RISEBA University of Business, Arts and Technology

COURSE PAPER PREPARATION REGULATION

For the following academic fields:

    Economics

    Management, Administration and Real Estate Management

APPROVED at the RISEBA Senate meeting on
12.05.2021, Minutes No. 21/1.1-7/4

Table of Contents

1. Terms

Course paper – independently conducted research work as part of the study course.

Term Translations

in Latvian	in English	in Russian
Kursa darbs	Course paper	Курсовая работа
Satura rādītājs	Table of contents	Содержание
Ievads	Introduction	Введение
Anotācija	Abstract	Аннотация
Saīsinājumu un nosacīto apzīmējumu saraksts	List of abbreviations and notations	Список сокращений и условных обозначений
Secinājumi	Conclusions	Выводы
Priekšlikumi	Recommendations	Предложения
Nobeigums	Concluding remarks	Заключение
Izmantotas literatūras un informācijas avotu saraksts	List of literature and information sources used	Список использованной литературы и других информационных источников
Pielikums	Appendix	Приложение
Zinātniskais vadītājs	Scientific supervisor	Научный руководитель

2. General Provisions

2.1. The Course Paper Preparation Regulation (hereinafter – the Regulation) stipulates the common principles and requirements for preparing and laying out a course paper in the study programmes of the RISEBA Faculty of Business and Economics bachelor's study fields "Management, Administration and Real Estate Management" and "Economics".

2.2. The Regulation is binding on RISEBA students and academic staff members who oversee and review course papers, as well as on those who participate in course paper pre-defence and defence commissions.

2.3. Three course papers are planned in accordance with Cabinet of Ministers Regulations regarding the Second Level Professional Higher Education State Standard in Bachelor's Study Programmes.

2.4. The goal of the course paper is to research and solve a certain business problem on the basis of the results of analysis of critical literature, using knowledge and skills previously acquired during studies, as well as to acquire practical skills in the application of research methods, including quantitative methods.

2.5. In accordance with the specifics of each study programme, individual regulations may be drawn up.

2.6. All study programmes envisage the development of a course paper and its public defence.

2.7. The course paper shall be prepared in the language of the study programme's implementation.

2.8. The student / author of the course paper is responsible for the quality of the course paper, including its conclusions and recommendations and the accuracy of any calculations made, as well as for the course paper's completion, compliance with submission deadlines, and timely defence.

3.   Choosing the Subject of the Course Paper

3.1. The student chooses the subject of the course paper from the list of subjects on offer.

3.2. The student completes and submits an application regarding the choice of subject and a supervisor, who is registered.

4.   Supervision of the Course Paper

The course paper supervisor helps to determine the course paper's subject, methods and structure; reviews the content of the course paper and points out any errors, shortcomings, or necessary changes and additions; and reviews and signs the course paper when it is ready.

5.   Structure and Scope of the Course Paper

5.1. The volume of the course paper is 25–30 pages.

5.2. The following structure has been stipulated for the course paper:

- title page (the title of the course paper in Latvian and English)
- table of contents
- list of abbreviations and notations (if applicable)
- introduction
- theoretical part – overview and critical analysis of literature and other sources
- practical part (including research methodology)
- conclusions
- recommendations
- list of literature and other sources used
- appendices (if applicable) are not included in the total volume

5.3. The introduction shall contain the following information:

5.3.1. A more extensive theoretical and empirical description of the field of study providing a rationale for the relevance and importance of the research.

5.3.2. Formulation of the research problem

A brief description of the situation which it is necessary to study to furnish a solution or make improvements.

5.3.3. Definition of the goal and task of the course paper

The research goal shall be formulated based on the relevance of the subject. The formulation of the goal must be brief, specific and result-oriented.

Tasks – activities with which the researcher plans to attain his or her goal.

The following tasks have been specified for the course paper:

1)   to research...

    2)   to develop...

    3)   to collate...

    4)   to analyse...

    5)   etc.

5.3.4. List of methods used in the research

The research methods may be quantitative, qualitative or mixed.

Primary data acquisition methods – e.g. observations, surveys, interviews, focus group discussions, expert surveys, etc. A description of the method and the rationale for choosing it must be provided along with a description of the respondents and research sample.

Secondary data sources – e.g. company annual reports, Central Statistical Bureau of Latvia and EUROSTAT reports, etc.

Data analysis methods – e.g. statistical analysis methods (specifying computer software used), content analysis, coding, social media analysis, interview analysis, experiment result analysis, etc.

5.3.5. Course paper structure, composition description

Very brief overview of the content of each chapter.

5.3.6. Research period or other restrictions (if applicable).

5.4. Theoretical Part

5.4.1. The goal of the theoretical analysis of the research problem is to independently and critically analyse literature and other sources and to provide a theoretical rationale for the problem. In this chapter, it is advisable to develop the theoretical framework for the research, which will serve as the basis for the research model.

