

Study programme “Management, Administration and Property Management”

Study programmes
‘Business Psychology’
Self-assessment report
for the 2024/2025 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 an 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 during the 2024/2025 academic year review period took place in accordance with the planned schedule, ensuring the evaluation of the quality of the study process and the monitoring of the programme's content development. On 6 December 2024, a regular council meeting was held, attended by the programme director, representatives of the RISEBA administration, academic staff, an employer representative and students.

The following matters were considered and approved at the meeting:

1. Approval of the self-assessment report for the 2023/2024 academic year.
2. Structural and content-related changes to study modules, aimed at improving the programme's alignment with industry trends and enhancing students' professional preparedness. The following decisions were taken:
 - to merge the courses '*Management Psychology*', '*Organisational Psychology*' and '*Business Psychology*' into an integrated study module;
 - to introduce a new course, '*Cyberpsychology and Society*';
 - to transform the course '*Conflict Management and Mediation*' into a practical workshop;
 - to incorporate the activities of the '*Personal Development and Team Building*' course into a hackathon format;
 - introduce a new course, '*Artificial Intelligence in Business*', emphasising new technologies and their application in psychology and business.

The decisions taken are aimed at updating the programme's content, strengthening its link with labour market requirements and interdisciplinary approaches in today's study environment.

2. Study content and implementation

- 2.1. List of changes to the study programme's content and analysis of the impact of these changes

In the 2024/2025 academic year, the 'Business Psychology' degree programme will continue to pilot the structured approach introduced in the previous period for the development of students' research skills. This approach involves the gradual development of methodological competences at all stages of study – from mastering theoretical foundations to conducting empirical research as part of the bachelor's thesis.

The approach currently being implemented is being evaluated with the aim of identifying its impact on the quality of the study process, students' preparedness and the results of their final projects. A comprehensive impact analysis will be possible once the first full cohort has graduated.

2.2. Innovations introduced during the reporting period in the implementation of the study programme, including methods for delivering courses/modules and methods used to assess student achievement, should be outlined, indicating 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 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 final project development process.

The topics of final-year projects in the 'Business Psychology' study programme generally correspond to current labour market and sector trends. The topics of theses defended in the 2024/2025 academic year covered areas such as employee engagement and motivation, the risks of professional burnout and preventive strategies, change management in organisations, emotional intelligence in leadership, and the impact of technology on the working environment. A significant proportion of the theses were based on the current needs of organisations, demonstrating the students' ability to link theoretical knowledge with practical solutions.

According to the State Examination Commission’s report, the quality of the final theses was assessed as predominantly good or very good. Commission members commended the practical focus, research structure and well-reasoned proposals of the theses, whilst also identifying several areas for improvement:

1. Thematic relevance – the majority of theses are closely linked to issues in business psychology; however, in some cases, it is recommended to strengthen the link to the context of business and management.
2. Methodological rigour – it is recommended that research design be improved, including clarifying data collection instruments and the criteria applied to respondents.
3. Quality of conclusions and recommendations – the need to ensure a consistent logical link between empirical results, conclusions and the recommendations put forward has been emphasised.
4. Use of terminology and presentation skills – it is recommended that greater attention be paid to the accuracy of academic language and to structured, data-driven presentation.

The committee also noted a positive trend regarding the development of students’ critical thinking skills, particularly in cases where the proposals developed were based on the real needs of organisations and provided concrete implementation solutions.

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

In the ‘*Business Psychology*’ study programme, the plagiarism detection software ‘*Turnitin*’ is integrated into each course and is accessible 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 identified 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)

Table 2.1. Incoming and outgoing mobility of students and lecturers

	2023/2024	2024/2025	Changes compared to 2023/2024
Study mobility (outgoing)	[10]	[4]	[-6]
Study mobility (incoming)	[0]	[0]	[0]
Work placement mobility	[1]	[0]	[- 1]
Staff mobility	[7]	[8]	[+1]
Teaching mobility (outgoing)	[2]	[1]	[-1]
Teaching mobility (incoming)	[0]	[0]	[0]
TOTAL	[20]	[13]	[-7]

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

As part of the ‘Business Psychology’ study programme, the practice established in previous years of analysing the results of student surveys and using the feedback provided as a key tool for quality improvement was continued in the 2024/2025 academic year. Based on students’ feedback, particularly from part-time (distance learning) groups, several targeted improvements have been implemented relating to the programme’s organisation, content and the structure of assessment tasks. The table below summarises the improvements made:

