APPROVED BY
Acting Rector's Order No. 26/1.1-3/163 of 19.10.2026.

RISEBA University of Applied Sciences

QUALITY MANUAL

Introduction

The RISEBA Quality Manual (hereinafter referred to as the Manual) describes the quality policy, objectives, and quality management system of RISEBA University of Applied Sciences (hereinafter referred to as RISEBA). The Manual includes the procedures of the quality management system or references to them, and sets out the structure of the documentation used within the quality management system.

Quality management is overseen by the Rector of RISEBA. The Rector appoints the Head of Quality, who is responsible for the implementation of quality management at the university.

RISEBA's quality management system is designed in accordance with a comprehensive quality management approach, using the EFQM 2025 Excellence Model, and integrating the ESG 2015 standards and guidelines into the assurance of the quality of studies. The process of improving the quality management system is ongoing.

The aim of this Manual is to document RISEBA's practices in quality management matters, to ensure a common understanding amongst all RISEBA staff and stakeholders and compliance with the quality management system, as well as to inform the public about RISEBA's quality standards.

This Manual is available to all RISEBA staff members. RISEBA assesses and plans improvements to the quality management system as part of the annual strategic planning and control process. Changes to the Manual are made by issuing a new version, which supersedes the previous one. Any RISEBA employee may submit proposals for changes to the Manual if they identify discrepancies between current working practices and those set out in the Manual, or if they propose improvements to existing working practices. The RISEBA Head of Quality is responsible for reviewing proposals and updating the Manual; they record changes to the Manual and inform staff.

Abbreviations used

Abbreviation	Explanation
AACSB	*AACSB (Association to Advance Collegiate Schools of Business)* is an international organisation that sets standards for business education, strengthening business schools worldwide through accreditation, thought leadership and transformative learning.
AI	Artificial Intelligence
AII	Higher education institution
AIKA	AIKA is Latvia's higher education quality assurance agency, which organises external evaluation, accreditation and licensing of higher education institutions and study programmes to ensure the quality of studies and international recognition.
AoL	Assurance of Learning – the assessment and assurance of learning outcomes
Fig.	Figure
CEEMAN	CEEMAN is an international management education network that brings together universities and business schools to promote excellence, innovation and quality in management education (the name CEEMAN historically derives from *the Central and East European Management Development Association*, but the organisation has long since become a global association, so today it positions itself as *The International Association for Management Development in Dynamic Societies*, whilst retaining the acronym CEEMAN for the sake of recognition).
Founders (and owners)	SIA "Biznesa, mākslas un tehnoloģiju augstskola "RISEBA"" (reg. No. 40003090010), registered office: Riga, Meža iela 3, LV-1048
ECTS	European Credit Transfer and Accumulation System
EFMD	EFMD is an international organisation that sets quality standards in management and business education, accredits business schools and study programmes, and promotes cooperation between higher education institutions and businesses worldwide.
EFQM	European Foundation for Quality Management. The EFQM Excellence Model is a comprehensive management system designed to help organisations improve their operational effectiveness and achieve sustainable excellence.
EQF	European Qualifications Framework
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
IAM	Sustainable Development Goals
KPI	Key Performance Indicator
LQF	Latvian Qualifications Framework
RISEBA	RISEBA University of Applied Sciences
LR	Republic of Latvia
PDCA	An iterative design and management method used in business for the control and continuous improvement of processes and products (*plan–do–check–act*)
Manual	RISEBA Quality Manual
etc.	And others
Board	The executive body of SIA "Biznesa, mākslas un tehnoloģiju augstskola "RISEBA"", the owner of RISEBA University of Applied Sciences, which manages the company's day-to-day operations and represents the company in its dealings with other parties.

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1. General information about RISEBA

1.1. Establishment and legal basis for operations

1. RISEBA is a university of applied sciences whose strategic specialisation is in interdisciplinary and competitive education, aimed at preparing high-calibre specialists and managers in the business and creative industries to work in an international environment in the following three fields: business, architecture and design, as well as media and creative technologies. The university was founded on 9 September 1992 by seven Latvian companies in collaboration with the *Manchester College of Arts and Technology (MANCAT)* with the aim of providing competitive higher education that meets international requirements and standards, and to promote the development of studies and research. As the university's first significant partner and co-founder was the Manchester College of Arts and Technology, this collaboration had a significant influence on RISEBA's development – from the content and approach to its programmes right through to the university's visual identity, including the logo and colour scheme, which have been retained to this day. The acronym RISEBA derives from the university's original name in English – *Riga International School of Economics and Business Administration* (Riga International School of Economics and Business Administration), whilst its current official name in Latvian is the "RISEBA" University of Applied Sciences. The current owner of the university is SIA "RISEBA University of Applied Sciences" (reg. No. 40003090010).

2. RISEBA operates in accordance with the Higher Education Act, the Scientific Activity Act and the RISEBA Constitution, whilst complying with the Constitution of the LR, the Education Act and other regulatory acts.

3. RISEBA is an autonomous university with the right to draw up and adopt its own Constitution, appoint staff, determine the content and format of study programmes, additional regulations for student admissions, the main directions and content of scientific research, and its organisational and administrative structure, and to carry out other activities that do not conflict with RISEBA's operating principles and objectives, in accordance with the regulatory acts in force.

4. The RISEBA Constitution guarantees the academic, research and artistic freedom of academic staff and students, as set out in the legislation of the LR.

5. RISEBA is a higher education institution established as a legal entity and is classified as a university of applied sciences; and is registered, in accordance with the procedure laid down by law, in the Register of Educational Institutions (reg. No. 3393802029) and the Register of Scientific Institutions (reg. No. 372135).

1.2. Main tasks, functions and organisational structure

RISEBA's areas of expertise and scope of activities

6. RISEBA provides higher education in accordance with the regulatory acts of the LR, drawing on the experience of European educational institutions, and achieving internationally recognised excellence and alignment with the needs and requirements of society in the following groups of academic disciplines as defined by the Founders: *Social Sciences* (educational thematic area – business and administration) and *Humanities and Arts Sciences* (educational thematic area – arts). The University's operational objectives in these strategic areas of specialisation are:

   6.1. to develop study, research and lifelong learning programmes which, in line with labour market requirements, provide the human resources necessary for the future needs of the national economy, the state and society; and to foster the development of those involved in the educational process into enterprising, creative, responsible and competitive members of society;

   6.2. to provide students with the opportunity to acquire knowledge and higher academic and professional education in line with the level of development of education and science and European cultural traditions, as well as to undertake study programmes at mutually recognised higher education institutions in Latvia and abroad;

   6.3. to conduct applied research and, through innovation and lifelong learning processes, ensure the transfer of knowledge and technology to the relevant sectors of the economy, thereby

promoting their ability to adapt dynamically to changes in the external environment.

7. RISEBA's core tasks, in accordance with the strategic specialisation set by the Founders, are as follows:

   7.1. to provide the opportunity to obtain a broad, practically applicable, scientifically grounded higher education in at least two fields of study;

   7.2. to carry out internationally recognised scientific and research activities in the thematic groups of education referred to in Article 4 of the Constitution and in at least two groups of scientific disciplines, as evidenced by internationally recognised and cited scientific publications; peer-reviewed monographs and intellectual property;

   7.3. ensure that at least 60 per cent of the elected academic staff hold a doctoral degree;

   7.4. ensure that, each year, doctoral theses are defended and doctoral degrees are awarded in academic doctoral programmes;

   7.5. to actively collaborate with industry, to promote the development of various types of collaboration platforms, and to invest its resources in enterprises involved in innovation or technology transfer;

   7.6. to be registered in the register of scientific institutions and achieve a rating of at least three points in the international evaluation of scientific institutions' activities in areas of strategic specialisation;

   7.7. to promote the exchange of ideas amongst the university's staff, including students, by creating a platform for the implementation and discussion of interdisciplinary artistic creation, research and development projects in the fields of entrepreneurship, the arts and the creative industries, in line with the needs of the economy and society;

   7.8. to organise continuing education programmes, the development of scientific research projects, and the upskilling and reskilling of specialists;

   7.9. to develop and publish monographs, textbooks and study materials.

8. RISEBA implements the integration of study, research and artistic creativity and ensures interdisciplinary study, research and innovation, whilst also collaborating with the business sector, other Latvian and foreign higher education institutions and scientific organisations.

9. RISEBA delivers accredited higher education study programmes, which entitle the university to award the following to students who have completed their study programmes:

   9.1. professional qualifications;

   9.2. academic degrees;

   9.3. scientific degrees;

   9.4. professional degrees and professional qualifications;

   9.5. professional qualifications.

Organisational structure

10. RISEBA's operations are carried out by staff who, in accordance with their competences and responsibilities, are organised into collegial decision-making bodies and structural units, as reflected in RISEBA's organisational structure. Changes to RISEBA's organisational structure are approved by the RISEBA Senate upon the Rector's proposal.

11. RISEBA's organisational structure is based on *Adizes'* principles of organisational management, ensuring its alignment with the university's strategic objectives, development priorities and change management needs. The organisational structure is refined through regular reviews of the division of functions, responsibilities, cooperation mechanisms and the organisation's development needs, in order to ensure flexible, effective and forward-looking management. This approach strengthens the organisation's ability to adapt to change promptly, develop cross-functional cooperation and effectively implement strategic initiatives.

12. RISEBA is led and governed by established representative bodies, an elected Rector and the heads of its structural units. RISEBA's governing, management and decision-making bodies are the Founders (represented by its Board), the Senate, the Rector, the Constitutional Council and the Academic Arbitration Court (Article 31 of the RISEBA Constitution; see Annex 1 – Senior Management and Decision-making Bodies).

13. RISEBA's highest decision-making body, which is responsible for RISEBA's sustainable development, strategic and financial oversight, and ensures that RISEBA operates in accordance with the objectives set out in its development strategy, is **the Board** (Article 31 of the RISEBA Constitution).

14. **The RISEBA Senate** is the collegial governing and decision-making body comprising RISEBA's academic staff and students, which is responsible for the excellence, development and compliance with internationally recognised quality standards of RISEBA's education, research and creative activities. The Senate regulates RISEBA's academic, creative and scientific activities (Article 43 of the RISEBA Constitution); furthermore, upon the Rector's proposal, the Senate approves the procedures and regulations governing all areas of RISEBA's operations. The Senate comprises 75 per cent representatives of academic staff and at least 20 per cent student representatives. The Rector is also a member of the Senate. The current composition of the Senate (a total of 15 senators, comprising 3 students, 1 Rector and 11 representatives of the academic staff) has been elected for a three-year term of office commencing on 17 December 2025. The activities of the Senate are governed by the Senate's approved regulations (Article 40 of the RISEBA Constitution).

15. **The Rector** is the highest-ranking official at RISEBA, responsible for the general administrative management of RISEBA and representing RISEBA without the need for specific authorisation. The Rector is elected by the RISEBA Constitutional Council for a term of five years, for no more than two consecutive terms (Articles 49 and 50 of the RISEBA Constitution). The Rector:

    15.1. is responsible for ensuring that RISEBA's activities comply with the law and other regulatory acts, as well as with the RISEBA Constitution;

    15.2. is responsible for the quality of the education provided by RISEBA, the scientific research carried out and the artistic creativity realised;

    15.3. ensures the lawful, economical and purposeful use of RISEBA's assets; is responsible for RISEBA's financial operations;

    15.4. promotes and is responsible for the successful implementation of RISEBA's staff policy and the development of RISEBA's staff, and ensures the academic freedom of academic staff and students;

    15.5. is responsible for the implementation of RISEBA's strategy and sets the tasks and targets for the organisational units to achieve in order to fulfil the strategy;

    15.6. issues orders within the scope of their authority;

    15.7. establishes the internal control system and risk management system, and approves the processes and procedures that ensure the effective operation of the university and the implementation of decisions made by the Senate and the Board.

16. **The Constitutional Council** is the university's representative body comprising academic staff, general staff and students; its remit includes electing the Rector, the right to initiate the Rector's removal from office, to hear the annual report prepared by the Rector on the university's activities, to elect or dismiss members of the Senate, and to elect the Academic Arbitration Court. To ensure proportional representation, the staff representative groups elect a Constitutional Council comprising 30 members for a term of three years – 18 representatives from the academic staff, 6 from the students, and 6 from the general staff. The Constitutional Council is elected for a term of three years in accordance with the Constitutional Council Election Regulations approved by the Senate. The current composition of the Constitutional Council (30 representatives in total) has been elected for a three-year term, commencing on 17 December 2025.

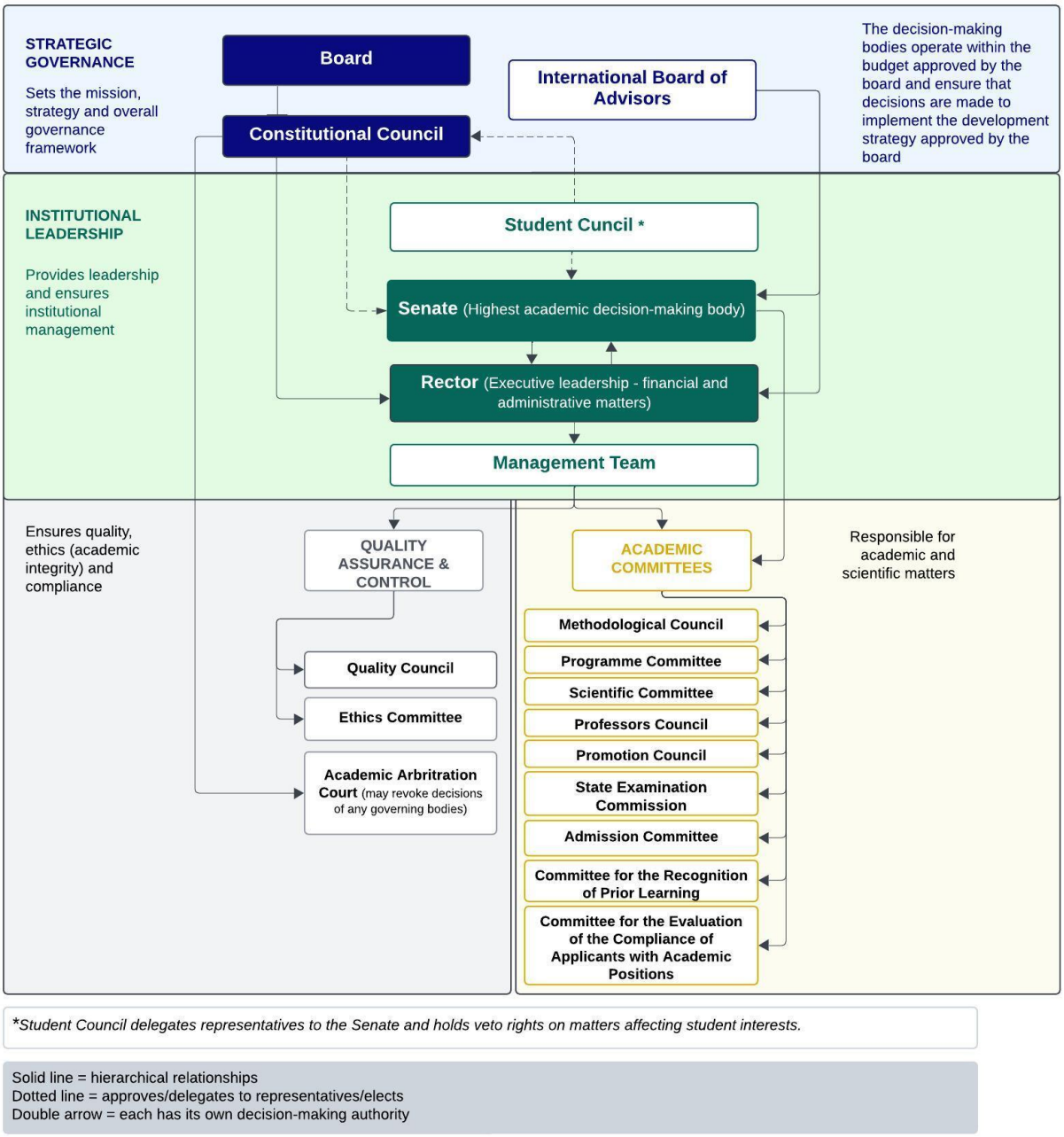

Fig. 1. RISEBA's governance structure.