5.4.2. Research papers, books, special industry literature and methodological materials may constitute the basis for literature sources, etc. Course materials obtained and prepared during studies may not be considered as literature sources unless they are publicly verifiable or available.

References to the information resource Wikipedia and other similar sources may not be used.

5.4.3. It is advisable to use the following in the course paper:

- Sources issued or published in recent years, including at least 5 sources which are not more than 5 years old

- Sources issued or published in their original language

- Sources available in scientific databases

5.5. Practical Part

5.5.1. The practical part of the research must include sub-chapters that reflect the following information:

- brief description of the object of the research or situation

- research methodology, specifying the following metrics:

    o   Research methods – quantitative, qualitative or mixed method strategy, specifying which methods will be used (survey, experiments, action research, situation analysis, grounded theory, social media analysis, etc.). It must be explained how

answers will be found to each of the research questions or how confirmations will be obtained for hypotheses.

- o Description of the research process and time period

- o Methods used to acquire data – observations, surveys, interviews, focus groups, Delphi method, etc. (a description and rationale for the choice of method must be provided); description of the respondents and research sample

- o Data analysis methods – an explanation must be provided about which methods have been used to answer each research question.

- The research obtains primary data and uses secondary data.

- Results obtained in the research

- Analysis and interpretation of results

5.5.2. The writing of each chapter of the theoretical or practical section must start with a brief introduction, specifying the task of the chapter, what will be fulfilled as a result of the chapter, and how the content of the chapter corresponds to the goal of the research.

5.5.3. Each chapter should end with a brief summary and/or conclusions regarding the chapter as a whole, what this chapter contributes to the research, what the main theses or benefits are, and how and where the information acquired will subsequently be used in the research.

5.6. Conclusions

5.6.1. Conclusions must be formulated in the form of theses and numbered with Arabic numerals.

5.6.2. Conclusions must not directly assert facts; they must reflect the author's most important insights, which stem from the theoretical and practical research, and contain answers to the questions posed by the research. The scope of the theoretical conclusions must be smaller than the scope of the practical conclusions.

5.6.3. Answers must be provided to the research questions.

5.6.4. Conclusions must arise from the content of the research and these must not be justified with data and facts that are not mentioned, considered, or analyzed in the research.

5.6.5. Conclusions may not contain references or quotes from other authors' studies; they must only reflect the thoughts, opinions and insights of the author of the course paper, which stem from the research and literature analysis conducted, etc.

5.7. Recommendations

Recommendations must stem from conclusions made in the research; they must be numbered, specific, and substantiated, indicating the addressee. They must be aimed at making specific improvements or preventing shortcomings in conformity with the goal of the research.

6.   Layout of the Course Paper

6.1. The course paper must be laid out in accordance with the requirements of the Study Paper Preparation Regulation (NL0100-01).

6.2. The course paper defence presentation must be prepared according to the following structure:

- presentation title slide

- description of the relevance of the course paper and problem

- course paper goals, tasks and research questions

- research design (organisation to be studied, respondents, research methods)

- main research results (those that answer the research questions)

- conclusions and recommendations

7.   Assessment of the Course Paper

7.1. Course papers are assessed by the relevant departments' academic staff with a mark, evaluating the students' public presentations. Commissions, comprised of two members, are appointed by the study programme director from several departmental faculty members.

7.2. The student submits the completed course paper to the supervisor by the deadlines set.

7.3. If the course paper supervisor considers that the course paper meets the requirements set for theses, he or she will permit the course paper to be defended, approving it.

7.4. The student is given eight minutes in which to defend the course paper.

7.5. The course paper is assessed according to a 10-point system.

7.6. The commission members will specify the course paper grade on the course paper assessment form (Annex No. 4).

7.7. The course paper assessment criteria can be found in Annex 5 to this Regulation.

7.8. The members of the commission will provide their joint conclusions (strengths and areas for improvement) and recommendations on how to improve the preparation of the course paper in their final assessment protocol.

8.   Procedure for Organising the Defence of the Course Paper

8.1. Submission of the course paper

8.1.1. The course paper will be submitted to the scientific supervisor of the course paper by e-mail. It should be submitted in Word and PDF format, along with the course paper defence presentation, in a single e-mail.

8.1.2. Course paper files in both formats and the presentation file must be submitted to the scientific supervisor for acceptance within the deadline set by the study programme director, but not later than two working days before the date of the defence.

8.1.3. The course paper may only be approved for defence after the acceptance of the scientific supervisor has been received. If necessary, the student should contact his or her scientific supervisor in order to verify that the course paper has been accepted and approved for defence.

