

Study programme “Management, Administration and Property Management”

Study programme
‘Business Psychology’
Self-assessment report

for the 2023/2024 academic year

Director of the study programme

Valērijs Dombrovskis

***Note:** This internal RISEBA working document has been translated into English with AI support for EFQM assessment purposes, to provide a general overview of its content. Minor terminological inaccuracies may occur.*

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1. Key indicators of the study programme

1.1. List of changes to the study programme's parameters and analysis of the impact of these changes

No changes were made during the reporting period compared with the previous year.

1.2. Activities of the study programme council during the reporting period

The activities of the 'Business Psychology' study programme council proceeded according to the planned schedule, with regular meetings held during the reporting period. A council meeting was held on 20 December 2023, attended by the programme director, two representatives from the RISEBA administration, one member of academic staff, one employer representative and two student representatives.

Issues discussed and decisions taken:

1. Approval of the study programme's self-evaluation report for the 2022/2023 academic year.
2. Changes to the course content of the modules 'Coursework in Business Psychology I' and 'Coursework in Business Psychology II' to improve the quality of students' research skills by distributing tasks more effectively between the first and second years.

The following decisions were taken during the meeting:

- To approve the self-assessment report for the 2022/2023 academic year.
- To approve changes to the content of the courses "Coursework in Business Psychology I" and "Coursework in Business Psychology II", proposing a new structure that would better prepare students for the requirements of research work.

1.3. Statistical data on students enrolled in the study programme, trends in student numbers, the number of graduates, an analysis of dropout rates, and an analysis and assessment of the factors influencing changes in student numbers: .

Statistical data on the programmes will be compiled centrally (based on a standardised structure agreed between the Quality Manager and the Finance Director, and using data from UNIMETIS).

For a report on the reasons for drop-out rates, see the surveys on drive N (N:\KVS\ Information for Programme Directors \ Surveys for the 2023–2024 academic year \ [relevant programme])

When analysing the factors influencing these changes, distinguish separately between the various forms, types and languages of study – which forms were advertised in the admissions process, which are open, which are closed, etc.

1.4. The target audience for study programmes and their alignment with existing forms of study (based on trends in admission results), analysis of graduate employment.

2. Study content and delivery

2.1. A list of changes to the study programme's content and an analysis of the impact of these changes

During the reporting period, a new conceptual approach to the development of research projects was introduced into the content of the *'Business Psychology'* programme, with the aim of developing students' research skills more effectively and systematically and ensuring high-quality preparation for the writing of their bachelor's thesis. To implement this approach, a new course – *'Introduction to Research Methodology'* – was introduced in the first year of study, which helps students to master the fundamentals of research and provides the necessary foundation for their further studies.

The structure of the degree programme, which ensures the gradual development of research skills across the years of study, is currently as follows:

In the first year of study:

- The new course *'Introduction to Research Methodology'* develops students' theoretical knowledge and practical skills required for the development of research methodology.
- *Coursework in Business Psychology I* – development of a conceptual research model based on the methodological knowledge acquired.

In the second year of study:

- The course *"Scientific Research and Data Processing Methods"* enhances students' skills in conducting quantitative and qualitative research and processing data.
- *Course project in Business Psychology II* – a pilot study using quantitative methods.

In the final year of study:

- *A Bachelor's thesis*, in which students expand on the research content, conduct research using qualitative methods and develop a product for use within an organisation, such as a strategy or plan.

This structured approach ensures the sequential and in-depth development of research skills at each stage of the programme, enabling students to gradually prepare for the production of a high-quality final project.

2.2. Innovations introduced during the review period regarding the implementation of the study programme, including methods for delivering courses/modules and methods used to assess student achievement, with an indication of how they contribute to the achievement of course outcomes and the programme's objectives: .

During the implementation of the study programme in this reporting period, the existing methodological approach was retained, as it had proven its effectiveness in previous years in achieving course outcomes and the programme's objectives.

- 2.3. Changes to admission requirements, as well as the number of cases of recognition of formal and non-formal education during the reporting period.

During the reporting period, the admission requirements for *the 'Business Psychology' study programme* remained unchanged. The programme applies the previously established requirements for the admission of new students, which comply with the accreditation regulations and ensure the necessary level of preparation for commencing studies.

- 2.4. Changes regarding the provision of work placements and the organisation of work placement activities (where the study programme includes a work placement).

In *the 'Business Psychology' study programme*, work placements are not a compulsory component; however, students have the opportunity to apply voluntarily and take part in work placements in order to gain practical experience and consolidate their knowledge of the topics covered in the programme. This opportunity is provided by *the Career Development and Alumni Programme*, which offers students and graduates support in career development and gaining professional experience in collaboration with organisations.

