

Study programme “Management, Administration and Property Management”

Study programme
‘Business Psychology’
Self-assessment report (project)

for the 2025/2026 academic year

Director of the study programme

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***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

During the reporting period, student admissions were resumed for the 'Business Psychology' study programme in the form of distance learning in English.

The decision to resume admissions was taken following an assessment of demand from prospective students, the programme's development prospects and the university's internationalisation objectives. These changes make the programme accessible to a wider target audience, expand study opportunities for international students and strengthen the programme's competitiveness within the international higher education environment.

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

During the reporting period, issues relating to the development and quality improvement of the study programme were addressed as part of a systematic development process, ensuring regular collaboration between academic staff, the university management, industry representatives and other experts involved in the development of the study process. The programme's development priorities were discussed through individual consultations, working meetings and thematic discussions, assessing opportunities for improving the study process, students' needs, labour market trends and trends in higher education.

During the reporting period, particular attention was paid to improving the quality of studies, digitising course content, expanding access to studies and ensuring a consistent approach to the delivery of courses. As a result of these discussions, several development priorities were identified relating to the availability of study materials, the organisation of the study process in a digital environment, and strengthening the competitiveness of study programmes.

Following consultations, working meetings and discussions amongst the parties involved, RISEBA Order No. 26/1.1-3/12 "On the pilot project for the development of distance learning study courses" was drawn up and approved. The aim of the pilot project is to ensure a standardised and high-quality range of study modules, to develop digital study materials in Latvian and English, and to improve the organisation of the study process within the e.riseba system.

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:

According to the final data for the reporting period, 374 students were enrolled on the 'Business Psychology' study programme. The majority of students – 286 students, or 76.5 per cent – were studying via distance learning in Latvian and English. There were 78 students, or 20.9 per cent, enrolled in part-time on-campus study, whilst 10 students, or 2.6 per cent of the total student body, were enrolled in full-time on-campus study.

During the reporting period, 99 students graduated from the study programmes. Of these, 73 graduates completed their studies via distance learning, 15 via part-time on-campus study, and 11 via full-time on-campus study. The breakdown of graduates reflects the student structure of the programme, which is dominated by distance learning.

The breakdown of students by mode of study confirms a steady demand for flexible study options that can be combined with professional activities. Distance learning constitutes the most significant segment of the programme's delivery, ensuring access to the programme for various groups of students both in Latvia and abroad.

1.4. Analysis of the study programme's target audience and its alignment with existing modes of study (based on trends in admission results), and analysis of graduate employment

Based on trends in admission results, student profiles and observations of the study process, the main target audience for the 'Business Psychology' study programme consists of professionally active

adults who combine their studies with work and are focused on professional development in the fields of management, entrepreneurship and people management.

Table 1.1. Profile of the target audience for the ‘Business Psychology’ study programme

Characteristics	Target audience profile
Average age	28 years
Employment status	Professionally active specialists and managers
Professional environment	Working with clients, teams, staff and business partners
Professional focus	Management, administration, entrepreneurship and human resources development
Motivation for study	Development of professional competencies and management skills
Focus of interests	The human factor in organisations, leadership, motivation, communication and organisational development
Psychological orientation	An in-depth understanding of oneself, the behaviour of others and group processes within the context of organisations and sectors
Learning approach	Practical application of knowledge in professional practice
Mobility	Some students work in an international environment or regularly spend time outside Latvia
Preferred mode of study	Distance learning and part-time on-campus study

The modes of study chosen by students confirm that they meet the needs of the programme’s target audience. Distance learning and part-time on-campus study enable students to successfully combine their studies with their professional activities, whilst maintaining a high level of engagement in the learning process.

Graduate employment trends indicate that the majority of students are already integrated into the labour market whilst still studying. The knowledge and skills acquired through the study programme are applied in professional practice in management, human resources management, customer relationship management, sales, project management and other fields where an understanding of the processes involving individuals, groups and organisations is of key importance.