8.1.4. After the acceptance of the scientific supervisor has been received by e-mail, the student shall upload the course paper together with an electronic copy of the acceptance e-mail to the relevant site on Moodle.

8.2. Course paper defence

8.2.1. The date and time of the defence and online access to the public defence of the course paper (on the Zoom programme *zoom.us* if the defence takes place remotely) will be announced at least two weeks before the defence.

8.2.2. The study programme director will inform the study department about the members of the commission, who should be connected to the course paper site on Moodle to ensure the course paper defence process.

8.2.3. If the defence of the course paper takes place remotely, the student shall provide a computer with video and audio transmission capabilities – during the defence, the presentation slides and the student himself or herself must be visible, and verbal communication must be possible.

8.2.4. After the presentation of the course paper, the defence commission will ask questions which the student should answer, as well as offer possibilities for subsequent theses.

8.3. Course Paper Defence Results and Assessments

8.3.1. The results of the course paper will be evaluated by the commission.

8.3.2. Course paper defence results will be published on UNIMETIS.

9. Annexes to the Regulation

1. Application for approval of the subject of the course paper and appointment of a scientific supervisor

2. Sample of course paper title page

3. Sample of presentation title slide

4. Course paper assessment form

5. Criteria for assessment of the course paper

Annex 1

To the Programme Director_____

_____ (*study programme title*)

__ year _____ (*full time / part time / part time (distance learning)*) department

student's

name, surname _____

phone _____

e-mail _____

APPLICATION

for approval of the _____ (*first / second / third*) year course paper subject
and appointment of a scientific supervisor.

Please approve the course paper subject and designate a scientific supervisor.

Subject of the course paper:

_____
_____
_____
_____.

_____._____ 20____

_____
student's signature

Scientific supervisor:

_____
degree, scientific title, name, surname

_____
workplace, position, phone no., e-mail

_____
signature

Study programme administrator's notes

Received _____
(date)
Application No. _____
_____
(signature)

Annex 2

STUDY PROGRAMME TITLE

C o u r s e   P a p e r   N o . _ _ _ _ _ _   (1   /   2   /   3)

COURSE PAPER TITLE

(*Full time / part time / part time (distance learning)*) **department student (name / surname): _____**

Course paper supervisor (name / surname / academic degree): _____

RIGA 202___

Annex 3

Sample Presentation Title Slide

A presentation template pptx format file can be found here:
https://e.riseba.lv/pluginfile.php/122155/mod_folder/content/0/Nosl%C4%93guma%20darbu%20izstr%C4%81des%20dokumenti/Prezent%C4%81cijas%20titulslaids%20%28Kursa%20darbiem%29.pptx

A presentation template pptx format file can be found here:
https://e.riseba.lv/, folder: *Final Course paper preparation documents / Final Course paper preparation documents*, File: *Presentation title slide (for Theses).pptx*

Annex 4
Course paper assessment form

Bachelor's study programme *"Title"*
(full time / part time / part time (distance learning))

Date and group code

Defence of course paper "Title"

No.	Student's name and surname	Assessment of the course paper						Assessment of the presentation		STUDENT'S OVERALL ASSESSMENT
		Rationale for the relevance of the research and overview of the research problem	*Course paper subject, goal, tasks and their fulfilment within the course paper, formulation of research questions and answers provided*	*Quality and depth of literature analysis, ability to use references*	*Data sourcing method application, quality of data analytics*	*Compatibility of conclusions with the research questions and the goal orientation, specificity and practicality of recommendations*	*Conformity of the general layout of the course paper with the "Study Paper Layout Regulation"*	*Comprehensibility of speech and presentation, narration and presentation skills overall*	*Answers to questions, competence in the subject, including general understanding of the importance of research within his or her field*	
1.										
2.										
3.										
4.										