Table 2.2. Quality improvement measures for the study programme, based on student feedback

No.	Action taken	Description
1	Increasing lecturers’ availability	Strengthened the individual support system, particularly for the preparation of bachelor’s theses; introduced standardised communication guidelines to ensure faster responses.
2	Updating study materials	Thematic materials have been reviewed and supplemented, incorporating the latest research in the fields of psychology and business.
3	Optimisation of the assessment schedule	The number of assignments to be submitted simultaneously by distance-learning students has been reduced, and a harmonised schedule of deadlines across courses has been introduced.
4	Strengthening organisational flexibility	Course planning has been adapted to the needs of part-time students, promoting a balance between studies and work commitments.

These improvements not only enhance student satisfaction but also strengthen the programme’s alignment with the changing demands of the labour market and the quality criteria for higher education.

2.8.1. Analysis of the results of the annual student survey

During the 2024/2025 academic year, an annual student survey was conducted with the aim of assessing satisfaction with the quality of courses on the ‘Business Psychology’ programme. The survey assessed aspects such as the professional competence of lecturers, the relevance of course content and the organisation of the study process. Rating scale: from 1 to 5 (where 5 = very good).

Table 2.3. Students’ ratings in various course areas (average scores)

Area	Lecturer’s rating	Content rating	Organisation of the course	Average
Psychology	4.5	4.7	4.6	4.6
Business Management	4.6	4.5	4.5	4.5
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

The survey results reveal consistent student satisfaction with the quality of courses, with the fields of psychology and business management receiving particularly positive feedback. Student evaluations show consistently high ratings for lecturers' performance and the relevance of course content, as well as a slight positive trend compared with the previous year in several areas, including research.

At the same time, the comparatively lower scores in the areas of research and methodology indicate a need to continue improving the course structure, teaching content and methodological support in these areas. The data obtained will be used as a basis for further development of the programme, with the aim of strengthening students' methodological competences and ensuring they are better prepared for the completion of their final projects.

2.8.2. Study Programme Evaluation

The results of the 2024/2025 academic year survey for the 'Business Psychology' study programme confirm an overall positive attitude among students towards the programme's quality and organisation. Students appreciate the programme's diversity of content, the competence of the lecturers and the opportunity to combine their studies with work, which is particularly important for part-time students.

Positive aspects highlighted by students:

1. 86 % of students noted the responsiveness of the programme management, particularly the director and individual lecturers, as well as their high level of professional responsibility and commitment to supporting students.
2. 67 % of full-time and 56 % of part-time students stated that the programme's content meets the demands of today's labour market and provides a balanced knowledge of psychology and business management.
3. 71 % of part-time students stated that they were satisfied with the organisation of the study process, particularly highlighting the flexible assessment schedule and the possibility of a personalised approach to study planning.

Students appreciate courses that include practical tasks, individual feedback and interactive elements, which provide an opportunity to link academic knowledge with practical application in the workplace.

Recommendations for improvement:

1. 42 % of part-time students would like faster communication with lecturers, particularly during the period of writing their bachelor's thesis.
2. 33 % of distance-learning students believe that the materials for certain courses should be supplemented with more up-to-date theoretical and practical examples.

The overall student rating for the programme's organisation and content ranged from 3.9 to 4.4 on a five-point scale. These results indicate a stable and high level of satisfaction, which at the same time provides a solid basis for the further development of the programme, taking into account students' needs and the dynamics of the sector.

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 implementing the study programme and achieving the learning outcomes

The resources provided for the delivery of *the 'Business Psychology'* study programme – teaching facilities, information resources (including libraries) and material and technical facilities – fully meet the programme's requirements and ensure that all necessary learning outcomes are achieved. No changes were made to 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 title:	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'* degree programme (€3,000 per year) is in line with the average fee levels at Latvian higher education institutions for similar programmes 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 job market requirements.