2. Course content and delivery

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

During the reporting period, the content of the ‘Business Psychology’ study programme remained essentially unchanged. The learning outcomes, programme objectives and total study load specified in the accredited study programme were retained.

At the same time, work continued on the structural and methodological improvement of the study programme. The titles of individual modules were refined, the module mapping was improved, and the links between modules and the programme’s learning outcomes in terms of knowledge, skills and competences were clarified. In some cases, the titles of study modules were adapted to terminology more commonly used in the international higher education environment, thereby promoting the programme’s transparency and comparability in an international context. The clarifications made do not alter the learning outcomes of the study programme, but improve the programme’s internal logic, the progression of learning outcomes and the alignment of study modules with the programme’s competence framework.

During the review period, the first cohort of students completed their studies, having fully implemented the approach of the gradual development of research skills introduced in previous academic years. This approach involves the sequential development of a single research area across several stages of study. In their first-year project, students carry out a theoretical analysis of the research problem and develop a conceptual model for the study. In the second-year project, a pilot study is carried out to empirically test the initial assumptions, evaluate the chosen methodology and, where necessary, refine the

focus of the research. As part of the Bachelor's thesis, the research is expanded, the analysis of the results obtained is deepened, and a solution suitable for practical application within the organisation is developed.

The results of the programme's internal monitoring indicate that, following the introduction of this approach, the regularity with which coursework is completed has improved. The proportion of students who defend their coursework by the end of the academic year has increased from approximately 40–50 per cent to an average of 70 per cent, i.e. by approximately 20–30 percentage points. Consequently, the proportion of students who do not complete or defend their coursework by the set deadline has decreased. Although this result is to be regarded as positive, it is necessary to continue improving the methodological support provided to students and the supervision of the thesis preparation process.

An evaluation of the work of the first full-cycle cohort shows that approximately 80 per cent of students maintain the continuity of their initial research problem throughout all three stages of the research project. In some cases, the focus of the research is refined or altered if, as a result of theoretical analysis or a pilot study, the problem initially formulated is not empirically confirmed. The direction of the research may also be changed if the student is no longer able to continue data collection at the organisation originally selected. In such cases, the adjustment to the research should be regarded not as a break in the continuity of the research process, but as a methodologically sound review of the initial assumptions.

Previously, in many bachelor's theses, the empirical research was primarily focused on the initial identification of a problem, for example, by conducting a survey, interpreting the results obtained and formulating general recommendations. The current approach allows for the initial empirical examination of the problem to be carried out as early as the second-year dissertation. Consequently, as part of their bachelor's thesis, students can broaden the scope of their research, conduct a more in-depth analysis of the results and develop a more specific solution for use within an organisation, such as a system, plan, strategy or set of measures. Although this approach has not yet been fully implemented in all final dissertations, there is a noticeable trend towards an increase in the proportion of dissertations in which the research findings are transformed into a practically applicable solution.

The most significant outcome of the approach adopted is the opportunity to gradually develop and assess students' scientific thinking. If, at the first stage, shortcomings are identified in the formulation of the problem, the theoretical framework or the conceptual model, the student can, at the next stage, review their initial assumptions and methodologically refine the direction of the research. Thus, throughout the development of the research project, it is possible to monitor the student's ability to critically analyse the problem, link theoretical insights with empirical results, and make justified adjustments to the initial research concept.

Given the academic focus of the degree programme, the continuity of research projects is essential for the development of scientific thinking, methodological competence and independent research activity. The results of the first full-cycle cohort indicate that the approach adopted promotes the development of more systematic research projects, an improvement in their conceptual quality, and a closer link between research findings and the development of practical solutions. At the same time, the evaluation of the approach's impact will continue in the coming academic years by analysing the results of future cohorts and identifying stages of the research process where additional methodological support is required.