17. The RISEBA **Management Team** is an operational management body comprising the Chairman of the Board, the Vice-Rector, the Director of Finance, the Head of HR and University Office, and the Head of Quality; it is chaired by the Rector. The Rector may delegate to the Management Team the consideration, discussion and decision-making on the following RISEBA management, financial and organisational matters:

17.1. co-ordinating and organising the implementation within RISEBA's structural units of decisions adopted by RISEBA's decision-making bodies (the Board, the Senate, the Constitutional Council, and the Academic Arbitration Court) within RISEBA's organisational units, including the establishment of action plans for the development strategy, policy implementation plans, risk management plans and change management plans;

17.2. coordinating and harmonising the preparation and submission of draft decisions to RISEBA's decision-making bodies (the Board, the Senate, the Constitutional Council and the Academic Arbitration Court);

17.3. coordinating the work of RISEBA's administrative units;

17.4. reviewing and approving the plan for RISEBA's most significant events;

17.5. in connection with the organisation of conferences or participation in their implementation;

17.6. in relation to RISEBA's participation in projects;

17.7. in accordance with the budget approved by the Board, in the adoption of financially significant matters:

17.7.1. reviewing the investment plan for the financial year;

17.7.2. to examine applications and take decisions on the use of RISEBA's budget, and, where necessary, to prepare amendments to the budget plan for approval by the Board;

17.7.3. in relation to the funding of academic staff's scientific and creative activities, where such funding exceeds the approved limits;

17.8. setting the remuneration of RISEBA staff in accordance with the staff remuneration policy approved by the Board;

17.9. in accordance with RISEBA's property development plan, deciding on matters relating to measures to improve the condition of real estate, and on issues concerning the improvement and development of RISEBA's infrastructure and technical equipment, including the implementation and use of information systems;

17.10. conditions for ensuring the accessibility of RISEBA's premises and infrastructure;

17.11. RISEBA's holidays, holiday schedules, the timing of the admissions process, activities at the start of the academic year, and civil defence plans and measures;

17.12. objectives, plans and measures relating to information technology security, civil protection, occupational safety, fire safety and sustainable development;

17.13. and other work-related matters not falling within the remit of other decision-making bodies.

18. **The RISEBA Academic Arbitration Court** examines submissions from academic staff and students regarding restrictions on academic freedom and rights as set out in the RISEBA Constitution, submissions from RISEBA staff challenging administrative acts issued by RISEBA or its actual conduct, disputes between RISEBA officials and the governing bodies of structural units that are in a relationship of subordination, and, within the scope of its competence, takes appropriate decisions (Articles 56 and 58 of the RISEBA Constitution).

19. The basic structure of RISEBA consists of faculties, departments, divisions, centres and other structural units. Organisational units are established, reorganised and dissolved by the Senate upon the Rector's proposal. Organisational units operate in accordance with the regulations approved by the Senate (Article 29 of the RISEBA Constitution).

20. **A RISEBA faculty** is a basic unit for academic, scientific and/or creative, and methodological work, which oversees study programmes within an approved field of study, develops the faculty's educational content offering, and brings together the academic staff involved in delivering the courses falling within the faculty's remit. In collaboration with the programme directors, it ensures the development, implementation and periodic evaluation of the faculty's operational plan, and promotes the continuing education and professional development of academic staff.

21. **The Study Department** is a structural unit of RISEBA established to organise students' academic and professional higher education activities. The Study Department plans, coordinates and monitors the implementation of study programmes; it creates, maintains and analyses a database on students, study programmes and academic achievement.

22. **The Research Department** organises the work of academic staff by implementing the research development plan and the corresponding research priorities. Its activities focus on applied research,

continuous engagement with the international environment, and a clear business orientation. The Research department encourages the involvement of undergraduates, Master's students and PhD candidates in research, promotes the integration of studies, practical work and research, and facilitates the participation of researchers in interdisciplinary research, particularly those focused on the interdisciplinary nature of business, technology and the arts.

23. RISEBA students have their own Student Council. **The Student Council** operates in accordance with the regulations adopted by the RISEBA General Student Assembly and approved by the Senate. The Student Council represents students' interests in matters relating to academic, social and cultural life at RISEBA and in other state institutions, and determines the procedure by which students are elected to RISEBA's collegial bodies. Students represented in the RISEBA Senate and the Constitutional Council have the right of veto on matters relating to students' interests. The Student Council represents RISEBA students in Latvia and abroad (Article 61 of the RISEBA Constitution).

1.3. Purpose, mission, vision and values

24. RISEBA's purpose, mission, vision and values are integrated into the organisation's strategy and are consistently applied in strategic planning, the development of study programmes, quality management and day-to-day decision-making. They are publicly available on the RISEBA website and are regularly communicated to students, staff and other stakeholders.

25. The mission and vision were approved in 2020 and revised in 2022 as part of the development of RISEBA's Development Strategy for 2022–2027. RISEBA's purpose, mission, vision and values are formulated as follows:

Purpose

26. The purpose serves as the foundation for the organisation's strategy, decision-making and the setting of development priorities, whilst ensuring a close link with the UN Sustainable Development Goals (SDGs) and trends in higher education.

27. Our overarching mission defines the purpose of our organisation's existence – *we uncover, develop and harness human potential so that it becomes a driving force for meaningful change in a rapidly changing world*.

28. The realisation of this overarching goal is underpinned by RISEBA's operating philosophy – 'Where business meets art'. It defines the university's identity and academic approach, based on the conviction that sustainable solutions, innovation and societal development arise from the integration of expertise in business, creativity, technology and applied sciences. This philosophy is put into practice by creating an interdisciplinary environment for study, research and collaboration, in which expertise in business, communication, architecture, design, audiovisual arts and other fields is purposefully combined within a shared value-creation ecosystem.

Mission

29. The mission defines the institution's purpose – to prepare socially responsible entrepreneurs, leaders, managers and professionals for work in Latvian and international companies.

Vision

30. Based on the overarching goal and mission, the vision has been defined: RISEBA is a European centre where new ideas, careers and knowledge for the future are forged through the interplay of entrepreneurship, the arts and technology.

Values

31. The institution has established principles of conduct and core values that serve as the basis for decision-making and cooperation with stakeholders, enabling it to achieve its vision and sustainable performance.

31.1. **Openness** – RISEBA works and operates in an open and morally supportive environment characterised by mutual trust and respect. Through its entrepreneurial spirit and approach, RISEBA fosters openness to innovation and creativity. RISEBA continuously collaborates and

shares knowledge and experience with a wide range of stakeholders – from students and academic staff to graduates, businesses and the wider community.

31.2. **Diversity** – RISEBA provides a diverse and inclusive multicultural environment, offering a variety of degree programmes, teaching formats and languages of instruction. RISEBA promotes continuous personal and professional growth amongst its students and partners, as well as its own staff, regardless of age, gender or social and cultural background.

31.3. **Excellence –** RISEBA does everything with excellence. That is why RISEBA relentlessly improves the quality of its services and performance across all areas of operation; RISEBA acts in a socially responsible manner and develops socially responsible leaders and professionals. This is RISEBA's path to making a positive impact, with the aim of promoting rapid and sustainable social development.

32. RISEBA is one of the oldest and largest private universities in Latvia and is purposefully expanding its student body to include international students. It provides a modern, practice-based education that prepares students for work in a dynamic and global environment.

33. RISEBA is proud to be part of the development of European education and business innovation, which is organised through participation in projects. RISEBA's success is built on the knowledge, creativity, dynamism and hard work of its academic staff and students. RISEBA believes that education is an investment in the future; therefore, it fosters the professional growth of students and staff by combining study and research, academic knowledge and dynamic development, whilst also contributing to the development of society.

Strategic directions and objectives

34. RISEBA's strategy for 2026–2030 is based on the following interlinked cornerstones:

34.1. Entrepreneurship. We develop entrepreneurial skills, global thinking and a focus on innovation, preparing graduates for work in a rapidly changing professional environment and equipping them with the ability to navigate it

34.2. Creative intelligence. We integrate creativity, artistic thinking and a human-centred approach across disciplines, strengthening innovation, collaboration and problem-solving skills.

34.3. Immersive and digital technologies. We embed immersive, audiovisual and digital technologies into education, research and professional practice, enabling new forms of learning, creativity and experience.

34.4. Experience and impact. We connect learning with real-world challenges, industry collaboration and societal engagement, creating a meaningful educational and professional impact.

35. RISEBA's strategic directions and objectives are:

35.1. Studio-Based Immersive Learning Implementation;

35.2. Program Portfolio Transformation;

35.3. Creative & Immersive Technologies Lab;

35.4. Global Ecosystem & Internationalisation;

35.5. Faculty Transformation;

35.6. Applied Interdisciplinary Research and Intellectual Contribution Clusters.

1.4. The RISEBA ecosystem and its stakeholders

36. RISEBA operates as part of a broader ecosystem of higher education, research, business and society, within which various individuals, organisations and institutions both influence RISEBA's activities and benefit from the value created by RISEBA.

37. RISEBA considers stakeholders to be individuals, groups of individuals, organisations and institutions whose needs, expectations, decisions or actions may influence the achievement of RISEBA's strategic objectives, or which are significantly affected by RISEBA's activities.

38. The following main stakeholder groups are identified within the RISEBA ecosystem:
    - 38.1. learners – students, prospective students, auditors, participants in lifelong learning, graduates and, where applicable, their families;
    - 38.2. staff – academic, research and general (including administrative) staff, as well as all teaching staff;
    - 38.3. owners and RISEBA's governing bodies (see Annex 1 – Senior Management and Decision-making Bodies);
    - 38.4. state administrative and supervisory bodies;
    - 38.5. partners in joint study programmes and other academic cooperation initiatives;
    - 38.6. companies, professional organisations and other cooperation partners;
    - 38.7. employers and industry representatives;
    - 38.8. suppliers and service providers;
    - 38.9. the public, including civil society organisations and the media;
    - 38.10. funders, grant providers and project partners.
39. The identification and assessment of stakeholders is integrated into RISEBA's strategic planning, quality management, risk management and performance management processes.
40. RISEBA regularly reviews its ecosystem, taking into account changes in the higher education and labour market environment, regulatory frameworks, technologies, societal needs, international cooperation and other external factors.
41. The aim of stakeholder mapping is to identify which stakeholders are most important for achieving RISEBA's strategic objectives and creating sustainable value, as well as to select the most appropriate form of cooperation and engagement for each group.
42. As part of the mapping process, RISEBA assesses, for each stakeholder group, at least:
    - 42.1. their needs and expectations regarding RISEBA;
    - 42.2. the value created by RISEBA for that stakeholder;
    - 42.3. the stakeholder's contribution to RISEBA's operations and development;
    - 42.4. their ability to influence RISEBA's decisions, performance, reputation or the achievement of its strategic objectives;
    - 42.5. the potential impact of RISEBA's activities and decisions on the relevant stakeholder;
    - 42.6. the significance and long-term nature of the collaboration.
43. Based on this assessment, RISEBA identifies the key or priority stakeholders whose needs, expectations and involvement are of significant importance to the implementation of RISEBA's strategy.
44. Setting priorities does not mean disregarding the interests of other stakeholders. RISEBA endeavours to balance the needs and interests of various stakeholders, ensuring that the interests of one group do not unduly dominate those of others.
45. For each key stakeholder group, RISEBA establishes appropriate mechanisms for cooperation, which may include providing information, consultation, surveys, focus groups, participation in collegial bodies, the implementation of joint projects, partnerships, regular meetings, or the joint development of decisions and solutions.
46. The needs and experiences of students and graduates are identified through surveys, analysis of learning outcomes and study progress, monitoring of graduates' careers, student representation on collegial bodies, and other feedback mechanisms.

47. Staff needs, engagement and organisational experience are assessed through performance appraisals, staff surveys, analysis of professional development needs, departmental work planning, and staff involvement in decision-making and the implementation of change.

48. The views of employers, industry bodies and professional organisations are taken into account in the development of study programmes, the assessment of learning outcomes, the organisation of work placements, collaboration on research and innovation, and the identification of labour market trends.

49. RISEBA maintains systematic cooperation with state administrative and supervisory bodies, ensuring compliance with regulatory requirements, the timely exchange of information, and participation in the development of higher education and science policy.

50. In collaboration with Latvian and foreign higher education institutions, professional organisations, businesses, research institutions and project partners, RISEBA forges long-term partnerships that promote the development of studies, research, innovation, internationalisation and knowledge transfer.

51. RISEBA regularly collects information on the perceptions and satisfaction of key stakeholders, including through surveys, consultations, partner feedback, external evaluations, analysis of complaints and suggestions, and other qualitative and quantitative sources of information.

52. The information provided by stakeholders is analysed alongside RISEBA's performance results to determine whether the needs and expectations of stakeholders are being adequately addressed and whether the collaboration is delivering the intended value for both parties.

53. The results of the stakeholder mapping are used in RISEBA's strategic planning, the development of study programmes and services, risk assessment, resource planning, communication, partnership development and change management.

54. The stakeholder mapping exercise is reviewed at least once a year as part of the strategic planning and monitoring process, as well as in cases where RISEBA's strategy, the external environment, or the composition, needs or influence of stakeholders undergo significant changes.

55. As a result of this mapping and regular engagement, RISEBA strives to build long-term relationships with its key stakeholders, based on mutual trust, openness, accountability and the joint creation of sustainable value.

1.5. RISEBA's dispute resolution procedure

56. RISEBA staff may challenge administrative acts issued by the university or its actual conduct before the Academic Arbitration Court. A decision of the Academic Arbitration Court may be appealed to a court in accordance with the procedure laid down in the Administrative Procedure Act. Persons who are not members of RISEBA staff may challenge administrative acts issued by RISEBA or its actual conduct by submitting a petition to the Rector. The decision taken by the Rector may be appealed in court in accordance with the procedure laid down in the Administrative Procedure Act.

57. Complaints regarding breaches of ethical standards by RISEBA staff (employees or students) are examined by the RISEBA Ethics committee.

58. The procedure for examining reports from whistleblowers at the University is carried out in accordance with the procedure approved by the Rector.

59. Student appeals regarding breaches of the final examination procedure are examined by the Appeals, approved by order of the Rector, in accordance with the procedure laid down by RISEBA.

60. The examination of other types of complaints and suggestions is carried out in accordance with the procedure approved by the Rector, PR0008 *Procedure for the Examination of Complaints and Suggestions*.

2. RISEBA Quality Management System

61. This section outlines the framework of RISEBA's quality management system, its objectives, principles and the basic mechanisms for its implementation. The chapter sets out RISEBA's understanding of quality and its quality policy, describes the structure and hierarchy of documents, and defines the roles and responsibilities of the institutions, managers, process owners, staff and students involved in quality management. The chapter also outlines the implementation of quality assurance and control using a three-line model, which ensures the implementation and control of quality requirements at the process level, the coordination and supervision of quality and risk management, as well as the independent assessment of the effectiveness of quality and control.

Fig. 2. Overview of RISEBA's quality management system.

2.1. Quality policy

RISEBA's understanding of quality

62. RISEBA defines quality as the university's ability to systematically create and enhance value for students, staff, society and other stakeholders by ensuring academic excellence, academic freedom, a student-centred learning process, results- and impact-oriented activities, continuous improvement and innovation, as well as ethical and responsible conduct.

62.1. **Academic excellence** – the ability to achieve high standards in academic activities and to purposefully develop knowledge, skills and competences. At the individual level, academic excellence manifests itself as the full development of one's intellectual abilities and skills in order to promote personal growth and bring about positive change in one's professional practice. At the institutional level, academic excellence means recognising the intellectual potential of the higher education institution, ensuring its continuous development, and generating new knowledge that adds value to society. Academic excellence also encompasses the development of effective learning habits, which enable individuals to acquire and apply information in the most appropriate way, develop skills and ensure continuous personal and professional development.

62.2. **academic freedom** – the concept of academic freedom is formulated on the basis of the characterisation of academic freedom provided in A. Ratnik's article – it is the freedom of a person, individually or in collaboration with others, to acquire, develop and impart knowledge through conducting research, studying, participating in discussions, documenting, carrying out development work, engaging in innovation, teaching, lecturing and writing. It encompasses the freedom to carry out teaching duties and take part in discussions without being subject to the pressure of any particular doctrine, the freedom to conduct research, disseminate and publish the results obtained, the freedom to express their views on the higher education institution or system in which they work, freedom from institutional censorship, and the freedom to participate in professional or representative academic organisations.[1]

62.3. **a student-centred approach to the learning process** – its aim is to promote students' autonomy and critical thinking through an outcomes-based approach. In accordance with the student-centred learning approach described in the ECTS User's Guide[2] , student-centred education involves active (rather than passive) learning on the part of students, an emphasis on critical and analytical learning and understanding, greater student responsibility and autonomy, and a reflective approach to the learning and teaching process on the part of both the student and the lecturer.