During the reporting period, no changes were made to the provision or organisation of work placements, and opportunities to undertake work placements remain unchanged, based on student initiative and collaboration with the career development programme.

- 2.5. A list of topics for students' final projects, their relevance to the sector, including the labour market. An assessment of the process of preparing the final project.

The topics of final-year projects in *the 'Business Psychology' study programme* generally meet the current requirements of the sector and the labour market. The topics cover areas such as staff satisfaction and engagement, the risks of professional burnout and prevention strategies, the impact of leadership on the working environment, and change management within organisations. These topics are topical and essential for preparing students for the changing work environment and the challenges facing the sector.

Assessment of the final dissertation process

According to the reports of the State Examination Commission, the quality of the final dissertations was assessed as good and very good. Commission members highlighted the following aspects and provided recommendations for further improvement:

1. Quality of theses – *the majority of theses meet the programme's requirements and demonstrate a high standard of execution; however, some topics require a deeper connection to business psychology and entrepreneurship.*
2. Most common errors – *the main comments concerned the interconnection between proposals and conclusions, the accuracy of terminology, as well as the need to improve presentations and comply with the requirements regarding the minimum number of respondents.*
3. The Commission's recommendations – *the Commission's representatives recommend paying greater attention to the relevance of research topics to current global and Latvian issues, as*

well as improving the formulation of proposals and conclusions. It is also recommended that attention be paid to the rigour of the methodology and analytical tools, and that a structured link be ensured between the conclusions and proposals.

2.6. Experience with cases of plagiarism identified in the study programme

In the 'Business Psychology' study programme, the plagiarism detection software 'Ouriginal' is integrated into each course and is available to both lecturers and students. This enables the timely identification of potential cases of plagiarism and their resolution on a case-by-case basis. Where plagiarism was detected in individual cases, it was rectified without any significant impact on the study process, in accordance with standards of ethics and academic integrity.

2.7. Incoming and outgoing mobility of students and lecturers within the study programme (during the reporting period and trends compared with the previous year)

	2022/2023	2023/2024	Changes compared to 2022/2023
Study mobility (outgoing)	[5]	[10]	[+ 5]
Study mobility (incoming)	[0]	[0]	[0]
Work placement mobility	[0]	[1]	[+1]
Staff mobility	[12]	[7]	[-5]
Teaching mobility (outgoing)	[3]	[2]	[-1]
Teaching mobility (incoming)	[0]	[0]	[0]
TOTAL	[20]	[20]	[0]

2.8. Assessments of audits, monitoring and surveys, and analysis of their results in the context of the programme (during the reporting period)

Within the framework of the 'Business Psychology' study programme, based on the results of the annual survey and feedback provided by students, several improvements have been made to enhance the quality of the programme and improve the student experience.

Table 2.1 below summarises the steps taken to refine the programme's organisation, content and assessment schedule in line with students' preferences and evaluations, with particular attention paid to part-time (distance learning) students.

Table 2.1. Improvements made within the study programme

No.	Action taken	Description
1	Increasing the availability of lecturers	Faster responses to enquiries have been ensured, particularly regarding the preparation of bachelor's theses, and the transparency of communication has been improved.
2	Updating of study materials	Study materials have been reviewed and updated to incorporate the latest scientific research and market trends.

3	Optimisation of the assessment schedule	The requirements regarding the number of assessments for part-time (distance learning) students have been reduced, and submission deadlines have been adjusted to avoid overlaps.
4	Increasing flexibility in programme organisation	A more flexible approach to course completion has been introduced for part-time students to make it easier to combine their studies with work.

These improvements not only promote student satisfaction with the programme but also ensure that the study programme meets contemporary requirements and adapts to the changing labour market, creating opportunities for full academic and professional development.

2.8.1. Analysis of the results of the annual student survey

The results of the annual student survey reflect satisfaction with various modules within *the 'Business Psychology' programme*. Several aspects of the courses were assessed, including lecturers' qualifications, course content and course organisation. The table below summarises the average ratings for various course areas, where the maximum rating is 5 points.

Table 2.2. Course ratings in various areas, based on the results of the student survey

Area	Lecturer rating	Content rating	Organisation of the course	Average score
Psychology	4.5	4.7	4.6	4.6
Business Management	4.6	4.5	4.5	4.53
Marketing and Communication	4.4	4.3	4.2	4.3
Finance and Economics	4.3	4.2	4.1	4.2
Research and methodology	3.9	3.8	3.7	3.8

These results show that, overall, students are satisfied with the range of courses on offer in various fields, with psychology and business management courses receiving particularly positive ratings. However, satisfaction levels are comparatively lower in the area of 'Research and Methodology', suggesting there is scope to improve the quality of content and the organisation of courses in this area. These results will help to identify areas for improvement and refine the programme's content to better meet students' needs and expectations.

