direction is to be 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.

According to the new strategy 2021-2027 RISEBA’s key strategic objectives are:

- 1) *Programme portfolio consolidation and development.* Milestones for the next 5 years: total number of degree-seeking students in all programmes reaches 4000 (currently 2444); 70% of the study programmes are available in English language.
- 2) *Development of research* with focus on academic as well as applied research. Milestones are related to enhancing the quality of research output by increasing the number of publications in ABC or ABDE List of journals, and journals indexed by Web of Science, SCOPUS, and ERIH (it is planned to increase the number of high-quality research output by 100% in 5 years).
- 3) *Increase the level of Technology Enhanced learning (TEL).* Increase the number of auditoriums available for work in a blended learning mode till 50%; buy additional software licences, install new software, widen the offer of simulations; develop short virtual study courses to create possibility for asynchronous lectures to provide maximum time zone flexibility.
- 4) *Internationalisation* – further internationalisation of activities to ensure students’ exposure to international perspectives and develop students’ international competences. Milestone for next 5 years is to increase the number of international students in all RSEBA programmes to 25% (currently 13%); increase number of international core faculty to 15% (currently 13%).

The strategic objective No 3 was introduced recently understanding that **Covid-19** will continue to impact higher educational area and the format of study programmes delivery will never be the same as before the Covid-19, and to address this challenge, some programmes could be moved to a blended model of delivery and number of distance learning programmes increased.

In addition to the three strategic priorities mentioned above, to support the accomplishment of its vision and mission and ensure the quality of its offers, RISEBA has set the following **strategic goals**:

- 5) Personnel development.
- 6) Alumni relations.
- 7) Executive education and lifelong learning.
- 8) Creation of technically advanced, supportive of multi-disciplinary teaching and learning environment.
- 9) Strengthening brand recognition.
- 10) Contribution to the development of society at large.

RISEBA’s Financial management

RISEBA is financially sound organisation and works with profit. RISEBA’s activities are based on the self-financing principle and application of the financing of the School’s founder. The structure of the School’s financial resources is determined by the Board. Implementation of the budget is organised by the Rector. The Rector provides an annual review about fulfilment of the budget to the Board and Constitutional Council.

Since the establishment of RISEBA, the tuition fee has been the main financial source ensuring the study process representing 81.2% of income structure. The tuition fee is covered using the resources of physical and/or legal persons, namely: the personal resources of the student; the personal resources of the student's parents or other relatives; the resources of the student's employer; a study loan with a state guarantee; a commercial loan; the resources of sponsors. There are also 21 different tuition fee discounts available to students for achievements in sports and academic success as well as social support scholarships, etc. Tuition fee discounts are set according to the “Regulations on tuition fee discounts” (for details see: <https://www.riseba.lv/en/students/riseba-discounts>).

Other sources of RISEAB income are: 10.2% for projects; 2.1% from renting premises and equipment; 3.8% from delivering courses and seminars; 0.3% from science and 2.4 % represent other sources.

Sustainability of the university and individual programmes is required by the Latvian Law on Higher Education Institutions. Thus, to ensure continuity of education, RISEBA has agreements with other Latvian HEIs confirming that the latter will provide RISEBA's students with an opportunity to continue their studies at partner institutions in case of liquidation of any RISEBA programme.

RISEBA's Management System

As a higher education institution, RISEBA is managed in accordance with the Law on Higher Education Institutions, which defines the governing bodies involved in the management of a higher education institution as well as the autonomy of these academic institutions. Figure 1.2. presents RISEBA management institutions involved in institutional decision-making.

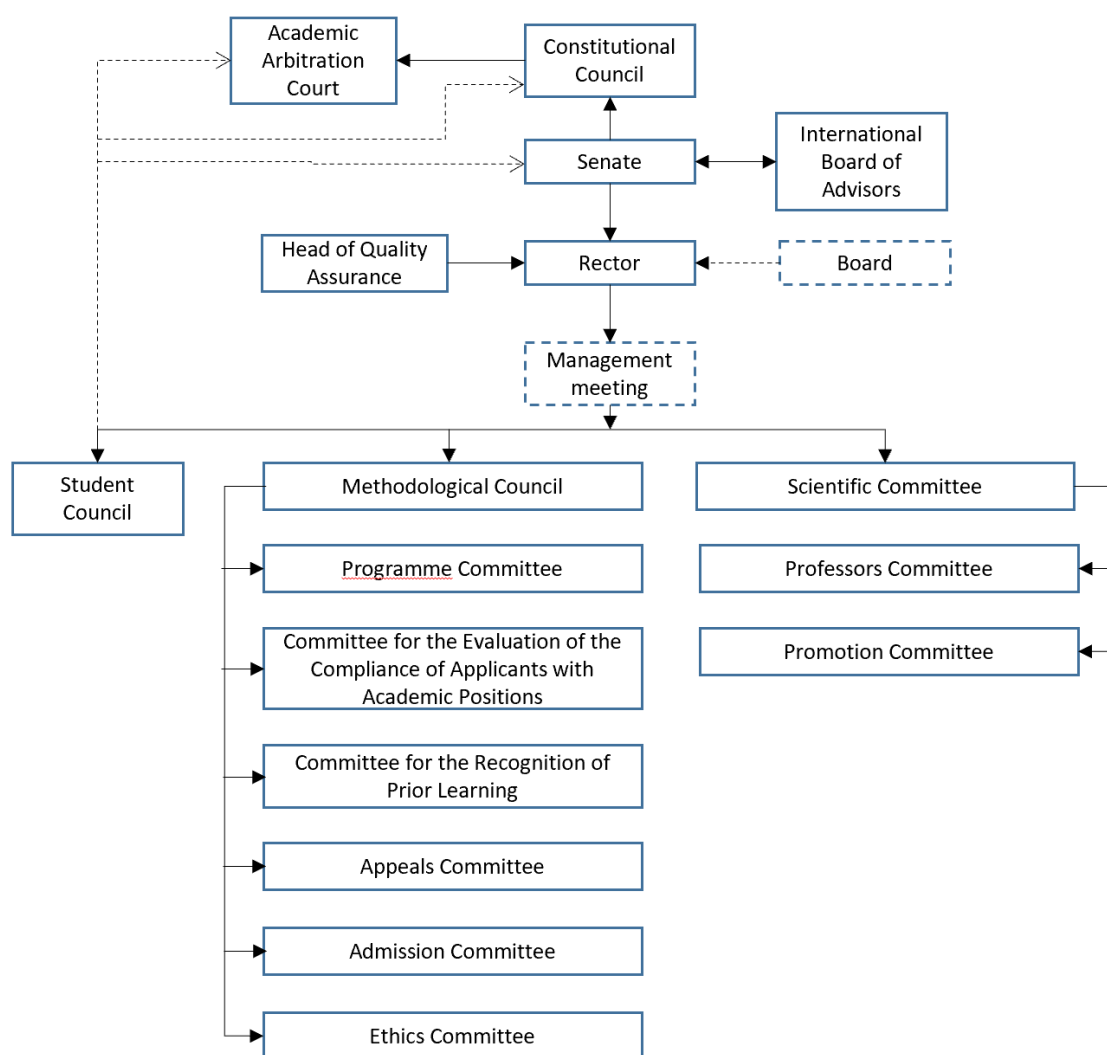


Figure 1.2. RISEBA Management and Decision-making Institutions

RISEBA's management system is designed so as to achieve two main objectives – as stipulated in the Law on Higher Education Institutions, to ensure collegiate decision-making and include various stakeholder perspectives (the Constitutional Council, the Senate, the Board of Advisors, the Student Council) and to set standards and assure the quality of the study process (Methodological Committee, Programme Committee, Scientific Committee).

The Constitutional Council is the institution's highest collegiate representative and governing body and decision-making authority dealing with academic and scientific issues. The Constitutional Council is elected for three years through secret ballot by academic staff, full-time students and other staff members.

The Senate is the institution's personnel collegiate governing body and decision-making authority, which approves the rules and procedures regulating all areas of its performance, i.e. it is authorised to approve study programmes, make changes in structural units, elect the faculty, etc. The Senate consists of 15 senators with 11 representatives of the academic staff, 3 representatives of students and 1 representative of the administration.

RISEBA's Rector is elected by the Constitutional Council for five years through secret ballot. The Rector cannot be elected for more than two consecutive terms. The Rector's position can be taken only by a person with a doctoral degree. One week after the election the institution informs the Ministry of Education and Science of the Republic of Latvia about the results as the elected rector must be approved by the Cabinet of Ministers of the Republic of Latvia. The Rector is responsible for the overall performance of the institution; however, there are also a number of collegial bodies that ensure involvement of a broader range of people in decision-making (see Figure 1.2)

The **Methodological Council** is responsible for developing norms, standards and regulatory documents related to teaching and learning across the whole institution.

The **Scientific Committee** serves as a link between teaching and research, making sure that the teaching process is supported by faculty research. Currently there are 9 research directions approved at RISEBA (see <https://www.riseba.lv/index.php/en/research/scientific-directions-and-experts>).

Academic departments are responsible for faculty and content of individual disciplines while **programme committee** competence is to support programme directors in the design and implementation of each particular study programme. Chapter 5 will describe RISEBA's quality assurance system in more detail.

Students have a role in both - decision-making bodies and quality assurance mechanisms. **The RISEBA Student Council** serves as the bridge between RISEBA students and the administration to safeguard students' interests, enhance student life and create opportunities for personal growth and development. The Student Council's motto is "Be active and you will get noticed" and its mission is "to assist students in almost every aspect of student life during their studies at RISEBA". The Student Council's work is coordinated by the regulations developed by the students and approved by the Senate. In accordance with RISEBA's Constitution, the Student Council has the right to participate in all levels of RISEBA's decision-making institutions which deal with academic questions. The Student Council also has veto power over issues that directly affect students' interests.

MIB programme as all RISEBA study programmes are managed by **Programme Director** under the supervision of the Head of the Departments and in close cooperation with programme administrator and administrative assistant. The Programme Committee is the supportive decision-making unit. Head of the Business Department is in charge of the course syllabi and faculty development. Head of Quality Assurance and Study Quality Centre supports programme and monitor quality of studies. Career Centre supports programme students' personal development and internship and job search.

RISEBA's Reputation and Positioning

RISEBA's reputation is borne out of partnerships with state institutions and leading companies, membership in prestigious associations, participation in national and international rankings and other activities.

National Recognition

In October 2021 the accreditation term of RISEBA study direction and its study programmes including MIB programme is extended for a maximum term of six years (until 2027) by Latvian national accreditation agency.

RISEBA has three joint programmes with very reputable Latvian public Higher education institutions: it runs a joint doctoral programme with BA School of Business and Finance, has Joint Master's programme in Health Management with Stradiņš University and Joint Master's programme in New media and Audiovisual Arts with Liepaja University. It certifies that RISEBA is treated as a valuable partner by National education providers.

The **Latvian Career Development Portal** ([Skolu un studiju TOPs - Prakse](#)), in cooperation with **the Employers' Confederation of Latvia** (LDDK), surveys employers annually in order to assess particular HEIs or study programmes and their capability of training highly qualified employees. In spring 2019 more than 2000 employers participated in the survey, ranking RISEBA as the 7th-best higher education institution in Latvia.

RISEBA is also distinguished by its **Creative Business incubator**, tenants of which receive national and international recognition.

State institutions and leading companies value **RISEBA as a reliable and responsible partner** capable of organising events, managing joint projects and sharing expert opinions, e.g.:

- RISEBA hosted various events, such as conferences, workshops and forums, for the Ministry of Economics, the Ministry of Environmental Protection and Regional Development, the Ministry of Culture, the Investment and Development Agency of Latvia (LIAA), and the Employers' Confederation of Latvia (LDDK). Most of these events were open to the public and were streamed online, thus giving RISEBA students and staff an opportunity to attend the events. RISEBA students were also involved in running these events, which gave them invaluable practical experience.
- RISEBA actively cooperates with foreign embassies and chambers in Latvia (e.g. BritCham and AmCham), supporting individual events, such as New Members' Evenings and annual traditions (e.g. British Month, Royal Ascot, Burns Supper).

RISEBA is well recognised partner for employers. Since 2018 RISEBA Career Days have been organised by the Career Development Centre involving reputable organisations, such as leading banks, auditing companies, marketing and IT companies, participating by providing guest lectures, company presentations, masterclasses, open lectures and field trips in partnership with companies, organizations and industry professionals. Having started with 25 companies in 2018 the number of participating organisations has now doubled.

RISEBA represents several reputable international organisations in Latvia as training and examination centre:

Since 1998 RISEBA has been the Training and Examination Centre of the **London Chamber of Commerce and Industry** (LCCI) in Latvia. LCCI international qualifications are among the best recognised and most highly regarded business-related qualifications in the world.

Since 2019 RISEBA is the **official Cambridge exam preparation centre** in Latvia. Since 2018 RISEBA has introduced preparation for the Business English Cambridge exams in its study curricula. In 2019 the first group of students, as well as academic and administrative staff members took the exam with the grades ranging from B1 – C1. Besides, the first

Since 2010 RISEBA has been cooperating with **the French Institute in Latvia** (the Institut Français), promoting French language learning. Every year 3rd-year students of the EBS programme pass examinations in French and receive globally recognised "Chambre de commerce et d'industrie de Paris" diplomas.

Organisation and sponsorship of events of an international scale like Startup Weekend, EAIE Spring Academy, the AEDEM conference, the British Royal Family member's visit to Latvia and others

have enabled the University to further enhance and strengthen its reputation both nationally and abroad.

RISEBA has recently realised a range of research and consultancy projects of significant social importance. For example:

1. From March 2017, the State Education Quality Service has been implementing ESF project No. 8.3.4.0 / 16 / I / 001 "Support for Reducing Early School Leaving" "PuMPuRS", which provides support to children at risk of early school leaving and early school leaving. Within the framework of this project, RISEBA has prepared several methodological materials for the work of teachers with students, as well as provided a training cycle for teachers.
2. For the School of Public Administration, RISEBA has implemented a number of projects, developing training materials and providing a training process for more than 1000 public administration employees on the topic "Data Analysis".
3. Since 2021, RISEBA has been implementing the project "Do Digital" for the needs of the Ministry of Environmental Protection and Regional Development
4. For Latvian State Chancellery and in collaboration with the School of Public Administration RISEBA has conducted annual employee engagement survey in 2018; 2019 and 2021. RISEBA perfumed design of the survey, data analysis as well as presented the results to manager of public administration institutions.

Books published by RISEBA faculty also contribute to strengthening University`s recognition and reputation in Latvia. Examples of the latest books (books in italic are in Latvian):

1. 2020, *Supervision in Latvia. Research-based development approach*. Sc.ed. Dr. M. Zakriževska-Belogrudova
2. 2021, *Banking for Entrepreneurs*. Dr. N.Konovalova and Dr. A.Čaplinska
3. 2021, *Anatomy of Stress: Methods and Tips for Living and Working*. Dr. M.Zakriževska-Belogrudova
4. 2021, *My Cinema (and) Time*. Part 1. A. Uzulniece
5. 2021, Financial services in the twenty-first century: The Present System and Future Developments in Fintech and Financial Innovation. Dr. John JA Burke
6. 2021, *Cyber I*. V.Dombrivskis and L.Berga.

International Recognition

RISEBA membership and active involvement in regional and international networks and associations like AACSB, AIEA, AmCham, BritCham, BMDA, CEEMAN, CIDD, EAIE has facilitated the recognition of RISEBA abroad. RISEBA has been an active member of international consortia, such as the Consortium of International Double Degrees and a new initiative by EFMD accredited Master programmes – the MIB EPAS Consortium ([Members - \(mib-epas-consortium.com\)](https://mib-epas-consortium.com)).

International accreditations are vital to RISEBA`s strategy and recognition abroad. In October 2015 RISEBA was recredited by CEEMAN (the International Association for Management Development in Dynamic Societies) and received the International Quality Accreditation Award (IQA).

In 2010 RISEBA joined the **Principles for Responsible Management Education (PRME)** initiative, which helped the institution to take a broader perspective on the role of education in building a sustainable future and to structure its activities so that they are underpinned by PRME. PRME principles have been integrated into RISEBA activities and programmes, i.e. CSR courses have been incorporated into programme curricula, new directions for student research projects have been proposed, and international projects focused on business sustainability have been launched, etc. A PRME CEE Chapter has been officially established at RISEBA, taking the institution to the next level of responsible management development. In 2018 during the RISEBA international week interactive workshops and presentations around the theme "BECAUSE WE CARE" were organised to better understand and further promote six Principles for Responsible Management Education (PRME) and Sustainable Development Goals.

In recent years **university rankings** have become increasingly important worldwide. For 2015-2020 RISEBA has set the objective to achieve considerable advancements in internationally recognised university rankings.

For the third year in a row, RISEBA University has been listed in the "Eduniversal" International University and Business School ranking, in the 4 Palmes category (this year, only four Latvian universities were listed in the business school ranking, among which RISEBA received the highest score – 140 %).

RISEBA also participates in U-Multirank, an international university and college ranking and has been assessed on 5 performance indicators: research, teaching and learning, knowledge transfer, international orientation and regional engagement. More detailed information about U-Multirank is available at www.u-multirank.eu. In October 2018 RISEBA signed declaration of membership in UI GreenMetric World University Rankings Network

In 2019 there has been another milestone, when RISEBA has been accepted to EDAMBA network. In November 2018 RISEBA's internationalisation efforts were recognised by New Education Trend, an international B2C and B2B recruitment agency.

To be able to implement its mission and vision, it is important that RISEBA is recognised internationally. A multitude of activities and endeavours have assisted RISEBA in strengthening its position and image internationally:

- **Positive word-of-mouth communication** has been generated by RISEBA international students, both exchange and full-time.
- The increasing levels of **acceptance of RISEBA graduates** interested in studying abroad have had a positive effect on the University's image.
- The opportunities offered to RISEBA students and staff by the **Erasmus+ exchange** programme (RISEBA currently has 122 bilateral agreements with HEIs in 31 countries) have led to better recognition of the University by European academics and professionals.
- The double-degree agreements with eight EU and non-EU HEIs have ensured better recognition of RISEBA's diplomas internationally.
- A network of **individual agents and recruitment agencies** enables the University to be present and recognised in key regions and countries.
- Participation in the CEEMAN organised events (since 2017 – 10 RISEBA employees).
- RISEBA has recently become a member of the national Higher Education Export Association (AIEA), established to develop cooperation among Latvian HEIs in the field of higher education export and to promote Latvian higher education abroad.
- In 2018, RISEBA signed the Agreement on good practice in attracting foreign students with the Ministry of Education of Latvia. In line with the agreement RISEBA revised its international student recruitment processes. The working group has been established to ensure the fulfilment of the agreement concentrating on the following issues: communication strategy, international student recruitment procedure, quality of students, international students' integration and study environment.
- RISEBA has been actively using the support provided to Latvian companies by the Investment and Development Agency of Latvia (LIAA) for international exhibitions, trade missions, export promotion campaigns and business matchmaking.
- RISEBA's participation in **EU-funded projects** that bring together academics, practitioners and policymakers (e.g. Higher Education Institutions for Youth Entrepreneurship, Development of value-based skills for improving the quality of human capital).
- International **publications** by RISEBA faculty, **conferences** organised and attended by RISEBA representatives (e.g. ICAEW, ASBBMC),
- RISEBA's commitment to strengthening existing and establishing new high-quality **academic partnerships** in Europe and overseas has been promoting the University worldwide (a list of academic partners is provided in the Base Room).

- RISEBA's membership and active involvement in **regional and international organisations** such as BMDA, CEEMAN, CIDD, EAIE, EFMD, AACSB, and PRME

RISEBA's Competitive Position

Latvian market of higher education is competitive, and this competition pushed RISEBA programmes to develop higher quality and uniqueness. Many RISEBA programmes are among the most expensive in Latvian market, therefore they compete on the basis of differentiation and quality. RISEBA stands out from other higher education institutions by having a clear **international focus** and is distinguished by the **exclusivity of the programmes** offered and variety of **languages of instruction**. RISEBA provides programmes which are either unique in the market or were first introduced to the market by RISEBA. The most recent example is launching a master's programmes "Big Data Analytics" and "Sport Management".

It is one of the few educational institutions that offers full degree programmes in three languages: Latvian, English and Russian. RISEBA's **shift from the traditional business focus towards communications, media and architecture studies** and subsequent launch of undergraduate and postgraduate programmes in advertising and public relations, audio-visual media arts, and architecture, has enabled the institution to strengthen its position in both national and international markets.

The distinctive features of RISEBA's study programmes are summarised below:

- International character (study programmes delivered completely in English or at least 1 semester is taught in English)
- Close links with business and professional environments, study programmes jointly developed with professional associations (e.g. Project Management Association, Association of Accountants, Association for People Management)
- Specialised study programmes (Bachelor's in Business Psychology, Master's in Human Resource Management, Master's in Project Management, Master's in Business Psychology and Supervision, Sports Management, etc.)
- Joint programmes with high-level Latvian universities (e.g. Health Management with Riga Stradiņa University)
- The lack of state budget places is compensated by RISEBA-subsidised places, the high quality of the programmes and the synergy between business and creative programmes.

To strengthen its competitive position, RISEBA is gradually switching to exclusive niche educational programmes, where competition is very limited (e.g. Audio-visual Media Arts, Health Management, Sports Management), thus garnering a stable student base with relatively high purchasing power.

In response to growing competition from local HEIs, RISEBA has been increasingly engaged in various types of collaborative arrangements with other Latvian HEIs, choosing **co-opetition** as an optimal strategy instead of traditional methods of competition. So far three study programmes have been designed and delivered in partnership with local rival institutions:

- a master's programme in Health Management with Riga Stradins University, a state-funded university specialising in medical health care and social sciences
- a doctoral programme in Business Management with BA School of Business and Finance and the Stockholm School of Economics in Riga.
- A master's programme in New Media and Audiovisual Art with Liepaja University, a public regional university.