62.4. **Results- and impact-oriented approach** – the university implements systematic, goal-oriented activities focused not only on carrying out processes, but on achieving measurable results and making a significant impact on student development, research and society.

62.5. **Continuous improvement and innovation** – quality management processes are based on the PDCA cycle. RISEBA develops its study programmes using the 'Business Meets Art' concept. To foster creativity in every graduate, each study programme includes modules on creativity, innovation and design thinking, amongst others.

62.6. **Ethical and responsible conduct** – RISEBA's operations are based on the principles of academic integrity, ethics, equality, diversity, sustainability, social responsibility and good governance. The implementation of these principles is governed by the NL0004 Code of Ethics, the NL0078 Academic Integrity Code, the NL0050 Regulation on the Control and Prevention of Plagiarism, as well as other internal regulatory acts. Through its actions, the university supports the achievement of the UN Sustainable Development Goals (hereinafter SDGs), of which RISEBA's development strategy highlights the following:

62.6.1. **Quality and inclusive education** (SDG 4 – Quality Education) – to ensure accessible, high-quality, inclusive and sustainable higher education that develops the skills required by the labour market, business and society.

62.6.2. **Equality and diversity** (SDG 5 – Gender equality) – to promote gender equality, equal opportunities and a safe, non-discriminatory environment for students and staff at all levels.

62.6.3. **Employment, innovation and entrepreneurship** (IAM 8 – Decent work and economic growth) – to develop the competitiveness, entrepreneurial skills and professional competences of students and graduates, thereby promoting sustainable economic growth and decent employment.

62.6.4. **Good governance and institutional accountability** (IAM 16 – Peace, justice and strong institutions) – to strengthen good governance, transparency, ethics and an inclusive institutional culture at all levels of the university's operations.

[1] Journal: Academic Freedom and University Councils – Jurista Vārds
[2] European Commission, ECTS Users' Guide, 2015.

RISEBA's quality principle	Related RISEBA value	How this is reflected in the quality management system
Academic excellence	Excellence	Studies, research, staff development
Academic freedom	Openness	Research, teaching, academic debate
Student-centred approach	Diversity / Openness	The learning process, student support, AoL
Outcomes and impact	Excellence	KPIs, performance management, impact on society
Continuous improvement and innovation	Excellence / Openness	PDCA/RADAR, innovation, change management
Ethical and responsible conduct	Diversity / Excellence	Ethics, academic integrity, sustainability, good governance

Objective and principles of the quality policy

63. The objective of the quality policy is to set out RISEBA's stance and commitment regarding quality, which will be ensured by fulfilling its mission and promoting RISEBA's balanced development, in line with defined strategic development directions and in accordance with the values set out.

64. The objective of RISEBA's quality management system is to meet the requirements of quality criteria, ensure the monitoring of these criteria and implement a process of continuous improvement so that services fully comply with the requirements of clients, legislators and supervisory authorities, including:

    64.1. strengthening academic quality and freedom;

    64.2. promoting student-centred learning, teaching and assessment;

    64.3. promoting student and staff satisfaction;

    64.4. promoting the university's efficiency, competitiveness and flexibility;

    64.5. to promote the university's research potential;

    64.6. to improve RISEBA's quality management;

    64.7. to enhance the university's public image and international competitiveness.

65. The quality management system ensures the training of specialists required by the international labour market, who are not only knowledgeable and skilled in their respective fields, but are also prepared for professional life, are active citizens with a positive attitude, and are ready to work towards securing their future careers. Throughout the study process, each student's personal growth and readiness for research and innovation are fostered, thanks to the university's knowledge base.

66. Quality management at RISEBA is implemented and developed in accordance with European standards and guidelines for quality assurance (*ESG*), the criteria of the European Foundation for Management Development (*EFMD*) study programme accreditation system, and the *CEEMAN IQA* accreditation framework and standards. The university strives for excellence by implementing the European Foundation for Quality Management *(EFQM)* Excellence Model; including the application of the principles of continuous improvement – setting targets, identifying and implementing necessary actions, evaluating performance and making the necessary improvements (RADAR).

67. The following mechanisms are implemented at the university to ensure quality:

    67.1. surveying stakeholders, analysing the results and making improvements;

67.2. analysing feedback from employers (regarding work placements) and implementing improvements;

67.3. annual assessment of the performance of teaching and administrative staff and planning for their development;

67.4. classroom observations;

67.5. defining and refining the minimum requirements for the development of study modules;

67.6. checking and improving the quality of study module websites;

67.7. providing support to students and teaching staff to improve the quality of teaching;

67.8. organising methodological seminars for teaching staff;

67.9. training for administrative staff;

67.10. assessing student performance (academic progress, outstanding coursework, final project marks) and implementing improvements;

67.11. monitoring of study interruptions and implementing preventive measures to reduce them;

67.12. the institution's annual self-assessment (annual academic report);

67.13. self-assessment and the planning and implementation of improvements, using the principles of EFQM, AACSB, EFMD and CEEMAN IQA;

67.14. annual self-assessment of fields of study and programmes, and development planning;

67.15. self-assessment of the field of study for accreditation and a plan for implementing recommendations;

67.16. development and implementation of operational and development plans for organisational units, and strategies for functional areas;

67.17. the institution's medium-term strategy and the setting and implementation of annual priorities;

67.18. development and refinement of procedures;

67.19. review of quality assurance mechanisms;

67.20. troubleshooting and consideration of proposals;

67.21. adopting best practice by participating in external quality assessments at other institutions.

68. RISEBA University of Applied Sciences is an international and inclusive university, and its staff can offer high-quality, multidisciplinary, student-centred, interactive, academically rigorous, research-oriented and competence-based education that combines business, the arts and technology.

69. Staff are committed to providing the best possible services to all clients and to adhering to RISEBA's core values and operational procedures in their work. The university's operational processes are planned in accordance with good professional practice; the quality of operational processes and services is systematically analysed; and the implementation and continuous improvement of the quality management system are ensured. The Board regularly reviews the university's performance, the suitability of the quality management system and quality policy, and sets targets for their improvement.

70. The quality policy is documented, disseminated, explained and binding on all university staff. RISEBA staff must adhere to the established policy in their work and fulfil the requirements set out. The policy is published on the RISEBA website and is easily accessible to staff, clients and other interested parties.

71. RISEBA fosters a culture of quality in which everyone (students, academic staff, other staff and external stakeholders) systematically takes steps to improve quality, including the development of study programmes, the learning process and research.

72. The main factors influencing RISEBA's quality requirements are:

72.1. national requirements governing scientific research and higher education, and international quality standards;

72.2. development trends and needs in the business management, architecture and arts sectors at national and international level; employers' requirements, national development plans, as well as other documents setting out the guidelines and strategy for the development of the RISEBA ecosystem, such as the guidelines for the development of education;

72.3. the current and future needs of prospective students, as well as the aspirations, motivation and satisfaction of current students;

72.4. the recruitment, motivation and satisfaction of nationally and internationally recognised and qualified academic staff;

72.5. national and international recognition and the assessment of the business management, architecture and arts communities;

72.6. examples of good practice in higher education and scientific research, and safeguarding the interests of Latvian society in the fields of business management, architecture and art education.

73. The study programme aims to provide internationally recognised higher education in the fields of business management, architecture and the arts, by promoting excellence, developing talent and creativity, and contributing to the development of business management, architecture and the audiovisual arts, thereby providing the labour market with competent, creative and internationally competitive specialists.

74. The objective regarding the quality of scientific research is to ensure nationally and internationally significant research outcomes in business management, architecture and the arts, as well as interdisciplinary research; to provide scientific research services to businesses, the state and society; and to promote nationally and internationally significant innovations in the fields of business management, architecture and the arts.

75. Key indicators characterising RISEBA's quality:

75.1. graduate employment, their achievements and satisfaction levels;

75.2. the number of local and international students, their achievements and level of satisfaction;

75.3. the number of local and international teaching staff, the number of measures taken to enhance their qualifications and professional skills, and their level of satisfaction;

75.4. the number of study programmes implemented jointly with national and international partners;

75.5. the number of high-quality, internationally cited publications;

75.6. the number of international projects;

75.7. the number of projects with national impact;

75.8. the amount of funding secured, including external funding;

75.9. the amount of capital investment per student;

75.10. the amount of funding per student;

75.11. external evaluations.

76. Key actions to ensure quality:

76.1. implementing activities to attract and retain professional and highly qualified local and international academic staff;

76.2. enhancing and developing staff knowledge, skills and competences;

76.3. attracting motivated young people from Latvia and abroad to study at RISEBA;

76.4. ensuring that the curriculum remains up to date, maintaining excellence in learning and teaching, providing a modern teaching and research environment, and utilising progressive teaching methods;

76.5. promoting interdisciplinarity, synergies between study, scientific research and/or artistic creativity, the exchange of international experience, and the integration of the philosophy 'Where business meets art' into the study process;

76.6. promoting national and international cooperation in the provision of study and scientific research activities;

76.7. positioning, strengthening and communicating the RISEBA brand, its uniqueness and sustainable value at national and international levels;

76.8. regular compliance checks, monitoring of target achievement, internal quality self-assessment and external quality assessment to identify areas for improvement;

76.9. participation in the implementation of the global SDGs.

77. To implement the quality policy, the following prerequisites are ensured:

77.1. management that supports the achievement of strategic objectives;

77.2. leadership and purposeful collaboration, ensuring equal opportunities for staff – including students and stakeholders – in improving the quality of operations and planning the organisation's development;

77.3. the provision of the human, financial and material resources necessary for the quality management system;

77.4. an environment that fosters creativity and innovation, focused on positive change and the philosophy 'Where business meets art'.

78. To ensure the involvement of all parties involved in RISEBA's activities in quality management, the Rector establishes collegial and advisory bodies, comprising representatives of the parties involved in RISEBA's activities, and involves them in the implementation of quality management.

79. To ensure that the quality of processes meets the established objective requirements and the assessment of the parties involved, as well as to steer quality towards RISEBA's balanced development in pursuit of excellence and a culture of quality, RISEBA implements, maintains and continuously improves its quality management system.

80. To promote the development of a culture of quality and ensure the responsible operation of RISEBA, RISEBA's quality management practices are documented in the Manual.

2.2. Document structure and hierarchy

81. RISEBA's internal documents form a specific structure that stems from RISEBA's organisational hierarchy and document hierarchy, and which ensures the planning of RISEBA's operations, the management of the organisation and the oversight of task execution.

82. The key document for RISEBA's development planning is the RISEBA Development Strategy, which defines the organisation's strategic priorities and objectives for the medium term (4–5 years). In addition to the strategy, action plans are drawn up to identify, describe and structure the activities required for RISEBA to achieve the objectives set out in the strategy.

83. RISEBA's management structure comprises an organisational structure and a set of processes that define the sequence of activities and their sub-activities, the persons responsible, the necessary resources, the method of execution, deadlines and interdependencies, which together form a comprehensive process structure that, in turn, determines how the organisation's structural units operate and interact to achieve the predefined objectives of this joint activity.

84. RISEBA's internal regulatory documents are grouped into the following levels:

84.1. RISEBA governance documents;

84.2. strategic and development planning documents;

84.3. regulatory documents governing core and support processes.

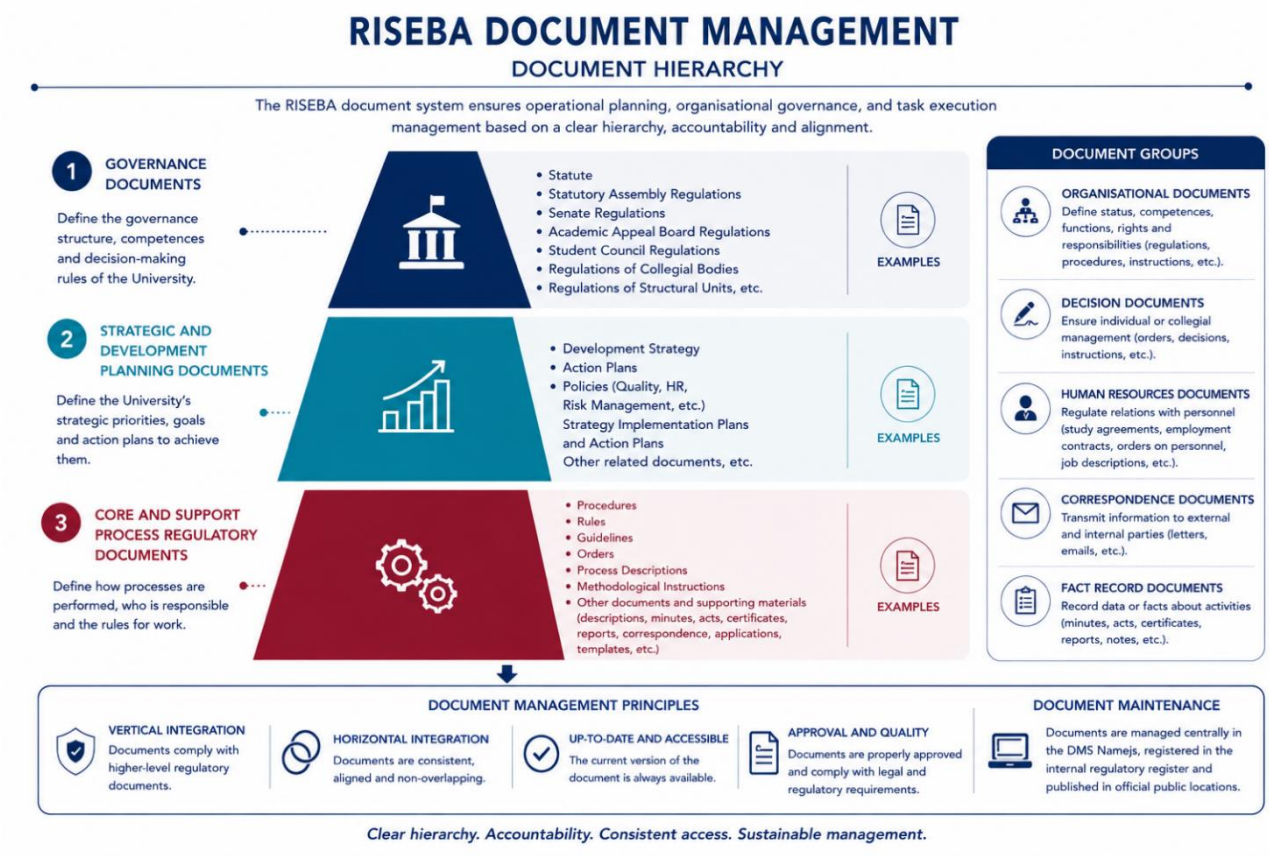

Fig. 3. RISEBA document management.

85. The structure of RISEBA's internal documents comprises the following groups of documents:

    85.1. **organisational documents** that define the status of RISEBA (its structural units or collegial bodies) or the procedures for the conduct of an event, the powers of bodies, decision-making procedures, duties, rights and responsibilities (e.g. regulations, procedures, instructions);

    85.2. **executive documents** used to manage the university or an event on an individual or collegial basis (e.g. orders, decisions, directives);

    85.3. **personnel documents** through which RISEBA manages and formalises its relations with its staff – students, auditors, employees or officials (e.g. study contract, employment contract, order on staffing, holiday schedule, job description);

    85.4. **correspondence documents** (letters) used to convey information to the addressee – an organisation, its structural unit, a collegial body or a natural person (e.g. letters, emails);

    85.5. **records of facts**, which contain data on RISEBA's activities or facts and which do not fall within the other categories of administrative documents (e.g. minutes, acts, certificates, references, reports, statements).

86. When drafting internal regulatory documents, RISEBA adheres to the document hierarchy and ensures consistency; that is, when drafting a document at any level, RISEBA ensures its compliance with documents of a higher hierarchical level (vertical integration) and consistency or the absence of overlap with other internal regulatory documents (horizontal integration), including a reference to their interrelationship. The principle of non-overlap stipulates that a document must clearly distinguish between competences and the exchange of information, in order to avoid inconsistencies between internal acts; and the principle of consistency ensures that documents are mutually aligned to achieve common objectives.

87. RISEBA's internal regulatory acts are integrated into a single system. The document management process at RISEBA is carried out centrally, in accordance with RISEBA's document circulation

procedures. RISEBA's internal regulatory acts are registered in the RISEBA register of internal regulatory acts.

88. The following fundamental principles are observed in document management at RISEBA:

88.1. the document complies with the requirements of regulatory acts;

88.2. the document is duly approved;

88.3. the document is legible and easily identifiable;

88.4. the current version of the document is available to the user at the point of use.

89. Document management is organised in such a way that users have access to the current version of a document at all times, and that documents are duly approved, identifiable, and comply with the requirements of regulatory acts.