- 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, indicating how they contribute to the achievement of course outcomes and the programme's objectives

During the reporting period, the study programme began developing simulation-based teaching methods, integrating digital simulations into the learning process. The simulation tasks are aimed at developing students' professional competences, providing an opportunity to apply the knowledge acquired in study modules in practice through decision-making, problem-solving and teamwork.

To this end, interactive educational simulations are being developed within the Minecraft Education environment, integrating elements of management, entrepreneurship and organisational psychology. It is anticipated that the use of these simulations will enhance the achievement of learning outcomes by strengthening students' ability to apply theoretical knowledge in practical situations.

- 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, no changes were made to the admission requirements for the ‘Business Psychology’ study programme. Admissions were organised in accordance with the requirements set out in the accredited study programme.

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

In the “Business Psychology” study programme, work placements are not a compulsory part of the programme. At the same time, students have opportunities to gain professional experience through the RISEBA Career Centre and alumni support initiatives, as well as by establishing individual contacts with potential employers.

No changes were made to the provision or organisation of work placements during the reporting period. Students will continue to have access to the university’s support in seeking professional experience and career development opportunities.

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

The topics of final-year projects in the ‘Business Psychology’ degree programme correspond to the programme’s profile and current labour market needs.

Final dissertations are primarily related to:

1. human factor management in organisations,
2. organisational development and management processes,
3. the impact of the digital environment on human behaviour and organisational operations.

Particular attention is paid to topics such as leadership, employee motivation and engagement, professional well-being, organisational culture, change management, team effectiveness, human resource management, communication within organisations, as well as issues relating to digital transformation and the impact of technology. The selected topics reflect the current challenges faced by modern organisations in the fields of human resource management, organisational development, change management and sustainable organisational development.

The State Examination Commission assessed the quality of the final theses positively overall, noting the relevance of the topics to the study programme’s profile, the practical focus of the research and its relevance to the professional environment. The Commission’s recommendations mainly relate to the further refinement of research methodology, the interpretation of results and academic argumentation.

The process of preparing the final theses is generally assessed positively, and the recommendations provided by the committee are being used to improve the study process and the supervision of final theses.

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

In the ‘Business Psychology’ study programme, academic integrity is ensured through the use of the Turnitin plagiarism detection system, which is integrated into the study process and accessible to both lecturers and students. Final dissertations and other coursework are checked in accordance with the university’s academic integrity requirements.

During the review period, no significant breaches of academic integrity or instances of plagiarism were identified in the study programme that would have required additional disciplinary proceedings. Preventive measures, including informing students about the principles of academic integrity and regular checking of work using the Turnitin system, are assessed as effective.

- 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. Student mobility within the study programme

Type of mobility	2024/2025	2025/2026	Changes compared to 2024/2025
Study mobility (outgoing)	5	9	+4
Study mobility (incoming)	0	0	0
Work placement mobility	1	0	-1
TOTAL	6	9	+3

Note: Data on lecturer and staff mobility are not included in this report, as academic staff are not assigned to a specific study programme but support the teaching process across several study programmes and within the faculty. Consequently, it is not possible to objectively identify instances of mobility that would be attributable solely to the 'Business Psychology' study programme.

During the reporting period, an increase in student mobility was observed within the “Business Psychology” degree programme. The number of outgoing student mobility placements rose from 5 to 9, indicating growing interest amongst students in taking advantage of international study opportunities. The total number of mobility placements increased from 6 to 9.

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

During the reporting period, improvements to the quality of the study programme were implemented based on student feedback, monitoring results and the development priorities identified in previous periods. The previously planned improvements to the organisation and delivery of the study process have been implemented within the study programme.

The main priority during the reporting period was *to improve the quality and accessibility of study materials*. To this end, a pilot project for the development of distance learning courses was launched, within the framework of which digital study materials are being improved, a unified approach to the organisation of study courses is being developed, and high-quality study content is being made available in Latvian and English.

The activities carried out are aimed at ensuring a consistent study experience across all modes of study and at further improving the quality of study programmes.