At the individual study programme delivery level, RISEBA closely cooperates with other leading creative higher education institutions in Latvia. For instance, RISEBA bachelor's and master's students have been involved in the following projects:

- In cooperation with the Latvian Academy of Culture (LKA), RISEBA students created video materials for the Choreography of Contemporary Dance Department.

- RISEBA Audiovisual Media Arts is the only master's programme in Latvia whose students can take additional courses in art theory and attend selected advanced courses at the Art Academy of Latvia (LMA).
- RISEBA students year-to-year take part in the CFA Research Challenge.
- RISEBA's Bachelor's Programme in Architecture actively cooperates with Riga Technical University, organising joint architectural design workshops, exchanging faculty, etc.

RISEBA is also one of a few higher education institutions offering double-degree opportunities (8 double degree agreements with international partner Universities). Double degree opportunity is also one of the competitive advantages of Master's programme "International Business" (MIB), which offers four double degree options. In line with the strategic objective towards internationalisation and as part of programme's competitive advantage, MIB programme offers its students possibility to coarticulate in several international projects, e.g. MARGA, GECO, EHRM, ProCESS.

Internationalisation Learning experience at RISEBA

Since the very beginning, RISEBA University of Applied Sciences (further in the text RISEBA) mission is "to be a gateway to international career". Therefore, internationalisation is one of the core strategic aspects and is embedded into all university activities and study programmes. RISEBA internationalisation strategy focuses on several aspects, one of which is internationalisation of student body. Further Internationalisation of activities to ensure students' exposure to international perspectives and develop students' international competences is among RISEBA strategic priorities.

At RISEBA, and especially in MIB programme, students get international experience through international student groups, international faculty or faculty having international experience, international partners and mobility, international projects or/and internships, and study courses which include international aspects and cases.

RISEBA strategic milestone for next 5 years is to increase the **number of international students** in all RISEBA programmes to 25% (currently 11%). Under the influence of **Covid19** pandemic, international student recruitment and exchange has dropped slightly in 2020, but showed positive tendency in 2021, where the number of applications has increased. At the same time, the pandemic also instigated new opportunities for online promotion of the study programmes and digitalisation of school activities. RISEBA introduced online information sessions for international students, as well as local. Online education fairs allowed to reach and test new potential markets at relatively lower costs. Thus, RISEBA is currently expanding recruitment agents' network and building promotional campaigns in North and Tropical Africa and Latin America.

Other RISEBA strategic milestone for next 5 years is to increase number of international core faculty to 15% (currently 13%). All members of MIB programme faculty have international work or study experience which they bring to students.

In line with the increasing number of **international partners**, we also focus on the quality of partnership. Following experts' recommendations from previous accreditations, RISEBA's list of international partner institutions has been audited and, as a result, some agreements have been terminated. Nevertheless, over the last couple of years, within the framework of the EACEA Lifelong Learning Programme ERASMUS+, RISEBA has increased its number of bilateral agreements with other HEIs from the European Union to 122. A particular achievement is the number of incoming Erasmus exchange students, which has increased significantly.

Regarding bilateral exchange agreements with non-European HEIs, the University now holds several agreements with HEIs from China, Georgia, Kazakhstan, Morocco, Turkey and the Russian Federation. Partners HEIs from Kazakhstan and the Russian Federation are among the most active contributors.

RISEBA has increased its number of double-degree agreements with EU and non-EU HEIs to 8 (it now has agreements with HEIs from Germany, Finland, France, the Russian Federation and Sweden). 2 new double-degree partners from Germany should be highlighted: Regensburg University of Applied Sciences and Wurzburg University of Applied Sciences.

Over the last couple of years RISEBA has expanded its international partnership network and its own programme portfolio by running short intensive programmes for students from partner universities, e.g. the international student internship project in the field of human resource management - European Human Resource Management (EHRM) and summer and winter schools for undergraduate and graduate students from RANEPa and RUDN University (Russian Federation) as well as from Al-Farabi Kazakh National University (Kazakhstan). The latest achievements in this area include TA_KA+ international summer school for students studying architecture and audiovisual media arts (from 8 EU and non-EU-countries).

Since 2018 RISEBA is a member of the EURAXESS Latvia. National EURAXESS Centres help researchers and their families to plan and organise their move to a foreign country, providing assistance in all matters related to mobility.

In 2018 RISEBA organised the MIB EPAS Consortium event, a network of European partners with EPAS-accredited master's programmes in the field of international business. Within a general framework of international development qualification processes, the Consortium contributes to the overall enhancement of the recognition of the EPAS accreditation (<http://mib-epas-consortium.com>).

RISEBA is an active member of CIDD, which was established in 2000 by a group of HEIs as a non-profit organisation in order to adopt and promote the double degree concept within the business school community. As of 2015 the consortium is open to non-business programmes (<http://www.cidd.org>).

Internationalisation of the University has also been fostered by EU-funded international projects (see [Scientific research projects | riseba.lv](http://riseba.lv)), for example:

- In 2019 – 2021 RISEBA implements ERDF project “Development of Value-Based Skills for Improving the Quality Of Human Capital”, No. 1.1.1.1/18/A/151.
- In 2019 RISEBA implemented ERASMUS+ project “Enjoy Generation Z – stimulating achievements and using modern IT technologies to increase effectiveness at work with Generation Z”, No.2018-1-PLN01-KA204-050761.
- In 2017 – 2019 RISEBA implemented an EU financed project “Higher Education Institutions for Youth Entrepreneurship”, No. 589942-EPP-1-2017-1-UA-EPPKA2-CBY-EP-PE. The idea of the project - intensifying of youth entrepreneurship in the context of European integration both within countries and between the Eastern Partnership countries and the European Union with use of the experience of creating successful business models in the Eastern Partnership countries.
- From 2016 – 2018 RISEBA has implemented ERASMUS+ KA2 - Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for higher education project “Skilled Business Leaders for Skilled Europe (Lead4Skills)”/ No. 2016-1-SI01-KA203-021643 (<http://lead4skills.ceeman.org/>)
- From 2021- 2024 ProCESS project (No 621398-EPP-1-2020-1-FR-EPPKA2-KA) which aims to develop an original and innovative methodology to deal with complex management cases through alternating sequences of mobilization of Sensory, Emotional, and Spiritual (SES) intelligences, in addition to rational capacities. In this process, students learn to better feel and sense complex situations (and not only understand) and dare to “step out of the box” to solve them. During the three-year implementation of ProCESS, a set of 12 complex management case studies will be developed and proposed to the students for solving ([Process leaflet.pdf \(riseba.lv\)](http://riseba.lv))

Corporate Links

RISEBA cooperates with the corporate world regarding research and internship projects, consulting projects, guest lectures, student employability, competitions for young entrepreneurs, and mentoring.

During the last 3 years, in addition to the existing cooperation network, RISEBA has signed more than 20 new agreements with companies on various aspects of cooperation, e.g., a contract with the Central Statistical Bureau of Latvia has allowed better monitoring the RISEBA alumni carriers.

RISEBA is a member of professional associations: the Association of Accountants of the Republic of Latvia, the Association of Project Management, the Personnel Management Association, the Association of Advertising, the Latvian Business Effectiveness Association, etc.

RISEBA Career Development Centre main tasks are informing on the job and internship activities, organising guest lectures with speakers from corporate world, organising joint activities with RISEBA Business Incubator and, starting from 2018 – organising RISEBA Career Days. RISEBA Career Days is a meeting platform that provides an opportunity to students, alumni, and other interested persons to meet with companies, organizations, and industry professionals. More than 40 companies did participate in the Career Days in 2019, 2020 and 2021, among them - SEB Bank, RIMI, IKEA, Kreiss, DNB ASA Latvian branch, Riga International Airport, Riga Circle K Latvia, Baltic Beach Hotel, KPMG Baltics, Sanitex, Ministry of Welfare and others. There were number of guest lectures by the representatives of the corporate world organised for the students.

RISEBA has sponsored a number of international corporate events held in Latvia, e.g. the Baltic Project Management Days, the Burns Supper, the Royal Ascot, the Queen's Birthday, the Magic Dance contest, the Constitution Day of Uzbekistan, etc.

In 2017 and 2018 RISEBA hosted the Annual meeting of the Association of Accountants on the Republic of Latvia. Since 2017 RISEBA in cooperation with the Latvian Association of Supervisors and RISEBA Stradins organises the Supervision days – an annual conference dedicated to the following topics - Change and openness to change, Effective work, Emotional intelligence, etc.

To summarise, the RISEBA International Board of Advisors, individual Programme Committees, the Career Development Centre, RISEBA students and alumni, and RISEBA's membership in Latvian and international professional associations and organisations serve as the basis for establishing, maintaining and developing RISEBA's corporate connections.

Ethics, Responsibility and Sustainability

Ethics, responsibility and sustainability are important values at RISEBA University, which works to deliver a clear message to society and make an impact on the Latvian socio-economic environment. RISEBA policies (e.g., Code of Ethics; Code of Academic integrity)

In April 2016, PRME CHAPTER CEE was established at RISEBA. In 2018 during the International week the RISEBA partners took part in a series of interactive workshops and presentations around the theme “BECAUSE WE CARE...” to better understand and further to promote six **Principles for Responsible Management Education (PRME)**. Guest lectures on PRME principles were offered to the RISEBA European Business Studies students on activities to raise awareness about responsible management education and practices and the new UN Sustainable Development Goals (<http://www.riseba.lv/en/prme-chapter-cee-officially-established-at-1st-prme-regional-meeting-cee>).

Pursuing its commitment to PRME principles and UN Sustainable Development Goals RISEBA in June 2020 has been awarded silver award in Latvian Sustainability Index. RISEBA was the first education institution to participate in the Latvian **Sustainability Index** (www.ilgtspejasindekss.lv) joining it in 2011. The Sustainability Index is based on self-assessment in the following areas: strategy, market relations, society, the environment and the working environment. The aim of the Sustainability Index is to improve the performance of companies rather than promoting them; individual results are ranked according to 4 categories (Platinum, Gold, Silver and Bronze) showing the approximate level of their sustainability. As a recognition of its commitment to PRME principles and UN Sustainable Development Goals currently RISEBA holds a silver award.

In October 2018 RISEBA signed declaration of membership in UI GreenMetric World University Rankings Network - a university ranking platform with the aim to evaluate and rank universities all over the world according to their current condition and policies related to green campus and sustainability activities.

RISEBA Eco Council is led by students, and it is taking the lead in delivering the Green Action Plan and ensuring that the whole University is involved ([RISEBA Eco Council | riseba.lv](http://riseba.lv)).

RISEBA is responsible for the future of business and continues supporting start-up initiatives. **RISEBA Creative Business Incubator**'s vision is to provide a sustainable environment in which new and emerging companies can develop and grow. RISEBA Creative Business Incubator is promoting an idea to provide entrepreneurs with flexible and affordable space in Riga (Latvia). This undertaking fully supports RISEBA's philosophy and positioning as the place where "business meets art" by offering expertise, guidance and assistance to new creative businesses. RISEBA Creative Business Incubator strives to grow in two directions: (1) pre-incubation, where RISEBA students and graduates attend workshops and seminars on idea generation, business plan development, marketing and sales, to stimulate creation of new ideas; and (2) incubation, where the authors of the best ideas are guided through the process of setting up an enterprise, while existing businesses are offered customised coaching and mentoring to ensure business success and future growth. RISEBA Creative Business Incubator has established a range of strategic partnerships designed to bring together the right people and best practices and offer RISEBA students and graduates even more opportunities. The RISEBA Creative Business Incubator Cooperation Network comprises the business incubators of four Latvian universities, thus working together towards a common goal – promotion of entrepreneurship culture among youth and young adults in Latvia.

Courses on Ethics, Responsibility and Sustainability form a compulsory part of the curriculum of all RISEBA programmes.

1.3. Resources and Facilities

Since its foundation in 1992 RISEBA has substantially expanded its premises for study process implementation. The total space of the premises is 9175.48 m² (see Appendix 2 for table presenting numbers related to RISEBA Premises and Facilities).

RISEBA's study process takes place in three buildings in Riga – 3 Meza Street, 1/6 Meza Street and 4 Durbes Street (H₂O6 RISEBA Centre of Architecture and Media, a part of the Creative Quarters of Riga City) – and one building in Daugavpils: 47 Mihoelsa Street (RISEBA branch). The building in 6 Durbes Street is adapted for people with special needs. **Error! Reference source not found.** presents the number of classes and seats available for students.

RISEBA ensures the following **pedagogical facilities** for all Business department programmes:

- There is a computer with projector and a board in all classrooms where necessary.
- Internet and wifi connection is ensured in the buildings.
- The classrooms ensure the possibility to work in teams or perform individual tasks.
- The Moodle platform as well as the scientific databases necessary for performing study assignments can be accessed both on the RISEBA premises and at home.
- Course books can be ordered each year according to the budget available for the programme.
- Harvard Business Review case studies and other materials from the website can be used, since an annual registration fee is paid by RISEBA University.

RISEBA ensures the following **social and recreational facilities**:

- Facilities are cleaned on a daily basis and are appropriate for studying, socialising and recreation.
- There is canteen in RISEBA University building in Riga at Meža Street 3 as well as a number of places with the possibility to eat within walking distance. Vegetarian meals are provided there.

- There are separate toilet facilities for men and women. The facilities are cleaned on a daily basis and soap and towels are ensured, along with hot and cold water. Paper towels and hot air dryers are also available.
- There are a number of agreements with hostels, etc., to guarantee international students' accommodation.
- Volleyball and basketball trainings are ensured for students; they also have the possibility to attend yoga classes.
- A number of parties and other social events organised by the RISEBA University Student Council take place in the H2O6 complex (6 Durbes Street).

RISEBA campus (in 3 Meza Street) has canteen which offer a free wi-fi connection. Additionally, vending machines (coffee, tea, snacks, etc.) are available on all premises for students and staff members. There are several comfortable lounge areas open to students and staff for gathering, studying, and relaxing between classes.

There are two RISEBA Copy Centres located in 3 Meza Street and 4 Durbes Street to serve the needs of all students and staff members. Administrative (staff) documents and forms, student handouts and other study materials, student reports and theses can be printed, copied, scanned and bound there.

The H2O6 campus has all the necessary infrastructure **for students with disabilities**.

RISEBA supports students with special needs in a number of ways, such as:

- Discounts are available for disabled students and students with deceased parents.
- The new RISEBA H2O 6 campus has specially adapted ground-floor open access and an elevator.
- Training courses are offered to the unemployed to ensure that people who have lost their job acquire new job-related skills and are better integrated into the labour market.
- Advice on study funding opportunities is available for students who need financial support.

RISEBA IT resources and facilities

All the study courses (Course Sets) are available on the interactive learning platform e-riseba. The "Course Set" includes the course outline, learning materials, and additional reading materials. E-riseba allows access to the learning materials at any time and in any place with internet access (Moodle); communication, submission of assignments and their evaluation, and online tests are also implemented by using the Moodle system.

In 2021 a new version of Moodle system is in place for all the study courses (it is integrated with ERP system Namejs), Quality department sets the standard for the use of the platform and provides annual evaluation of the use of the Moodle system of individual faculty members. Annual evaluation on the faculty members' use of the Moodle system is performed - results are included in annual performance evaluation of the faculty members.

To ensure richer student experience in times of **Covid19** several online platforms are introduced: Zoom, MsTeams, Miro, Kahoot, Socrative, etc. Most popular among faculty is Zoom for lectures and licenses are provided by RISEBA. Miro board licenses are available, and this platform is widely used by faculty to organise teamwork (e.g., in Zoom breakout rooms) while lectures take place on Zoom. Students of MIB programme use also online simulations and short online courses available at Harvard Business Publishing Education (e.g., Harvard ManageMentor). For conferences Spatial.chat is used.

To optimise use of different digital systems, the new university system Unimetis was introduced in 2020 and is currently being adjusted to the school needs. The system also includes admission and CRM modules that will help to follow the journey of potential students.

The study process at RISEBA is supported with a computer-based library and 7 computer labs. In total there are 344 Windows-based computers and 84 Apple computers, of which 309 are intended for studies. The wireless network (WiFi), which provides access to the Internet (200 Mbps), is also

available on the institution's premises. RISEBA has twelve multifunctional network printers with scanners; four of them are colour printers.

RISEBA's 7 on-campus computer rooms are open to all students and staff: three computer rooms are located on the new campus (4 Durbes Street) and four computer rooms are located on the main campus (3 Meza Street), which also has a computer-based library. There are 85 Windows-based computers and 68 Apple computers. All computers are connected to the local network and the Internet. In addition, 75 portable computers are available for organizing computer-based studies everywhere in RISEBA rooms

The following software tools, systems and hardware are available for RISEBA students and staff:

- 344 MS Windows workstations – 269 workstations in Meza Street, 20 workstations in Durbes Street, 55 workstations in Mihoelsa Street with standard software installed (MS Office Enterprise, MS Internet Explorer, Mozilla Firefox, Adobe Reader, VLC Media Player, 7zip).
- 84 Apple workstations – 9 workstations in Meza Street and 75 workstations in Durbes Street with Apple and Adobe software installed.
- The following software packages are available at RISEBA: SPSS, smartPLS, ABBY FineReader, Adobe Acrobat Pro, Adobe Creative Cloud, ALP Pluss Alga, ALP Pluss GrossBuh, Apple FinalCut Studio, Apple Logic Studio, AVS Balance, Autodesk Education Master Suite, Corel DRAW, Graphisoft ArchiCAD, Intopia B2B, MAK S Osn, Maxon Cinema 4D, Microsoft Office, Microsoft Project, Microsoft Visio Pro, OpenOffice, QSR NVIVO, Rhinoceros Rhino, SPSS, Tildes Birojs, Tildes Jumis, EDUS.
- RISEBA has signed a contract for the use of MS Office educational software in the study process, administrative work and for students' and lectures' personal use. Microsoft Office 365 is used for communication between RISEBA staff and students. All RISEBA students can use Microsoft Office 365 software and services, including Office Professional. Students can also use other Microsoft software such as operational systems, servers, and software development tools, which are delivered according to MSDN Academic Alliance specifications.
- When working on practical assignments, RISEBA students can use file servers and virtual web and database servers. Network and server infrastructure consists of 20 physical and virtual servers with the following software installed:
 - Apache and Microsoft Internet Information Server web servers
 - MySQL and Microsoft SQL database servers and Client
 - Windows, Linux and VMware server operating systems
- For the security of all workstations and the computer network, RISEBA uses Kaspersky Endpoint Security anti-virus software, as well as FortiGate FireWall.
- Regular satisfaction surveys are conducted among RISEBA students (the Webropol application is used), creating a good platform for engaging, interacting and understanding student needs.
- In 2013 RISEBA introduced the cloud-hosted lecture video recording, management and broadcasting system Panopto and licences were purchased that allow up to 500 users to create and publish video materials using their own computers. Lectures can be recorded at the university by means of stationary equipment in 4 auditoriums – in 3 auditoriums at Meža Street 3 and Meža Street 1/6, where the lecture recording capability is based on Panopto and in 1 auditorium at the H2O6 Architecture and Media Centre (Durbes Street 4), where the lecture recording option is based on Blackmagicdesign and Thomson Video Networks VS7000 video broadcasting systems. In addition, the university offers the possibility to provide video recordings of lectures with a portable multi-camera equipment system, which provides re-cording and broadcasting with 8 cameras, including a special slow motion function and 4K video format.
- In 2013 RISEBA agreed with four other Latvian HEIs to establish a joint platform for anti-plagiarism control to avoid plagiarism through other HEIs. Every faculty member can check students' papers with the help of the IT Department. Currently, 25 Latvian universities participate in the joint anti-plagiarism platform.

- In 2016, RISEBA cooperation with SIA Tilde started using the accounting system Tildes Jumis software in the study process. Students have 25 places in 1 computer room. RISEBA has also signed a contract for the use of the EDUS record keeping programme in the study process starting from 2018.

Once a year, an audit of material resources is conducted and the need is determined to update and augment them for the coming year and plans are updated for the development of IT infrastructure in years to come. Maintenance is conducted and software versions, computer network anti-virus software and the provision of firewalls are updated on a regular basis.

RISEBA Library

The library at the University of Applied Sciences RISEBA provides access to information required for all study programmes for study and research purposes, performance of scientific work, offering the information resources available in the library's archive, as well as ordering information resources from other libraries for use for a certain period of time (inter-library subscription). The library uses the integrated library information system ALEPH 500 and is involved in the formation of the national library joint catalogue. The library provides the teaching and reference literature required in the study process, access to databases and press publications, provides services to the university's students and academic personnel and employees – computerised workspaces for use during the daily study process, advice on the use of e-services, training in how to improve information search skills, bibliographical references, and compiles lists of theses and archives them.

Configuration of the library's collection is performed in accordance with the content of the university's study programmes, in collaboration with study programme directors and academic personnel. The RISEBA library has a collection of an over 26,000 information sources: monographs, reference literature and press publications in Latvian and foreign languages, and ROM digital versatile disks. 60% of the library's books and other information units are in English, 15% - in Latvian and 25% in Russian.

As of 17 June 2016, the RISEBA library has been accredited with the Ministry of Culture of the Republic of Latvia, and has been granted the status of a local library. The library is open six days a week from 10.00 – 18.00, on Saturdays from 10.00-15.00.

The library spans a total area of 453 square metres and is located at Meža Street 3. The library has a spacious reading room with 32 workspaces, as well as a computer space with 6 computerised workspaces. For the convenience of students, the RISEBA library has two branches – at the Architecture and Media Centre, Durbes Street 4, Riga and at the RISEBA Daugavpils branch, Mihoelsa Street 47, Daugavpils.