90. The owner of the relevant process is responsible for the drafting, updating, and compliance of each regulatory document with other regulatory documents.

2.3. Governance, roles and responsibilities

Quality management roles and responsibilities

91. The Rector of RISEBA is responsible for the overall operation of the RISEBA quality management system. The Rector delegates the implementation and day-to-day operation of the quality management system to RISEBA management representatives, programme directors, process owners, heads of organisational units and the Head of Quality , in accordance with their respective areas of competence.

92. Every member of staff and student at RISEBA is involved in the implementation of quality management and assurance, both individually and through representation on RISEBA's collegial advisory bodies.

93. The coordination, maintenance and continuous improvement of the University's quality management system are ensured by RISEBA's Head of Quality . The Head of Quality coordinates the operation of the quality management system, ensuring its compliance with the university's strategic objectives, the requirements of external regulatory acts and internationally recognised quality management principles. The Head of Quality 's main responsibilities include:

93.1. coordinating the implementation of the quality management system's processes and monitoring their effectiveness;

93.2. organising the monitoring of quality indicators, analysing the data obtained and preparing proposals for process improvement;

93.3. coordinating the planning and organisation of internal audits and following up on the implementation of corrective measures;

93.4. coordinating quality assurance activities in the areas of study quality, institutional development and accreditation processes;

93.5. ensure the maintenance and updating of quality management documentation, including the Manual;

93.6. to coordinate quality assessment mechanisms, including the survey system, the process for examining complaints and suggestions, and the collection and analysis of quality data;

93.7. to coordinate the work of the Quality Council and provide advisory support to organisational units on quality management issues;

93.8. to promote the development of a quality culture at RISEBA by encouraging the involvement of staff and students in quality improvement processes.

94. The Head of Quality is not a process owner but coordinates and provides methodological support for the operation of the quality management system. The relevant process owners and heads of organisational units are responsible for the implementation of quality requirements, process outcomes and the continuous improvement of processes.

95. Process owners are responsible for:

95.1. the effectiveness of processes, their regular review and improvement, incorporating digital solutions and automated operations where possible;

95.2. ensuring that processes comply with the requirements of external legislation;

95.3. updating the internal regulations governing the processes.

96. Heads of organisational units are responsible for:

96.1. implementing and complying with the requirements of the quality management system within their department;

96.2. keeping staff informed and involving them in quality improvement;

96.3. implementing corrective actions and planning risk mitigation measures within their area of responsibility.

97. Every RISEBA employee is responsible for:

97.1. understanding and complying with the quality management system requirements applicable to their work;

97.2. identifying quality non-conformities and reporting these to their line manager or Head of Quality .

The Three Lines Model (Institute of Internal Auditors (IIA)'s Three Lines Model)

98. Within RISEBA's quality and risk management system, quality assurance and control are implemented at three interrelated levels: (1) process implementation and quality control at the process level, (2) coordination and oversight of quality and risk management; and (3) independent assessment of the effectiveness of quality and control. This approach ensures a clear division of responsibilities, the timely identification of risks, independent assessment, and the use of identified non-conformities for continuous improvement.

Line	RISEBA	Main function
First	Process owners, department heads, risk owners	Performs and monitors
Second	Head of Quality, Quality Council, Risk Management Function, Management Team	Coordinate and oversee
Third	Internal inspections/audits and external quality assurance	Independently assesses

2.4. Implementation of the quality management system

99. Quality management at RISEBA is implemented in accordance with ESG requirements, applying an approach based on excellence and adopting this as the organisation's philosophy, which encompasses all areas of activity and is geared towards meeting the needs of all stakeholders, ensuring a systematic approach to management, process implementation and evidence-based decision-making, as well as establishing the involvement and commitment of all staff and stakeholders to promote continuous improvement within the scope of their respective competences.

Fig. 4. RISEBA's quality management process.

100. The RISEBA quality management system is an integrated management system that ensures the achievement of the university's strategic objectives, the quality of academic and administrative processes, data-driven decision-making and continuous improvement. The system is based on the principle of continuous improvement (PDCA) and comprises four interrelated elements: strategic planning, process management, performance management and internal control.

101. The operation of the quality management system is ensured by the systematic flow of information between these elements, which enables the planning, implementation, evaluation and improvement of RISEBA's activities at all levels of the organisation.

Strategic planning

102. Strategic planning sets out RISEBA's direction of development and long-term priorities. It is based on:

102.1. the requirements of external regulatory acts;

102.2. national higher education policy and planning documents;

102.3. European standards and guidelines for quality assurance in higher education (ESG);

102.4. international quality management principles;

102.5. an analysis of the needs and expectations of stakeholders;

102.6. an evaluation of performance results from previous periods;

102.7. a risk assessment and analysis of the external environment.

103. The main outcome of this element is RISEBA's development strategy, strategic priorities and the resulting strategic and tactical plans.

Process management

104. Process management ensures that the objectives set out in the strategy are implemented in day-to-day operations. It involves the planning, description, implementation and improvement of RISEBA's management, core business and support processes.

105. As a result of process management, the following are developed and maintained:

105.1. internal regulatory documents;

105.2. process descriptions;

105.3. methodologies;

105.4. work instructions;

105.5. other quality management documentation.

106. Strategic planning and process management are linked by strategic and tactical plans, which ensure that strategic objectives are translated into specific processes, activities and individual tasks.

Performance management

107. Performance management ensures the systematic collection, analysis and use of data in decision-making. It encompasses the monitoring of quality indicators, a survey system, the monitoring of process outcomes, the monitoring of the achievement of strategic objectives and other management information.

108. The main outputs of performance management are:

108.1. databases of quality indicators;

108.2. summaries of survey results;

108.3. activity reports;

108.4. KPI reports;

108.5. self-assessment information;

108.6. regular management reports.

109. Process management and performance management are linked by a system of process indicators and a system of regular reports, which ensures fact-based process evaluation.

Internal control

110. Internal control ensures that the quality management system operates effectively, identifies risks and promotes continuous improvement.

111. Internal control comprises:

111.1. an internal control plan;

111.2. risk management documentation;

111.3. self-assessment of the quality management system;

111.4. the strategic control process and its documentation;

111.5. planning and monitoring of corrective actions.

112. Performance management and internal control are interlinked within the internal control system, in which the results obtained are used for risk assessment, decision-making and planning for future development.

113. RISEBA's quality management system operates as a unified management system in which each element provides information to the next element in the system:

113.1. **Strategic planning** sets out the direction and objectives for development;

113.2. **Process management** ensures the implementation of these objectives within the organisation's processes;

113.3. **Performance management** gathers evidence on the effectiveness of processes and the results achieved;

113.4. **Internal control** assesses the effectiveness of the system, identifies opportunities for improvement and provides information for the next strategic planning cycle.

114. Thus, the quality management system ensures continuous feedback and evidence-based decision-making, contributing to the achievement of RISEBA's strategic objectives and the organisation's sustainable development.

115. RISEBA's approach to quality management is set out in the Manual, the objectives of which are:

115.1. to ensure a common understanding amongst all RISEBA staff and stakeholders and compliance with the quality management system;

115.2. to inform the public about RISEBA's quality standards.

116. RISEBA ensures a continuous process of improvement of the quality management system.

2.5. Information management and data-driven decision-making

117. RISEBA's quality management system is based on the systematic collection, analysis and use of data in decision-making at all levels of the university's management. Information management aims to provide timely, reliable and comparable information that enables the assessment of the achievement of strategic objectives, the quality of studies, the efficiency of resource utilisation and the needs for institutional development.

118. Data analysis is integrated into RISEBA's strategic planning, process management, performance management and internal control processes, ensuring that decisions are made on the basis of objective evidence rather than assumptions. This approach is also consistent with the principles of the EFQM Excellence Model, which calls for the continuous improvement of an organisation's operations through the use of reliable data, predictive analytics and feedback from stakeholders.

119. RISEBA's information management system is based on the following principles:

119.1. Monitoring of strategic objectives. To implement the development strategy, strategic objectives, deliverables and key performance indicators (KPIs) have been defined, the fulfilment of which is regularly monitored and evaluated as part of the strategic control process. Analysis of this data serves as the basis for updating strategic priorities and planning resources.

119.2. A unified management reporting system. The university has established a regular management reporting system that provides information on the study process, student numbers, financial indicators, staff, research activities, international cooperation, marketing results and other key

aspects of operations. Reports are prepared at varying intervals (weekly, monthly, termly and annually) in accordance with management requirements.

119.3. Data analytics for study programmes. Programme directors, deans of the Faculty and heads of the academic fields have access to a centralised data environment in which information on each study programme is systematically collected, including trends in student numbers, graduate employment rates, reasons for dropping out, monitoring of learning outcomes, recommendations from the State Examination Commission, as well as the results of surveys of students, graduates and employers over several years. This data is used in the preparation of annual self-assessment reports for study programmes and in the improvement of study programmes.

119.4. Regular monitoring of stakeholder feedback. RISEBA implements a systematic survey system involving students, graduates, employers, academic staff and other stakeholders. During the surveys, the number of respondents is monitored and, where necessary, additional engagement measures are implemented to ensure representative results. The survey results are analysed and used to improve study programmes, services and processes.

119.5. Use of operational data in decision-making. In addition to strategic analysis, RISEBA regularly uses operational data in day-to-day management decision-making. For example, each week, enrolment trends by study programme are analysed so that, where necessary, marketing and communication activities can be adjusted; budget expenditure and the remuneration structure are assessed; student attendance at classes is analysed; and following major events, results are analysed, and areas for improvement are identified.

119.6. Analysis of staff and academic capacity. The results of annual performance appraisals are used to identify professional development needs, plan staff development, assess academic capacity, and make decisions regarding career development, competence building and support measures.

119.7. Analysis of the market and external environment. Before making significant management decisions, RISEBA also utilises external data, such as labour market trends, competitor analysis, remuneration market research, national statistics and international development trends, to ensure evidence-based decision-making.

119.8. Monitoring of research activities. In the field of research, the results of publications, citation rates, project funding, international collaboration, the activities of research groups and the impact of research are systematically analysed. This data is used to set research priorities, allocate resources and plan the development of scientific activities.

119.9. Data security and information protection. Information management complies with the requirements for personal data protection, information security and the protection of intellectual property, ensuring the confidentiality, integrity and availability of data.

120. RISEBA collects, compiles and analyses data across its main areas of activity, evaluating RISEBA's operations (Fig. 5.).

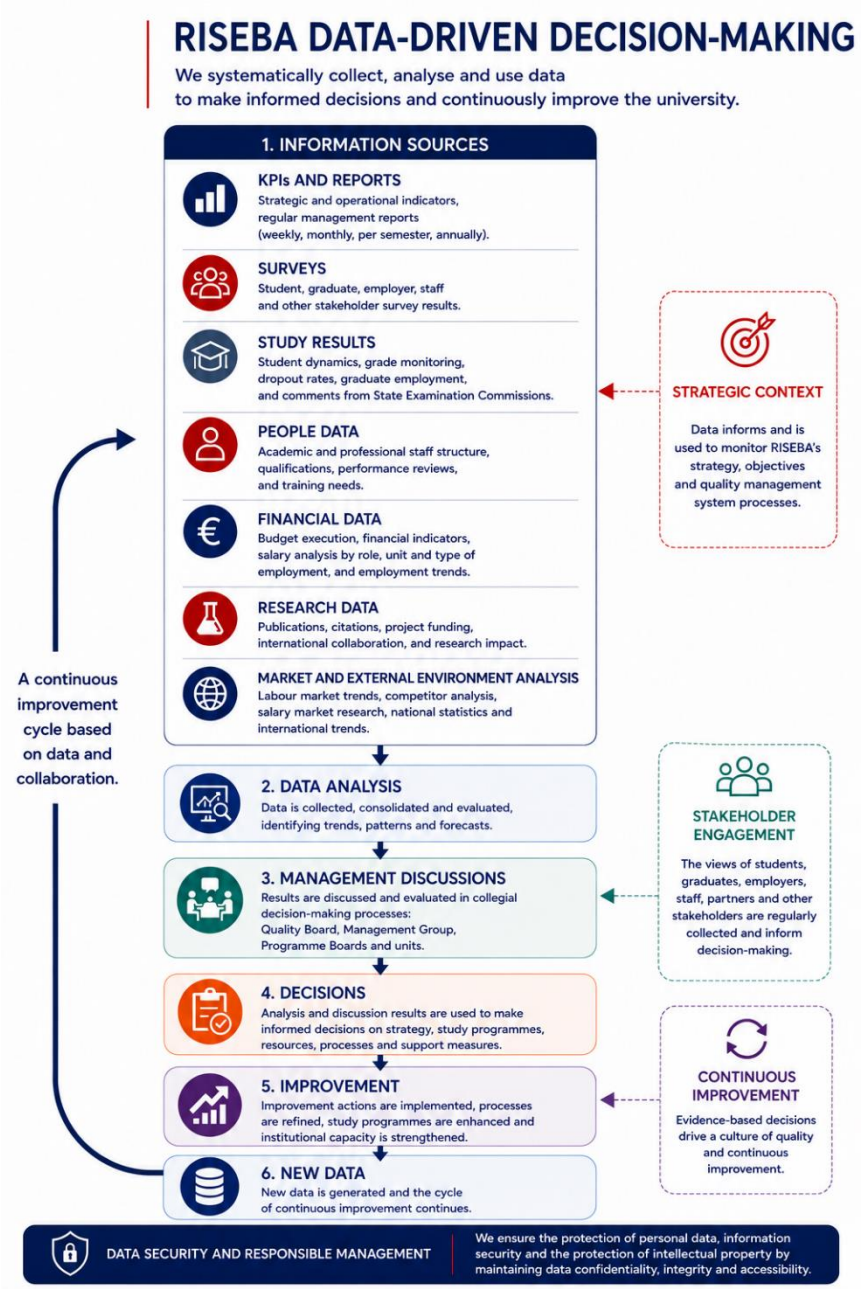

Fig. 5. Data-driven decision-making at RISEBA.

121. RISEBA utilises data and information in decision-making at three levels:

    121.1. in ensuring processes;

    121.2. quality assessment and improvement;

    121.3. setting and evaluating the achievement of strategic objectives.

122. RISEBA ensures a transparent approach to the use of survey results, regularly informing stakeholders of the findings, the areas for improvement identified and the improvements implemented. This approach promotes the involvement of students, graduates and other stakeholders in quality improvement processes and strengthens trust in the quality management system.

123. Each year, students receive a feedback report on their study programme via the e.RISEBA platform, which summarises course evaluations, end-of-programme surveys, results of annual student surveys and graduate surveys, as well as highlighting the programme's strengths, areas for improvement,

planned enhancements and opportunities for students to participate in quality improvement. The survey results reports clearly set out both the areas for improvement that have been identified and the improvements already implemented, which have been made on the basis of feedback provided by students and graduates, thereby demonstrating the practical impact of this feedback on the enhancement of the quality of studies.

124. Graduates and other interested parties are informed of the results of the graduate surveys through the publication of a summary on RISEBA's public website. This ensures transparency regarding graduate employment, the assessment of the quality of studies, and the improvement measures implemented by the university.

125. RISEBA ensures that feedback is provided on the results of its activities, the outcomes of internal and external quality assessments, and the satisfaction of the parties involved, by regularly informing the decision-making bodies and collegial bodies involved in quality assessment and the identification of areas for improvement, as well as by publishing its Annual Report.

2.6. Public Communication

126. Public information activities regarding RISEBA's operations and the study programmes it offers are purposefully managed and implemented to ensure that stakeholders involved in RISEBA's activities and the public are kept informed at both local and international levels, thereby fulfilling RISEBA's external communication objectives, including promoting transparency, a strong reputation and international recognition.

127. RISEBA's official website serves as the central channel of communication, providing students, prospective students, graduates, employers and other stakeholders with access to essential information on studies, quality assurance and the university's development in both Latvian and English.

128. To ensure open, transparent and timely communication with stakeholders, RISEBA regularly updates the information on its official website. The website publishes information that is relevant to prospective and current students, graduates, employers, cooperation partners and the general public, providing access to information on study programmes, research, quality assurance and the university's development.

129. The publicly available information includes:

129.1. General information about RISEBA, including the university's mission, vision, values, development strategy, governance structure, quality assurance system, accreditations and other documents characterising the university's activities.

129.2. Information for prospective students, including descriptions of study programmes, admission requirements, tuition fees, tuition fee discounts, admission deadlines, opportunities for the recognition of knowledge, skills and professional experience acquired outside formal education, as well as information on international mobility opportunities and support available to students.