2.8.1. Analysis of the results of the annual student survey

In the 2025/2026 academic year, the results of the student survey on the evaluation of study modules within the ‘Business Psychology’ degree programme were analysed. The survey summarised the overall assessment of study modules on a five-point scale and analysed students’ responses to open-ended questions. Ratings were given on a five-point scale, where 5 represents the highest rating.

Table 2.2. Summary of course evaluations

Indicator	Value
Number of study modules assessed	46
Number of survey responses	555
Average rating of study modules	4.69
Highest course mark	5.00
Lowest course mark	3.76
Courses rated 4.50 and above	38 or 82.6%
Courses with a rating below 4.00	2 or 4.3%

The survey results confirm a high level of student satisfaction with the quality of study modules. The average rating for study modules was 4.69 out of 5.00, and 38 out of 46 study modules, or 82.6 per cent, were rated 4.50 or higher. Only 2 study modules, or 4.3 per cent, received a rating below 4.00, which indicates a generally stable quality of teaching in the delivery of the programme.

Table 2.3. Course evaluation by field of study

Field of study	Number of courses	Number of survey responses	Average rating
Psychology and organisational psychology	16	210	4.72
Management, Entrepreneurship and Human Resource Management	9	77	4.76
Marketing, Communication and Languages	9	141	4.75
Economics, finance and legal framework	7	56	4.40
Research, methodology and information literacy	3	35	4.52
Social responsibility, sustainability and safety	2	36	4.73
Total	46	555	4.69

Note: In Table 2.3, the average scores for fields of study were calculated by grouping the 46 study modules according to their subject focus and using the number of survey responses as a weighting factor.

An analysis of the fields of study shows that the highest ratings were received in the fields of management, entrepreneurship and human resource management, as well as in marketing, communication and languages. High results were also achieved in the fields of psychology and organisational psychology, which form the professional core of the study programme. These indicators confirm that the programme's interdisciplinary approach meets the professional needs of students and the requirements of the labour market.

The average rating for the areas of research, methodology and information literacy is 4.52, indicating positive progress in this previously identified area for improvement. At the same time, the areas of economics, finance and legal regulation, although assessed positively overall, show a comparatively lower average rating of 4.40. This points to the need to continue improving the clarity of study materials, the relevance of examples and the practical link to the profile of the business psychology programme.

In addition to the quantitative indicators, students' responses to open-ended questions were also analysed. Students rated the lecturers' professional competence, the link between the course content and professional practice, the use of real-life examples, practical assignments, self-assessment tests and clearly structured materials on the e.riseba system positively. These aspects help students to better grasp the course content and link theoretical knowledge to professional practice.

At the same time, some responses highlighted the need to increase the proportion of practical examples, discussions and assignments, as well as to improve the relevance, clarity and accessibility of study materials. Based on the survey results and qualitative feedback from students, the systematic improvement of the quality and accessibility of study materials as the main priority for the development of the study programme during the review period.

To this end, a pilot project for the development of distance learning courses was launched, within the framework of which digital study materials in Latvian and English are being improved, a unified approach to the organisation of courses within the e.riseba system is being developed, and the practical focus of study materials is being strengthened. The project's outcomes are intended for use across all modes of study, ensuring uniform quality standards and an equivalent learning experience for all students.

2.8.2. Evaluation of the study programme

The quality of the 'Business Psychology' study programme is assessed positively overall. The results of student surveys, the monitoring of learning outcomes and the quality of final-year projects confirm that the programme meets its objectives, the professional needs of students and the requirements of the labour market.

The programme's strengths lie in the integration of psychology and management knowledge, the practical focus of the curriculum, and the highly regarded professional competence of the lecturers.

Based on student feedback, improving the quality, relevance and accessibility of study materials was identified as the main development priority during the review period. To this end, a pilot project was launched to develop distance-learning courses, the results of which are intended for use across all modes of study.

Overall, the study programme demonstrates consistent quality and a systematic approach to continuous improvement.