Every year to support a quality study process, EBSCO Academic Search Complete (full text publications in humanitarian and social sciences), Web of Science (full text publications in computer sciences, social and humanitarains sciences and art, etc.), Emerald (business administration information, 4,116 scientific publications downloaded), Greenleaf Publishing PRMEC (e-books, which encompass various subjects: corporate responsibility, business ethics, environmental policy and governance), Leta.lv and Nozare.lv databases are subscribed to and used, which are also accessible remotely for use outside the university's premises.

At the end of the year, the maintainers of subscribed databases send the library a statistical overview of the use of e-collections. The directors of the university's study programmes and faculty are surveyed on the quality of the resources offered by the subscribed databases, as a result of which a decision is made regarding further subscription to databases. Students and faculty are informed about freely accessible resources useful for studies: databases, e-magazines, e-books, as well as e-libraries and foreign full text trial databases which are available for a certain period of time.

The trial database approach is organised with the intermediation of the Cultural Information Systems Centre. In 2018, free trials of Taylor&Francis Group eBooks were arranged. The university's

homepage provides direct access to subscription databases and free resources, as well as trial databases. RISEBA students have the opportunity to use also the databases provided by the National Library of Latvia, as well as other university (LU, RTU, RSU, etc.) libraries. The university has signed a cooperation agreement with Harvard Business Publishing. Faculty members have the opportunity to order and use, as well as to share information (cases, online courses, simulations, video, etc.) required for passing study programmes. For the requirements of student and faculty members, the library subscribes to press publications: *Dienas bizness*, *Kapitāls*, *Ir nauda*, *Harvard Business Review*, *Blumberg Business Week*, *The Economist*, *DETAIL*, *A10*, etc

Information about library services and working hours is available on the RISEBA university homepage (<https://www.riseba.lv/en/about-riseba/library/riseba-library>), as well as links to its catalogue and subscribed databases, and its regulations and terms of use.

During **Covid-19** when face-to-face working hours were restricted, special video was produced on how to use RISEBA library in digital environment – it is available on the library website.

1.4. Faculty

RISEBA is convinced that qualified academic staff determines the quality of the study process. Currently RISEBA's personnel consists of 162 full-time employees; 75 of them are academic staff members (core faculty) elected according to the Academic Staff Election Regulations. In addition, there are 85 visiting faculty.

Core faculty (defined as qualified teaching staff employed on a permanent basis and for whom RISEBA is the sole or principal employer) includes 8 Professors, 9 Associate Professors, 34 Assistant Professors, and 24 Lecturers. RISEBA has significantly expanded the number of senior researchers and researchers. In 2019/2020 there are 18 senior researchers and 19 researchers elected in the institution.

71% of the core faculty hold a doctoral degree, the number has increased since 2016. 3 members of the core faculty are currently in the process of obtaining a doctoral degree; 4 full-time administrative employees are PhD students who are in the process of obtaining pedagogical experience. Detailed information about full-time academic staff will be presented in the Base Room.

RISEBA cooperates with a wide range of qualified **visiting faculty** from partner universities and industry professionals to diversify its lecturers and offer more options to students. In 2019/2020 there are/are planned 240 visiting faculty members in RISEBA.

MIB programme is delivered by a combination of core (14 academic staff members; 72% hold a PhD degree) and part-time faculty members (18 faculty members), all of them actively participating in the delivery and development of the programmes. Part-time faculty members include local academics recognised in their field, teaching staff from the corporate world and visiting faculty from abroad (France, UK, Czech Republic, USA, Bosnia-Herzegovina, Kazakhstan, Russia, etc.). Since MIB programme is professional master programme, significant amount of courses especially related to specialisation choice is delivered by business professionals. The programme's faculty team have high-quality international educational backgrounds in their fields of teaching and most of the faculty is active in research (see **Error! Reference source not found.**).

As faculty holding a doctoral degree are given a priority as to teaching study courses, this type of academic staff delivers most study courses. At the same time, industry practitioners involved in the implementation of the programme and helping students acquire practical skills and knowledge required for the selected profession, are involved in teaching specific courses.

In selecting and evaluating the overall situation of MIB faculty, the following assessment criteria in terms of international background, corporate connections, academic performance research have been adopted:

- Academic performance –training, living, working and lecturing abroad. Assessment by students, use of interactive teaching tools, including moodle system. Supervision of bachelor's, master's, PhD thesis, additional training;
- Research performance – publications in internationally recognized research issues, participation in international conferences and involving students to participate in the students conference, participation in international projects;
- Corporate interactions are measured in terms of the following experience: working at a company, consulting, mentoring, participating in joint projects, ownership of a company or membership in a company board.

1.3.1. RISEBA Faculty management process

Selection, recruitment, appointment and hiring of RISEBA faculty takes place in conformity with the Republic of Latvia's laws and regulations, in accordance with recommendations drawn up by the World Bank for Latvia's universities, as well as AACSB guidelines for university academic personnel. In conformity with the university's mission and visions, as well as RISEBA's strategy, Academic Personnel Policy (hereinafter referred to as - APP) has been drawn up and approved. Its goal is to ensure that the university has highly qualified, professional and competent academic personnel. APP defines the most important criteria for selecting academic personnel – these are a Doctoral/doctorate degree, scientific or creative activity and professional or teaching work experience. In conformity with RISEBA Academic Personnel Policy (see [PL0001-02 Academic Personnel Policy.pdf \(riseba.lv\)](#)), a detailed Regulation regarding Election to Academic Positions has been drawn up.

A uniform procedure has been developed at RISEBA University for ensuring the qualification and quality assurance of the work of core faculty. A component of personnel policy is the **Academic Personnel Management System (APMS)**. RISEBA core faculty have to undergo the annual performance evaluation and assessment, which, tied to salaries. The annual evaluation entails evaluation of faculty members every year in three main areas: scientific (creative) work; teaching work; organisational work. Evaluation of results and discussions of plans and tasks for the next period take place during an annual interview with the Head of the Department. Each area is evaluated in detail using quantitative criteria, e.g., the number of internationally cited publications in the area of research work, results of student surveys regarding the quality of classes, etc. Examples of completed personnel evaluation forms and interview questions will be provided in the Base Room.

Faculty professional development

Raising of faculties *scientific qualifications* is regularly planned and its deliverable is scientific publications or creative work, participation in conferences, management of research or artistic innovation projects and contractual work, and participation in exhibitions and creative competitions. RISEBA promotes and supports the raising of scientific qualifications by:

- materially stimulating high level publications and creative work;
- paying for the participation of AP at academic conferences;
- paying for consultative services in the mathematical processing of results;
- paying for editing of research papers; providing support in the preparation of monographs and other printed work;
- awarding paid vacations to prepare dissertations, etc.

Improvement of teaching qualifications is also regularly planned and its outcomes include supervision of doctoral and Master's papers, development of new study courses, preparation and publishing of textbooks and teaching means, participation in academic conferences, reading lectures in international universities, participation in methodological seminars and qualification top-up courses. To encourage faculties to raise their teaching qualifications, RISEBA:

- organises regular methodological seminars for academic personnel;

- pays for the participation of AP at academic conferences;
- pays for participation of AP in qualification top-up courses in Latvia and abroad;
- organises and partly pays for AP taking foreign language courses and receiving international foreign language knowledge level certification;
- partly pays for courses for university lecturers in the programme “University Didactics: Contemporary Theories and Practice” (160 hours of courses organised by the University of Latvia);
- partly pays for the studies in doctoral programmes, etc.

For over 20 years, RISEBA University has been a member of CEEMAN (The International Association for Management Development in Dynamic Societies) and its faculty regularly participate in CEEMAN CEEMAN courses, seminars and summer schools. Faculty members who engage in various professional qualification top-up events abroad share their experience at the departmental meetings. In individual cases, the faculty member will organise a presentation for his or her colleagues or share his or experience interactively.

Faculty development organised at RISEBA is closely related to TEL. Academic year 2018. /2019. Announced a year of digitalisation. The aim of this initiative was to promote students' and academic staff's understanding of information technologies by getting acquainted with the latest research on the possibilities of digital tools and their practical application in the virtual environment. The following training seminars and guest lectures (with total amount 16 hours) have been organized within the framework of the year of digitization:

1. GDPR - Data Protection Regulation (GDPR) – Are We Ready?
2. Five IT Trends that will Change the World in 2018.
3. “An Insight into Open Science. Use of Web of Science and Scopus Databases in Studies and Research Work”.
4. Computer Game Development Trends in Latvia and Globally.
5. How will Big Data Change the Way how we Work and Entertain Ourselves?
6. “Game or Lose! How are Gaming Elements Entering Contemporary Business?”
7. Best Practice in Data-Based Decision in Relation to Business Intelligence (BI) Systems
8. Use of Technology to Increase Productivity.
9. Psychological Idiosyncrasies of Adult Learning,

With the introduction of **COVID-19** restrictions and the transition to online learning, the following training workshops were offered in 2020 (with total amount 20 hours):

1. Online communication tools for distance learning.
2. “Rapid Transition To Online Teaching- Free Webinar By Dr. Nikos Mylonopoulos”. CEEMAN webinar (<http://www.ceeman.org/>).
3. Online platforms: zoom possibilities.
4. Creating and conducting online training.
5. Modern Digital Technologies: Technology Vision Trends.
6. Modern digital technologies: A master class in design thinking.
7. Modern digital technologies: Modern presentation and Information visualization.

In 2021 faculty development seminars mainly focused on TEL. The following topics were covered with total amount of 14 hours:

1. Digital tool for efficient remote work – Zoom.
2. MS Teams online and collaboration platform.
3. Cisco Webex - as an alternative online tool in the learning process.
4. Collaboration tool for remote workgroups Miro (basic course).
5. Configuration of conference external devices.
6. Psychological substantiation of digital learning motivation and pedagogical methods of student involvement.

7. Registration of attendance of students' classes at ZOOM and entry of information about attendance at UNIMETIS.

A total of 50 academic hours of faculty development activities have been carried out over three years. The data is available in the RISEBA Methodological Council continuous education event registration journal.

The teaching **workload** of the faculty member involved in the implementation of study programmes is comprised of: conducting classes, accepting tests, consultations, correcting course work, overseeing study papers, overseeing internships, overseeing Bachelor's and Master's theses, reviewing Bachelor's and Master's theses, work on study thesis and internship presentation commissions, work in State examination commissions.

The workload of the university's faculty members is planned and recorded, in accordance with the principle – remuneration for work specifically done. Specific remuneration is provided for each of the faculty member workload types listed previously, in conformity with the Academic Personnel Standard Workload Rules approved by the RISEBA University Senate.

A similar principle is used for **research work** done by academic personnel. It is recommended in the scientific work of faculty members to prepare at least one to three scientific articles during the time period of three years, which are published on data bases SCOPUS or Web of Science (faculty members should participate in at least one international research project in three years, as well as prepare at least one to three internationally cited research papers, every year – support participation of at least one student at the RISEBA International Scientific and Artistic Creativity Conference).

The research workload of elected academic personnel during the academic year is recorded and remunerated, in conformity with the results of research work actually attained. Payment for the scientific work performed by the faculty members is governed by the “Regulation On the Provisions of Participation of the Academic Staff in International Scientific Research Conferences, Art Symposiums, Exhibitions and Audio Visual Work Festivals”, approved by RISEBA Senate, and it determined the payment for participation of faculty members in the promotional activities of the scientific work, in accordance with the limit determined for each category of the academic position. While, pursuant to the order of the Rector of 20 October 2014, which provides approved payment of copyright for each scientific publication, which is published on the electronic data base Thomson&Reuters, SCOPUS, ELSEVIER, ERIH, and for each scientific publication, which is published in scientific magazines of the class A or B.

Summarising, the workload of visiting professors at the university is comprised of their planned academic workload, whereas the workload of academic personnel is made up of their planned academic workload and research workload. The academic and research workloads are continually reviewed and analysed, in addition to which the mechanism for their assessment is improved every year. For example, starting from 2020/2021:

- additional remuneration is provided for distance learning contact hours;
- differentiated payment is introduced for research papers published in high level academic journals, in order to foster the scientific growth of faculty members and the profile of RISEBA University;
- in the annual evaluation of faculty members, it is planned that an additional point will be awarded for the joint participation of the faculty member and his or her students in Career Days or some other event of public significance intended to benefit students' learning and their career motivation.

RISEBA Academic Personnel Management System (APMS) as criteria for performance evaluation includes use of **technologies**, e.g., special points are allocated to the regular use Moodle and other technological innovations. RISEBA faculty use Moodle as their main e-learning environment.

All the study courses (Course Sets) are available on the interactive learning platform E-RISEBA. The “Course Set” includes the course outline, learning materials, and additional reading materials. E-RISEBA allows access to the learning materials at any time and in any place with internet access (Moodle); communication, submission of assignments and their evaluation, and online tests are also implemented by using the Moodle system.

In 2021 a new version of Moodle system is in place for all the study courses (it is integrated with ERP system Namejs), Quality department sets the standard for the use of the platform and provides annual evaluation of the use of the Moodle system of individual faculty members. Annual evaluation on the faculty members’ use of the Moodle system is performed - results are included in annual performance evaluation of the faculty members.

Since the outbreak of **Covid-19** lectures have to work on Zoom platform. Seminars for faculty members were organized (see listing above). Closed Facebook (named “Study stuff”; 112 followers) group is managed by RISEBA Study Quality Centre and available for all faculty members to ask questions and watch supportive video materials about how to work with technologies. Students of MIB programme use also online simulations and short online courses available at Harvard Business Publishing Education (e.g., Harvard ManageMentor).

To optimise use of different digital systems, the new university system Unimetis was introduced in 2020 and is currently being adjusted to the school needs. The system also includes admission and CRM modules that will help to follow the journey of potential students.

The above-described faculty management processes and procedures ensure that RISEAB and **MIB faculty** are scholarly active and engage in research and incorporate their experience in the study course. Most of the faculty participate in local and international conferences, presenting papers in their area of teaching and quite frequently these papers are produced together with students. Since Master Thesis at MIB programme typically is piece of applied research, it requires referencing at least 50 scientific articles, and high-quality processing and interpretation of empirical research data as a crucial part of Master Thesis, a good quality Thesis can serve as a basis for scientific papers and thus students are also engaged in research activities.

In their final theses students offer topical and practical solutions to problems in the national economy and in companies. The final papers are highly valued by the industry; for example, during RISEBA graduation ceremony, representatives of JSC SEB Banka expressed a special appreciation to students who studied problems relevant for the bank.

To ensure a good mix of theory and practice in the study process, the programmes’ faculty consists of a mix of active researchers and business practitioners, who add value in terms of practical knowledge and hands-on experience. RISEBA faculty is encouraged to cooperate with the business world, and this is achieved through cooperation with companies, professional associations, invited speakers from companies, guest classes, company visits, engagement of the alumni, case studies, business research projects, etc.

The international experience of MIB programme the faculty is quite broad as most of them have studied or taught abroad and have been involved in joint projects (research and business) with partner universities or international companies. Most of the teaching faculty has work experience in their field of teaching and are able to combine theory with practice. See **Error! Reference source not found.** for programme faculty profiles including levels of international experience, corporate connections and research activity.

1.3.2. RISEBA Research and Consulting

RISEBA research (<https://www.riseba.lv/index.php/en/research/riseba-research>) work is led by RISEBA’s Vice Rector for Research and an elected Scientific Committee (SC) consisting of the Rector, the Vice Rector for Research, the Vice Rector for Teaching and Learning, RISEBA faculty who are full professors, deans and managers of all the departments and the representative of the

Student Council responsible for students' research work. The SC convenes on a regular basis, usually once in two months, but a meeting may also be arranged when any research issue needs discussing. During SC meetings various research issues are discussed and once in two years the RISEBA SC approves the Research Priorities (Research Directions) presented by the respective Research Leader and based on his/her Scientific Work Plan (see <https://www.riseba.lv/index.php/en/research/scientific-directions-and-experts>).

Research is carried out through a number of applied or other types of research projects in research groups. Each research direction is led by a professor and includes 2-3 academic faculty, doctoral students, and master's and bachelor's students working together. Each Research Leader gets financial support from RISEBA, receiving a preferable position when applying for funding to participate prestigious international scientific conferences and embark on research trips.

As evidence for recognition of RISEBA faculty research outcomes at national level serves the fact that 14 faculty members are recognized as experts of the Latvian Council of Science (Ilmārs Kreituss, Tatjana Vasiljeva, Solveiga Blumberga, Iveta Ludviga, Anatolijs Prohorovs, Edgars Brēķis, Jurijs Spiridonovs, Inga Jēkabsone, Natālija Konovalova, Andrejs Čirjeviskis, Lūcija Rutka, Maija Zakriževska-Belogrudova). RISEBA faculty are experts at various European Union programmes and institutions, such as EC FP and LLP Leonardo da Vinci; HORIZON, the EU Commission for ICT Platform standardisation, etc., thus ensuring integration into the European context.

To support faculty and student involvement in research, in cooperation with partners, RISEBA hosts annual International Scientific Conferences, which gather dozens of professors, PhD students, policymakers and practitioners as a basis for sharing research experiences, finding applicable solutions and fostering international collaboration.

In 2021 RISEBA, in collaboration with the BA School of Business and Finance and SSE Riga, has organised the 14-th Annual Scientific Baltic Business Management Conference (ASBBMC), this time in virtual format due to Covid-19. Since 2014, every year RISEBA has hosted the International Students' Academic Research and Artistic Creation Conference "Changing World – in Search of New Solutions", gathering students from RISEBA and other universities, both local and international, and offering a section for secondary school pupils.

Since 2008 RISEBA, in cooperation with BA School of Business and Finance, has published the Journal of Business Management (JBM), ISSN 1691-5348, indexed in the EBSCO database. Most of the scientific publications and important research results are oriented toward covering the main fields of research related to RISEBA's study programmes. Since 2014 JBM has been published twice a year.

Impact of Research on the Study Process

Research results are integrated into the study courses as a separate topic, a case study or an additional issue for discussion. For instance, RISEBA faculty members Prof. I. Sennikova, Prof. A. Čirjeviskis, Prof. I. Kreituss, Prof. T. Vasiljeva, Prof. M. Zakriževska, Prof. A. Prohorovs, Assistant Prof. J. Spiridonovs, and Assistant Prof. S. Blumberga enrich their study courses on a regular basis by including recent topical research results. Their research article written by faculty members are listed as additional reading in the course syllabuses.

In order to strengthen collaboration with the business environment and the community, RISEBA faculty are members of governmental structures and scientific advisory boards, such as the Latvian State Scientific Qualifications Committee, CEEMAN, and the EQUIS Committee, and of local Latvian professional associations, such as the Latvian Information and Communication Technology Association (LIKTA), the Association of Accountants of the Republic of Latvia (AARL), the Latvian National Project Management Association, the Latvian Association for People Management, and the Latvian Association of Supervision.

During 2018/2019 special attention to the study programme mapping methodology and **ILOs** definition was paid. RISEBA internal programme mapping methodology guide was developed, the use of which became mandatory for all programme directors. All study programmes, including European Business Studies, were mapped against European Qualification Framework and Latvian Qualification Framework. The programme aims, ILOs in terms of knowledge, skills and competences were redefined for each academic programme.

In order to facilitate redesigning of the programmes' and study courses ILOs several seminars were held:

- internal methodological seminars for programme directors on programme mapping and definition of programme intended learning outcomes,
- internal methodological seminars for both full and part time faculty on definition of course ILOs.

Apart from internal training, several external seminars and training sessions were offered to faculty, i.e., seminar "Importance of learning outcomes in quality assurance" organised by Latvian Academic Information Centre and lead by Dr. Declan Kennedy, University College Cork, Ireland

Before the beginning of the academic year each faculty member has to update the course description by evaluating existing course aims and ILOs and revise suggested study materials and literature sources, making sure the literature is up to date and presents the latest research in the field.

In order to achieve the overall ILOs of the programme, each study course contributes by having specific subject-related ILOs, which are stated in the respective course syllabus. Taking into consideration the growing importance of ethics, global social responsibility and sustainability, all courses have been designed to incorporate these aspects. Moreover, in order to support the programme's aim and objectives, each course explicitly includes international and practical business-oriented aspects.

Ethics and Social Responsibility is one of RISEBA values – RISEAB strives to *act as a socially responsible organisation and develop socially responsible leaders and professionals*. This value is included in the faculty selection process therefore all faculty members support ERS related values. One of the MIB programmes' objectives is "to provide students with the skills and the knowledge necessary for ethical and sustainable management practices of business operations". Moreover, one of MIB ILOs, MIB-K8, says that upon completion of the programme students should "Demonstrate an understanding of ethics and responsibility for the possible impact of the professional activity and scientific results on subordinates, environment, and society".

MIB programme includes a dedicated course, "The International Business Environment and Sustainability" including the Sustainability Literacy Test (Sulitest). Still ethics, responsibility and sustainability are an integral part of every course (transversal coverage) in the programme – these topics are made explicit in every course syllabus and related to course ILOs.

CHAPTER 2: MIB PROGRAMME DESIGN

2.1. MIB Programme objectives and target markets

The **strategic aim** of the MIB programme is to provide the in-depth knowledge and professional competence needed to thrive in an international entrepreneurial environment and to foster new skills and the ability to set up and lead a company, manage human resources and projects, and expanding operations in the changing international business environment while following principles of ethics, responsibility and sustainability.

The programme is actively seeking to facilitate improvement of the analytical and behavioural skills, abilities to think creatively and shape powerful ideas into decisive action plan as well as to provide students with the skills and the knowledge necessary for ethical and sustainable management practices of business operations, understand and manage cultural differences and management practices across the world.