129.3. Information for current students, including details on the organisation of the study process, Library services, digital learning environments, Erasmus+ opportunities, career and psychological support services, scholarships, tuition fee discounts and other support mechanisms for the study process.

129.4. Information on research and academic activities, including details of RISEBA's research areas, research centres, ongoing research projects, conferences, publications, research findings, open science initiatives and opportunities for collaboration with industry and international partners.

129.5. Information on the library and information resources, including the services provided by the library, available academic databases, electronic resources, advisory services and other information resources accessible to students and academic staff.

129.6. Information for graduates (ALUMNI), including details of alumni community activities, professional networking opportunities, the mentoring programme, career development events, the results of graduate surveys and opportunities to get involved in RISEBA's development.

129.7. Information on international cooperation, including partner universities, international mobility programmes, dual degree opportunities, information for international students and other internationalisation initiatives.

129.8. News and the university's performance, with regular updates on the study process, academic achievements, conferences, guest lectures, projects, student and graduate achievements, as well as other university events.

130. In the case of joint study programmes, each partner higher education institution shall publish on its website full information about the study programme and its delivery, including details of the terms of cooperation between the higher education institutions, the academic staff involved, shared quality assurance principles, etc.

131. To communicate the latest news, RISEBA also uses social media platforms such as *Facebook, Instagram and LinkedIn*, organises conferences, forums, discussions and career events, and supports professional events organised by other organisations on the university's premises.

3. Quality assurance in studies

132. In ensuring the quality of studies when delivering any educational service, including in collaboration with other higher education institutions, RISEBA adheres to the standards and guidelines for quality assurance in the European Higher Education Area, which were developed as a result of the Bologna Process and updated in 2015.

133. The following section summarises information on RISEBA's compliance with ESG requirements in accordance with the provisions of the standard.

3.1. Quality Assurance Policy

134. RISEBA's approach and commitment to quality are set out in the RISEBA Quality Policy, approved by the RISEBA Senate (Section 2.1 of the Manual), which defines its scope, binding quality standards, the concept of quality, key principles, the main influencing factors determining quality requirements, quality objectives, key indicators characterising quality, as well as the main quality assurance measures and the prerequisites for implementing the quality policy.

135. RISEBA's quality assurance measures ensure that the content of study programmes remains up to date, that there is excellence in learning and teaching, a modern teaching and research environment, and the use of progressive teaching methods (Manual, Section 76.4), as well as interdisciplinarity, synergies between studies and scientific research and/or artistic creativity, the promotion of international exchange of experience, and the integration of the philosophy 'Where business meets art' into the study process (RISEBA Quality Policy, Manual, Section 76.5), in order to achieve RISEBA's study quality objective – to provide internationally recognised higher education in the fields of business management, architecture and the arts, both in education and research, to promote excellence in the field of study, to develop talent and creativity, thereby contributing to the development of business management and ensuring that the labour market is supplied with competent, creative and internationally competitive specialists (RISEBA Quality Policy, Manual, Section 73).

136. Among RISEBA's key quality principles is the responsibility of every staff member for the improvement of the process and content of study programme delivery (RISEBA Quality Policy, p. 71 of the Manual). National requirements governing scientific research and higher education, as well as international quality standards, are key factors determining RISEBA's quality requirements (RISEBA Quality Policy, Manual, p. 72.1).

137. RISEBA's Quality Policy stipulates the implementation, maintenance and continuous improvement of the quality management system (RISEBA Quality Policy, p. 69 of the Manual), as well as the provision of the necessary human resources (RISEBA Quality Policy, Section 77.3), the establishment of collegial and advisory bodies and their involvement in improving the quality of operations (Manual, Section 78), as well as ensuring equal opportunities for staff, students and stakeholders in the improvement of operational quality (RISEBA Quality Policy, Manual, Section 77.2).

138. The RISEBA Quality Policy has been developed in line with current strategic development directions and in accordance with the organisation's values (RISEBA Quality Policy, p. 73 of the Manual). When reviewing the strategy, the need to update the Quality Policy is also assessed.

139. The Quality Policy applies to all areas of RISEBA's operations and is binding on all RISEBA staff (RISEBA Quality Policy, p. 70 of the Manual). RISEBA's Quality Policy is published on the RISEBA website and is easily accessible to staff, clients and other interested parties.

140. RISEBA has implemented a quality management system which operates in accordance with the *Deming PDCA* cycle, based on a comprehensive quality management approach – utilising the EFQM Excellence Model, as well as establishing and implementing quality assurance procedures in accordance with Latvian and European Union regulations, ESG standards and guidelines, adapting these standards to RISEBA's internal context.

141. When selecting equivalent cooperation partners for the joint development and implementation of study programmes, RISEBA assesses the strategies and quality policies of its cooperation partners. If the provisions set out in the partners' quality policies differ or are not sufficiently detailed, when commencing the development of a study programme, the partners agree (in a cooperation agreement on the development of the study programme, or in a cooperation agreement on the implementation of the study programme) at least on the study programme's:

141.1. the main quality principles;

141.2. the key principles of ethics and academic integrity;

141.3. the key factors determining quality requirements and the key external stakeholders;

141.4. quality objectives;

141.5. the key indicators characterising quality;

141.6. quality assurance measures.

142. The key elements of a jointly developed and/or implemented quality assurance system for study programmes are defined as:

142.1.1. a jointly developed and/or implemented quality policy for the study programme;

142.1.2. jointly established and/or implemented procedures for the delivery of the study programme;

142.1.3. jointly established and/or implemented procedures for the quality assessment and development planning of study programmes.

3.2. Programme Development and Approval

143. The procedure for the development, approval and amendment of study programmes is set out in NL0086 *Regulation on the Procedure for Development, Approval and Supervision of Study Programme*, which is approved by the Senate.

144. A Study Programme Description is drawn up for each study programme (NL0086 *Regulation on the Procedure for Development, Approval and Supervision of Study Programme*), clause 1.6).

145. The Study Programme Description includes:

145.1. requirements regarding prior education (as defined *in the Study Programme Parameters* and *the Admissions Regulations*);

145.2. specifies the field of study to which the relevant study programme corresponds (in accordance with *the RISEBA Register of Study Programmes*);

145.3. in accordance with the level and type of education, sets out the objectives, tasks and intended learning outcomes of the specific programme (as defined *in the Study Programme Parameters* and *the Study Programme Map*);

145.4. the content of the education offered, the scope of the programme's compulsory, restricted-choice and elective components, and the distribution of study time across them (as defined *in the Study Programme Structure*);

145.5. the assessment criteria, forms of assessment and procedures for the education to be acquired (as defined *in the Study Regulations*, the regulations governing final projects and *in the description of* each *study module*);

145.6. includes the scope, duration, type, form, location, language, degree and qualification to be awarded (as defined *in the Study Programme Parameters*);

145.7. includes a list of the academic staff involved in the delivery of the programme and their qualifications (as defined *in the Study Programme Structure* and *the Study Programme Plan*);

145.8. includes a list of the organisational units involved in the delivery of the programme, specifying their roles in the delivery of the specific programme (as defined *in the regulations of the organisational units*);

145.9. includes a description of the material resources required for the delivery of the programme (as defined *in the Course Description* and *the Study Programme Plan*);

145.10. assesses the programme's costs (provides the basis for the decision on setting tuition fees);

146. The main stakeholders at RISEBA are involved in the stages of initiating the study programme, developing the study programme and evaluating the study programme draft; student representatives are also involved in the stage of its approval by the Senate.

147. During the programme proposal evaluation stage, external expert review by several experts is ensured (NL0086 *Regulation on the Procedure for Development, Approval and Supervision of Study Programme*, clause 2.2.3).

148. The content of study programmes consists of study courses and/or study modules (Higher Education Act, Article 1, paragraph 11[1]and sub-paragraph 13), the delivery of the study programme's content is planned for the academic year (NL0086 *Regulation on the Procedure for Development, Approval and Supervision of Study Programme*, clause 2.2.2.1) in a logical sequence in accordance with the study programme's objectives, ensuring all forms of study work (theoretical and practical classes, placements, artistic, pedagogical, professional and trial placements, examinations and independent study) are implemented in the appropriate volume (ECTS) and timeframe, whilst approving the structure of the study programme, which forms an integral part of the study programme.

149. RISEBA ensures the delivery of study programmes based on a systematic 'Learning Outcomes First' (AoL) approach. Each study programme defines the learning outcomes to be achieved in terms of knowledge, skills and competences, whilst the study modules are planned so that, taken together, they ensure the achievement of the programme's outcomes. The study programme mapping and course descriptions ensure a clear link between courses, learning activities and the intended learning outcomes (Fig. 6).

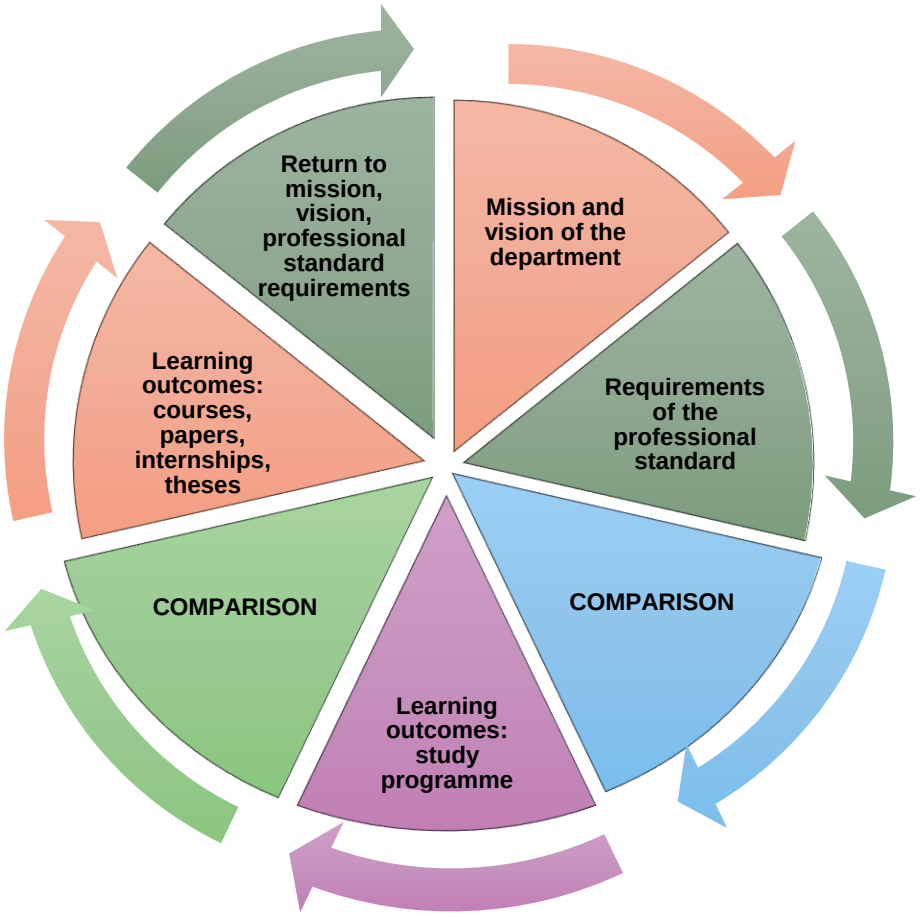

Fig. 6. RISEBA study programme mapping model.

150. To implement a student-centred approach, the academic calendar for the study plan is adapted so that teaching staff can effectively plan and deliver tutorials and other individual and group sessions, etc., as well as in accordance with students' needs, by organising study sessions during the day, in the

evening or at weekends. The delivery of second- and third-cycle study programmes may be organised in modules, allowing students to combine their studies with professional work.

151. The requirements for obtaining professional qualifications in regulated professions upon completion of all study programmes are aligned with the relevant EU directives and Latvian legislation.[3]

152. RISEBA study programmes may also be delivered in collaboration with other higher education institutions, including as joint study programmes within the meaning of the Higher Education Act.

153. A higher education institution or a partner institution may participate in the development and implementation of joint study programmes with RISEBA (Higher Education Act, Article 55¹(1)). A joint study programme consists of parts of study programmes at the same level of higher education, as specified in the agreement between the higher education institution and the partner institution, which together form a study programme that is unified in content and sequentially integrated (Higher Education Act, Section 55¹(2)).

154. RISEBA's partner institutions in the development and implementation of a joint study programme may be another accredited higher education institution in Latvia or a higher education institution recognised by the relevant country abroad (Higher Education Act, Section 55¹(2)).

155. Cooperation in the development and implementation of a joint study programme is formalised by a written agreement (Higher Education Act, Section 55¹(1)) – a cooperation agreement. The cooperation agreement on the implementation of the programme must include, at a minimum, information on:

155.1. the subject matter of the agreement, including the objectives of the study programme;

155.2. the division of responsibilities for the implementation of the study programme, the provision of study modules and teaching sessions, and the frequency of programme evaluation;

155.3. the scope, duration, type, form and location of the study programme's delivery;

155.4. the language of delivery of the study programme;

155.5. the division of responsibilities and competences regarding the delivery, quality assurance and monitoring of the study programme;

155.6. uniform requirements for the admission process and the delivery of studies;

155.7. the degree and/or qualification to be awarded upon completion of the programme, and the standardised requirements for its award and content;

155.8. the principles governing the funding of the study programme; the procedure for dispute resolution and the entry into force of the agreement.

156. Unless otherwise specified in the agreement, the joint study programme shall be developed in accordance with the procedures established by RISEBA for the development and approval of study programmes. The development of the joint study programme shall be coordinated by the programme director appointed by RISEBA, with the involvement of representatives designated by the partner institutions.

157. The description of the joint study programme for licensing purposes must be assessed in accordance with the procedures established internally by RISEBA and all partner institutions, ensuring its approval by the Senate of each participating higher education institution (or an equivalent body in another country).

3.3. A student-centered approach to learning, teaching and assessment

158. RISEBA implements student-centred education by designing a study process that promotes student autonomy, critical and analytical thinking, active engagement and responsibility for their own learning. 's pedagogical approach is based not only on the transfer of knowledge, but also on students' independence, reflection, problem-solving and the attainment of learning outcomes.

159. The pedagogical approach involves the use of a variety of learning and teaching methods in accordance with the course objectives, learning outcomes and students' needs. Teaching staff adapts

[3] Law of the LR 'On Regulated Professions and the Recognition of Professional Qualifications'

teaching methods to students' prior education, experience, level of preparation, mode of study and other individual needs, whilst ensuring opportunities for consultation and feedback.

160. Students are allowed to personalise their study experience and academic pathway – to choose areas of specialisation and elective or compulsory courses, in certain programmes, to choose professional specialisations, change their study programme, continue their studies at later stages, and have their learning outcomes recognised, whether achieved through prior education, professional experience or outside formal education.

161. RISEBA ensures a flexible organisation of studies, offering both on-campus and distance learning, as well as organising on-campus study sessions during the day, in the evening and, in certain cases, at weekends. The organisation of Master's programmes is adapted to the fact that a large proportion of students are in employment at the same time, whilst doctoral programmes are organised into intensive, pre-planned modules. Where justified, flexible remote participation options are also utilised.

162. Digital learning is integrated into the study process through the use of the e.RISEBA platform for accessing study materials, undertaking learning activities, sitting examinations and communicating with teaching staff, as well as the my.RISEBA platform for administering the study process and providing students with up-to-date information. Digital solutions are used in both face-to-face and distance learning programmes, ensuring the availability of study materials and information regardless of the mode of study.

163. The assessment of learning outcomes is organised in accordance with the principle of fairness, applying uniform, pre-defined assessment criteria that correspond to the learning outcomes of the course. Students' performance is assessed in accordance with the content, assessment methods and requirements set out in the course description, whilst the objectivity of the assessment is regularly monitored and analysed.

164. The principle of transparency is ensured by informing students in good time about the course objectives, the intended learning outcomes, the course content, independent study assignments, forms of assessment, assessment criteria and the weighting of individual assessments in the final mark. This information is set out in the course description and is available to students via the e.RISEBA platform.

165. The quality of the student-centred approach is regularly assessed and improved through student surveys, course evaluations, analysis of learning outcomes and assessment results, evaluation of teaching staff performance, and the annual self-assessment of study programmes. The feedback received is used to improve teaching methods, the organisation of studies, course content and the support available to students.

166. To ensure a supportive and creative learning environment and to promote mutual respect in the relationship between students and teaching staff, RISEBA has developed the NL0004 *Code of Ethics*. The Ethics Committee also includes student representatives, and procedures are in place for resolving student complaints both within the Ethics Committee and the Academic Arbitration Court. The fundamental principles of professional ethics and conduct for students, teaching staff and employees with regard to academic integrity are set out in the NL0078 *RISEBA University of Applied Sciences Academic Integrity Code*.