2.8.2. Study Programme Evaluation

The results of the annual survey for the *"Business Psychology"* study programme generally indicate positive student feedback and satisfaction with the programme. The responses highlighted the programme's versatility and the competence of the teaching staff, as well as the opportunity to combine studies with work, which was particularly appreciated by part-time students.

Positive aspects:

1. 78 per cent of students rated the work of the programme director and the majority of lecturers positively, noting their responsiveness and professionalism.
2. 67 per cent of full-time students and 40 per cent of part-time students indicated that the programme's content meets the demands of today's labour market, providing extensive knowledge in both psychology and business management.
3. 80 per cent of part-time (distance learning) students noted that the organisation of the study process meets their needs.

Students particularly appreciated courses with interactive elements and practical applications, which help prepare them for professional practice.

Suggested improvements:

1. 26 per cent of full-time and 30 per cent of part-time (distance learning) students recommended improving communication processes and ensuring faster responses to queries, particularly regarding the preparation of bachelor's theses.
2. Some part-time students (33 per cent) indicated that, in certain courses, the teaching materials should be reviewed and the content adapted to the latest trends.
3. 35 per cent of part-time (distance learning) students would like to see a more balanced distribution of assignment deadlines throughout the semester to avoid overlapping submission deadlines.

Average ratings for various aspects of the programme ranged from 3.9 to 4.2 points (on a 5-point scale), indicating an overall high level of satisfaction with the programme's content and its alignment with students' needs and expectations. These results will be useful for the further improvement of the study programme, taking into account the feedback and recommendations provided by students.

3. Study programme resources and facilities

- 3.1. To assess the suitability of resources and facilities (study facilities, research facilities (where applicable), information resources (including libraries), and material and technical facilities) specifically in relation to the conditions for delivering the study programme and the achievement of learning outcomes

The resources provided for the delivery of *the 'Business Psychology' degree programme* – the study facilities, information resources (including libraries) and material and technical facilities – fully meet the programme's requirements and ensure that all the necessary learning outcomes are achieved. No changes were made to the resources or material and technical facilities during the reporting period.

- 3.2. List future requirements for improving the study programme's resources and supplementing its provision

In order to adapt to the latest trends in the sector and to enhance students' knowledge of the digital environment, user analysis and artificial intelligence, *the 'Business Psychology' study programme* plans to introduce several new courses. To ensure the high-quality delivery of these courses, it is necessary to establish a specialised classroom (computer lab) equipped with digital solutions, providing an interactive learning environment and supporting the technological requirements of the new courses.

- 3.3. Assessment of the competitiveness of tuition fees and proposal for changes

Programme outcome:	Business Psychology
Language:	Latvian
Mode:	Full-time
Duration (years):	3
Programme fee (per year):	€3,000

Table 3.1. Assessment of the competitiveness of tuition fees

Competing programme and higher education institution	Programme cost (per year)	Duration (years)	Mode	Language
Business Management (LU)	€2,600	3.0	Full-time	Latvian
Management Studies (University of Economics and Culture)	€2,500	3.0	Full-time	Latvian and English
Management (Ventspils University College)	€3,500	3.0	Full-time	English
Entrepreneurship and Management (RTU)	€2,100	4.0	Full-time	Latvian and English
International Business and Start-ups (RSU)	€3,000	3.0	Full-time	English

The tuition fee for *the 'Business Psychology' programme* (€3,000 per year) is in line with the average cost of similar programmes at Latvian higher education institutions offering specialisation in management and administration. Compared to other programmes, Business Psychology offers a unique interdisciplinary approach, combining knowledge of business management and psychology, which gives the programme a competitive edge by preparing graduates for a wide range of demands in the labour market.

4. Teaching staff

4.1. Analysis of changes in the composition of the academic staff involved in delivering the study programme, assessment of the impact of these changes on the quality of teaching, and assessment of the suitability of their qualifications in relation to the conditions for delivering the study programme and the requirements of regulatory acts

At the start of the 2023/2024 academic year, 47 lecturers are involved in the ‘Business Psychology’ study programme, ensuring a sufficient number of academic staff for the high-quality delivery of the study process. Table 4.1 shows the breakdown of RISEBA’s appointed and visiting lecturers, which confirms that the academic staff’s competences and qualifications are in line with the programme’s objectives and regulatory requirements.