2.1.1. MIB programme objectives

In line with Latvian Qualification Framework (FQF) level descriptors ([chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.nki-latvija.lv%2Fcontent%2Ffiles%2FLQF-level-descriptors.pdf&clen](https://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.nki-latvija.lv%2Fcontent%2Ffiles%2FLQF-level-descriptors.pdf&clen)) and national regulation the following MIB programme objectives are set:

1. To educate students, ensuring the attainment of the Level 5 professional qualification “Organization Manager”, as well as promoting their competitiveness in the ever changing socio-economic conditions and in the international job market
2. To ensure the attainment of study results (knowledge, skills and competence) in conformity with the knowledge, skills and competence of Level 7 of the European Qualifications Framework as stipulated in the Classification of Latvian Education

Defined aims and objectives for the MIB programmes directly contribute towards **RISEBA’s mission, vision and strategic priorities** by developing socially responsible managers, leaders, and professionals for Latvian and international businesses and society, by providing students with diverse mix of the faculty and student body, ensuring sustainable development of the programme and building strong links with the corporate world.

Programmes’ major **stakeholders** are defined as follows: students; their future employers, and business community; international and local community; programme team; RISEBA management and shareholders; Ministry of Education and official bodies. Programmes’ strategic aims and objectives are designed to meet the needs of all groups of stakeholders in forms of providing students with skills and knowledge sufficient for excellent employment perspectives in the European Union and internationally. Programme envisage preparing professionals capable of doing business in socially responsible manner commitment to ethical behaviour, social and professional responsibility. International dimension of the programmes helps preparing professionals with global, innovative, market-oriented mindset, which shall facilitate development of Latvian companies in the international market as well as successful cooperation with international companies working in Latvia or abroad.

Programmes also contribute to institution’s management and shareholders in terms of adding financial value and achieving overall strategic aims.

2.1.1.MIB programme target market and target graduate profile

Target market for MIB programme is university graduates with bachelor’s degree from Latvia and other countries. About half of applicants come from Latvia, however, the number of international applicants increases each year. Most of the international students come from Eastern Europe countries, Ukraine, Belorussia, Russia, Kazakhstan, Uzbekistan, Georgia and India. Currently 54 % (average for all groups) of students are international students.

The **programme is promoted** nationally and internationally in line with RISEBA's *Communications and Marketing plan*. The general concept is the same for all RISEBA programmes, although, for master level programmes promotion "open doors" events are organized separately from bachelor level programmes. Promotion via www.masterstudies.com is done specifically for master level programmes. It is a specific search engine that allows applicants to search for Master Degrees worldwide and contact universities directly.

The main target markets for MIB programme promotion are Eastern Europe countries (Ukraine, Belorussia, Russia, Kazakhstan, Uzbekistan, Georgia, Azerbaijan) as well as India, Pakistan and . This year RISEBA has signed four new agents' agreements for student recruitment in the following countries: Georgia, India, Turkey and Ukraine.

MIB programme has also international students from the countries not covered by the targeted recruitment activities reached via RISEBA networks (e.g. Iran, Cameroon, etc.). Marketing team regularly attend educational fairs in target countries. In the target countries student recruitment is mainly organised through local agents and RISEBA has concluded over 80 agreements with recruitment agents, through which international students are recruited.

As partner in the Higher Education Export Association, RISEBA regularly participates in the International Education fairs, for example in Georgia, Kazakhstan, Russia, Ukraine and Uzbekistan. RISEBA has signed the Agreement on good practice in attracting foreign students with the Ministry of Education of Latvia. In line with the agreement RISEBA revised its international student recruitment processes. The working group has been established to ensure the fulfilment of the agreement concentrating on the following issues: communication strategy, international student recruitment procedure, quality of students, international students' integration and study environment.

RISEBA also actively works with the number of chambers and embassies (British Chamber, Irish Chamber, American Chamber, Swedish Chamber, Swiss Chamber and others) and organisations like Higher Education Export Association of Latvia, established partnerships in more than 100 countries, expanded the network of agents, grows the alumni network and undertakes a number of initiatives to attract students, for example, via lifelong learning programmes, projects and competitions.

National and international promotion includes the following activities:

Promotion via Internet:

- RISEBA official web page – www.riseba.lv /in Latvian and English/ – where all relevant information about the programmes can be found
- MIB programme promotion on RISEBA webpage is available: <http://www.riseba.lv/en/students/postgraduate-studies/international-business>
- RISEBA's active presence on social media platforms:
 - Facebook for Latvian students – www.facebook.com/RISEBA.LV with 8089 followers
 - Facebook for international students – www.facebook.com/RISEBA.INTERNATIONAL with 805 followers
 - Twitter.com – www.twitter.com/RISEBA_LV with 1875 followers
 - YouTube official account <https://www.youtube.com/user/risebaweb>
 - Instagram page for Latvian students: <https://www.instagram.com/risebauniversity/>
 - Instagram page for International students: https://www.instagram.com/riseba_international/
 - Twitter page: https://twitter.com/RISEBA_LV
 - LinkedIn page: [https://www.linkedin.com/school/riga-international-school-of-economics-and-business-administration-riseba-/](https://www.linkedin.com/school/riga-international-school-of-economics-and-business-administration-riseba/) with 5957 followers, and others
 - Google profile: <https://g.page/r/CbnkH3OiTdJZEBA>
- Promotional video materials – video interviews with students are published and promoted on the web page
- Newsletters are distributed via different channels to existing students, alumni, and other subscribers

- Advertising campaigns in Internet /Google AdWords, text links, banners etc.

Promotion via Printed and Outdoor Media:

- Informative advertisements are published in newspapers and magazines locally, regionally and abroad.
- Full colour flyers are printed providing the information about individual study programmes in Latvian, Russian and English
- RISEBA institutional booklets in three languages
- The information about RISEBA study programmes is included in educational brochures and catalogues published by the national agencies, such as the State Education Development Agency and Academic Information Centre, which promote study opportunities in Latvia.
- Outdoor Advertisements on public transport, outdoor posters in public areas.

Promotion via Radio, TV

- Despite their relatively high costs, regular media campaigns are run on TV and radio stations locally and regionally.

Promotion via Education fairs

- RISEBA takes an active part in annual 4-day education fair “School”
- RISEBA regularly participates in international educational fairs in European and CIS countries, Georgia, India, etc.

Other activities

- Programmes are promoted during RISEBA Open–Door Days (every year seven times for potential bachelors, and three times – for prospective masters)
- Youth Academy „Be the Employer’s First Choice” – aimed at secondary school pupils in order for them to gain the skills necessary in the labour market
- Presentations and guest lectures are delivered by the university staff and students
- RISEBA agents’ network abroad ensure marketing and promotion of the institution and particular study programmes in their target markets
- RISEBA representatives participate in state visits and missions that promote international cooperation including higher education opportunities offered by each partner
- RISEBA participation in international EU funded projects serve as the additional promotional mechanisms as all these projects involve RISEBA staff and students, who are the best promoters of the institution themselves.

Current RISEBA marketing and further internationalisation plans are related to targeting new international markets and segments, e.g. Scandinavian countries.

Besides the above mentioned, informal forms of promotion such as “word-of-mouth” advertising plays very important role. When applying for studies at RISEBA around 80% applicants answering the question “Where did you receive the information about RISEBA?” indicate friends and family members as the primary source of information.

End users of RISEBA graduates are mainly international companies from Latvia and other countries as well as graduates themselves, as great number of them are involved in their family businesses aiming to develop those companies internationally.

Programme is preparing students for managerial roles in international companies or organisations, as well as entrepreneurs. Specialisation tracks focus more on the roles of HR managers or project managers within organisations with international activities.

Key attributes of the MIB student on graduation are expected to be the following:

- Freely operate in international business environment;
- Demonstrate global, innovative, market-oriented and ethical mindset;
- Fully equipped for lifetime learning for personal and professional development;
- Communicate fluently in different languages: English, Russian, and Latvian;

- Committed to the actions and responsibilities required of a professional and a global citizen;

A **graduate profile** addresses attributes within three broad domains: personal, professional and intellectual, acknowledging that these attributes are interrelated in the overall capability of a graduate:

Table 2.1.MIB programme graduate attributes

Personal	Professional	Intellectual
Managing own work; Working with others; Cross cultural understanding and communication skills; Initiative; Capacity for community engagement; Independent learner.	Capacity to apply disciplinary, professional and technical knowledge in varying practice contexts; Understanding of how knowledge is generated in the profession and relevant disciplines; Understanding the contexts of professional work; Ethical understanding.	Capacity for independent thinking and critical judgement; Capacity for informed inquiry, creativity and innovation; Good level of spoken and written Communication; Technological and information literacy.

Intended graduate profile is ensured by sound design of the programme content. Each course contributes to the development of certain skills and competences and it is ensured by different forms of rigorous assessment.

2.2. Curriculum design

2.2.1. MIB programme intended learning outcomes (ILOs)

After previous EFMD accreditation MIB programme Development Objective No1 was to improve the ILOs by making them more precise, course related, measurable and linked to assessment.

RISEBA has developed an internal programme mapping methodology guide that aims to map study programmes` ILOs against European Qualification Framework (EQF) and Latvian Qualification Framework (LQF). Besides, the Template for course syllabuses was updated and now includes programme ILOs relevant to the study course and corresponding specific study course ILOs (called CILOs) as well as assessment method and grading scheme for each of the ILOs.

Before implementing the mapping process, Programme “International business” ILOs were revised. Programme committee and faculty were consulted and, as a result, the number of programme ILOs was decreased (to 8 from previous 32), and they were reformulated in terms of knowledge, skills, and competences (according to EQF and LQF).

Programme “International Business” ILOs are the following (approved by Programme committee in June 2019):

Knowledge:

MIB-Z1: Able to demonstrate highly specialised knowledge in the field of international business as the basis for original thinking and research.

MIB-Z2: Demonstrates critical awareness about the latest trends and the most recent findings in international business and relevant to specialisation tracks (general management; HR and project management).

Skills:

MIB-P3: Able to use independently the latest theories, models and tools to perform highly qualified professional functions, and to search for and acquire necessary additional knowledge and skills independently.

MIB-P4: Able to provide arguments when explaining or discussing complex or systemic aspects of the concrete branch of science or professional field both to specialists and non-specialists, communicate efficiently in a culturally diverse environment.

MIB-P5: Able to take responsibility for self-development and for subordinates, take the initiative in a team or managing the work of others, lead and motivate individuals and teams within a multicultural environment, to assume responsibility for the results of staff and group work and analyse the results.

Competences:

MIB-K6: Able to define independently, and critically analyse complex scientific and professional problems, develop innovative professional working methods or problem-solving strategies and make decisions.

MIB-K7: Able to integrate knowledge of various fields, apply knowledge in new and unfamiliar circumstances, contribute to the creation of new knowledge.

MIB-K8: Demonstrate an understanding of ethics and responsibility for the possible impact of the professional activity and scientific results on subordinates, environment, and society.

Further, the programme map was developed which shows which study programme ILOs are covered in each specific study course (see Table 2.1.) and course-specific ILOs (CILOs) developed (previous course intended outcomes were reformulated so that they better reflect the programme ILOs but also clearly relates to the course content). This led to the improvement of all course descriptions. New course descriptions include both: ILOs and CILOs, as well as each CILO related assessment method and description of the assessment criteria for grading (study course descriptions will be available in Base room).

So, programme “International Business” ILOs are made more precise, course related outcomes (CILOs) are developed, they are linked to specific assignments and are measurable. All this is included in the course descriptions and also explained to the students at the beginning of the study course.

2.2.2. MIB programme coverage and content

The programme fully meets all the requirements set by local and international bodies: Ministry of Education of Latvia, Requirements regarding professional qualification, **European** regulations aspects set in **Tuning Educational Structures in Europe, Bologna Declaration, Prague Communiqué**. Although, in addition to **EQUAL** guidelines on Collaborative provisions, guidelines on master and MBA programmes have been taken into consideration.

The programme envisages the acquisition of the professional **Master’s degree in International Business** and 5th level professional qualification Organisation’s manager which is integral part of the Diploma issued on successful completion of the programme.

The programme fully complies with the **Regulations of Latvia Cabinet of Ministers**, defining the compulsory contents of the professional higher education Master’s programme, i.e.:

1. courses providing acquisition of the latest achievements in the subject field theory and practice – 33 ECTS;
2. Research work, project work and management courses – 15 ECTS
3. Pedagogy and psychology courses – 3 ECTS (Leadership and Change Management)
4. Professional Internship – 9 or 39 ECTS²;
5. Thesis preparation and presentation - 30 ECTS.

² according to the Latvian Legislation, in order to ensure that on the successful completion of the programme students receive professional Degree in International Business and **professional qualification Organisation’s Manager**, necessary amount of practice orientated ECTS has to be obtained.

Thus, during 5 years of studies (bachelor plus master level) student must acquire 39 ECTS awarded for professional placement: it can be done on bachelor or master level. Those students, who on bachelor level, studied in academic programme (professional placement is not included in the programme), on master level must obtain 39 ECTS for professional placement. If student, on bachelor level, studied in professional programme (with 30 ECTS professional placement as part of the programme) he/ she would need only 9 ECTS of professional placement on master's level.

Based on that (duration of internships) there are 2 different durations of the MIB programme – 1.5 years (90ECTC) or 2 years (120ECTC).

MIB programme study courses are designed in such way that students gain necessary knowledge and skills in all general fields of international business during the Fall Semester studying the seat of course or module called “International Business environment”.

During the Spring Semester students can choose one of professional specialisation tracks. Sequence of the courses is based on moving from courses that ensure basis for general knowledge and consequent courses incorporate this knowledge so that students proceed with more complicated assignments. Practical part of the programme (professional internship) is meant for practical application of the gained knowledge, skills and competences.

Structurally the compulsory subjects of the programme are divided into the following basic areas (see Table 2.2):

- International business environment (Semester 1)
- Professional qualification track: students can choose to specialise in one of the tracks: Business Executive, Human Resource Management or Project management (Semester 2).
- Research and practical projects (Semester 2 and 3).

Table 2.2. MIB programme study courses, professional tracks and ECTS value

Nr.	Study course	Year 1		Year 2	
		Sem 1	Sem 2	Sem 3	Sem 4
International business environment					
1	Induction: Personal Development for Future Leadership Competences	1,5			
2	International Business Environment and Sustainability	1,5			
3	International Business Law	3			
4	Cultural Diplomacy and Negotiations	3			
5	International Strategic Management	3			
6	Financial Analysis for Decision Making	4,5			
7	Project Management	3			
8	Leadership and Change Management	3			
9	Arts for Organisational and Personal Development (optional)	3			
10	Open Innovation, Creativity and Knowledge Management	3			
11	Management Systems and IT Applications	3			
12	Research Methods for Business and Organisations	1,5			
Track: Business Management					
13	Export Management		3		
14	Organisational design		3		
15	International Business Operations		3		
16	International Marketing and Communications		3		
17	E-business and New Media		3		
18	Strategic Brand Management		3		
Track: Human Resource Management					
19	HR management functions		4.5		
20	Organisational design		3		

23	Labour Law		3		
25	Organisational and occupational psychology		4,5		
26	Coaching, mentoring and supervision		3		
Track: Project Management					
27	Project Design and Communication Management		4,5		
28	HRM and Project Change Management		3		
29	Project Risk and Quality Management		3		
30	Contemporary tools and approaches to PM		4,5		
31	Programme and Project Portfolio Management		3		
Research and Practical projects					
32	Business Analytics		3		
33	Professional Placement/Project		9		
34	Professional Placement/Project 2 (120 ECTS group only*)			30	
35	Master Thesis			30	30
	Total (per student)	30	30	30	30

* As it was mentioned before due to students' different educational background, programme can be 1,5 years 90 ECTS (prof. placement is 9 ECTS) or 2 years 120 ECTS programme (prof. placement is 39 ECTS).

Table 2.3 presents the programme map which links together study courses with programme objectives and ILOs. Programme ILOs which are achieved studying particular study course are also presented in the course description together with relevant course CILOs. All course syllabuses are available on E-RISEBA platform.

Table 2.3. Programme International Business Mapping

Study course title	ILO	Knowledge		Skills			Competences		
	Module	MIB -Z1	MIB -Z2	MIB -P3	MIB -P4	MIB -P5	MIB -K6	MIB -K7	MIB -K8
Induction: Personal Development for Future Leadership Competencies	International Business Environment		x			x	x		
International Business Environment and Sustainability		x	x		x				x
International Business Law			x	x			x		
Cultural Diplomacy and Negotiations		x			x	x			x
International Strategic Management		x	x	x			x	x	
Financial Analysis for Decision Making		x		x			x		
Project Management			x	x		x	x		
Leadership and Managing Change		x		x		x			x
IT and Business Strategic Cooperation		x	x	x			x		
Arts for Management and Personal Development			x		x			x	
Open Innovation and Business Models			x	x				x	x
Research Methods for Business and Organizations		x			x		x		x
Business Analytics				x	x			x	x
Export Management	Business executive	x	x	x	x		x		
Organisational design			x	x			x		
International Business Operations			x	x			x		x
Strategic Brand Management			x	x	x		x		x
E-business and New Media		x	x	x	x		x		x
International Marketing and Communications			x	x	x		x		

HR Management Functions	Human Resource Manager		x	x	x	x	x		
Organisational Design			x	x			x		
Labour Law			x	x				x	x
Organizational and Occupational Psychology			x		x	x	x		x
Coaching, Mentoring and Supervision			x			x		x	
Project Design and Communication Management	Project Manager		x	x	x	x	x		x
HRM and Project Change Management			x	x		x	x	x	x
Project Risk and Quality Management			x	x	x			x	
Contemporary Tools and Approaches to PM			x	x		x	x		
Programme and Project Portfolio Management			x	x		x	x		
Internship				x	x	x	x		x
Internship/Project				x	x	x	x		x
Master Thesis		x	x	x	x	x	x	x	x

Study courses include both – in-class and out-class learning hours. 1 ECTS refers to 8 in-class hours and 19 out-class learning hours. Teaching methods include problem-solving, decision-making, group projects, and other forms of hands-on learning. Programme's aim is to apply **innovative and process-oriented teaching** methods which are based on the principle that students are active users of knowledge. The role of the faculty is to facilitate learning environment, which encourages students to take responsibility for their own learning. Assessments aim to evaluate students' abilities to apply knowledge both individually and in teams. Students consistently engage in multiple, complex, thought-provoking and ambiguous situations that challenge their knowledge and thinking.

In addition to development from study courses included into curriculum, students are also encouraged to develop by **extra curriculum activities** (for example, Open lectures) so that they learn to take actions in terms of their independent learning process as well as personal and professional development. RISEBA career development centre provides support with Internships, Job offers, Boot-camps, open lectures, language courses, seminars on various topics ([Job and internship opportunities | riseba.lv](#)) RISEAB Creative Business Incubator provides support for those interested in new business creation ([Creative Business Incubator | riseba.lv](#))

2.2.3. MIB programme academic depth and rigor

The programme follows requirements set by the Ministry for higher education and respective international institutions stipulating level of level of depth and rigor relative to the qualification being rewarded.

Teaching employs a variety of **research-based instructional strategies** and methods within curriculum. Programme team is composed of the faculty active in the research in the respective field. Research papers of the faculty are offered to students in the framework of the taught courses and using the experience acquired in research activities every team member contributes to the programme design process by advising to the management team regarding particular courses, the content and sequence of courses, introducing new courses. Detailed description of the research contributions of each member of the programmes' team will be available for review in the Base room.

Blend of theory with business practice, is ensured by programme faculty working in cooperation with representatives from the business world and professional associations as well as visiting faculty from corporate world. The pedagogy of the programme outline variation of applied teaching methods

and general purpose is to apply theory into real business cases. Case-based learning, workshops, simulations, group work, projects, company visits, etc. are used for this purpose.

Combination of the **intellectual and managerial skills** is defined in the ILO of the programme and each course and reflected in the intended graduate profile of the programme. Mapping ILO of the programme with ILO of the courses is done to ensure courses contribute to the ILO of the programme and facilitate achievement of the set by the programme objectives and intended graduate profile. Intellectual development and the development of managerial skills are developed through specific courses where development of the managerial skills is the purpose of the course: for instance, Cultural Diplomacy and Negotiations, Leadership and Change management, Project Management, Strategic Management, etc. Intellectual development is ensured by fulfilling the ILO defined in terms of knowledge – those are indications of knowledge graduates shall possess upon completion of the programme. Necessary academic skills that students are supposed to develop through the study process (for instance, critical thinking, problem solving, active learning, etc.) are the skills that can be referred as intellectual.

2.2.4. MIB programme other curriculum design aspects

The rationale for the design of the curriculum for the programmes is based on the guidelines set by **regulating institutions, periodical review of the programme** and on the overall situation in Latvia and in the world.

Focus on **personal and professional development** has been taken into consideration and introduced in the programme - courses “Induction: Personal Development for Future Leadership Competences” and “Arts for organisational and Personal development” are designed to help students better understand their personalities and orientate in the personal and professional advancement.

RISEBA is a member of **PRME** and such important aspects as **ethics, corporate social responsibility and sustainability**, had become integral part of every course of the programme (made explicit in every course syllabus) and in addition, there is a separate course “International Business Environment and Sustainability” is delivered in the programme.

Needs of the **corporate world** and broad trends in the society are very important and those are taken into consideration in the programme’s design, delivery and review.

To reflect on institutional direction towards **Arts meets Business**, the course “Arts for Organisational and Personal Development” is incorporated into the programme. The course includes creative skills development workshops, involving students into activities and projects, where they can apply their artistic and creative skills (Biodanza, intuitive painting, acting, photo capturing, storytelling, Lego Serious Play, etc.). These activities take place in RISEBA creative campus in Durbes street 6.

International focus of the programme is explicit in terms of aims and objectives and incorporated in the curriculum. In addition, professional placement and Master’s Thesis of the students shall address international issues. Thus, in line with RISEBA mission “Gateway to international careers” overall aim of the programme is to ensure that after completion of the programmes the graduates will be able to work in **the international business environment**.

2.3. MIB programme design of delivery modes and assessment methods

2.3.1. MIB programme delivery modes

MIB programme is delivered in full time mode, in-class studies take place on working days – three evenings per week from 18.00 to 21.10. In case of intensive courses with visiting faculty, classes can be scheduled in one week (every evening during the week and Saturday from 9.30 till 16.50). Depending on the credit points of the study course, it is scheduled in one week or several weeks with time in between to allow for individual work of students. Final examination in this case is taken by

other faculty (RISEBA faculty), although, exam papers are sent for marking to the faculty delivering the course.