167. RISEBA upholds academic integrity by adhering to established ethical principles and defines the responsibilities of teaching staff, Researchers and those engaged in scientific work, students, reviewers, members of collegial bodies, members of examination committee, members of State Examination Commission, members of the Admissions Additional Requirements Examination Commission, as well as any person involved in the academic environment, concerning ensuring academic integrity.

168. RISEBA consistently applies publicly available regulations and criteria when assessing students' competence. The completion of a study module is assessed in accordance with the content, assessment criteria and requirements specified in the module description.

169. RISEBA has established procedures for organising examinations and assessing students' competence, which apply to students enrolled on study programmes at all levels (Study Regulations). These regulations govern:

169.1. the types of examinations and the examination planning process;

169.2. the formats of examinations;

169.3. the key documents for the assessment of student competence and the procedure for recording assessment results;

169.4. sitting examinations outside the dates scheduled by RISEBA;

169.5. the conduct of examinations;

169.6. criteria for the assessment of knowledge and skills;

169.7. students' rights and obligations;

169.8. the rights and obligations of the examination committee (teaching staff);

169.9. the appeals procedure for justified student complaints regarding the assessment of knowledge and skills received in an examination.

170. RISEBA has also formalised the procedures for organising and conducting state examinations, the conditions for forming the State Examination Commission, and the appeals procedure in the event of justified student complaints.

171. RISEBA provides for the granting of a study break, during which the student has the opportunity to catch up on academic work. Individual arrangements are also provided for where there is a need to fulfil academic obligations at a different time.

172. Cases involving changes to the course of study and the procedures for formalising them are specified in the NL0005 *Study Regulations*.

173. To ensure the achievement of learning outcomes and the continuous improvement of the quality of studies, RISEBA implements the AoL approach, which is based on the systematic planning, assessment, analysis and improvement of learning outcomes (see Fig. 7). The AoL system ensures that the knowledge, skills and competences acquired by students are regularly assessed using consistent assessment principles and evidence-based decision-making.

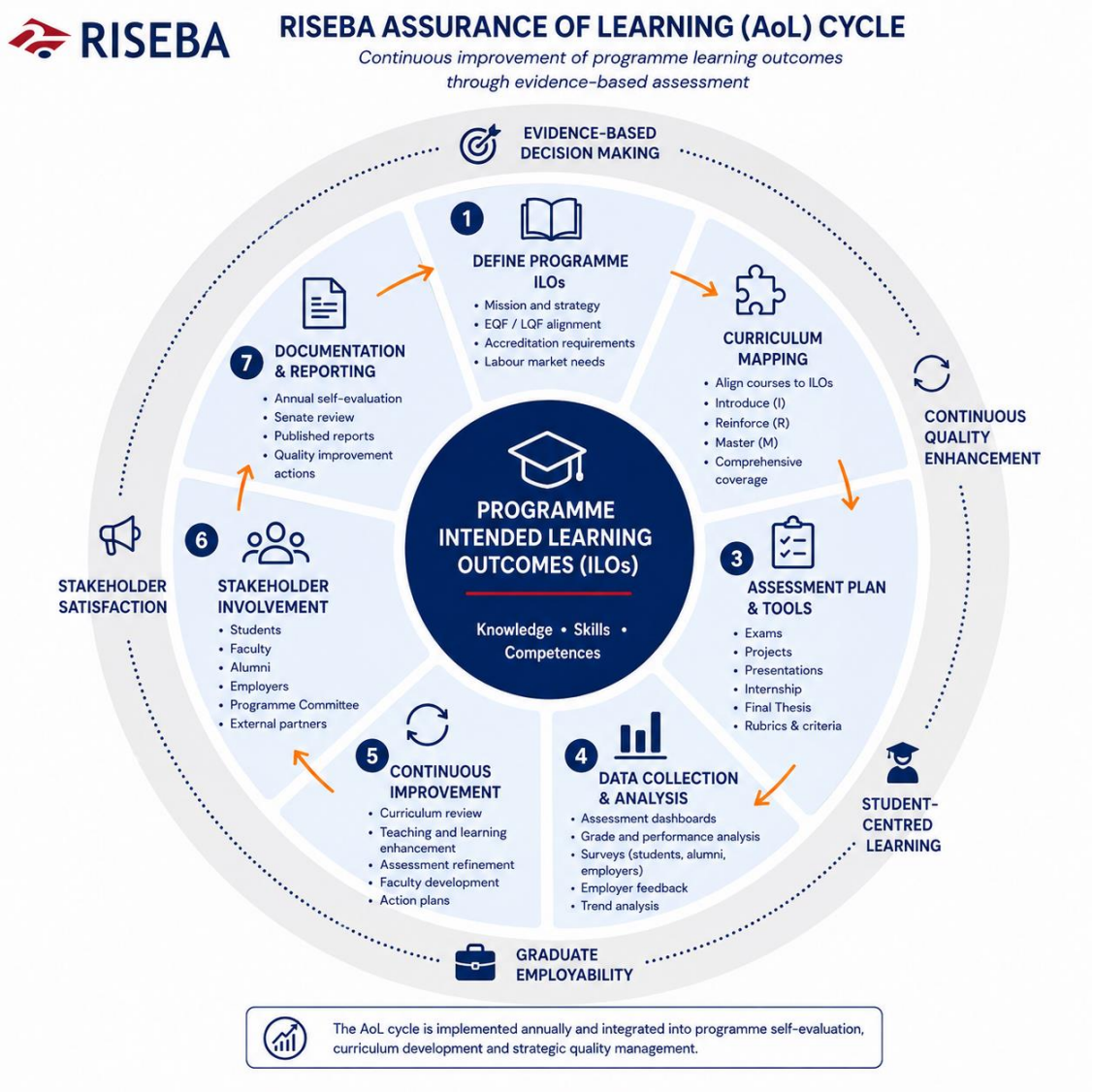

Fig. 7. RISEBA learning outcomes assessment cycle.

174. The AoL process begins with the definition and regular review of the study programme's *Intended Learning Outcomes (ILOs)*, ensuring their alignment with RISEBA's strategy, the European and Latvian Qualifications Frameworks, accreditation requirements and labour market needs. Learning outcomes are formulated as measurable knowledge, skills and competences.

175. ***Curriculum mapping*** is carried out for each study programme, linking the intended outcomes of each course with the programme's learning outcomes (see Fig. 7.) and determining where each outcome is introduced, reinforced and fully mastered within the study process. This ensures that learning outcomes are fully covered throughout the study programme.

176. In assessing the achievement of learning outcomes, RISEBA uses both **direct** and **indirect assessment methods**. Direct assessment includes examinations, projects, presentations, work placements and final assignments integrated into the study modules, whilst indirect assessment is based on surveys of students, graduates and employers, focus group discussions and other feedback mechanisms. Assessment criteria are standardised to ensure consistent evaluation of learning outcomes.

177. RISEBA systematically collects and analyses data on student achievement, the distribution of marks, the attainment of learning outcomes, the quality of teaching staff's work, and employers' assessments of students' performance during work placements. The results of the data analysis are used to identify

trends, areas for improvement and to make evidence-based decisions on the development of study programmes and courses.

178. The evaluation of learning outcomes is carried out as part of a continuous improvement cycle. Each year, programme directors, academic staff, faculty management and programme committees evaluate the results obtained from the ‘ ’ (AoL) process, identify improvement measures and, where necessary, update the learning outcomes of study programmes, the content of courses, assessment methods or teaching approaches.

179. The AoL process ensures broad stakeholder involvement. The alignment of study programme outcomes with labour market needs is regularly assessed by study programme committees, which include representatives of academic staff, students, graduates and employers. The results of AoL are integrated into the annual study programme self-evaluation reports and used for the continuous improvement of study programme quality.

3.4. Student enrolment, progress, recognition of qualifications and certification

180. Studies at RISEBA are conducted in accordance with the requirements set out in legislation and in line with the ESG and the interests of the parties involved, as set out in its internal regulations, and by ensuring that these regulations are accessible to those involved in the study process via RISEBA’s information systems, as well as in information materials tailored to students’ needs, including *the Student Handbook* (*RG04*) .

Admission of Applicants

181. RISEBA ensures a structured and student-centred admissions and customer service process, which helps prospective students make an informed decision about their studies and provides support throughout the admissions process – from the initial expression of interest in study opportunities to the signing of the study contract. The university utilises a variety of information and communication channels, including open days, visits to educational institutions, participation in education fairs and individual consultations, to make the process of establishing a partnership simple, accessible and understandable for various target groups.

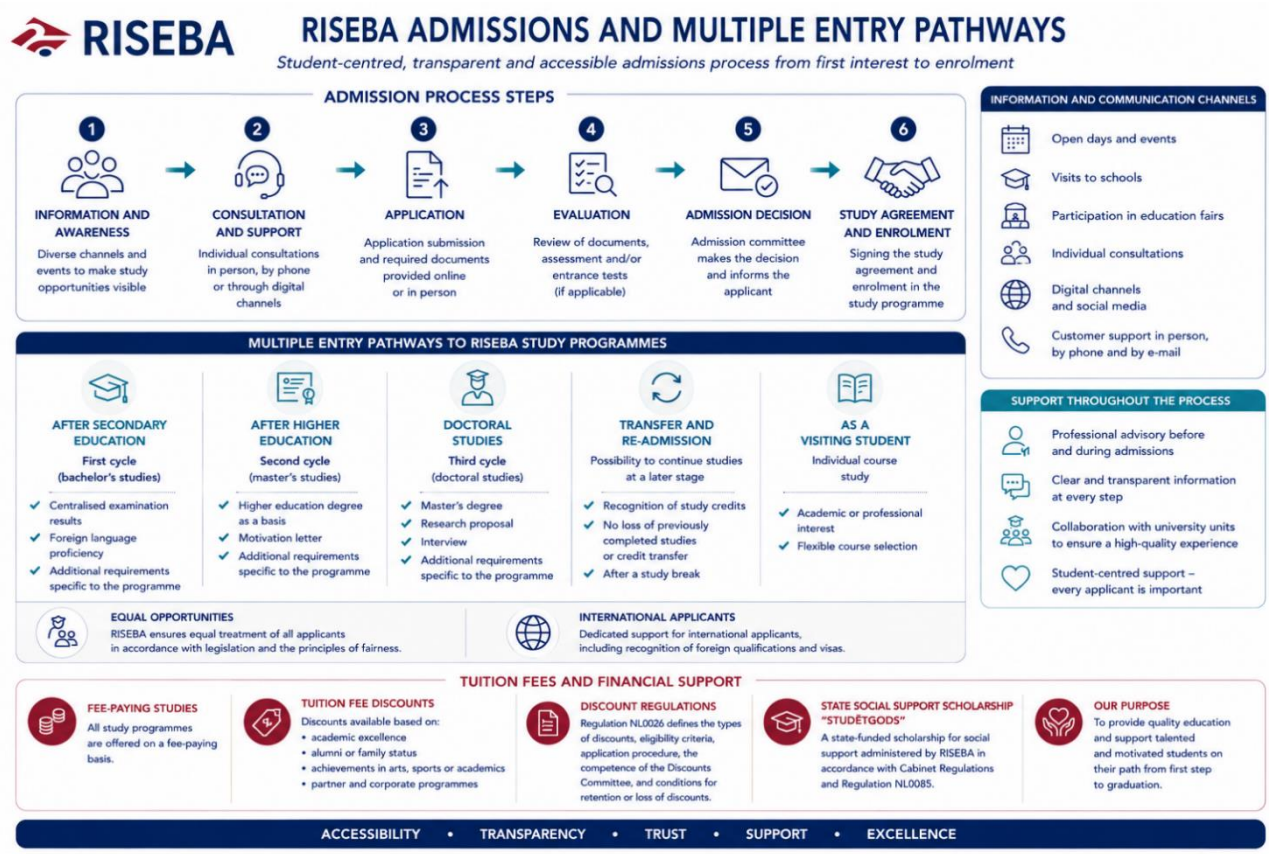

Fig. 8. Admissions at RISEBA.

182. The Admissions and Customer Service Department coordinates the full cycle of applicant services, providing information, consultations, the assessment of applications and documents, the administration of the admissions process, and the preparation of study contracts for local and international applicants. Communication takes place in person, by telephone and via digital channels, tailored to the needs of different target groups . The department collaborates with other units to ensure a consistent and high-quality customer experience throughout the admissions process.

183. The requirements, criteria and admissions procedure at RISEBA are determined in accordance with the objectives of the study programmes and are formalised in the RISEBA Admissions Regulations for the current academic year (published by 30 November of the current year).

184. The RISEBA Admissions Regulations consist of a general section and specific requirements for each study programme.

185. **The RISEBA Admissions Regulations** set out a standardised procedure for the admission of applicants to first-cycle (Bachelor's), second-cycle (Master's) and third-cycle (Doctoral) study programmes. The Regulations govern the application process, admission requirements, the documents to be submitted, the conduct of the selection process and entrance examinations, admission criteria, as well as the procedure for concluding a study contract and enrolment. The regulations set out general requirements for applicants, including those relating to prior education, centralised examinations and foreign language proficiency, as well as specific conditions for international applicants and those with qualifications obtained abroad. Separate annexes for each study programme define the specific admission requirements, the criteria for assessing applications, the subject areas relevant to the programme and, where necessary, entrance examinations. The aim of these regulations is to ensure a transparent, equitable and legally compliant admissions process that guarantees the objective selection of applicants and the enrolment of students on RISEBA study programmes.

186. Admission to a study programme is managed by the Admissions Committee established by RISEBA, which operates in accordance with the regulations approved by the RISEBA Senate. RISEBA guarantees equal treatment with regard to the admission of individuals to study programmes, in accordance with RISEBA's Admission Regulations, relevant legislation or general principles of law.

187. RISEBA also offers the opportunity to admit students at later stages of their studies, recognising learning outcomes obtained at other higher education institutions or outside formal education in accordance with established procedures. In addition, the opportunity is offered to undertake individual study modules as an auditor, thereby broadening access to education for various target groups.

188. For individuals transferring from other higher education institutions, or from another study programme at RISEBA, or resuming their studies after a break, RISEBA provides the opportunity to commence studies at later stages of the programme in accordance with the procedure set out in the NL0024 *Regulation on Commencing Studies at Later Stages of the Programme (in Latvian only)*.

189. RISEBA enters into study agreements with students in accordance with a standardised contract form, which has also been drawn up in English for the convenience of international students.

190. Each year, prior to the start of admissions activities, RISEBA publishes information on the tuition fees for the coming academic year.

191. RISEBA offers fee-paying programmes only; however, various tuition fee discounts are available to applicants and students. These are awarded on the basis of clearly defined criteria, such as high academic achievement, graduate status, kinship with other RISEBA students or graduates, significant academic, creative or sporting achievements, as well as programmes run by cooperation partners. NL0026 *Regulation on the Granting of RISEBA Tuition Fee Discounts* sets out the types of tuition fee discounts, the procedure for granting them, the criteria for selecting applicants, the application process, the remit of the Discounts Committee, and the conditions under which discounts are retained or forfeited. The annex to the Regulations provides a detailed description of all available types of discounts, their amounts, duration and conditions of application.

192. In addition to RISEBA's tuition fee discount scheme, students are also eligible for the state social support grant 'Studētgods'. RISEBA organises the administration of the grant in accordance with the regulations of the Cabinet of Ministers, ensuring the assessment of applications, decision-making and the payment of grants to students who meet the specified social and academic criteria. Funding for the scholarship is provided from the state budget, whilst the university is responsible for its administration and supervision in accordance with Regulation NL0085 *Regulations on the Award of the "Studētgods" Social Support Scholarship*, approved by the Senate.

Course of Study

193. The documents regulating academic work are set out in Section 2 of the List of RISEBA's Internal Regulatory Documents: 'Documents on the Study Process'.

194. The course of study is planned in accordance with the study plan for the relevant academic year of each study programme, in line with the academic calendar approved by the Rector, which sets out the forms of study by academic week. Classes are planned for the semester, with the timetable made available via the my.RISEBA information system

195. RISEBA creates a flexible study experience tailored to students' needs, offering a variety of study formats, timings and organisational arrangements. Study programmes are delivered in both face-to-face and distance learning formats, whilst face-to-face studies are organised during the day or in the evening, tailored to the needs of different target groups. The study programme register provides transparent information on the delivery format, language and organisation of each programme.