Table 4.1. Breakdown of RISEBA’s appointed and visiting lecturers on the ‘Business Psychology’ study programme

Academic year 2023/2024			
Lecturers involved in the delivery of the “Business Psychology” study programme	Primary place of employment of elected academic staff		
	RISEBA	Non-RISEBA lecturers	Total
Lecturers with a PhD	20	5	25
Lecturers with a master’s degree	8	4	12
Professors and associate professors	10		10
Academic staff, total	38 (81%)	9 (19%)	47

All teaching staff involved meet the requirements of the Higher Education Act and relevant regulations, ensuring the programme’s quality standards. As there have been no changes to the staff composition, no significant changes in the quality of studies have been identified. The programme’s academic staff are highly qualified, and their knowledge and experience are in line with the programme’s specific nature and learning objectives.

4.2. Analysis of student course evaluations (including teaching staff)

This section summarises the study modules with the highest average ratings (on a 5-point scale), based on the results of the student survey in both semesters. These results reflect students’ satisfaction with the quality, content and organisation of the courses. For more detailed information, see Table 4.2.

Table 4.2. The highest-rated courses in the degree programme

Course title	Average rating
Work placement at a business incubator	5.00
Management Decision-Making	5.00
Legal framework for business	5.00
Coaching in business	5.00
Stress and Burnout Management	4.96

Cyberpsychology and Society	4.95
Psychological Aspects of Group Leadership	4.90
Methods of Personality Assessment in Organisations	4.90
Positive Psychology	4.80
Management Studies	4.80

The courses listed in the table cover a variety of academic fields, such as business, psychology and management, which demonstrates the programme's versatility and offers a broad range of knowledge. These courses are highly regarded not only for their content, but also for the qualifications of the lecturers and the practical experience they provide. For students, it is not just the course title or objective that is important, but also its quality – both in terms of content and delivery – which influences their readiness for professional practice. These results support further improvements and adjustments to ensure that the study programme meets students' needs and the demands of today's labour market.

5. Key information about the study programme

5.1. Progress in implementing the recommendations made by the accreditation experts for the field of study

The accreditation experts recommended that the '*Business Psychology*' study programme introduce a proctoring system to ensure academic integrity in distance learning. To address issues of academic integrity in distance learning, the feasibility of introducing a proctoring system is being assessed. This recommendation is currently on the university management's agenda, and its implementation will proceed based on the results of the assessment and the necessary resources.

5.2. Strengths and weaknesses of the study programme

Table 5.1 shows the shortcomings identified in the 2022/2023 academic year and the specific improvements introduced in the 2023/2024 academic year to enhance the quality of the study programme.

Table 5.1. Strengths for the 2023/2024 academic year

Shortcomings in the 2022/2023 academic year	Strengths for the 2023/2024 academic year
1. Lack of psychology modules in the final year of study – psychology modules were not offered in the final year.	Psychology modules totalling 12 ECTS credits are being delivered in the final year to ensure a comprehensive education.
2. Unjustifiably high marks – incompetent lecturers awarded excessively high marks.	Meetings with the relevant lecturers have been successfully organised to explain the assessment criteria and ensure more objective assessment.

3. The course content of the study programme is not fully suited to distance learning – some courses were not optimised for the distance learning format.	The course content has been reviewed and optimised, and all courses now meet the requirements for distance learning, ensuring the same quality for all students regardless of the mode of study.
4. Lack of online lectures and communication – insufficient opportunities were provided for students to communicate with one another.	To promote collaboration and the exchange of information amongst distance-learning students, the following measures were introduced: 1. a ‘Hackathon’ during the induction week; 2. regular meetings with the programme director; 3. consultation opportunities in each course; 4. a WhatsApp group chat.

5.3. Study programme development plan for the coming period

For the coming academic year 2024/2025, two main objectives have been set to continue developing and improving the study programme, making it even more relevant to the demands of today’s working environment and the needs of students:

1. *Reviewing and modernising the study programme’s content for distance learning.* Building on previous improvement initiatives, the plan is to actively remove outdated material from the study programme and incorporate new, topical subjects that will be of practical use to students. Lectures by industry experts will be organised, and interactive online methods will be used to strengthen students’ sense of belonging and engagement in the learning process. The aim of these changes is to ensure that the content meets the needs of the modern workplace.
2. *Digital solutions and courses related to digital skills and technologies.* There are plans to integrate courses into the study programme that cover the development of digital skills and the application of digital solutions in business. The aim of these courses is to provide students with the knowledge and skills that are essential in today’s digital working environment, enabling them to be better prepared to work with modern technologies and digital tools.

These initiatives will contribute to the development of the study programme, making it even more engaging and relevant for both students and employers, whilst also preparing students to operate effectively in today’s digital and dynamic working environment.

5.4. Various

We are proud to witness the achievements of our programme’s students, who are already demonstrating outstanding results whilst still studying and putting the knowledge they have acquired into practice. One example of this is their successful work on the development and implementation of the [MAKE IT](#) project.