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 compliance of their qualifications with the conditions for delivering the study programme and the requirements of regulatory acts

At the start of the 2024/2025 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 2024/2025			
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 conducted during the autumn semester of the 2024/2025 academic year. 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
Coaching in Business	5.00
Legal Framework for Business	5.00
Management Decision-Making	4.96
Stress and Burnout Management	4.93
Positive psychology	4.90
Cyberpsychology and Society	4.86
Psychological Aspects of Group Leadership	4.85
Work placement at a business incubator	4.83
Management Studies	4.82
Methods of personality assessment in organisations	4.80

These courses represent various fields of study – psychology, business and management – which demonstrate the programme’s interdisciplinary approach and versatility. Student evaluations frequently highlight not only the relevance of the course content to current trends, but also the lecturers’ competence and ability to clearly structure the course content, integrating theoretical knowledge with practical application. This confirms the study programme’s ability to provide a high-quality academic experience and to develop professional competences in line with students’ needs and the demands of the labour market.

5. Key information about the degree programme

5.1. Progress in implementing the recommendations made by the study programme accreditation experts

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

Based on the results of the annual student survey and the monitoring of the study process, the most significant challenges and improvements implemented have been identified, and new strengths characterising the programme’s development in the 2024/2025 academic year have been highlighted. A summary is provided in Table 5.1.

Table 5.1. Strengths and weaknesses of the ‘Business Psychology’ study programme

Challenges identified in 2023/2024	Response and strengths for the 2024/2025 academic year
Low student satisfaction with research and methodology courses (average rating 3.8)	Restructuring of course content has begun: theoretical modules have been refined, practical assignments expanded, and support in the form of consultations enhanced.
Insufficient timely communication regarding the supervision of final projects	A personalised consultation schedule and coordinated communication via Moodle and email have been introduced, resulting in the accessibility rating rising to 4.4.
Overlapping deadlines for assessments at the end of the semester	The assessment schedule has been optimised in collaboration with course coordinators, particularly for the distance learning stream.
Inconsistency of certain teaching materials with current trends	An active discussion has been initiated within the programme regarding the necessary improvements to teaching materials so that they more fully reflect the latest industry trends and research findings.
New strengths identified in 2024/2025	Justification
Courses with excellent ratings (4.9–5.0)	The highest ratings were awarded to the courses ‘Coaching in Business’, ‘Management Decision-Making’ and ‘Business Incubator Placement’, reflecting the relevance of the content and the quality of teaching.
Student participation in feedback processes has increased	More than 90 per cent of distance-learning students took part in the surveys, indicating a high level of engagement and shared responsibility for the programme’s development.
Improved horizontal and vertical communication	Cooperation between students and management was rated positively, thanks to regular information sessions, Zoom consultations and structured feedback.

These aspects confirm the study programme’s continuous improvement in quality and its alignment with modern educational requirements. The data obtained will be used in planning for the next academic cycle, with a particular focus on strengthening research skills, offering flexible courses and providing personalised support to students

5.3. Study Programme Development Plan for the Coming Period

Based on the activities carried out during the 2024/2025 academic year and student feedback, an in-depth and systematic development programme will be implemented in the coming academic year, with a particular focus on the quality of distance learning and the strengthening of digital competences. The following areas of development have been identified:

1. *An in-depth review of the study programme content and the integration of modern components into distance learning.* The work already begun on modernising course content will continue, but a consistent and structured approach will be adopted in the coming period – it is planned to introduce a unified course review schedule, setting out priority topics and the sequence of courses to be reviewed. Both teaching staff and industry professionals will be involved to ensure that the content is thematically relevant, practically applicable and pedagogically focused, particularly in meeting the

needs of distance learning students. Considerable attention will be paid to strengthening the sense of digital belonging through the use of interactive formats, online discussions and guest lectures.

2. The development of digital skills as an interdisciplinary area of study. An in-depth integration of digital literacy content into the programme will be initiated by reviewing the content of existing courses and supplementing them with modules on digital psychology, data interpretation and the use of digital tools. There are also plans to develop a new optional course or module dedicated to aspects of digital change management in business and human resources. These solutions will meet the dynamic needs of today's labour market and strengthen students' competitiveness in an international environment.

3. Strengthening formal and informal mechanisms for student engagement. There are plans to systematise mechanisms for student involvement in the development of study content and quality assessment – a 'student voice' format will be developed, involving the organisation of regular focus group discussions and in-depth online surveys. This approach will help to better understand students' needs and adapt the course of programme development to the actual requirements of the educational and professional environment, benefiting both students and employers, whilst also enabling students to be prepared for effective work in today's digital and dynamic working environment.