According to the national legislation full time mode programme considered to be the one which allows for acquisition of 40 KP (60 ECTS) in one academic year. Thus, programme fully meets the criteria in terms of **full-time studies**, however, because master level students are working during the day, composition of 1 ECTS is 8 ac.h. of contact hours and 19 ac.h. of independent studies. It allows for the possibility to combine studies with work and immediately apply new knowledge in practice. Studies on master level are organised in such a way that faculty is more a facilitator of studies than the person who have to provide for it. MIB programme study process is focused on applied methods.

The programme is developed around **student-centred approach to teaching**. It is effective, motivating, and encouraging. Study courses fully delivered in English, involvement of the international faculty and students' mobility programs ensure the international component of the programme.

Programme is managed by **programme director** and **administrator** and students' groups have an appointed group tutor. Programme director is responsible for the strategic planning and development of the programme, curriculum, implementation process of the program, engagement of the appropriate faculty and quality management. Administrators are engaged into daily activities of the programme's delivery: planning and rescheduling the classes, registering students' academic results, providing necessary information to the students and faculty, etc. Group tutor is responsible for supporting students and helping solve social problems, not directly related to the study process.

Guidelines regarding study process, Thesis development and utilisation of E-RISEBA and MY-RISEBA platforms, as well as other regulations (for example Code of Ethics, Plagiarism regulation) are available for students on-line ([RISEBA: Reglamentējošie dokumenti / Regulations documents](#)). Each study course is presented by a "Course Set", which is available for students on E-RISEBA - Moodle based IT platform. It includes: course syllabus clearly stating: prerequisites for the course; aims and objectives; ILO; assessment methods and their weight in the total evaluation; list of topics for self-study; list of recommended literature; course materials.

2.3.2. Assessment methods

Assessment methods for MIB programme are defined with the overall RISEBA Study regulation ([Study regulations \(1\).pdf](#)) which include Provisions on study tests and examinations. There are common rules for the assessment of students' knowledge; however, the assessment methods may vary in different courses, according to the course specifics and ILO.

Study plans include evaluation of students' knowledge in the following forms in each study course:

- **continuous** assessment (case analyses, presentations, tests, independent study papers, etc.) during the whole course; there is at least one mid-term test or assignment compulsory for each course of 3 ECTS value;
- **final** examination after each study course completion in compliance with RISEBA examination requirements.

Each study course description includes the Requirements for obtaining credits (explaining the assessment structure in terms of tasks and percentages allocated to each of assessments. All study course descriptions are available on E-RISEBA before course starts and assignment structure is explained to students during the first lecture of the course.

The course description also presents the relevant programme ILOs and course specific ILOs (CILOs). Usually there are 2 – 4 CILOs for each study course. The assessment criteria are also explained in the course description.

Studies of a particular course are positively evaluated, if the student meets all the requirements of the course within the time schedule set, i.e. until examination (except it is agreed otherwise, for example, there is authorised prolongation received).

The students' knowledge is assessed both on **collective and individual basis** as well as peer assessment is used. Collective assessment includes assessment of activity and participation in class discussions and in team works, however, the assessment of the individual results is of primarily importance for the constructive feedback and further progression and of the student. Usually, the individual assessment constitutes at least 60-80% of the final grade depending on the specifics of the study course.

Students' knowledge is evaluated on 10-grade (100%) scale in accordance to the instruction of the Ministry of Education and Science grading system. Pass grade for all assignments, exams, course, etc. is 40%. The grades are rounded down (e.g. 86% means 8 according to the Latvian system), except for the cases the student receives 96% and more – in this regard the final grade is 10. The proportion of the grades (participation, mid-term test, final exam) is entered in the system by the person conducting the course and cannot be changed in frames of the particular study course. The final grade is calculated by the system, basing on the weights (proportions) entered, thus providing an objective approach to students. In case of successful completion of the course requirements students are awarded certain number of credit points (ECTS) in line with the scope and significance of a study course.

The students' works (assignments, exams and final works) are assessed by a faculty member. Internships and projects are evaluated by commission of two faculty members. Additionally, the final works (Thesis) are assessed by a reviewer (in case of negative review, the final work is assessed by another reviewer) and defended to commission comprising of 5 persons – involving academic staff members from RISEBA, other university and member from the corporate world.

In the case of failure in the mid-assessment or exams, there are several procedures on how students shall proceed with planning his/her resit. Student has a right to resit failed assignment, exam or any other assessment during the course or after the course had finished. If student resit assessment before the end of the course, it does not influence his total grade for the course. However, student has not succeeded to resit failed assessment before the end of the course; this course is considered as academic debt till the moment when student receives positive assessment.

There are several resit sessions offered to students during their examination period free of charge (January and June), although after this period students have to pay additional fees. In order to proceed to the next academic year, students shall have no less than 80% of the programme of the respective year completed.

A common requirement for the assessment is that examinations, assignments, team projects and all written works have to be students' authentic work. All the consulted sources, typically research articles or books, must be properly acknowledged (referenced). Equally, it is not permitted to copy from work of fellow students as well as to allow them to copy; however, it is encouraged to discuss one's work with fellow students. There are very few courses, where multiple-choice question tests are introduced, by not exceeding 20%. Typically, these tests are available via Moodle platform and used for learning purposes.

In order to stimulate fair and honest environment, spirit of community, favourable and open learning society, RISEBA has developed a Code of Ethics ([NL0004-02 Code of Ethics EN.pdf](#)) including the basic principles: honesty, objectivity, responsibility, mutual respect, politeness, tact, loyalty. As non-ethic behaviours are mentioned: deception, fraud, plagiarism, irreverence, bribing. In order to solve plagiarism problems, RISEBA has developed a special Regulation on Plagiarism, which defines the cases of plagiarism and activities to avoid plagiarism and to identify it, as well as to be aware of consequences in case of plagiarism.

In order to promote the principles of professional ethics and academic integrity, in 2021 Our original plagiarism control system was introduced for the study process and research. In November 2021, the first training to work with the program took place within the framework of a scientific methodological seminar.

In November 2021, RISEBA became a member of the European Network for Academic Integrity. 37 universities from 18 countries of the world participate in ENAI, incl. from Latvian RSU, RTU and RISEBA. The objectives of the ENAI are to promote academic integrity in education and research, including: cooperating in research and promotion of academic integrity; to create a common platform for research, exchange, development and cooperation; to promote best practice in the management of academic integrity; to organize conferences, seminars and other events.

The Regulation on Plagiarism is available in the e.riseba.lv ([Plagiarism regulation.pdf](#)) and the plagiarism detection program is available for the faculty in the RISEBA IT system.

For assessment of the students' Master Thesis, RISEBA faculty applies Thesis development and assessment procedure which will be available in the Base Room. If the student is not satisfied with the grade he/she may hand in the appellation. The appeals system process chart is given in the Regulation on Thesis development and will be available in the Base Room.

CHAPTER 3: MIB PROGRAMME DELIVERY AND OPERATIONS

3.1. MIB programme student recruitment

Recent bachelor programmes' graduates with or without professional experience are eligible for admission. All candidates are expected to have good written and verbal skills in English and strong interest in international business.

Entry requirements:

- 1) Bachelor's degree (professional or academic) or equivalent.
- 2) Evidence of English language proficiency IELTS 6+; TOEFL78+ or equivalent; or RISEBA examination.
- 3) Interview (introduced since 2017., aims to test student's motivation to study).
- 4) RISEBA admission test (for foreign students coming from non-EU countries).
- 5) CV.

Both, business and non-business graduates are accepted to the programme, although duration of the studies depends upon educational background of the candidate in terms of ECTS awarded for professional placement part of the bachelor programme as well as its specialization (business or non-business). To study 1.5 years applicants must have a bachelor's degree with a study duration of at least 4 years (360ECTC) and business-related professional experience, applicants with bachelor education less than 4 years and without professional experience are accepted only for study duration 2 years.

Table 3.1. Profile of the MIB programme applicants and student intakes into 1st year of study (for the 3 recent intakes)

Academic year:	2022/2023	2021/2022	2020/2021	2019/2020
No. of applicants	84	76	65	78
No. of applicants who were offered a place	44	52	45	58
No. of offers accepted by applicants	42	32	39	49
No. of students actually enrolled in 1 st year	30	27	29	41
Average no. of years work experience	6	6	8	7
Least no. of years work experience on the programme	1	1	2	3

In current and last academic years lower number of enrolled students compared to other years is explained by the impact of Covid-19. In Latvia foreign applicants experience difficulties to get residence permit if studies take place remotely. Moreover, in some cases they sign study agreement, actually start to study on-line, but visa is refused. As a result, they terminate their studies. Other students simply do not want to study on-line, they decide to wait until the situation will improve and studies will be delivered face to face again.

Table 3. 2. Profile of MIB programme students in terms of gender, work experience, nationality

Programme Year/Intake	Enrolment numbers.	% of females	% foreign students	Number of nationalities	Average age
1 st	30	40%	77%	6	28
2 nd	25	38%	52%	7	27

Current cohorts of MIB students represent the following nationalities – Latvia, France, Uzbekistan, Pakistan, India, Azerbaijan, Kazakhstan, Iran, and Gorgia.

Recruitment of the local and international students is managed by RISEBA Admission Committee in close cooperation with RISEBA admission centre and external affairs department who is assisting international students in the process of application for visa and residence permit in Latvia. Admission Committee meets once a week during the officially announced admission period and takes decisions upon eligibility and enrolment of the candidates. Admission criteria, application process and other important information for candidates is available on: [Entry requirements | riseba.lv](https://riseba.lv)

Currently RISEBA International students are attracted mainly through participation in international exhibitions (including online), a network of agents, as well as potential applicants for study abroad. Several communication channels are used to attract foreign students:

- International education exhibitions in certain target countries
- Student recruitment agents
- Open days for international students
- General and vocational schools in neighbouring countries
- Embassies of the Republic of Latvia abroad and Foreign Embassies in Latvia
- Foreign Chambers of Commerce and Industry
- Existing students and graduates

In addition to these channels, the university's social media, such as Facebook, Twitter, Instagram, LinkedIn, Youtube and others are also actively used.

RISEBA is a member of Association of Higher Education Export and, together with other Latvian higher education institutions, promotes Latvia as a destination for higher education institution.

RISEBA has good results in terms of enrolling students who fit for the programmes. Drop rate after entrance exam is not very high and reflect the situation that candidates who are willing to study in the programme are well qualified and have quite good level of English. Just few students quit their studies because of not satisfied expectations or not a good fit for their career perspectives. That points out at the fact that marketing is directed in the right direction and RISEBA is targeting right market segments. However, some problems in terms of motivation and level of general knowledge were envisaged with students from India and Asian countries and decision was made to strengthen the cooperation with agents and to introduce Admission test that is similar to GMAT in style and tests their knowledge and common sense. Online interview is also conducted with all applicants, to ensure that their language skills correspond to the level in the submitted certificate. It is also important to mention, RISEBA signed an Agreement on good practice in attracting foreign students with ministry of Education, that implies the recruitment policy ensuring that only quality students are accepted to the programme.

All programme's students go through an **Induction process** which consists of the following:

- Introduction to the institution, Rector's speech, inspirational speech and creative activity by corporate partners (typically all Master programmes students together participate in this official opening session).
- Explaining programme design, aims, schedule and delivery modes as well as assessment methods.
- Introducing the staff (programme director; programme administrators; faculty) and group tutor;
- Introducing the students to teaching and learning methods, the process of assessment and re-taking failed assessments or examinations.
- Explaining where students' regulations are to be found, introducing E-RISEBA and My-RISEBA platforms.
- Explanation of RISEBA requirements for formatting and organising study papers, including referencing and avoiding plagiarism.
- Introduction to RISEBA library and services provided.
- Team activities on "Creating positive working and learning environment" during which students get introduced to their groups and with each other.
- Providing students with all essential information on receiving support from RISEBA staff to better integrate into new environment – Career Centre, Student Council, etc.

In addition to general information the Induction include Simulation activity "Power of Leadership" and follow-up debriefing. Induction is strongly orientated on personal development of students.

Induction process include personality tests and discussion of the results. This course includes also reading some academic articles which are selected according to the topic of personality tests. As the first assignment students have to write an Essay on lessons learned from tests, simulation and including their personal development aims as future business leaders.

Covid-19 however has made some changes to the traditional Induction process. Since in 2020 and 2021 all the induction took part on Zoom, instead of the simulation (which is board game), Harvard ManageMentor online courses were organised. Students took on-line courses on presentation skills and time management and had to complete tests incorporated in the course. Based on the selected reading and personality tests were organised by member of RISEBA faculty, students wrote Personal development Essay.

In addition **to induction activities** organized for all students, RISEBA provides the following support for international and exchange students:

- helps to find accommodation;
- organises “Orientation session” about Latvia, Riga and studying in RISEBA, as well as individual consultations are provided for each incoming student regarding the choice of courses and study matters;
- International office organises different events, e.g. international evenings, excursions, etc. to help students better integrate;
- all incoming students have the possibility to study Latvian, Russian or Spanish. Since 2018 Latvian is an essential part in the study programme for the students receiving RISEBA diploma. The language courses are organised depending on student demand.

3.2. Pedagogy

Besides lectures, self-study and tutorials, students participate in all forms of active learning: seminars, simulations, group work; discussions, problem-solving sessions, computer-based simulations projects, case studies and discussions, presentations, company visits, role plays. Principle “learning by doing” is widely used, students acquire the knowledge and then apply it to case studies or real-life problems.

Modern technologies are widely used in study process on daily basis (please refer back to Section 1.3.1). All the study course materials (Course sets) are available on interactive learning platform E-RISEBA. The “Course set” includes course outline, learning materials, additional reading materials. E-RISEBA allow access to the learning materials at any time and place with internet access, communication, submission of assignments and their evaluation, on-line tests.

Students are expected to use additional **academic literature**. List of the recommended literature (books, journal articles, international databases, websites) is provided by each course syllabus, and hours dedicated to the reading of academic literature indicated. Books and other supplementary materials for each course can be borrowed from the library or they are available on E-RISEBA platform.

The faculty are encouraged to use effective teaching methods and it is followed and controlled by RISEBA respective department. Use of modern technologies is taken into consideration when evaluating faculty performance – it is part of annual performance evaluation (see section 1.3.1). Methodological seminars (e.g., on how to use MOODLE effectively) are offered to the faculty on regular basis. All necessary instructions for faculty are available in the system itself, as well as individual consultations with the Study Quality centre are possible for each faculty. Faculty actively use closed Facebook group “Study stuff” where they can watch “how to” videos and ask questions.

Covid-19 has positive effect on use of technologies by faculty. Since lectures take place on Zoom platform, faculty members have mastered its application as well as other platforms which enrich

student experience, e.g., Miro, Socrative, Kahoot, Mentimeter, etc. (for more information refer to section 1.3.1).

The conformity of the **course content to the course and programme ILOs** is double checked by the program director and Study Quality centre. Learning materials, their style, volume and level are checked by the program director and head of the department, and if necessary, the improvements are required from the faculty. The duties of the faculty according to provision of the learning materials are included in the agreement between RISEBA and faculty. The faculty's teaching skills are tested in open lecture before making agreement on the study course delivery.

Quality of teaching is assessed through students' feedback and faculty peer review feedback. *Students' feedback* is received after each course orally and by on-line feedback survey. The summary of students' opinions is provided to the respective member of academic staff. The results from student surveys are included in the annual performance evaluation of faculty members as important indicator. Programme manager or Head of the department discusses the results and, if necessary, plans to improve the quality of teaching and learning. A summary of students' feedback results for year is presented in **Error! Reference source not found.**

Peer review is organized for each faculty on regular basis. Its aim is to assess pedagogical, academic and organizational skills of the faculty as well as the content of the respective lecture. The faculty members' pedagogic achievements are assessed as an integral part of the annual performance assessment of the faculty competencies (will be available in the Base Room). The faculty members report on conducting students' thesis, development of new courses or learning materials, delivering courses, raising the pedagogic and professional qualification.

Implementation of the study process is based on **student-centric education principles**. For example:

- The diversity of student requirements is met during the study process by developing various teaching methods and paths appropriate for every student. Lecturers are encouraged to regularly assess and improve lecturing types and methods. They all receive university's support in improving their skills in this realm.
- Due to the fact that the programme "International Business" has a high percentage of students from Southern cultures (India, Sri Lanka, Nepal, etc.), PhD students and faculty members who are more familiar with learning culture of these nations are also invited to supervise their master's theses. For example, Dr. Fahri Akdemir (Turkey) and Msc., MBA in Marketing, Harsh Chauhan (India).
- Study courses are completed through collaboration between students and faculty members, where various teaching methods are used depending on the situation:
 - Monological – lectures and demonstrations;
 - Dialogical – constructive conversations, discussions, role plays, creative techniques (Brainstorming, Thinking Hats, Power of Leadership, etc.), computer simulations (Harvard Business Publishing 'Data Analytics Simulation: Strategic Decision Making')
 - Research methods – literature studies, field trips, seminars, projects, case studies (case studies offered by Harvard Business Publishing are widely used), problem solving, etc. In conducting research work, students use qualitative, quantitative and data mathematical processing methods.
- Different forms of work are used: group work, individual work and independent work, as well as experiential learning, for example in the study courses "Arts for Management and Personal Development" and "Personal Development for Future Leadership Competencies".
- In the relations between faculty members and students, mutual respect is encouraged, generating a positive emotional background and creative cooperation. An Ethics Committee operates at the university, where, if necessary, complaints of an ethical nature are reviewed.

- Studies are based on individual work of students, at the same time providing lecturer leadership and support – each study course description specifies students' independent workload and the content, as well as its assessment methods.
- Each study course assessment requirements, criteria and methods for issuing grades for each study course are published on E-RISEBA, and are discussed during the first class. Study course descriptions also include an explanation of assessments. Students receive feedback and an explanation of the assessment, and, if necessary, advice on how to improve their work.
- The diversity of students is taken into account and, in individual cases, circumstantial comprises are made to help students such as the extension of deadlines for submission of work and consultations.
- Assessment should be consistent, fair, and applicable to all students. It should be carried out according to the approved procedures.
- There are various methods used to evaluate the results, such as exam, case study, presentation, written report, reflective essay.
- Assessment of attained study results is conducted by a faculty member, student (via self-assessment) and other students (mutual assessment). If a study course is taught by several faculty members, then the examination work will be assessed by several educators. Assessment of internships and master's theses is conducted by several examiners.
- If a student is dissatisfied with an assessment, RISEBA has a functional system for reviewing student appeals. The dispute resolution process is led by the Quality Department Head, engaging the programme director and department head and, if necessary – the study department head or Vice Rector for Studies.
- Teaching methods, teaching, learning and assessment forms are assessed on a regular basis. Current issues are discussed at departmental meetings, Methodological Council meetings; methodological seminars, excursions and various classes are organized for faculty members.

To summarise, **student cantered approach** and individualised attitude towards students is considered by RISEBA as one of competitive advantages as students are always treated as personalities.

3.3. Personal development of students

MIB programme ILOs include development of transferable skills and personal development is organised as integrated process throughout the studies. Personal development of MIB students is ensured by two courses – “Induction: Personal development for future leadership competences” and “Arts for Management and personal development”, as well as internships and projects.

Within these study courses students use Personality tests which help them to understand themselves and their learning skills. Moreover, they use art for self-development and as activator of creative processes and personal resources (Biodanza, intuitive painting, storytelling). For example, one of the course assignments is a reflective Essay “Story of myself as personality in global economic landscape” and photography of “Myself without myself”.

In addition personal development is fostered through practice-based learning: team projects and team activities within majority of courses help to develop team working skills; Case studies which help to develop skills of synthesising general concepts and applying them to practical situations as well as ability to work independently; research activities and Thesis, which developing academic research skills and analytical and critical approach to data as well as argumentation and drawing conclusions.

Student counselling is organised by course tutor. In case students need help with Internships or job, Career development centre provides help. Students also have the possibility for personal coaching and, if necessary, they are advised where and how they can improve necessary for them competencies.

MIB students have various opportunities to engage in Internships and projects. After previous EFMD accreditation one of MIB programme's development objectives was to develop more options for students to participate in short-term international projects including virtual projects. The following projects are offered for MIB students as Internship or its part: EHRM, GeCCO, ProCESS, X-Culture, MARGA. All mentioned projects are integrational on-line projects, therefore re not influenced by Covid-19 restrictions.

RISEBA MIB programme team continues to lead the "European Human Resource Management Programme" (EHRM) which is realised in cooperation with Vlerick Business School Belgium), Luiss Business School (Italy), EM Lyon (France), Radboud University Nijmegen (Netherlands) and University of Bamberg (Germany) (www.ehrm.de). In the framework of this project, students have the possibility to work as HR consultants in European companies. The experience gained through this project was presented in a Professional Development Workshop (PDW) in the Academy of Management Annual Meeting in Boston in August 2019. The aim was to search for new partners for the project and the presentation was well received. Hopefully, the partner list will be extended in the future thus giving students the opportunity to gain practical experience in more European countries.

In addition, the Global eCollaboration Competition (GeCCo) was introduced in MIB programme. (<https://www.become.pm/gecco/>) It is an international virtual 24-hour project management case study competition for young project managers and students interested in project management organized by IPMA Young Crew. It is managed by RISEBA faculty member Inese Sluka who is a member of IPMA Young Crew.