196. First-cycle study programmes are delivered in a daytime or evening format, whilst in second-cycle studies, where the majority of students are in employment, classes are mainly held on weekday evenings and Saturdays. Doctoral studies are organised on a modular basis, using a semester or trimester system, which enables doctoral students to plan their professional commitments in good time and participate fully in the study process.

197. RISEBA, as far as possible, provides flexible study arrangements; for example, in justified cases, it allows coursework or the presentation of final theses to be organised remotely. Study organisation solutions are refined taking into account students' needs, enrolment trends and labour market requirements, ensuring a positive student experience throughout their studies. This approach enables RISEBA to provide a personalised and consistent study experience for different groups of students, thereby increasing access to education, student satisfaction and the effectiveness of the study process.

198. For first-semester students on bachelor's and master's degree programmes, introductory sessions are organised to provide information and foster a sense of community, familiarising students with RISEBA's values and its operating philosophy, 'Where business meets art', and offering a wide range of study-related information, including details on ERASMUS+ opportunities, academic integrity, opportunities for student involvement in quality assurance processes, the Library's services, support options available to students, the use of the information systems (e.RISEBA and my.RISEBA), the Student Council, programme directors, and more.

199. Study modules are delivered in accordance with the module descriptions. Upon commencing a study module or part thereof, the teaching staff responsible for that module provide information on the requirements for the delivery of the module.

200. Students' work placements are organised in accordance with the work placement descriptions, which set out the procedures for organising the placement – including the conclusion of a contract – as well as the procedures for carrying out the placement, and specify the information to be submitted upon completion of the placement, in accordance with MN0007 *Student Internship Guidelines* approved by the RISEBA Methodological Council.

201. The preparation and formatting of academic work must comply with the provisions set out in the NL0100 *Study Paper Layout Regulation*.

202. When preparing and submitting final projects, students must follow the regulations for final projects drawn up by each faculty (NL0090 *Bachelor's Theses Preparation Regulation in Study Fields: Economics, Management, Administration and Property Management; Information And Communication Sciences;* NL0091 *Master's Theses Preparation Regulation in Study Fields: Economics,*

Management, Administration and Property Management; Information And Communication Sciences; NL0092 *Regulations on the Preparation of Bachelor's Theses for the Study Field Arts;* NL0093 *Regulations for the Preparation of Master's Theses in the Study field Arts*; NL0095 *Regulations for the Preparation of Bachelor's Theses in the Study field of Architecture and Design*; NL0096 *Regulations for the Preparation of Master's Theses in the Study field of Architecture and Design*).

203. During their studies, students have the opportunity to personalise the content of their studies by choosing specialisations, compulsory and optional modules, and, in several programmes, the professional qualification to be obtained. Students on study programmes in the creative industries can choose professional specialisations that suit them, thereby creating their own individual study pathway.

204. RISEBA systematically monitors students' academic performance throughout the entire study cycle in order to identify, at an early stage, both high achievements and potential risks to the successful progression of their studies. Monitoring of student progress is used not only to assess the quality of studies, but also to provide individual support, boost motivation and improve the learning process. Regular data analysis enables evidence-based decision-making and ensures a positive student experience throughout their studies.

205. Student performance is assessed at the end of each semester by analysing study outcomes, the extent of academic arrears, study progress and examination results. Study administrators and programme directors identify students who require additional support at an early stage and act in accordance with procedure PR0031*Working with Students with Academic Arrears*.

206. Twice a year, the objectivity of study assessments is monitored (PR0051 *Evaluation of the objectivity of study assessments*), analysing the distribution of course marks, average marks and standard deviations, whilst, in accordance with procedure PR0057 *Procedure for Obtaining RISEBA Students' Pass Rates,* student performance indicators are analysed at the individual, course and study programme levels. The results of the analysis are used in decision-making by programme directors, in the improvement of study modules and in the preparation of annual study programme self-evaluation reports.

207. At the same time, the university motivates students to achieve high results by awarding tuition fee discounts for outstanding academic performance and by awarding honorary diplomas to graduates with outstanding achievements. This approach fosters both student motivation and the continuous improvement of the quality of education.

208. RISEBA ensures that the study process is conducted in accordance with high standards of professional ethics and academic integrity. The university has implemented the NL0004 *Code of Ethics* and NL0078 *the RISEBA Academic Integrity Code*, which set out uniform principles of conduct, professional ethics and academic integrity for all students, academic and administrative staff. These principles promote a fair, respectful and trust-based academic environment, thereby enhancing the quality of studies and the university's reputation. Compliance with academic integrity is also incorporated into study agreements, stipulating students' obligation to adhere to the requirements of the code.

Recognition of qualifications, awarding of diplomas

209. RISEBA issues state-recognised higher education certificates in Latvian and English for the completion of an accredited study programme in accordance with the external regulatory acts of the LR (samples of diplomas and supplements are approved by order of the Rector):

209.1. RISEBA issues bachelor's and professional qualification diplomas to individuals who have completed an accredited first-cycle professional study programme and obtained a bachelor's degree and a level 6 professional qualification.

209.2. RISEBA bachelor's diplomas are awarded to individuals who have completed an accredited first-cycle academic study programme and obtained a bachelor's degree.

209.3. A RISEBA Master's and professional qualification diploma is awarded to a person who has completed an accredited second-cycle professional study programme and obtained a Master's degree and a Level 7 professional qualification.

209.4. RISEBA master's diplomas are awarded to individuals who have completed an accredited second-cycle academic study programme and obtained a master's degree.

209.5. A RISEBA Doctor of Science diploma is awarded to a person who has obtained the degree of Doctor of Science (*Ph.D.*) in accordance with the procedures and criteria set out in the regulatory acts governing the award of doctoral degrees. The doctoral diploma certifies the degree of Doctor of Science obtained in third-cycle higher education.

210. RISEBA is authorised to award the following degrees and professional qualifications:

210.1. State Examination Commissions – degrees (Bachelor's, Master's) and professional qualifications corresponding to the study programme;

210.2. The Doctoral Council – a Doctor of Science (*PhD*) degree corresponding to the study programme.

211. The activities of the State Examination Commissions and the Doctoral Council are regulated by regulations approved by the Senate, in accordance with the applicable legislation.

212. RISEBA ensures the assessment and recognition of knowledge, skills and competences acquired outside formal education or through professional experience, as well as of learning outcomes achieved in previous education, with the procedures and criteria set out in NL0060 *Regulation on recognition of previous education or professional experience achieved learning outcomes* and NL0074 *Regulation on the Preperation of the Study Course Recognition Protocol and the Individual Study Plan*.

Continuing cooperation after graduation – ALUMNI

213. RISEBA builds long-term relationships with graduates, viewing them as an important part of the university community even after they have completed their studies. Alumni engagement is encouraged by providing opportunities to participate in professional, academic and community activities, thereby maintaining mutually beneficial cooperation and strengthening the university's sustainable development. This collaboration is coordinated by the Career centre and Alumni Centre, which maintains contact with graduates and promotes their involvement in university life.

214. The Career Centre maintains an alumni database, organises alumni events, coordinates the activities of the Mentors' Club and regularly involves alumni in guest lectures, conferences, career events, study programme committees and other university initiatives. Graduates also provide support as employers, providers of work placements, mentors and RISEBA ambassadors, strengthening the link between the university and the professional world.

215. Graduates are regularly informed about opportunities for professional development, lifelong learning and collaboration, whilst their views are gathered through graduate surveys and used to improve study programmes and collaborative initiatives. Attendance at events, graduate engagement and feedback are analysed to develop new forms of collaboration and strengthen long-term relationships with the RISEBA alumni community.

3.5. Academic staff

216. Based on RISEBA's Development Strategy and the core values set out therein (openness, diversity, excellence), RISEBA has adopted *a Personnel Policy*. RISEBA's staff policy is based on a full staff life cycle approach, which covers staff planning and recruitment, induction, performance and quality assessment, professional development, motivation, adherence to ethical principles, internal communication and the provision of a safe working environment. This approach promotes the development of a qualified, motivated workforce that aligns with the university's values, whilst strengthening RISEBA's culture of quality and sustainable development.

Fig. 9. RISEBA's staff policy.

217. The teaching staff comprises staff appointed to academic posts, visiting lecturers and lecturers invited to deliver specific study modules. In certain cases, representatives of RISEBA staff may be involved in the delivery of study programmes and research work.

218. In the delivery of RISEBA's study programmes, the University ensures that at least 30 individuals holding a Doctor of Science degree are involved, of whom at least five must hold a Doctor of Science degree in the specific field of science in which the study programme is to be delivered (Section 8(6.d.1) of the Higher Education Act). RISEBA ensures that at least 60 per cent of its academic staff hold a doctoral degree (Section 3[3](3.d.2) of the Higher Education Act).

219. A total of at least five Professors and Associate professors employed by the relevant higher education institution shall be involved in the delivery of the compulsory and restricted-choice modules of the academic study programme. At least five professors and Associate professors, including foreign academics or persons holding a Doctor of Science degree, shall be involved in the delivery of the academic doctoral study programme (Section 55(1.d)(3) of the Higher Education Act).

220. At least 5 per cent of RISEBA's academic staff are visiting professors, associate visiting professors, visiting senior lecturers, visiting lecturers, professors, associate professors, assistant professors and lecturers, who, over the previous five years, have been employed continuously for at least one year in an academic post at a higher education institution in one of the accredited countries of the European Union, the European Economic Area or the Organisation for Economic Co-operation and Development, excluding Latvia (Section 3((7.d.)).

221. A transparent, objective and legally compliant process for the selection and election of academic staff is ensured by uniform and clearly defined qualification requirements for candidates for academic posts at RISEBA, criteria for assessing scientific, pedagogical and organisational competence, and the procedures for open competitions and elections, as set out in the internal regulatory act NL0016 *RISEBA Regulations on Elections to Academic Positions*. The Regulations also define the role of the Senate, the Compliance Committee and the departmental academic councils in the decision-making

process. This ensures that highly qualified teaching staff and Researchers, whose competence aligns with RISEBA's strategic objectives and study quality requirements, are elected to academic posts.

222. RISEBA sets appropriate requirements for candidates for academic posts at all levels, i.e. teaching assistants, Lecturers, Associate professors, Professors, Researchers and Senior researchers (NL0016 *RISEBA Regulations on Elections to Academic Positions*., Article 2)

223. The appointment of RISEBA's academic staff is based on an open, transparent and multi-stage selection process, during which the candidate's academic, scientific and pedagogical competence is assessed. Several quality assurance mechanisms are employed during the selection process – assessment by the Eligibility Committee, evaluation of teaching quality during classroom observations, a decision by the Senate, and, for the posts of Professor and Associate Professor, also an assessment by the Joint Council of Professors and the opinion of an independent international expert.

Procedure for the appointment of academic staff

224. Planning vacancies and announcing the competition. The Human Resources Department, in collaboration with the Dean of the Faculty, organises the announcement of an open competition for a vacant academic post or for a post where the term of office is coming to an end. The competition is announced at least one month before the election.

225. Submission of candidates' documents and assessment of qualifications. Candidates submit an application, documents certifying their education and professional experience, a curriculum vitae (CV), a list of publications and a self-assessment of their suitability for the post in accordance with the specified criteria. The documents submitted are assessed by the RISEBA Eligibility Committee, which evaluates the candidate's scientific, pedagogical and organisational competence in accordance with the requirements set for the post.

226. Assessment of teaching competence. For candidates for academic posts, an assessment of teaching quality is organised through classroom observation. During the observation, teaching methods, student engagement, the quality of the course content, the integration of theory with practice and other aspects of pedagogical competence are assessed. The results of the observation are used to evaluate the quality of the teaching staff's work (PR0021 *Procedure for Peer Review of Teaching*).

227. Decision on election. Based on the opinion of the Eligibility Committee:

227.1. Assistant professors, Lecturers, Assistants, Researchers and Senior researchers are elected by the RISEBA Senate by secret ballot;

227.2. Candidates for the posts of Professor and Associate Professor are put forward by the RISEBA Senate for assessment and election by the Joint Council of Professors.

227.3. Evaluation of candidates for the posts of Professor and Associate Professor by the Joint Council of Professors. The Joint Council of Professors assesses the candidate's scientific, pedagogical and organisational competence, organises an interview with the candidate and, in the case of candidates for the post of professor, also obtains an assessment from an independent international expert. Following the evaluation, the Council of Professors takes a decision on the candidate's appointment to the post and prepares the relevant documents for the Rector of the university.

Establishment of the employment relationship.

228. Following election to an academic post, an employment contract is concluded with the elected person for the term specified in the relevant legislation, and the person commences the performance of their duties.

229. RISEBA promotes the development of academic staff by involving doctoral students and graduates in teaching and research, and strengthens internationalisation by actively engaging teaching staff from foreign partner institutions.

230. The procedure by which RISEBA plans, records and remunerates the workload of academic staff is set out in the internal regulatory act *NL0101 Regulation on Work Planning, Accounting and Remuneration of RISEBA Academic Staff Members*. The Regulations apply to the university's academic staff and ensure a transparent and equitable approach to workload planning and the calculation of remuneration.

231. The main principles set out in the regulations are as follows:

231.1. **The academic workload** is planned for each academic year, taking into account the needs of study programmes, learning outcomes, the quality of teaching staff's work and the number of students. The workload is finalised before the start of each semester.

231.2. **Work** is recorded centrally in academic hours, taking into account both the planned workload and specific types of academic work (for example, supervising final theses, peer review and work on doctoral programmes).

231.3. **Remuneration** is calculated taking into account the academic staff member's job category, the results of the annual appraisal, the number of students and other workload standards set by the university. Where necessary, remuneration is adjusted, for example, in the event of changes to student numbers or teaching workload.

232. To recognise outstanding contributions to science, higher education, business management and the development of RISEBA, the university awards the title of RISEBA Honorary Professor (NL0046 *Honorary Professorship Regulations of RISEBA)*. Candidates are nominated by the Senate or the Rector, whilst the decision to confer the title is taken by the Senate in a secret ballot. The title of Honorary Professor signifies the university's recognition of outstanding professional achievements and long-term contributions to RISEBA's development.

233. RISEBA systematically promotes the development of the academic staff's research and teaching capabilities by providing financial and organisational support for participation in international scientific and academic conferences, art symposia, exhibitions and other professional development activities (NL0071 *Regulations on conditions for participation of academic staff at international scientific research and academic conferences, art symposiums, and audio-visual festivals*). Support is provided to academic staff whose research activities align with RISEBA's research priorities and contribute to the quality of the university's research, its international recognition and its citation impact.

234. The main mechanisms for supporting scientific and professional development are:

234.1. funding for participation in international academic conferences, art symposia, exhibitions and other academic activities, covering travel, participation and publication-related costs in accordance with the academic post and the funding allocated to the faculty;

234.2. financial support for the preparation and publication of scientific publications, including royalties for publications in internationally indexed databases (Web of Science, Scopus, etc.), as well as for publications in highly regarded international scientific journals (NL0079 *Regulation on the conditions for publication of academic staff's research results*);

234.3. support for improving the quality of publications by covering the costs of translating scientific articles, language editing and open access (Open Access) publishing, as well as by supporting membership of professional scientific associations (NL0079 *Regulation on the conditions for publication of academic staff's research results*);

234.4. priority support is granted for participation in international conferences and activities recommended by RISEBA that align with the university's research areas and promote international cooperation.

235. RISEBA provides academic and administrative staff with opportunities to participate in Erasmus+ mobility programmes at partner universities, thereby promoting professional development, the development of international cooperation, the exchange of experience and the transfer of good practice (PR0033 *Erasmus+ Programme Mobility Organisation Procedure*). During mobility periods, academic staff carry out teaching activities, whilst administrative staff take part in professional development and job shadowing activities. Staff selection takes place in an open and transparent manner, and following the mobility period, participants submit a report on the results achieved and the experience gained.

Performance appraisal system

236. RISEBA has established a systematic performance appraisal system covering both academic and administrative staff. The aim of the assessment is to evaluate work performance over the previous period, identify professional development needs, plan future development and set individual targets

for the coming period, thereby ensuring that staff development is aligned with RISEBA's strategic objectives and quality improvement.

237. The evaluation of academic staff is carried out once per academic year (PR0020 *RISEBA Faculty Member Assessment*). During this process, the academic staff's scientific (or artistic), pedagogical and organisational competence is assessed, taking into account the results achieved, student feedback, professional development, involvement in the university's development and other specified criteria. The evaluation process includes self-assessment, discussions with the immediate supervisor, an assessment of the previous year's individual objectives, and the development of a professional development plan for the coming academic year. The results of the evaluation are used to plan the workload and remuneration of academic staff, as well as to determine professional development measures.