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 academic, information and material and technical resources available for the delivery of the 'Business Psychology' study programme are sufficient to achieve the programme's objectives and ensure the attainment of learning outcomes.

During the reporting period, work continued on improving digital study materials and developing a unified approach to the organisation of study modules within the e.riseba system. At the same time, the university has established an Artificial Intelligence Laboratory, which expands the possibilities for integrating artificial intelligence solutions into the study process, the development of practical assignments and the development of digital competences.

Overall, the available resources meet the needs of the study programme, and the improvements made during the reporting period contribute to the modernisation of the study process and the strengthening of its practical focus.

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

The future development of the study programme is primarily linked to the refinement of digital study materials and the introduction of new teaching solutions. The most significant requirement is to attract additional human resources and experts to develop the study content in the fields of digital technologies, artificial intelligence and simulation-based teaching methods.

Library resources, the provision of lecture theatres, the availability of computer labs and technical equipment are currently sufficient for the delivery of the study programme.

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

The tuition fee for the ‘Business Psychology’ study programme in the 2025/2026 academic year is 2,700 EUR per year for part-time on-campus studies in Latvian and 2,500 EUR per year for distance learning studies in Latvian.

Table 3.1. Assessment of the competitiveness of tuition fees

Programme and higher education institution	Annual programme fee	Duration (years)	Mode	Language	Basis for comparison
Business Psychology, RISEBA	2,700 EUR	4	Part-time on-campus	Latvian	Programme under review – an interdisciplinary programme combining management, entrepreneurship and psychology
Business Psychology, RISEBA	2,500 EUR	4	Distance learning	Latvian	Programme under review – distance learning programme integrating specialised psychology and management
Business Management, University of Latvia	2,200 EUR	4	Part-time on-campus	Latvian	Directly comparable in terms of level of study and field of management; comparison of content is limited as the programme does not offer a specialisation in psychology
Management Studies, University of Economics and Culture	2,800 EUR	3.5	Part-time on-campus	Latvian	Directly comparable in terms of level of study, language and field of management; differs in having a more academic management profile without a business psychology component
Management Studies, University of Economics and Culture	2,400 EUR	4	Distance learning	Latvian	Directly comparable in terms of level of study, language and mode of delivery; differs in having a more specialised management profile
Business Management, Turība University of Applied Sciences	2,420 EUR	4.3	Part-time distance learning	Latvian	A partially comparable professional management programme; differs in terms of duration, delivery method and the absence of a psychology component

Business Management, Turība University of Applied Sciences	2,120 EUR	4.3	Distance learning	Latvian	Partially comparable in terms of the digital format of study; lower cost, but the programme focuses on business management rather than business psychology
Entrepreneurship and Management, RTU Liepāja Academy	1,850 EUR	5	Part-time studies	Latvian/English	Partially comparable professional management programme; lower cost, but differs significantly in terms of duration, regional availability and programme profile
International Business and Sustainable Economy, RSU	2,800 EUR	3	Full-time on-campus	Latvian	Indirectly comparable business programme; not directly comparable in terms of mode of study, but indicative of the price level in the business studies sector

A comparison of tuition fees shows that the fee for the ‘Business Psychology’ programme in the part-time on-campus format is competitive compared to similar programmes in the field of management. It is lower than the part-time tuition fee for the EKA programme “Management Studies” and on a par with the price level of RSU’s business programmes, whilst exceeding the fees charged by LU, Turība and RTU. This price difference is justified by the programme’s interdisciplinary profile, in which management and business content is integrated with knowledge of psychology and the analysis of the human factor within organisations.

The tuition fee for the distance-learning programme, at 2,500 EUR per year, is slightly higher than that for EKA’s distance-learning programme in Management Studies and Turība e-learning programme in business management. At the same time, the RISEBA programme offers a specific business psychology specialisation, which is a distinguishing feature within Latvia’s higher education landscape. Therefore, the tuition fee level is considered justified, provided that the development of digital study materials continues, the quality of courses on the e.riseba system is improved, and the practical focus is strengthened.