Another international project "Processing Complexity with Emotional, Sensorial and Spiritual capacities" (ProCESS) proposal was developed in cooperation with 3 partner Universities: Lyon Catholic University (France), University of Applied Sciences of Jyväskylä (Finland), Nürtingen-Geislingen University of Applied Science (Germany). The project provides possibilities for 4 student teams from each partner (16 teams in total) to engage in international consultancy projects every year to solve complex management cases. This will spur innovation and the discovery of novel solutions. The projects include a site visit and virtual collaboration. The application titled "Processing Complexity with Emotional, Sensorial and Spiritual capacities" (PROCESS) was approved by Erasmus+ programme, action KA - Knowledge Alliances (see <https://www.facebook.com/ProCESSProjectEU/>)

Another development in this area include introducing international virtual project "X-Culture" (<https://x-culture.org/>) as a part of the second internship for students of the 2-year programme (for 1,5-year programme it is optional). Programme faculty member Marija Meijere has become an "X-Culture" coach (part of the international team) and is responsible for the implementation which started in September 2020.

MARGA is the „MARKET GAME”, imparts practical knowledge for economy – up to date and on business school level. In our business simulation the participants train managerial coherences and management methods as well as teamwork (see <https://www.marga.net/en/about-marga>). We are extremely proud of MIB students' who were the winners of this competition in the summer semester 2021. For 8 weeks, the 130 participants from different countries managed their own virtual company, develop strategies and implement these operationally. Within 7 decision-making periods the students developed, produced, positioned, and sold own products on the market. The students had to control the entire entrepreneurial process themselves, from the objective to developing a corporate strategy all the way to achieving sustainable success. At the end, the MIB student team with the highest company value was the winner of the competition.

Since Covid-19 online learning continues a need for psychological support for RISEBA students seemed to emerge. In May 2020, a student survey was conducted on the need for psychological support. Based on the obtained results, a psychological support structure was established. Survey results showed that 46% of respondents need the most support in counselling on career issues;

33% need support in dealing with emotional issues and study difficulties; 28% need support related to international and legal issues.

The psychological support team is made up of RISEBA staff, faculty and graduates. Starting from March 1st, students will have the opportunity to receive consultations from a psychologist, coach, supervisor and mentor. The support of a psychologist, coach or supervisor is one or more counselling sessions lasting about 45 minutes remotely or face-to-face, but mentor support is available throughout the semester, meeting about once a month and receiving support for growth in study, career or personal life. Career support is a duty of RISEBA Career Centre students are provided with support for starting a career and further growth, promoting employment and solving career planning issues

3.4. MIB programme international aspects

In addition to general aspects of internationalization processes explained in section 1.1.2, there are specific aspects related only to MIB programme. A diverse international mix of students is ensured by attracting full-time and exchange international students. The student body of Master programme “International Business” is one of the most popular programme for international students and is one of the most international in terms of student body. International students represent almost 50% percent of the group and represent different countries: Russia, Ukraine, India, Pakistan, France, Belarus, Georgia, Uzbekistan, Czech Republic, Germany, etc.

RISEBA provides MIB students with an opportunity to receive **double degrees**. Double degree agreements have been signed with the following institutions: KEDGE Business School (France); FH Mainz University of Applied sciences (Germany) and ESC Troys (France).

International learning experience is mainly enhanced through bilateral exchange agreements and Erasmus+ programme. RISEBA joined Erasmus chapter in 2003 and since then has actively expanded the partners’ network and exchange opportunities for students, faculty and staff. Currently there are 86 exchange partners that offer different (Erasmus+, bilateral and double degree) exchange opportunities for students of Master programme of “International Business”. As Erasmus+ programme opened its borders within a framework of current financial period, exchange is now not limited only to mainly European partners, but also globally. RISEBA has Erasmus+ agreements with several countries, such as USA, Georgia, Azerbaijan, Armenia, Albania, Chile, China, India, Russia, and we are constantly looking for new partners and expanding the partner network globally.

The number of incoming exchange and double degree students at Master programme “International Business” has been constant over the years welcoming 20-30 students each year. The number of outgoing students has been stable throughout the years. Lately, there has also been increased interest for Erasmus+ placement programme, especially for the recent graduates’ opportunities. Table 3.3. presents the numbers related to student mobility.

Table 3.3. Erasmus+/double degree mobility for the MIB programme

Student mobility	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
Erasmus+ (Set)					
- # of outgoing students	2	1	6	4	10
- Erasmus placements	0	0	5	6	1
- outgoing students as a % of total in the year group	7%	13%	14%	22%	27%
- # of incoming students	0	0	2	1	6
Double degree students	2	4	4	4	2

List of international academic partners and business institutions, and the nature of the partnerships is presented in the Appendix 1. MIB Programme’s List of Partner Universities.

MIB programme is part of the MIB-EPAS Consortium which is an elite network of European partners with a Master's Program accredited EPAS in the field of International Business and is launched in June 2015 (see: <http://mib-epas-consortium.com/>). Within a general framework of international development qualification processes, the Consortium contributes to the overall enhancement of the recognition of the EPAS accreditation.

The internationalization of student body is also enhanced through different international projects which contribute to international exposure of both – RISEBA and faculty (see description of EHRM, GeCCO, ProCESS, X-Culture, MARGA project in the previous section).

Within the framework of collaboration with ESC Rennes Business School, each year 20-25 French students have joined MIB programme to undertake together a study module in International Strategic Management. The module was jointly delivered by RISEBA and ESC RENNES professors.

Despite the overall tendency in Latvia when people leave to work abroad, MIB graduates due to their strong professional qualifications have good possibilities to be employed in Latvia. Most of the graduates are employed by international companies (94%). Detailed statistics regarding graduates is presented in Section 4.2.

The global outreach of **Covid19** pandemic affected the international activities the most. The international student recruitment has dropped significantly. The recruitment activities, such as education fairs abroad, were suspended, and potential students made decision to cancel or postpone admission process.

A lot of exchange students have cancelled their exchange and returned to their home countries. Majority of RISEBA students, who were on exchange also came back to Latvia or to their home countries. There has also been great impact on outgoing and incoming teaching and staff exchange as there were a lot of cancellations of previous arrangements and events, especially in the countries outside the EU.

Currently the exchange programmes and international recruitment is slowly growing, however, students became more cautious about participating in exchange programmes, and there is a growing number of last-minute cancellations considering still unstable situation in the world.

3.5. MIB programme corporate interactions

General aspects of introducing corporate dimension into the programmes are described above and cooperation agreements (including the nature of cooperation) will be available in the Base Room. Appendix 2. RISEBA Corporate Links presents list of major corporate connections relevant to MIB programme.

MIB programme student's exposure to corporate influences is ensured by:

1. Study **programmes design** - representatives with high exposure to business world actively participate in the process of programme development:
 - Agita Kalvina (head of HR specialisation) – HR expert and director of Latvian School of Public Administration, part time lecturer;
 - Valters Kaže (head of BE and marketing specialization) - Ex Novo, CEO and Managing Partner, RISEBA Associate Professor;
 - Ivars Runģis – Chairman of the board of Latvian National Association of Project management (LNPVA);
 - Eva Selga - Chairman of the board of Latvian Association of People Management (LPVA).
2. **Professional placements** in organizations. Companies employing MIB students include: Deloitte Latvia, Cabot, AAS Balta, EURORISK, SEB banka, ATEA Global Services, JSC Latvijas Balzams, Danone Latvia, Skanska, Statoil Latvia, etc.

3. **Guest lectures** delivered by business representatives.

As an example of one of the latest cooperation related to internships and guest lectures is agreement with ABSL Latvia. The Association of Business Service Leaders in Latvia (ABSL) is the leading organization representing the business services sector in Latvia and its members are all major shared service centres. members are ABSLV cooperates with RISEBA study programmes, providing lectures on the latest market trends, as well as providing internships for students. The cooperation started in the autumn of 2021. Currently, the content of the guest lectures for the next study year is purposefully planned for RISEBA student needs, as well as international organizations whose representatives will deliver the guest lectures (in the amount of 8-16 academic hours during the year) are identified.

4. Students taking part in different **projects** within the companies. For example:

- a. as part of Export Management course students prepared export plans for local companies willing to enter international markets.
- b. ProCESS project includes students working in teams and creating solutions for complicated problems in companies in Latvia and abroad. The cases are created by faculty together with company representatives (see <https://www.riseba.lv/en/research/scientific-research-projects/process-project>).
- c. EHRM project includes students working as HR consultants and delivering human resources related solution in companies form seven European countries (see www.ehrm.de) .

5. Students` **Master Thesis** are applied research projects for particular companies.

6. Representative from corporate world are regularly participating in **examination boards** and taking part in the Master thesis defence and providing feedback on quality and applicability.

7. **Course delivery.** The list of lecturers from the corporate world who deliver courses and bring real life cases to MIB programme students is presented below.

Table 3.4. MIB programme faculty from corporate world

No	Name, surname	Study course	Company	Position in the company
1	Tatjana Jakushina	Financial Analysis for Decisionmaking	SIA Anastasija Services	Vice-president, CFO, COO
2	Andrew Gareleck	International Business Law	Cabinet d'avocats Lafay, Zell and Co.	Lawyer specializing in Immigration and International Business Law
3	Iveta Cīrule	Open Innovation, Creativity and Knowledge Management	ŠIA "Bioorganic" Creative Incubator, Head	CEO, Member of the Board
5	Valters Kaze	International Marketing Communication	ExNovo	CEO, Managing Partner
7	Lubova Borisenko	Financial and Managerial Accounting	SIA "MASSORY LTD" Joint Finnish-Latvian Company	Financial consultant
6	Anita Gaile	HR Management Functions	SIA "Intu"	CEO, Member of the board
7	Liene Vancāne	Labour Law	AS "Latvenergo"	HR manager
8	Vladimirs Ivanovs	Contemporary tools and approaches to PM	LNPVA; SIA "ITSM Delivery"	Member of the board
9	Randev Dias	Project Risk and Quality Management	Magentis, IT Solutions	Director

All the study courses in MIB programme include corporate aspects, for example, students use cases studies and simulations (RISEBA has agreement with Harvard Business Publishing and lecturers have Premium access to cases and teaching resources), as well as faculty bring their own cases based on current or previous corporate background to classes. For example, “Turnover” case is used in Business Analytics course and based on real data from real Latvian company. Mainly unpublished cases are used by faculty, but programme management does not see it as a disadvantage. The positive side is that cases are really actual, they are updated regularly and relevant to the current situation in business world.

3.6. Ethics, Responsibility, Sustainability (ERS)

MIB programme among other aims to “to provide students with the skills and the knowledge necessary for ethical and sustainable management practices of business operations”. One of MIB ILOs, MIB-K8, says that upon completion of the programme students should “Demonstrate an understanding of ethics and responsibility for the possible impact of the professional activity and scientific results on subordinates, environment, and society”.

Ethics, responsibility and sustainability are an integral part of every course (transversal coverage) in the programme – these topics are made explicit in every course syllabus and related to course ILOs. In addition, there is a dedicated course, “The International Business Environment and Sustainability”, delivered in the programme. To ensure transversal coverage of ERS, as of 2017 the Sustainability Literacy Test (Sulitest) is implemented.

ERS related topics are included in the syllabuses of practically all courses. Faculty support RISEBA values and follow Code of Ethics. ERS related topics are quite frequent themes of students’ research projects and Master Thesis (examples

CHAPTER 4: MIB PROGRAMME OUTCOMES

4.1. Quality of student/participant work

The assessment regime of students' knowledge for each course is described in the course syllabus according to the course specifics and ILOs. Study plans include evaluation of students' knowledge, skills and competences in the following forms in each study course:

- 1) **continuous** assessment (case analyses, presentations, tests, independent study papers, etc.) which takes place during the whole course;
- 2) **final** examination after each subject course completion in compliance with RISEBA examination requirements.

The students' knowledge skills and competences is assessed both on **collective and individual basis** as well as peer assessment is used. Collective assessment includes attendance rate of classes, assessment of activity and participation during lectures and in team works, however, the assessment of the individual results is of primary importance for the constructive feedback and further progression and of the student. Usually, the individual assessment constitutes at least 70% of the final grade. The percentage related to each form of the assessment is described in the course syllabus. In addition, all forms of assessment are related to specific course ILOs (CILOs) which in turn are related to programme ILOs (see study course syllabuses).

For detailed assessment of specific skills, RISEBA has developed a special Grade Descriptor for Marking Examinations and Course works. This descriptor includes graded assessment of student's academic knowledge, analytical & critical evaluation skills, argument and problem-solving skills, technical skills, creativity & originality and ability to add value, ability to link theory to practice, presentation and communication skills and ability to work independently (will be available in the Base Room).

A common requirement for the assessment is that examinations, assignments, team projects and all written works have to be students' authentic work. All the consulted sources must be properly acknowledged. In order to stimulate fair and honest environment, spirit of community, favourable and open learning society, RISEBA has developed a Code of Ethics including the basic principles: honesty, objectivity, responsibility, mutual respect, politeness, tact, loyalty. As non-ethic behaviours are mentioned: deception, fraud, plagiarism, irreverence, bribing. In order to solve plagiarism problems, RISEBA has developed a special Regulation on Plagiarism (can be found on E-RISEBA <https://e.riseba.lv/mod/folder/view.php?id=26781>), which defines the cases of plagiarism and activities to avoid plagiarism and to identify it, as well as to be aware of consequences in case of plagiarism. In order to identify plagiarism and to avoid it in students' works, RISEBA has installed Ouriginal, a special plagiarism detection program (<https://www.ouriginal.com/>), available for the academic staff for checking cases of plagiarism within RISEBA. Since 2013, RISEBA has cooperation agreement with three other universities regarding detection plagiarism in students' works. The plagiarism test is used in the case, if the assessor (faculty) has suspicion for it. The students' works are tested with this test with support of IT specialists.

Students typically submit their works via E-RISEBA (MOODLE). Faculty provide evaluation and feedback via the system as well. Study course with 3 ECTS value, according to RISEBA Study regulation must include at least 2 graded assignments, however faculty can decide to include more than that and in fact they usually do. The structure of assignments is described in the course syllabus including the percentage allocated to each of the assignments. Percentages are entered in the MOODLE by faculty and final grade is calculated by the system.

The final grades are latter entered in MY-RISEBA – the system where students can see all their final course grades.

Students' knowledge is evaluated on 10-grade (100%) scale in accordance to the instruction of the Ministry of Education and Science grading system. Pass grade for all assignments, exams, course,

etc. is 40%. The students' works (assignments, exams and final works) are assessed by one faculty member.

Internships and Projects are assessed by commission consisting of two faculty members. Additionally, the final works (Master Thesis) are assessed by a reviewer. In case of negative review, the final work is assessed by another reviewer. Thesis are defended in front of the State Examination commission which include five representatives, one or two of them representing corporate partners.

Final assessment is Master Thesis which, according to the Ministry of Education and Science, is original, practice orientated research project, which applies problem solving approach. It includes data collection and analysis, drawing conclusions and practical recommendations. Purely descriptive work is not accepted. For MIB programme the Master Thesis should incorporate international dimension and be related to international business and demonstrate that the programme ILOs are achieved by the student. The specific requirements and guidelines are available on E-RISEBA (under title Master Thesis).

MIB programme students' progression statistics reflects good level of students work (average grade of MIB graduates is 7 and 8) and consequently ensures that programme prepare graduates in line with set by the programme criteria and graduate profile.

Table 4.1. MIB programme master's thesis grade profile

Year	Number of graduates	Average grade (1-10 scale)
2018. / 2019.	17	7.8
2019. / 2020.	30	7.4
2020. /2021.	21	7.5
2021/.2022.	18	7.3
2022./2023.	16	7.7

Table 4.2. MIB graduates' grade distribution (Master Thesis)

Academic year	Number of graduates	Final (Master Thesis) grade distribution in %						
		10	9	8	7	6	5	4
2020. /2021.	21	0%	41%	24%	18%	12%	6%	0%
2021/.2022.	18	7%	17%	27%	20%	20%	10%	0%
2022./2023.	16	0%	19%	48%	10%	14%	5%	5%

General progression statistics for the last 3 graduated groups indicates that average progression percentage is over 65%. Drop rate in the first study year is not high – 5% on average, however graduation rate is heavily influenced by delay in defending the Master Thesis. The most common reasons for it is working full-time and therefore not completing development of Thesis in time. Nevertheless, most of the students (95%) return after a longer break (1 or 2 years) to complete their degree.

Graduation statistics are also influenced by the impact of **Covid-19**. In 2021 many students took an academic leave and explained that it is difficult to work online and to study online, some kind of 'screen fatigue' has developed. They are willing to come back as soon as the epidemiologic situation will improve.

Table 4.3. MIB programme overall graduation statistics for the last three years

Enrolled in 1st year/ students	Graduated, students	Graduated, %	Expelled, %	On academic leave %
2017. - 32	2019.- 17	53%	19%	28%
2018. - 33	2020. -30	91%	6%	3%
2019. - 41	2021. - 21	51%	17%	32%
2020. - 29	2022. - 18	62%	12%	26%

2021. - 27	2023. - 16	59%	20%	21%
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MIB programme study course pass rates and overall progression statistics for the last 3 years are presented in **Error! Reference source not found.**

As indication of high quality of MIB students Master Thesis serve the quality of research which allowed to produce publications and conference presentations. For example, (MIB student marked with *):

- Vasiljeva, T., Kreituss, I., Lulle* I., Artificial Intelligence: The Attitude of the Public and Representatives of Various Industries, Journal of Risk and Financial Management 14 (8), 339
- Hiršsons, V., Ludviga, I., What affects implementation and realization of strategy in organisations? CBU INTERNATIONAL CONFERENCE ON INNOVATIONS IN SCIENCE AND EDUCATION 2020 (ECONOMICS AND BUSINESS) MARCH 18-20, 2020, PRAGUE, CZECH REPUBLIC, pp. 98-104.
- Vasiljeva, T., Julia Novinkina* J., (2019) Is robotics a solution for banking business process reengineering and automation?, Journal of electronic banking.

4.2. MIB programme graduate quality and career placement

Up to date there are approximately 320 MIB programme graduates. Information available on LinkedIn platform shows that RISEBA graduates are successfully employed in managerial positions in consulting, banking, sales, marketing, finance in Latvia and abroad. Organisations employing MIB graduates are mainly international companies working in Latvia or local companies with international operations. For example, Accenture Baltics, Southwestern Advantage, L'Oreal Baltics, Ministry of Defence of Latvia, etc. All MIB graduates hold managerial positions of different levels.

They **have developed the expected qualities** since more than 90% has jobs with international operations. Apart from Latvia, 50 % work abroad - in France, Portugal, Cameroon, China, Switzerland, India, Sri Lanka etc. Graduate career statistics are presented in Table 4.4.

Table 4. 4. MIB programme graduates career progression profiles (3 years)

Graduates number	Employment abroad	Change position within one year from graduation:	At the moment number of graduates employed / level of managerial position			
			Supervisory level	Middle level	Top level	Owners
55	70%	82%	14%	63%	23%	4%

Evidence from the programme results and feedback from employers show that MIB programme graduates have developed expected qualities and employers report positively about skills and competences needed for successful employment. It is also reflected in the feedback provided by placement supervisors from companies. Companies frequently contact programme management for helping with recruiting students and graduates for vacant positions. Results of employers' survey:

- Work of RISEBA students and graduates is evaluated positively;
- The quality of knowledge acquired and mastering of foreign languages meet high standards;
- Very positively are evaluated negotiation skills of the students;
- Employers are willing to cooperate in terms of providing work placements and for the students, as well as employment to graduates of this program.

Programme graduates have positive tendency in career progression (concluded based on discussions with graduates). Data on the starting salary of the graduates as well as its progression is not available due to sensitivity of this issue in Latvia. In general, people are not willing to share this information. The most common area of employment after graduation is marketing, sales, finance and HR. Job positions occupied by MIB graduates are presented in **Error! Reference source not found.**

Table 4.5. Proportions of MIB graduates employed within 3-6 months upon graduation

Year	Number of graduates	Graduates employed within 3-5 months after graduation
2018. / 2019.	17	100%
2019. / 2020.	30	100%
2020. /2021.	21	100%
2021./2022.	18	100%
2022./2023.	16	100%

As reflected in the table all graduates are employed within the following months after graduation. Although, it could be full or part-time job, depending on the personal situation of the graduate.

RISEBA Career centre provide necessary assistance with **career placement** - helps students with CV development, application for jobs, interviews, etc. (see <https://www.riseba.lv/en/careers-and-courses/job-and-internship-opportunities/job-and-internship-opportunities>). Vacant positions offered by RISEBA cooperation partners and former students (alumni) are communicated to students. RISEBA academic and administrative staff support students in career progressing endeavours and provide for all necessary information or references if needed. To assist student with successful career progression, personal development course deals with aspects of employment and helps students to develop skills necessary for jobs which best suits them.

4.3. MIB programme Alumni

Whether these are recent graduates, just launching their career, or industry veterans, RISEBA encourages graduates to remain engaged in all that the University has to offer as well as share, connect and support each other. RISEBA cares about its graduates, supports them and encourages graduates to keep valuable contacts with their alma mater and other alumni throughout life. **RISEBA Alumni Association** (<https://www.riseba.lv/en/about-riseba/alumni>) has been established to bring graduates together and drive their personal and career growth. RISEBA Alumni Reunion traditionally takes place on the first week of October as the closing event of the RISEBA International Week.

RISEBA offers a wide range of services:

- Homecoming events, seminars, professional development lectures, network meetings;
- Support and advice from RISEBA professionals;
- Loyalty programme aimed to provide special offers for RISEBA graduates and promote businesses of graduates;
- Opportunities to participate in the study process and RISEBA organised events as guest lecturers, for example.

RISEBA Career Development Centre offers graduates an opportunity to participate in lifelong learning programmes, including lectures, seminars, and conferences. RISEBA Career Development Centre offers **professional career advice** as one of the services offered to RISEBA students. In cooperation with other RISEBA units, corporate partners and employers job fairs are organised on a regular basis giving RISEBA students the opportunity to meet a range of potential employers (see <https://www.riseba.lv/en/careers-and-employment/riseba-career-days-2021>).