Criteria for assessment of the course paper

Assessment %	Grade	Expla-nation	Determination of the course paper's goal and tasks	Scope and depth of literature analysis, ability to use references	Research methodology and quality	Quality of data analysis	Application of concepts, models, and theories	Conclusions and recommendations	Compliance of the course paper formatting with methodological instructions
96-100	10	With distinction **With distinction**	Goals and tasks have been set in a very targeted way, demonstrating clear precision and rationale of thoughts	The analysis is comprehensive, in-depth, excellently harmonised, logical, critical, and many-sided, using academic style. Outstanding ability to resolve complex problematic questions, providing a clearly justified and logical solution	Outstandingly justified and optimally chosen methodology, which fulfils the tasks and incorporates solutions involving analysis of literature, thus effectively forming methods for data collection	Outstanding analysis, using appropriate tools and methods, incorporating a critical evaluation of analysis of research tasks and literature	Outstanding ability to use concepts / theories appropriately	Completely logical, clear and credible analysis, based on the results obtained, tasks set and research conducted	Layout and structure conform to a high standard; logical and easy to understand
90-95	9	Excellent **Excellent**	Goals and tasks have been set in a very targeted way, demonstrating clear precision and rationale of thoughts	The analysis is comprehensive, in-depth, very well harmonised, logical, critical, and many-sided, using academic style. Excellent ability to resolve complex problematic questions, providing a clearly justified and logical solution	Excellently chosen methodology, which fulfils the tasks and incorporates solutions involving analysis of literature, thus effectively forming methods for data collection	Excellent analysis, using appropriate tools and methods, incorporating a critical evaluation of analysis of research tasks and literature	Excellent ability to use concepts / theories appropriately	Excellent and credible analysis, based on the results obtained, tasks set and research conducted	Logical and excellently devised structure, excellent language style
80-89	8	Very good **Very good**	Goals and tasks are clearly and precisely formulated, justifying, arguing and structuring them	The analysis is comprehensive, in-depth, well harmonised, logical, critical, and many-sided, using academic style. Good ability to resolve complex problematic questions, providing a clearly justified and logical solution	Well-chosen methodology, which fulfils the tasks and incorporates solutions involving analysis of literature, thus effectively forming methods for data collection	Effective analysis, using appropriate tools and methods, incorporating a critical evaluation of analysis of research tasks and literature	Very good ability to use concepts / theories appropriately	Very good and credible analysis, based on the results obtained, tasks set and research conducted	Logical and very well-devised structure, very good formal language style
70-79	7	Good **Good**	Goals and tasks are clearly and precisely formulated, justifying, arguing and structuring them	Broad and good analysis, critically assessing the main problematic questions and demonstrating a logical and justified solution	Appropriate and correct development and methods that are selected in accordance with the tasks set; data collected is reflected in the course paper	Good analysis that is more than a description and includes the rationale for the research tasks and analysis of literature	Good ability to use concepts / theories appropriately	Good description, based on the results obtained, tasks set and research conducted	Acceptable layout; sufficiently easy to understand, well-devised structure
60-69	6	Almost good **Almost good**	Goals and tasks are clearly and precisely formulated	Broad overview, which lacks depth, but contains signs of critical assessment, sufficient knowledge and understanding of	Appropriate and almost good development and methods that are selected in accordance	Almost good description with limited information, a brief justification of	Almost good ability to use concepts	Logical description, based on the results obtained, tasks set and research conducted	Almost good layout; sufficiently easy to understand,

				the main problematic questions; a solution is offered, but it lacks a clear rationale	with the tasks set; data collected is reflected in the course paper	the research questions and analysis of literature	/ theories appropriately		almost well-devised structure
50-59	5	Satisfactory **Satisfactory**	Logical and clear goals and tasks	Broad overview that lacks depth, without a critical assessment, sufficient knowledge and understanding of the main problematic questions	Average development and chosen methods; data collected in accordance with tasks	Simple description with limited information, a brief justification of the research questions and analysis of literature	The ability to use concepts / theories appropriately is still developing	Connected with results obtained and tasks set. Insufficient comparison with research conducted.	Satisfactory layout; sufficiently easy to understand, satisfactorily devised structure
40-49	4	Almost satisfactory **Almost satisfactory**	An attempt to identify the goal and tasks, but lacking a logical rationale	Limited description, which is mainly descriptive and which lacks a solution; almost satisfactory knowledge of the main problematic questions	Almost satisfactory research development and methods, minimal collection of data	Data analysis and description are poorly developed, inadequate evaluation	Limited ability to use concepts / theories	Poor connection with results obtained and tasks set. Insufficient comparison with research conducted.	Attempts to create a structure, but the text is hard to read
26-39	3	Poor **Poor**	Goals and tasks are poorly developed	Poor description, which is mainly descriptive and which lacks a solution; fragmentary knowledge of the main problematic questions	Poor research development and methods, minimal collection of data	Poor data analysis and data collected has not been evaluated	The ability to use concepts / theories is poor	Based on assumptions, not on data obtained and tasks set	Attempts to create a structure, but the text is hard to read and understand
10-25	2	Very poor **Very poor**	Goals and tasks are very poorly developed	Additional literature has not been read enough	Negligibly collected data is hard to relate to the tasks set	Very poor data analysis and data collected has not been evaluated	The ability to use concepts / theories is very poor	A brief and very poor description that has very little connection to the results obtained	Hard to read and/or little conception of structure
1-9	1	Very, very poor **Very, very poor**	Goals and tasks have not been developed	Additional literature has not been read at all	Very poor material. No methodology or data collected.	No data analysis	The ability to use concepts / theories is non-existent	A brief and very poor description that has no connection to the results obtained	Very hard to read and no conception of structure