Proposal for the review period – to maintain the current tuition fees at 2,700 EUR per year for part-time on-campus studies and 2,500 EUR per year for distance learning. An increase in tuition fees in the near future is not recommended, given the price levels of competing distance-learning and part-time programmes. A further review of fees would be justified following the improvement of digital study materials, the strengthening of the practical focus, and an evaluation of admission results.

4. Teaching staff

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

During the reporting period, no significant changes were made to the composition of the academic staff involved in the delivery of the ‘Business Psychology’ study programme. At the same time, one lecturer on the programme obtained a doctoral degree, thereby enhancing the academic staff’s research capacity.

Table 4.1. Breakdown of RISEBA’s elected and visiting lecturers on the “Business Psychology” study programme for the 2025/2026 academic year

Lecturers involved in the delivery of the study programme	RISEBA	Visiting lecturers	Total
Lecturers with a PhD	21	5	26
Lecturers with a master’s degree	7	4	11
Professors and associate professors	10	0	10
Total academic staff	38 (81%)	9 (19%)	47

The qualifications of the lecturers involved in the programme’s delivery comply with the requirements of the Higher Education Act, national higher education standards and other regulatory acts. The academic staff possesses the appropriate scientific, professional and pedagogical competence to achieve the learning outcomes.

During the reporting period, significant attention was paid to the development of digital competences, particularly the digitisation of study materials, the use of the e-learning environment and the integration of artificial intelligence solutions into the study process. Overall, the composition and qualifications of the teaching staff ensure the high-quality delivery of the study programme and its further development.

4.2. Analysis of student evaluations of study modules (including teaching staff)

The results of the student course evaluations confirm a high level of satisfaction with the delivery of the courses and the work of the teaching staff. The analysis shows that the highest-rated courses cover several core areas of the programme, indicating a balanced quality of study across the entire programme.

Table 4.2. The highest-rated courses in the ‘Business Psychology’ programme

Course title	Average rating	Number of respondents
Innovation Management	5.00	4
Risk and Quality Management	4.97	11
Business English 3	4.93	22
Strategic Management	4.93	5
Financial Management	4.93	4
Psychological aspects of group leadership	4.89	14
General psychology	4.89	24
Stress and Burnout Management	4.87	17
Organisational Psychology	4.87	15
Legal Framework for Business	4.85	18

The highest-rated modules are in the fields of psychology, management, business, financial management and professional communication. This confirms the effectiveness of the programme's interdisciplinary approach and the relevance of the curriculum to students' professional needs.

Student feedback regularly highlights the professional competence of the teaching staff, the practical focus of the course content, the linking of theory with professional experience, and the clearly structured organisation of the study process. Practical assignments, discussions, case studies and the availability of digital study materials are also highly rated.

Based on the survey results, the development of study materials, the structuring of study modules within the e.riseba system and the strengthening of the practical focus continued during the review period. Particular attention was paid to the quality of digital study materials, the integration of topical examples and the development of a unified approach to the delivery of study modules.

Overall, the results of the evaluation of study modules and teaching staff confirm the consistent quality of teaching and a high level of student satisfaction with the delivery of the study programme.

5. Key information about the study programme

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

During the accreditation process for the 'Business Psychology' study programme, a recommendation was made to assess the possibilities of introducing a proctoring system to strengthen academic integrity in distance learning. During the reporting period, work on implementing the recommendation continued at the institutional level. The assessment of proctoring solutions and the coordination of the implementation process fall within the remit of the Quality Management Unit and are carried out at the university level, ensuring a uniform approach across all study programmes.

Given the institutional nature of the recommendation, progress in its implementation does not apply solely to the 'Business Psychology' study programme, but to the university's study process quality assurance system as a whole.

Status of the recommendation – in the process of being implemented.