RISEBA Creative Business Incubator was launched in 2013 to provide start-up advice and support to students and alumni. Professional support, mentoring, contacts as well as free workshops on business fundamentals and start-up funding are available to alumni (see <https://www.riseba.lv/en/careers-and-courses/creative-business-incubator>)

RISEBA Alumni mentors club has been created so that current RISEBA students could receive support from those graduates who volunteer to be mentors over the course of the study year. Usually meeting with a mentor happens remotely about once a month and of course one on one. Mentor listens, supports, encourages and shares from his experience and helps with industry advice thus helping the student grow professionally and personally.

RISEBA graduates have been involved in the implementation of the study programme in a number of ways as:

- companies offer students part-time jobs and internships during their study years;
- client companies for small- and large-scale research projects conducted by RISEBA students;
- industry experts invited as guest speakers within study courses, seminars, workshops and projects;
- part-time lecturers delivering specialised study courses.

For instance, Maria Meijere is teaching study course in “Contemporary tools and approaches to PM” and supervises project “X-Culture”; Gunta Spise is delivering course “HRM and Project Change Management”, etc. In total 8 visiting faculty members are RISEBA graduates who now deliver full study courses at MIB programme, including Programme director. Programme graduate Elina Pence is Head of Administrative Department at RISEBA.

4.4. MIB programmes reputation

MIB programme has very good and strong reputation nationally and internationally. It is one of the first programmes delivered in English in Latvia. Recently the number of master programmes in English have significantly increased in Latvia, however, MIB programme remains as one of the first.

Programme reputation, is supported by the following:

- Outstanding results of national accreditations – since the establishment it received maxim term (6 years) and comments provided by experts carrying out accreditation processes approved programmes’ quality and good reputation on the market.
- Alumni loyalty to the institution and their recommendations to potential candidates
- Outstanding assessment of MIB students by national and international employers (employers feedback is collected after each professional placement of the student).
- Number of international students joining the programme on fee-based basis (from Norway, Azerbaijan, Germany, India, etc).
- References from international partner universities. Students form partner universities are very satisfied with the studies in MIB programme and partner universities continue sending their students to RISEBA.
- Programme corporate interactions enable the programme to enhance strong bonds with the industry and enhance reputation of the programme.
- Students achievements.

As evidence of students’ achievements serve excellent results in MARGA competition: third place in 2020 and first place with significant handicap in 2021 (see figure 4.1)).



Figure 4.1.MARGA 2021 competition results

In 2020 Master programme “International Business” student Vladislavs Grigorjevs won the third place in the global virtual project management competition GeCCo 2019/20. Students demonstrate good results in X-Culture projects, they are among the winning teams.

The Latvian Career Development portal www.prakse.lv in cooperation with Employer’s Confederation of Latvia annually rates Latvian schools according to employers’ perspective as providers of good quality employees. This rating in 2021 has rated RISEBA as top 7th school according to employers’ evaluations and programme “Intranational Business” is rates as 2nd in. sales, service and entrepreneurship field.

CHAPTER 5: QUALITY ASSURANCE PROCESSES

5.1. Design and review processes

Quality assurance and improvement is one of RISEBA's strategic priorities. RISEBA QA system covers all processes related to RISEBA operations and is based on:

- 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;
- CEEMAN Manifesto 'Changing the Course of Management Development: Combining Excellence with Relevance';
- AACSB guiding principles and standards.

5.1.1. Institutional Systems

RISEBA's Quality Policy (can be found on E-RISEBA <file:///C:/Users/iveta/Downloads/PL0002-02%20Quality%20Policy.pdf>) is developed based on RISEBA's strategy and values. The quality policy reflects short and long-term RISEBA quality improvement goals and perspectives. All members of the RISEBA community are aware of and support the institution's approach to quality. Students, faculty, staff and external stakeholders are actively involved in quality assurance, improvement of study programmes, study process and research. The quality policy is distributed, explained and binding to all university staff. RISEBA personnel must follow the established policy in their work and perform their duties in accordance with the established requirements. The policy is published on the RISEBA website and is easily accessible to staff, clients and other interested parties.

RISEBA has a dedicated function of Quality Assurance which include a dedicated Head of Quality Assurance and Study Quality Centre, which consists of 4 employees of 3 FTE (see [Figure 1.2. RISEBA Management and Decision-making Institutions](#) and **Error! Reference source not found.**).

Head of Quality Assurance reports directly to the Rector, employees of the Study Quality Centre reports to the Head of Quality Assurance. In order to promote the quality of studies and programme management, a list of regulatory documents have been developed (e.g., Regulation on Study programme Development, Amendments and Closure; Code of Academic integrity; Procedure on Updating Course Specification; Procedure of Study plan approval; Procedure for making changes to planned lectures; Admission process for foreign students; Procedure of organizing an Admission test; Order of granting and rotating budget places, etc.) (see <https://www.riseba.lv/en/about-riseba/study-quality-centre>). RISEBA Quality assurance mechanisms including the 'Procedure for Examination of complaints and proposals' which is in place and applies to all students and employees of RISEBA, and all stakeholders, is available on RISEBA homepage (see <https://www.riseba.lv/en/about-riseba/quality-assurance>).

Currently (since summer 2020) RISEBA is implementing the new EFQM model of excellence. A working group involving internal stakeholders was set up which involves and/or interviews other employees as necessary, carries out a self-assessment of the organization according to the framework of the model, defines the necessary improvements (including their significance and urgency) and makes the most significant and urgent improvements. The implementation of the model is coordinated by the RISEBA Head of Quality Assurance, who is a certified EFQM assessor. It is currently planned that the organization's self-assessment for certification could be submitted by the end of 2022.

Stakeholders in the process of discussing strategic and development planning documents are invited. RISEBA has identified the parties who are invited to discuss a specific document in the Document Management Procedure (PR 0001-02, 16.08.2021).

Once a year, as stipulated by the laws and regulations of the Republic of Latvia and RISEBA 29.11.2017 "Regulations on the Development of the Study Field Self-Evaluation Report", the internal study programme and study field evaluation is performed. The annual self-evaluation of the study programme is one of the most important elements of the institution's internal quality assurance.

RISEBA is subject to a national regulatory and quality arrangement governing Latvian higher education. The Latvian Education Law provides that an education institution is independent in the development and implementation of education programmes in accordance with the provisions set out in regulatory enactments, by-laws or the constitution of the education institution. Thus, study programmes developed by education institutions and submitted for accreditation must conform to the provisions of the Education Law, the Law on Higher Education Institutions and the respective Cabinet of Ministers of the Republic of Latvia Regulations on the requirements of the state standards for academic education. Assessment of the quality of HEIs' work and implemented study programmes is done during accreditation. Under the new system for accreditation in Latvia, study programmes are accredited within corresponding fields of studies.

All of RISEBA's study programmes are accredited by the relevant statutory body, **giving RISEBA the right to issue state-recognised degrees**, which provide the basis for further studies at any European institution and ensure recognition by employers. RISEBA is managed in accordance with the Law on Higher Education Establishments (<http://likumi.lv/doc.php?id=37967>). Regulation No. 11 of December 11, 2018., 793 "Regulations on Opening and Accreditation of Study Directions" establishes the procedure for evaluation of the study direction of the Republic of Latvia. The accreditation process consists of self-assessment report preparation followed by a peer review visit. The Accreditation Committee evaluates study programmes through a number of quality indicators: infrastructure, internship opportunities, students' opinions regarding a particular programme, employers' reviews and many others. In year 2021 by the Decision of the Accreditation Committee of the Ministry of Education and Science of the Republic of Latvia, RISEBA's study field "Management, Administration and Real Estate Management" that includes EBS, was awarded the maximum accreditation term of 6 years.

RISEBA follows the state regulations for degree-awarding diplomas. A student is awarded a **RISEBA degree** in case of successful completion of the study programme, which means that the student has successfully passed all assessments according to the study plan, settled financial obligations and successfully defended his/her Final Thesis in front of the State Defence Committee. The final Master Thesis is elaborated in accordance with the Regulations on Graduation Examinations (see <file:///C:/Users/iveta/Downloads/Regulations%20on%20graduation%20examinations.pdf> and Master Thesis Preparation Regulation (available in Base Room). The MT Supervisor provides mentoring services during the entire development period. After the Final Thesis is completed the Reviewer (a Reviewer is assigned by the programme director) is nominated to evaluate the Final Thesis. In case of a positive review the student has the right to defend the Final Thesis in front of the State Examination Committee. In case of a negative review, the programme director assigns another Reviewer. The State Examination Committee (conducted according to the Regulations of the Cabinet of Ministers) consists of a Chairman (an external representative holding a doctoral degree), 4 Members (including representatives from the academic and corporate world) and a Secretary. State Examination Committee Meetings are recorded in a Protocol. The student's Final Thesis presentation is evaluated according to the respective criteria.

All assignments, including the Final Thesis, are checked for plagiarism according to the RISEBA Regulation on Plagiarism. In 2013 a cooperation agreement signed by Latvian higher educational institutions – RISEBA, the University of Latvia, the University of Daugavpils and University College of Economics and Culture – established a common unified database to check Final Theses for plagiarism. Academic integrity is governed by the "Code of Academic Integrity".

Overall scheme for the Quality Assurance Process is shown in Figure 5.1.

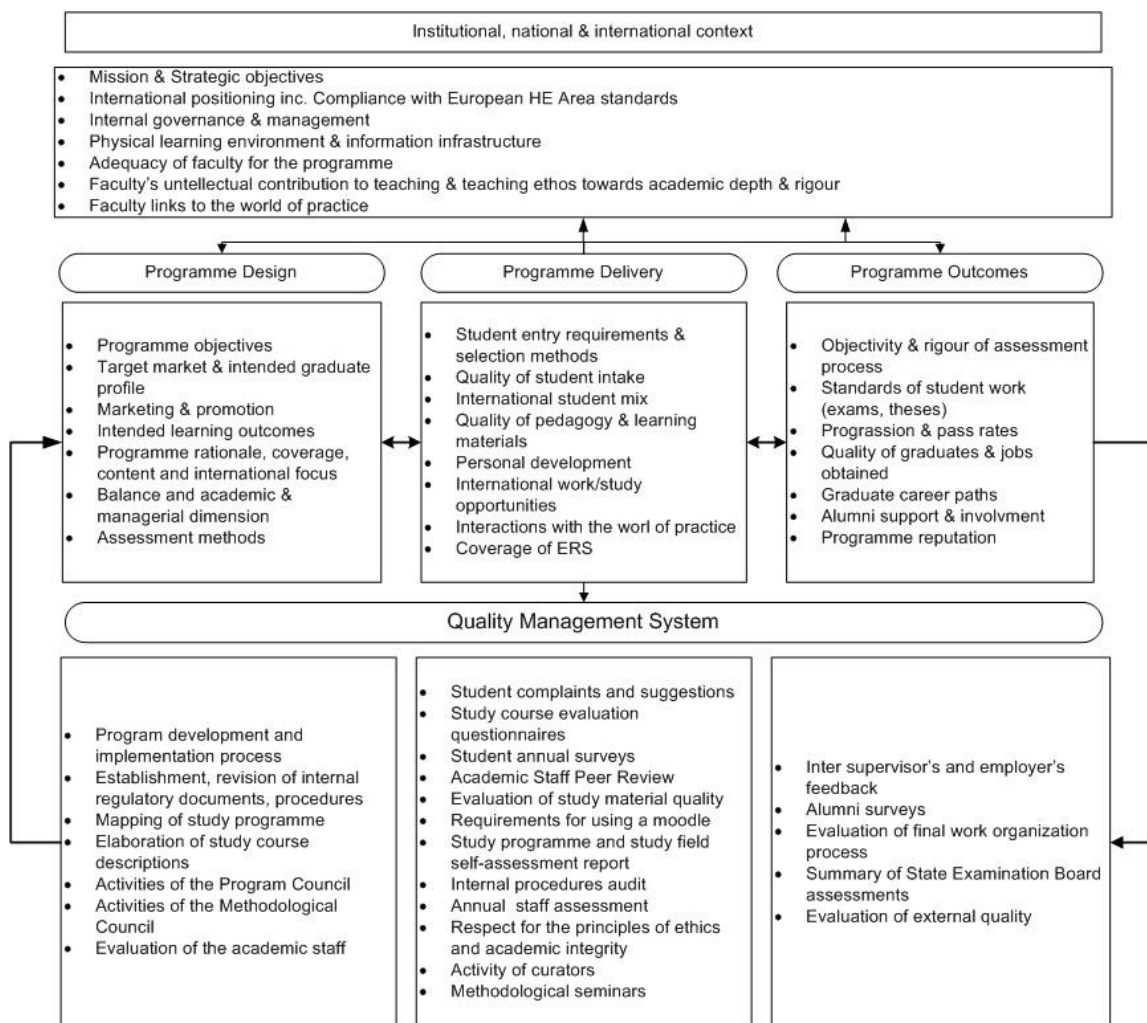


Figure 5.1. RISEBA's quality assurance process sequence

5.1.2. Programme design/review and approval process

Programme design and review is regulated by RISEBA Regulation for developing, amending, and closing study programme (NT0012-01). Detailed process scheme will be available in Base Room.

The Program Director, under the authority of the Head of the Department and the Dean of the Faculty, and with support from Study Quality Centre and in cooperation with programme administrators is responsible for quality of the study programme, its management and implementation. The Head of the Department is responsible for faculty recruitment and development. The Programme Management Structure is shown in Figure 5.2.

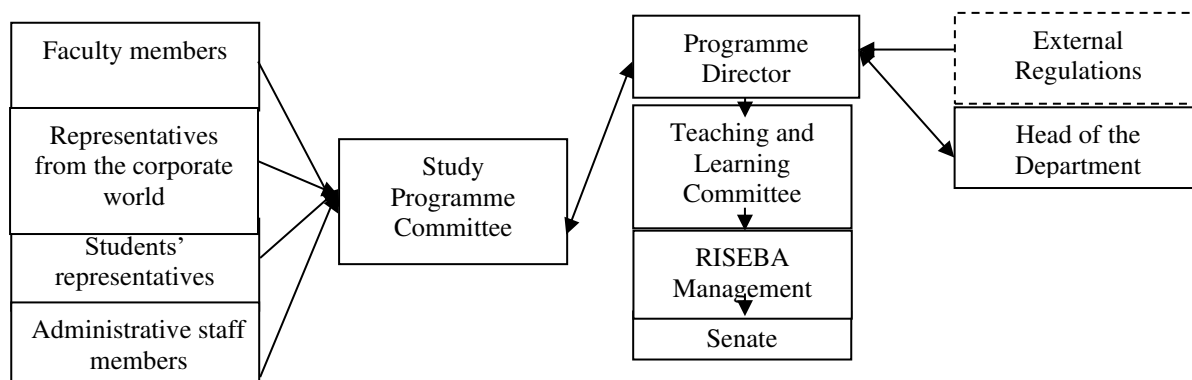


Figure 5.2. Study Programme Management Structure

One of the most important parties involved in the assessment of a study programme is a *Study Programme Committee*, which consists of representatives of academic and administrative staff, students of the relevant study programme, and representatives of the professional environment and is chaired by the Programme Director. The main tasks of a Study Programme Committee are as follows: to enhance the quality of the respective study programme; to increase study efficiency and interdisciplinary communication; to ensure the development of the study programme; and to evaluate the content of the study programme, its competitiveness, academic staff, implemented methods, student satisfaction, etc. The Study Programme Committee convenes when the need arises or at least twice a year or once per semester. Study Programme Committee Meetings are recorded (meeting minutes will be available in Base Room). The aim of the meetings is to gather a group of employers, students and employees who advise on the design, development, implementation, evaluation, maintenance, and revision of the study programme. Regarding programme design all improvements and changes are discussed in the Study Programme Committee and then approved in the Teaching and Learning Committee and then by the Senate.

Study programme content is determined by government regulations, i.e. the Law on Higher Education Establishments, the Law on Education, the State Standard of Higher Education and Latvian Occupational Classification. The programme director regularly follows modifications of the normative acts and ensures development, revision and improvement of the study programme in line with the requirements of the normative acts (such an obligation is specified in the programme director's job description).

To enable RISEBA to run a new study programme, marketing research on labour market demand for certain professions is conducted. Representatives from the business world are invited to indicate and discuss the requirements future high-qualified professionals should meet. They also actively participate in the development and implementation of the study programme in order to *ensure* a better quality of *graduates* as well as in-demand professionals both in Latvia and worldwide.

Under Regulation No. 795 of The Cabinet of Ministers of the Republic of Latvia, each new study programme has to be licensed before its implementation. RISEBA's internal evaluation procedure is defined by the "Rules for the Development, Modification and Closure of the Study Program" (18.04.2018.) In order to go through the licencing process, each study field has to produce a self-assessment report for the study programme which includes chapters on the programme's content, design, learning outcomes, and academic staff; a comparison with similar national and foreign programmes; a market analysis, etc. The report is submitted to the Ministry of Education and Science of the Republic of Latvia. Afterwards local and international experts are nominated and make the final decision to accredit the study programme or to deny accreditation. In case of a positive decision, the study programme is included in the accredited study field and is accredited for the same period as the particular study field.

The Study Programme Director, in cooperation with the Heads of Departments, is responsible for the quality of study course content and the implementation and development of the study programme. Each study course implemented within the study programme has its description approved by the programme director and the Head of the Department.

The Programme Director reviews the course intended learning outcomes and carries out the mapping of study courses in accordance with the Study Mapping Methodological Guidelines developed by RISEBA (approved on 05.04.2018.). The faculty member that provides a certain study course prepares its description (course syllabus) in line with the goals and learning outcomes of the study programme (ILOS) and confirms its content and assessment methods with the Study Programme Director, who submits it to the Head of the Department for approval. Course descriptions are also available in the Moodle system so that academic staff members may compare their courses with others delivered at RISEBA.

5.1.3. Periodic programme review

The annual self-evaluation of the study programmes is one of the most important elements of the institution's internal quality assurance. Once a year, as stipulated by the laws and regulations of the Republic of Latvia and RISEBA 29.11.2017 "Regulations on the Development of the Study Field Self-Evaluation Report", the internal study programme and study field evaluation is performed.

The director of the respective study programme is responsible for the preparation and quality of the annual study program description, while the dean of the respective study field is responsible for the preparation and quality of the annual study field self-evaluation report.

The annual programme self-evaluation report reflects the achievements of the study year, points out the strengths and weaknesses of the programme, reflects students' and graduates' views on the study process and teachers' work, facilitates successful further implementation of the programme. It also reflects analysis of the market trends and analysis of programme competitors.

The programme Annual Self-evaluation Reports are presented in front of RISENA management meeting, discussed in programme committee meetings and approved by the Senate. Once approved, they are published on the RISEBA website. (see figure 5.3 showing the process of the programme and study direction annual self-evaluation report development and approval).

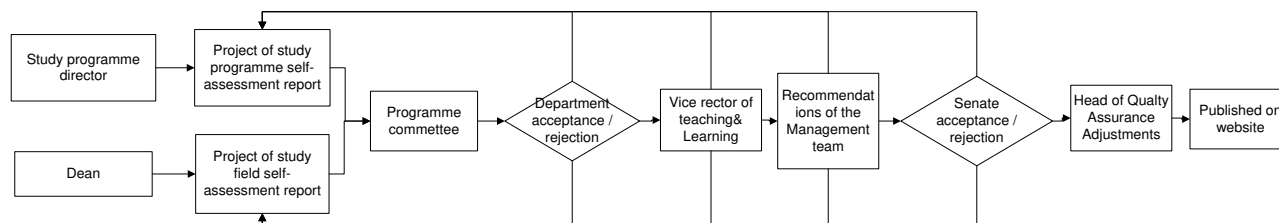


Figure 5.3. Evaluation process of the annual study programme self-assessment

The Programme Committee plays an important role in the development of the self-evaluation report, as it involves the stakeholders who provide opinions on the interdisciplinary communication of the study program according to market requirements, advise on the inclusion or removal of study courses and discuss topical issues.

In addition to the annual self-evaluation report, an **internal audit** of the study courses is conducted upon necessity. For example, when Covid-19 situation forced all study courses to be delivered via Zoom, the need for more comprehensive study support materials available on e-learning platform (MOODLE) emerged. The audit of all study course materials available was conducted by Study Quality Centre and the audit Reports discussed with programme directors, Head of Departments and faculty members teaching the study course.

5.2. Quality Assurance on Operations

Students are involved in the quality assurance process by providing feedback (surveys, meetings, etc.), participating in Programme Committees and representation in Senate through the Student Council. Moreover, students have direct access to management, including the Rector and Vice-Rectors, at any time to deal with urgent matters.

There are several student feedback surveys implemented at RISEBA on regular basis:

- 1) Study course feedback survey. Students complete study course feedback surveys after each course evaluating the course according to 11 quantitative criteria and providing also comments and recommendations for improvement.
- 2) Programme evaluation survey, which is completed by the end of the programme and includes both quantitative and qualitative criteria.

- 3) Student surveys which are organised in case of a need. For, example, when due to **Covid-19** studies moved to online, a survey was conducted to understand students` satisfaction with the current mode of study delivery and the level of TEL.
- 4) Survey on Master Thesis supervision.

In addition to student surveys, *internship surveys*, *graduate surveys* and *State Examination Board reviews* are conducted regularly. In addition, there are often consultations with the Student Council and the students' group leaders.

After completing the course, students receive electronic study course feedback questionnaire (webpolsurveys.com) for each course taught. The aggregated result of the questionnaire is sent to the lecturers of a particular study course and programme director via e-mail, and the lecturers can express their opinion on the results of the survey to the quality manager or program director. Aggregated results from student feedback surveys include the average scores in all 11 criteria and qualitative data – students` comments and recommendations for improvement.

It is the responsibility of the program director to regularly monitor the results of the surveys collected and to respond to students' comments. In the event of problems being identified, the relevant faculty is consulted without waiting for the annual faculty evaluation. For the system of conducting study course surveys, see Figure 5.4.

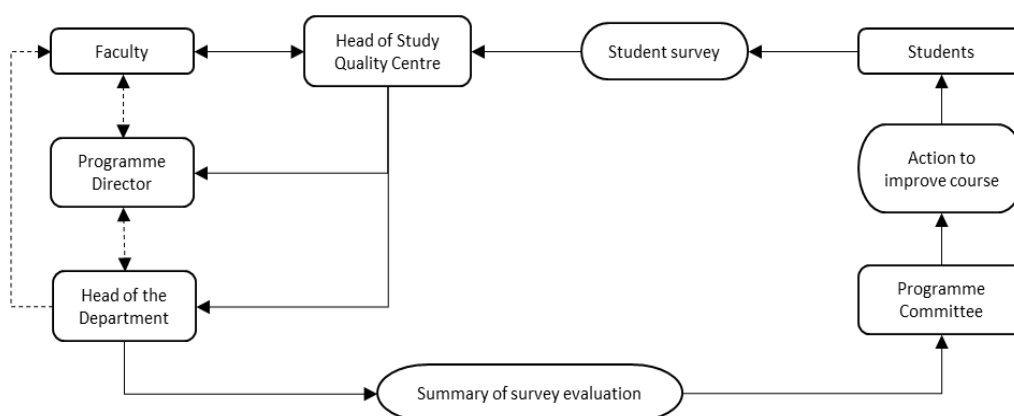


Figure 5.4. Study Course Feedback Circle

The survey takes into account those questionnaires completed by at least 20% of the students in the group. Since currently the response rate is not high enough, the Study Quality centre is working on automation of the process which would ensure higher response rates.

At the end of the semester, the Head of Study Quality centre creates a rating of the study courses, grouping all the taught courses according to their average rating. The survey comments on the study course are marked with indicators, which allow to focus on study courses that need improvement. If only positive opinions are received in the survey comments about the study course - the course is marked with green, if there are both positive and negative comments - yellow, but if there are only negative comments - with red. If the evaluation of a particular lecturer is lower than the average of all the surveyed courses, or if negative comments (yellow or red indicator) have been received, the program director shall conduct discussions with the lecturer and / or students, involving the head of the department if necessary. The quality manager shall be informed of the outcome of the negotiations.

The results of student surveys regarding MIB study courses and teaching faculty indicate that the majority of the students are satisfied with the quality of the teaching as well as the quality and amount of the available study materials. Faculty preparation for classes, their knowledge of the material and their receptivity to new ideas are ranked highly. Initiation of discussions and analysis of different situations have also been assessed highly in most cases (see **Error! Reference source not found.**).

Quality assurance process and results of student feedback on study courses and quality of teaching is integrated in the **Academic Personnel Management System** (APMS) (see section 1.3.1. form description) The APMS includes evaluation of faculty members every year in three main areas: scientific work; teaching work; organisational work. As part of the annual faculty evaluation, the faculty performs a self-evaluation of their work, followed by the completion of the evaluation worksheet and discussions with the Head of the department on the results achieved and further improvement of the quality of the classes. As one of the criteria for the evaluation of the lecturer is the result of the student surveys. The score obtained in all 3 areas is linked to the faculty remuneration system. The lecturer is motivated to achieve the best possible student ratings and feedback for further improvement of the course taught by him.

Another method to ensure operational quality of teaching is **Peer Evaluation** – faculty members are encouraged to visit lectures of their peers and provide friendly feedback including possible suggestions for improvement. This PE system involves the exchange of experience and information among the teaching staff with the aim of improving the quality of the study process. At RISEBA it is approved as a '*hospitation procedure*'. Special protocol on the procedure is submitted to the head of department and results discussed. This procedure is also tied to APMS for both faculty members.

Peer Evaluation is especially important in case of a new, potential faculty member. Before including any new faculty member in a programme team, a demo lecture is organised. This lecture typically is evaluated by the Head of the department and several peer faculty members. Evaluation form is completed, and results are discussed with the candidate. Sample 'Hospitation evaluation' forms will be available on the base Room.

Student retention, progression, and assessment regime

Monitoring student retention and progression is a part of the annual programme self-evaluation. Every year programme director together with programme administrator gather data on student drop-out. Also, the number of students who have voluntarily decided to leave the programme, if any, is identified and reasons for that identified.

Data on student grades is analysed in terms of correspondence to the normal distribution. In case in any of the study course students' grades have a tendency to be significantly positively or negatively skewed, this is discussed with the faculty member delivering the course. Sample exam papers are selected and regraded, typically by the study programme director. If the assessments are found to be too easy or too difficult, the issue is discussed with the faculty member and new forms of assessment introduced.

In 2021, RISEBA has conducted a pilot study of student achievement, as a result of which it has been established that the success of students' final assessments corresponds to the normal distribution. Deviations have been identified in some study courses, which have been discussed with the respective heads of departments. In order to improve the study experience, it is planned to introduce an appropriate procedure and to monitor the progress of students on a regular basis.

Assessment of study material quality and use of Moodle consists of the study material quality assessment (both in content and form) by study program administrators, study program directors and department heads in accordance with approved regulations - "Minimum requirements for the study courses in the MOODLE environment (eRISEBA)" (12/06/2020).

To improve its pedagogical qualification, the Higher Education Institution organizes thematic methodological seminars on the study process, new teaching methods, pedagogy, diversity management, etc. to address topical issues.

Feedback on assessed work

Requirements for passing the study course (assessment regime) are described in the course syllabus and explained to the students during the first lecture. Assessments can be oral (e.g. presentation) or

written (e.g. report, analysis, etc.). Students typically submit their written assignment on MOODLE platform (E-RISEBA) where they receive the feedback and grade.

Assessment feedback depends on the type of assignment and is given to students in two ways, written and oral. In case the assignment is oral (eg presentation, can be in team or individual), the oral feedback is provided during the class. This form of feedback then serves as a basis for discussion and is valuable also for other students.

In case of a written feedback, the lecturer's written comments (can be on MOODLE or by e-mail) and marks are provided in a special form and, if necessary, there is also additional private discussion.

5.3. Impact of Covid-19 on quality

The major impact of COVID-19 on teaching and learning is the increase in remote education. Since March 2020 RISEBA went into remote teaching mode with few exceptions for media art and architecture curriculums.

Covid-19 restrictions on face-to-face learning appeared not to have any negative impact on *quality of teaching and learning*. Since are in place, an extra student survey has been conducted to determine the quality of distance learning. Steps have been taken to improve the study experience by moving from face-to-face to a distance learning process, including providing teachers with the necessary software and equipment. No significant changes in study quality were observed at the onset of Covid emergency.

Students' attendance was not affected. it is noticed that in some cases attendance of students even increased during COVID-19 pandemic, due to disappearance of necessity to visit university in person, therefore saving travel time, which for some students are quite significant.

Covid-19, however, had significant impact on *enrolment*, especially for MIB programme. Number of international students decreased (both, in numbers and in percent) because in case of remote teaching students' visas were refused and many students decided to postpone their studies if they are not able to come to Latvia physically.

International mobility took a major hit, affecting international students significantly, but virtual mobility could compensate or even replace physical mobility. Students experience difficulties to finding in-company internships because organisations are not willing to accept newcomers as sanitary measures are in place. In MIB programme this negative impact was compensated by introducing international on-line projects where mobility is not required, but students can work in global teams and deal with real company cases. This appeared to be in line with MIB developmental objectives.

Impact of Covid-19 on *Institutional QA systems* is twofold. No significant changes have been observed in the context of quality assurance. The work is done remotely, but it does not affect the quality assurance processes.

With regard to the *development and updating of quality procedures*, there is in fact an opportunity to organize meetings more quickly and to move forward a little faster, thus providing an opportunity to develop and update more internal regulatory documents. At the same time, it is a challenge to balance the timing of meetings and the amount of work to be done on a daily basis. In order to find a balance, an order has been issued regulating the times of meetings and breaks between them (Order No. 21 / 1.1-3 / 136 of 13 November 2021 On the Improvement of Internal Communication, Organization of Meetings and Electronic Signature).

In respect to *programme design/review & approval processes* several opportunities are identified. By organizing meetings online, there are greater opportunities to involve people who are not on the RISEBA site or even outside Latvia. A general assessment of the processes reveals that there is scope for more prompt action if needed.

Although it is possible to set up meetings more quickly, the fact that it is not possible to meet in person sometimes makes it difficult to communicate with each other and to express one's opinion

more fully. Therefore, *inclusion of different stakeholder* perspectives is both easier, and more difficult.

Impact on the *University staff* is also twofold. For majority of the faculty impact of COVID-19 compared to the previous academic years is limited. Lectures are held online by using Zoom virtual conference system, but otherwise academic work continues without any disruptions. However, faculty had to adapt significantly learn how to work with new technologies. This appeared to be difficult to older generation faculty and some have terminated their employment contracts. For administrative staff remote work has created some emotional and psychological challenges.

Covid-19 has impacted education and this impact is here to stay. Remote teaching and learning appeared to be quite convenient and have some advantages. It is not clear how long will be the period of restrictions. Health and adaptation to new modes and models of employment are the top concerns for students and institutions.

For RISEAB currently it is challenge how to *organise programme delivery in future* – what should be the proportion of face to face and remote teaching. Should blended learning mode be implemented, most probably, yes, but what kind of blended learning would work better. These are some of future development challenges for RISEBA.

Appendix 1. MIB Programme's List of Partner Universities

No	Country	No	Partner Institution	Nature of partnership		
				Erasmus+	DD	Bilateral Exchange
1	Albania	1	Tiran Business University College	X		
2	Armenia	2	Armenian State University of Economics	X		
3	Austria	3	FHWien University of Applied Sciences of WKW	X		
4	Azerbaijan	4	ADA University	X		X
5	Bulgaria	5	D.A. Tsenov Academy of Economics, Svishtov	X		
		6	St. Cyril and St. Methodius University of Veliko Turnovo	X		
6	China	7	Shanghai University	X		X
7	Chile	8	Finis Terrae University	X		X
8	Croatia	9	University of Split	X		
		10	University of Rijeka	X		
		11	Zagreb School of Economics and management	X		
9	Cyprus	12	University of Nicosia	X		
		13	Cyprus International Institute of Management	X		
10	Czech Republic	14	Tomas Bata University in Zlin	X		
		15	University of Hradec Kralove	X		
		16	University of Economics, Prague (VSE)	X		
11	India	17	Dev Sanskriti Vishwavidyalaya	X		
12	Estonia	18	Estonian Business School	X		
13	Finland	19	HAAGA HELIA University of Applied Sciences	X		
		20	University of Turku	X		
		21	Seinäjäki University of Applied Sciences	X		
		22	The University of Vaasa	X		
14	France	23	Montpellier Business School	X		
		24	IESEG School of Management			
		25	ESCE International Business School	X		
		26	Paris ESLSA Business School	X		
		27	Kedge Business School	X	X	
		28	Ecole de Management de Normandie	X		
		29	Rennes School of Business	X		
		30	Groupe ESC Troyes (Troyes) (Y Schools)	X	X	
		31	The ECE (Ecole de Commerce Européenne)	X		
		32	University Jean-Moulin (Lyon)	X		
		33	The PGSM Business School	X		
		34	INSEEC BORDEAUX	X		
		35	EM Strasbourg Business School	X		
		36	Burgundy School of Business	X		
		37	Skema Business School	X		
		39	Audencia Business School	X		
15	Georgia	40	Caucasus University	X		X
16	Germany	41	Augsburg University of Applied Sciences	X		
		42	Bergische Universität Wuppertal	X		
		43	Ludwigshafen University of Business and Society University of Applied Sciences	X		
		44	University of Applied Sciences, Mainz		X	
		45	Friedrich Schiller-University of Jena	X		
		46	Fachhochschule Rosenheim	X		
		47	EBS Universität für Wirtschaft und Recht, EBS Business School	X		
		48	HHL Leipzig Graduate School of Management	X		
		49	Ostbayerische Technische Hochschule Regensburg (OTH Regensburg)	X		

		50	Hochschule Esslingen	X		
		51	Hochschule Emden/Leer University of Applied Sciences	X		
		52	Otto-Friedrich-Universität Bamberg	X		
		53	University of Applied Sciences Würzburg-Schweinfurt	X		
17	India	54	Dev Sanskriti Vishwavidyalaya	X		
18	Italy	55	Università Degli Studi Di Brescia	X		
19	Kazakhstan	56	Almaty Management University (AlmaU)			X
20	Lithuania	57	Kaunas University of Technology	X		
		58	Marijampoles University of Applied Sciences			
21	Malta	59	University of Malta			
22	Morocco	60	ESCA Management School	X		X
23	Poland	61	Vistula University	X		
		62	Warsaw University of Technology	X		
		63	University of Economics and Human Sciences in Warsaw	X		
		64	Lublin University of Technology	X		
		65	Kozminski University	X		
		66	Poznań University of Economics and Business	X		
24	Portugal	67	ISCTE Instituto Univesitario de Lisboa	X		
		68	Polytechnic Institute of Coimbra	X		
		69	Instituto Politécnico do Porto	X		
25	Romania	70	Babeş-Bolyai University	X		
26	Russia	71	People's Friendship University of Russia (RUDN)	X		
27	Slovakia	72	Comenius University in Bratislava	X		
		73	University of Economics in Bratislava	X		
28	Spain	74	Universidad Isabel I	X		
		75	University of Salamanca	X		
29	Turkey	76	Istanbul Şehir University	X		
		77	Marmara University			
		78	Halic University	X		
		79	Bahçeşehir University	X		
30	USA	80	Fort Hays State University	X		
31	United Kingdom	81	Nottingham Trent University	X		
		82	Edge Hill University	X		

Appendix 2. RISEBA Corporate Links

Organisation/Institution	Subject of the Agreement
On cooperation in development in higher professional education and improvement of business environment, developing and educating the staff working in this area	
SEB Bank Rietumu bank Swedbank Reaton CastPrint, DNB Bank Dukascopy Inc. Mintos Ltd. Linedata, Inc AirBaltic Talentor Latvia DNB ASA KPMG Latvia Deloitte PwC Latvia Scandiweb Cabot Solvay Atea Kreiss Eurorisk Latvia Hauska & Partner Exigen Services Latvia Arkolat	Internships for students, involvement of the professionals as guest lecturers
Riga City Council	On mutual cooperation in all areas
Central Statistical Bureau	Data on graduates salary levels
Latvian Chamber of Commerce	For Latvian entrepreneurs
Young Entrepreneurs association	Creation and implementation of students' business ideas
Latvian Association of Personnel Management	On cooperation in Human Resource Management specialisation; providing a placement for students' internship; research; participation in Thesis defence boards
Association of Accountants of the Republic of Latvia	Organising seminars on the relevant industry trends
Association of Marketing Professionals	On cooperation related to marketing courses
The Project Management Association	On cooperation in Project Management specialisation; GeCCO project; participation in Thesis defence boards
British Chamber of Commerce in Latvia	Organisation of the Chamber's events (Burn's Night, Guy Hawkes Night, etc.) with the help of the EBS students' administrative support
ABSL Latvia	Guest lectures, internships for MIB student

Appendix 3: Graduation paper titles and grade profile

Nr.	Master Thesis Title ENG	Specialisation	MT grade	Average grade
1.	LTD. "MUNIO SPA" United Kingdom Entry Strategy Development, Project Proposal	PR	7	8,750
2.	ERP system implementation in SMES of bus transportation industry	PR	7	7,054
3.	Main critical factors of IT project management success in the Enterprise Register of the Republic of Latvia	PR	8	8,184
4.	Knowledge Transfer in Franchise System Development for Aerodium Technologies: Implementation Plan	PR	9	8,732
5.	Operations Management Perfection Opportunities in an International Enterprise	BE	6	7,018
6.	Blended learning project proposal for "Milhauz institute"	PR	7	7,566
7.	Pricing policy for R&D systems based on semiconductor detectors and nuclear electronics	BE	8	7,857
8.	The impact of Artificial Intelligence on business processes within an international enterprise "Elva"	BE	9	8,268
9.	Charismatic leadership effectiveness for organizational performance: Pins case study	HR	9	8,100
10.	Generation effect on the relationship between work engagement and turnover intention among employees with high education in Latvia	HR	9	8,179
11.	Future projections of the applications of the Artificial Intelligence in the field of E-commerce	BE	8	7,868
12.	The Contribution Project of ERP system Enhancing the Efficiency of Human Resources Department	PR	5	6,696
13.	Change of automotive industry: Impact of Electric Powertrain Usage in Modern Vehicles	PR	8	7,842
14.	The type of Rail Baltica project and its impact on the project management company and its strategic human resource management approach	HR	9	8,607
15.	Leading different personality types to improve teamwork	BE	9	8,089
16.	Application of blockchain Technologies	BE	6	5,946
17.	Implementation of Lean principles in company's «Southwestern Advantage Inc.» business processes.	BE	9	7,750
1.	Cross-Cultural Management in Logistics	BE	6	6,517
2.	Structuring Human Resource Management functions within the organization "Surfgasm LDA"	HR	6	6,393
3.	Environmental management tools as effective approach in Radisson Hotel Group for business performance improvement	BE	8	7,103
4.	Environmental Sustainability of Consumption	BE	8	7,655
5.	Challenge of Exporting of Latvian Food Industry Goods to South Korean Market	BE	9	8,121
6.	Determinants of employee loyalty in IT organization X and relationship with the organization's sustainability	HR	7	7,393
7.	Engaging Diaspora in Economic Development of Country of Origin: Selected Cases of Azerbaijan and Latvia	BE	7	7,017
8.	Challenges of distributed Agile development in Company Y	PR	10	9,397
9.	Human Energy in Organisations: Transformational Leadership as means for creating and sustaining Productive Organisational Energy and Team Performance	PR	10	8,379
10.	Project proposal business model canva development of an online platform for construction companies	PR	9	8,224
11.	Recommendations for the Success of the Project "Trading Competitions: in the Investment Company	PR	8	8,052

12.	Higher Education Institution Internationalization Strategy Model: Case of RISEBA University of Applied Sciences	BE	8	8,086
13.	How oil price fluctuation affects economic growth in Azerbaijan and Kazakhstan	BE	5	6,115
14.	Recommendations for the implementation and promotion of the innovative startup Route4Gas at the European gas market	BE	5	5,879
15.	The Link between Emotional Intelligence and Employee Engagement: Case of SEB Accounts and Payments Operations Department	FI	8	7.987
16.	Development of the framework for the customer-oriented financial services' improvement	PR	9	8,192
17.	Latvia as a study destination for Indian students	BE	6	6.628
18.	Influence Of The Green Marketing On The Buying Behaviours Of The Consumers	BE	8	7,948
19/	Factors contributing to the women entrepreneurship in Sri Lanka.	BE	9	8.244
20.	Analysis of High Performing culture implementation in Company X	HR	9	8.766
21.	Implementing a communication strategy: the case of a Finnish start-up	BE	7	6.357
22.	What place has the Television in France in the digital era?	BE	8	7.161
23.	Development of the unified set of recommendation for THE project Management practices	PR	6	6.586
24.	The importance of the psychological support to employees of law enforcement agencies in Azerbaijan	HR	7	6.846
25.	Project FIZMIX impact on perception of Latvenergo as socially responsible company	PR	8	8,385
26.	To Build and Develop Capital city In the State of Andhra Pradesh With the concept of Free Finance	FI	7	7.224
27.	The Impact of Digital Marketing on Small and Medium Businesses in India	BE	6	7.154
28.	Dynamic team reorganization in small software development companies.	PR	7	7.534
29.	Impact of training and development on staff efficiency in Pakistan`s corporate sector	HR	5	6.833
30.	Impact of Human Resource Management Practices on Post-merger Employee engagement: Case of Commercial Bank Sector in Pakistan	HR	6	7.000
1.	Open banking business opportunities for fintech companies	BE	8	8.241
2,	Barbershop Business Plan in Baku, Azerbaijan	FI	5	5.974
3.	Relationship between Employee digital competencies and job satisfaction in the digital workplace in company X.	HR	9	8.683
4.	Shareholders` Investment Value Transfer in Tieto Oyj and EVERY ASA merger deal	FI	8	8.276
5.	Business and Public Attitude Towards AI	BE	9	8.793
6.	Initial stages of new business idea development from project management perspective: a case study of software application Ayders	PR	8	8.500
7.	Comparison of Stock Market Indexes and Economic Wealth in different Countries: impact of Covid-19	FI	8	8.379
8.	Marketing research of consumers of international cargo delivery services: example of the company "Delamode Baltics"	BE	7	7.034
9.	Factors affecting employee turnover in call centre Transcom Worldwide Latvia	BE	9	8.615
10.	The role of job resources and job engagement in turnover intentions in a Webhelp call centre	HR	8	8.105
11.	Employee engagement in "Southwestern Advantage"	HR	8	8.155
12.	Learning and development program for managing cross cultural teams	PR	8	6.949
13.	Ecommerce Direct to Customer Luxury Brand development values	BE	6	6.885

14.	Raising Sustainability of Direct Investments from Uzbekistan in Latvia	FI	7	7.862
15.	An Assessment of the Critical Success Factors In Preventing Cost Overruns in Public Construction Projects in Fako Division, South West Region of Cameroon	PR	4	6.231
16.	The impact of informal social interactions in project teams and project success before and during the COVID-19 pandemic	PR	9	8.859
17.	Understand pioneer companies and their settlement of strategies for market entry and to face new entrants	BE	8	7.259
18.	Impact of Operation Management's Digitalization on a Company's Growth	BE	8	8.359
19.	Analysis of schedule deviations in Combined Heat and Power plant development projects in Central Europe	BE	8	7.628
20.	Electronics music industry in France: analysis of customer behaviour in event marketing	BE	6	6.81
21.	Factors Affecting Customer Satisfaction with Online Shopping	BE	6	6.551