5.2. Strengths and weaknesses of the study programme

Based on the results of the student survey, monitoring of the study process, assessment of final projects and the development activities carried out during the review period, the 'Business Psychology' study programme can generally be assessed as a stable and competitive programme with a clear interdisciplinary profile. The programme's strengths relate to the integration of knowledge in psychology, management and business, its practice-oriented curriculum, flexible modes of study, and high levels of student satisfaction with the quality of courses and the work of the teaching staff.

Table 5.1. Strengths and areas for improvement of the 'Business Psychology' study programme

Strengths	Areas for improvement	Actions taken or planned
A clearly defined interdisciplinary programme profile that integrates psychology, management and business competencies	Further alignment of the curriculum with current trends in organisational development, human resource management and digital transformation	Regular updating of course content and refinement of practical assignments
A high level of student satisfaction with the quality of study modules and the work of teaching staff	Further improvement of the quality, relevance and accessibility of study materials	Implementation of a pilot project to develop distance learning courses and improvement of digital materials within the e.riseba system

Flexible modes of study that meet the needs of working students	Strengthening uniform quality standards across all forms of study	Development of a unified approach to the organisation of study courses and the structuring of study materials
Practice-oriented study content and the development of professional competences	Expanding the practical focus in individual study modules	Development of solutions based on simulations, case studies and a problem-based learning approach
Qualified academic staff with appropriate scientific, professional and pedagogical competence	Strengthening competencies in digital, artificial intelligence and innovative teaching methods	Professional development activities for teaching staff and methodological support for the implementation of new solutions
A well-developed digital learning environment and access to artificial intelligence laboratories	Systematic integration of innovative digital solutions into the study process	Gradual introduction of artificial intelligence tools, digital simulations and interactive learning solutions into study programmes
Growing student interest in international mobility	Strengthening incoming mobility and international engagement	Expanding student information and opportunities for international cooperation

The main areas for improvement are not related to critical shortcomings in the study programme, but to the needs for its further development. These mainly concern the systematic improvement of study materials, the consolidation of a unified approach to the organisation of distance learning courses, the expansion of practical training, and the development of academic staff's competencies in the use of digital technologies and artificial intelligence.

The pilot project for the development of distance-learning courses launched during the reporting period, the establishment of the Artificial Intelligence Laboratory, and the development of simulation-based teaching methods form the basis for the programme's further modernisation. These measures are aimed at improving the quality of studies, strengthening students' practical skills and ensuring the programme's competitiveness in the next reporting period.

5.3. Study programme development plan for the next period

During the next review period, the development of the 'Business Psychology' study programme will focus on refining teaching methods and strengthening the practical component of the courses. The main emphasis will be on ensuring that students not only acquire knowledge and skills, but are also able to apply them in professional situations, analyse organisational processes and justify practical solutions.

Table 5.2. Development plan for the study programme for the coming period

Area of development	Planned action	Expected outcome
Strengthening the practical component in study modules	Gradually improve practical tasks, case studies and tasks closely linked to professional situations	Students will apply their theoretical knowledge in a more targeted manner when analysing and solving practical problems
Demonstration of competences during the study process	Review the tasks and assessment criteria for individual courses, linking them more clearly to the programme's learning outcomes	The learning process assesses not only the acquisition of knowledge, but also the ability to argue a case, make decisions and propose well-founded solutions
Development of practice-oriented teaching methods	Expand the use of case studies, discussions, problem-based tasks and simulations in priority courses	Analytical, communication, collaboration and decision-making skills are strengthened

Improvement of digital study materials	Continue to organise study materials within the e.riseba system, with a particular focus on improving access to practical examples and exercises	Study materials are becoming clearer, more consistent and more closely linked to practical work
Methodological support for teaching staff	Provide teaching staff with methodological guidance on the implementation of practice-oriented tasks and competence-based assessment	The capacity of academic staff to implement a study process focused on competence development is being enhanced

The priority for the coming period is the systematic enhancement of the practical component within existing study modules. This approach will strengthen the alignment of study programmes with labour market needs and promote students' ability to apply the knowledge they have acquired in their professional practice.