238. The performance of administrative staff is assessed through annual performance reviews between the employee and their line manager (PR0036 *RISEBA Procedures for Evaluating the Work of Administrative Staff Members*). During the appraisal, the achievement of objectives and tasks for the previous period is analysed, the employee's competencies are assessed, professional development needs are identified, and individual objectives for the coming year are agreed upon. The results of the individual appraisals are summarised at departmental level and used in planning the objectives for the departments and the university for the coming period.

239. Performance appraisal at RISEBA is not merely a staff assessment tool, but one of the mechanisms of the quality management system, which ensures continuous professional development, the alignment of individual goals with the university's strategic objectives, and evidence-based staff development planning.

Professional development

240. To promote the quality of studies, pedagogical excellence and continuous professional development, RISEBA implements systematic activities providing methodological support and opportunities for peer learning. These are aimed at introducing modern teaching methods, facilitating the exchange of experience amongst teaching staff, and ensuring consistent quality of teaching across all study programmes.

241. The main mechanisms for professional development and methodological support are:

241.1. **Methodological seminars.** RISEBA regularly organises methodological seminars for academic staff and, on specific topics, for administrative staff as well. The seminars cover teaching methodologies, digital technologies, the use of artificial intelligence in the learning process, research, sustainability, study programme development, quality management and other topical issues, thereby promoting the development of staff's professional competences and the exchange of good practice.

241.2. **Class observations** (PR0021 *Procedures for Peer Review of Teaching*). Mutual class observations amongst teaching staff are one of the tools for ensuring the quality of teaching, aimed at learning from one another, exchanging experiences and improving the quality of teaching. The results of classroom observations are used in planning professional development, determining the content of methodological seminars, and assessing the quality of teaching staff's work. Classroom observation is compulsory for teaching staff who are standing for election or re-election to an academic post.

241.3. **The work of the Methodological Council.** The RISEBA Methodological Council is a collegial body that coordinates the methodological development of study content, organises methodological seminars and examines methodological issues at university level (NL0011 *Methodological Council Regulations*). The Council develops and approves methodological guidelines and instructions that ensure a consistent approach to the organisation of the study process and compliance with quality requirements across all study programmes.

241.4. The methodological materials approved by the Methodological Council cover various aspects of the study process, including:

241.4.1. the mapping of study programmes and courses (MN0002 Study Programme Mapping Methodological Material);

241.4.2. the development of study modules and quality requirements within the MOODLE (e.RISEBA) environment (MN0009 Requirements for the study courses in the MOODLE environment (eRISEBA));

241.4.3. guidelines for the assessment of final dissertations across different faculties;

241.4.4. methodology for academic writing and referencing;

241.4.5. the application of the European Credit Transfer and Accumulation System (ECTS).

242. In study programmes implemented in collaboration with other higher education institutions, the following must be established during the development phase: staff quality and management standards for the jointly implemented study programme, tailored to the specific nature of the programme (to be included in the cooperation agreement), which also include criteria and procedures for selection, assessment and development.

243. The cooperating HEIs may develop separate staff quality and management standards for the jointly delivered study programme, or they may adopt the staff policies and staff management procedures implemented by one of the cooperating HEIs, provided that these do not conflict with the staff policies and staff management procedures implemented by the other partner HEIs. The staff quality and management standards set out in study programmes implemented jointly with other HEIs must form part of the joint quality assurance system for these study programmes.

3.6. Learning resources and student support

244. RISEBA provides students with learning resources and support services that promote a high-quality learning process, the achievement of learning outcomes, and students' professional and personal development. Learning resources and support services are planned, regularly evaluated and improved, taking into account students' needs, technological developments and student feedback.

245. Before a decision is made on the need to develop a study programme, the justification for the draft decision sets out the programme's objectives and learning outcomes, includes information on the programme's target audience, carries out a competitive analysis, prepares an economic justification, including how the minimum required number of students is to be achieved and how the programme's development is to be ensured, amongst other information (NL0086 *Regulation on the Procedure for Development, Approval and Supervision of Study Programme, clause 2.1.1)*. Once the programme has commenced, a self-assessment process for the study programme is carried out annually, during which the adequacy of existing resources and the need for further development are analysed (form for the annual self-assessment report of the study programme, Section 3: Study Programme Resources and Provision). Resource requirements are primarily derived from the information specified in the course descriptions regarding the technical equipment required to deliver the courses and from the resources necessary to fulfil the university's strategy; feedback from students and staff is also taken into account. The costs of delivering study programmes are assessed by the RISEBA Management Team when deciding on the university's budget plan and setting tuition fees for each year.

Physical teaching resources and their planning

246. To ensure a high-quality learning process and the achievement of learning outcomes, RISEBA systematically plans, maintains and improves the physical infrastructure and technical facilities required for the delivery of study programmes. The development of physical resources is planned in line with the university's strategic objectives, the needs of study programmes, technological developments and student numbers.

247. **The learning environment** is provided across three RISEBA buildings in Riga, which house lecture theatres and seminar rooms, computer labs, architecture and design workshops, the H2O6 media centre, photography, video and sound studios, an AI laboratory, co-working spaces and practical training rooms.

248. **The technological facilities for study** are regularly updated, ensuring that students have access to modern computerised workstations, high-performance software and a wireless internet network ( ) throughout the university's premises. The university's lecture theatres, classrooms and computer labs are equipped with computers, professional software and video conferencing equipment, and Wi-Fi is available in all rooms.

249. **Specialised study infrastructure** is developed in line with the specific requirements of the study programmes. To facilitate the implementation of creative projects, students also have access to methodological, mentoring and technical support, as well as professional infrastructure and specialised equipment, ensuring the opportunity to carry out high-quality creative projects and achieve the learning outcomes set out in the study programmes. RISEBA students have access to multimedia, photography and video studios, a sound studio, video editing laboratories, acting studios, architectural design workshops, an AI laboratory and other specialised teaching spaces equipped with industry-standard technologies. The audiovisual equipment facilitates a modern learning process, including the recording of lectures, online learning and the delivery of practical sessions, using professional filming, sound and multimedia equipment.

250. **e.RISEBA (Moodle)** is the digital environment for RISEBA's study process, where study content is organised and the study process is facilitated. On this platform, teaching staff upload course materials, organise study activities, assessments and communication with students. The platform provides a unified access point to study materials for both on-campus and distance learning programmes and is integrated with the university's other information systems.

251. **my.RISEBA (UNIMETIS)** is RISEBA's study administration information system, which facilitates the administration of the study process and the flow of information between students, teaching staff and the Administration. Through the system, students can access their individual study plans, timetables, academic records, tuition fee information and other study administration services, whilst academic staff enter assessment results and other information related to the study process.

252. **The Library** provides students and academic staff with the information resources, workspaces, advisory services, inter-library loans and access to international academic databases required for their teaching and research work. The library's collection is systematically expanded in collaboration with programme directors and academic staff, taking into account the needs of the study programmes. Access to digital information resources is provided both on campus and remotely. Students have access to international academic databases, e-book collections and other electronic resources, the use and necessity of which are regularly assessed.

253. The development of new infrastructure and technologies is planned based on the needs of study programme development and trends in technological advancement. Regular investments are made in new laboratories, computer rooms, study rooms and other equipment necessary to support the learning process.

254. Planning for the development of physical resources is integrated into the university's budget planning process. The preparation of the budget takes into account RISEBA's strategic objectives, study programme development plans, planned investments in infrastructure, results from previous years and projected development needs.

255. Infrastructure investment needs are identified and submitted by the relevant departments as part of the budget planning process. The draft budget is reviewed by the Management Team and approved by the Board of the university's Founders, ensuring that resource planning is aligned with the university's strategy and financial capabilities.

256. Infrastructure and technology are continuously upgraded. Each year, an audit of material resources is carried out, infrastructure development needs are assessed, and investment plans are drawn up to maintain high-quality teaching and ensure a modern learning environment.

Student support system

257. To promote students' academic achievement, well-being, professional development and successful integration into the university environment, RISEBA provides a diverse student support system, which is available to all students at , regardless of their mode of study, programme or language. Support services are provided in both Latvian and English.

258. The main types of student support are:

258.1. Financial support – students have access to various types of tuition fee discounts, as well as the state social support grant 'Studētgods'.

258.2. Academic and administrative support – students are supported in organising their studies by programme directors, Study Programme Administrators, the Customer Service Centre, the Study Department, teaching staff and group leaders. At the start of their first year of study, students are introduced to the university's operations and the support services available to them as part of *the Freshers' Orientation Week*.

258.3. Support from group representatives – a group representative is elected for each study group to ensure the flow of information and foster cooperation within the group.

258.4. Student support service – RISEBA provides individual consultations with a psychologist, career adviser, supervisor and academic adviser, helping students to overcome academic difficulties, address psycho-emotional issues, plan their careers and develop their professional skills. Students also have access to a mentoring programme, in which RISEBA graduates and business representatives provide long-term support on matters relating to academic, professional and personal development.

258.5. Career development support – The Career Centre organises career counselling, provides information on work placement and job opportunities, maintains links with businesses and alumni, and organises Career Week, guest lectures and networking events, thereby promoting students' professional development and employability.

258.6. Support for international mobility – Students are provided with support to take part in Erasmus+ mobility schemes, international projects and work placements; furthermore, the Student Buddy programme is run and integration events are organised to help international students settle in.

258.7. Support for various student groups – RISEBA provides additional support for international students, distance learners, part-time students and students with special needs, including by developing the RG02 *Manual for Distance Learning Students*, collaborating with accommodation providers and providing information on state social support options.

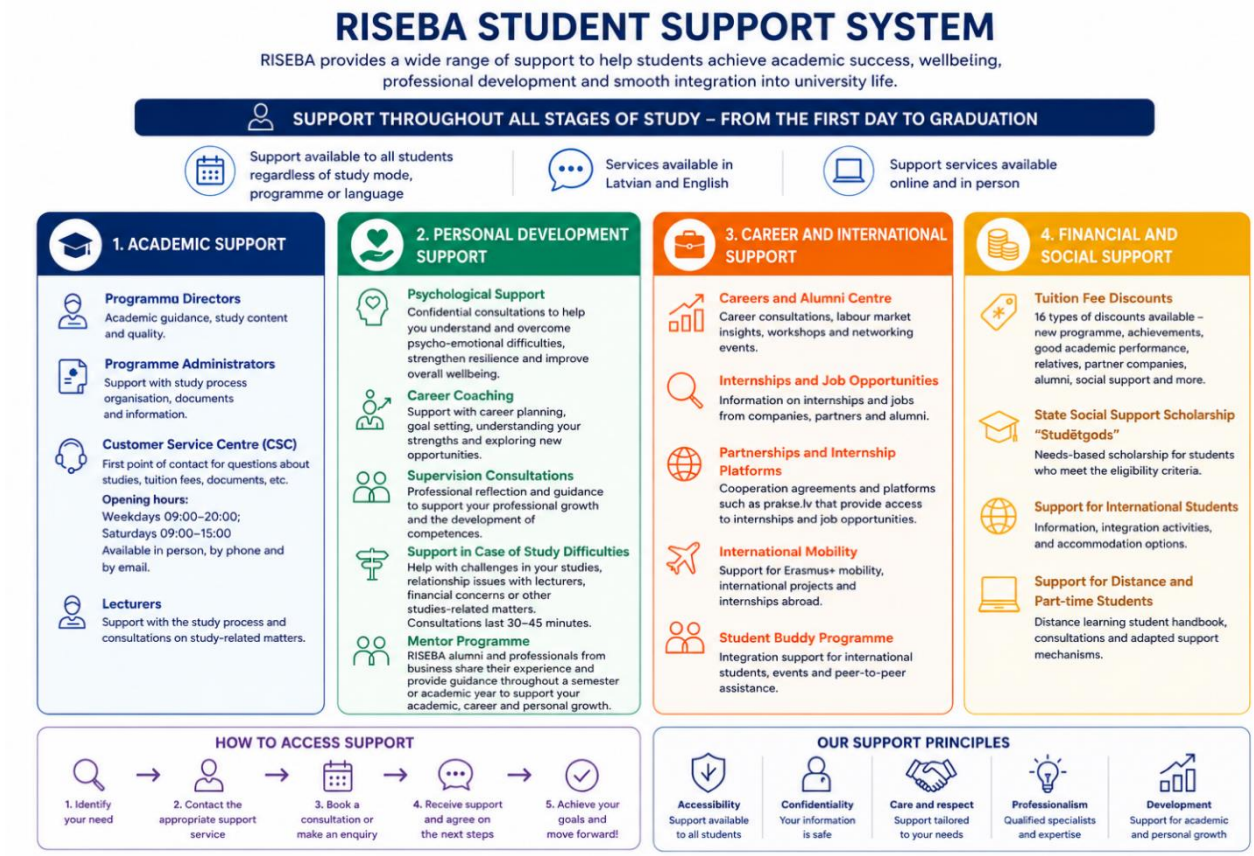

Fig. 10. RISEBA's student support system.

Human Resources

259. Human resources management at RISEBA is implemented to facilitate the achievement of RISEBA's strategic development objectives, including by establishing an appropriate management structure – academic and administrative units, the functions and tasks of these units, as well as the hierarchy, as set out in their regulations, whilst employees' duties are set out in employment contracts and job descriptions.

260. RISEBA ensures the management of each employee's development. For all positions at RISEBA, remuneration (monthly salary, allowances, bonuses and cash awards) is determined in accordance with general and uniform criteria. The amount of an employee's monthly salary, or the monthly salary rate, or the hourly rate is determined by the Rector, in accordance with:

260.1. the job catalogue approved by the Management Team;

260.2. the minimum and maximum pay ranges for the post's monthly salary group, as determined by the Management Team;

260.3. taking into account the employee's planned workload.

261. To ensure the academic and administrative operations and development of RISEBA, in accordance with RISEBA's operational strategy and taking into account employees' individual performance and their professional development or skills enhancement needs, business trips and professional development activities are planned and implemented within the planned budget.

Informing students, providing advice and organising communication between the parties involved in the study programme

262. The key responsibilities for informing students, facilitating communication and providing day-to-day advice are carried out by Study Programme Administrators and Programme Directors, as well as the Admissions and Customer Service Department. Additional support regarding the entry and residence of international students in Latvia is provided by staff from the External Relations Department. The Head of the Career Development and Alumni Programme provides support and advice to students at on career planning and work placement matters. The collection of student feedback is coordinated by the Quality Department. Meanwhile, the RISEBA Student Council represents students' interests in academic, research, social, cultural and everyday matters.

263. Students are provided with information and advice on study-related matters. Students are given access to RISEBA's internal regulations governing the study process, and efforts are made to ensure that students' rights are respected, the conscientious exercise of the rights established by RISEBA in relation to studies, research, artistic and creative work; the monitored compliance of students with the Internal Regulations; the promotion of student creativity; and the organisation of student involvement in the study self-assessment process, etc.

264. The adequacy of RISEBA's material and technical resources and the effectiveness of the support services available to students are constantly monitored, regularly assessed and improved, with any identified problems being promptly resolved where necessary. Improvements are also implemented based on the results of regular satisfaction surveys.

265. For the joint delivery of a study programme, a responsible position must be designated at each partner HEI (to be included in the study programme regulations or the concluded agreement), who must ensure the coordination of the study programme's implementation within the specific HEI's sphere of responsibility, including providing information to students, offering advice and organising communication between the parties involved in the study programme.

Financial support

266. To promote access to study, encourage high academic achievement and support students' professional development, RISEBA provides a diverse system of financial support, which includes both tuition fee discounts and opportunities to receive additional funding for the implementation of creative projects.

267. Tuition fee discounts are awarded in accordance with regulations approved by the Senate, based on clear, transparent and uniform criteria. The discount scheme provides support to applicants and students for outstanding or high academic achievement, as well as discounts for specific groups of students, such as RISEBA graduates and relatives studying at the same time. Budgetary funds are allocated annually for the granting of discounts, whilst decisions are taken by an independent Discounts Committee.

268. The state social support grant 'Studētgods' is available to students who meet the criteria set by the state, thereby broadening opportunities to obtain higher education regardless of socio-economic circumstances.

269. Support for the implementation of students' creative projects is organised on three levels: the university provides the resources and infrastructure necessary to achieve academic outcomes, offers opportunities to receive additional funding through university or partner projects, and provides support in securing external funding from project competitions, sponsors and other funding sources.

3.7. Continuous monitoring and regular evaluation of study programmes

270. RISEBA ensures the continuous monitoring and regular evaluation of the quality of study programmes to ensure that they remain aligned with the university's strategic objectives, the needs of the labour market, the requirements of external regulatory acts and the expectations of stakeholders. The monitoring of study programmes is a continuous quality cycle comprising the monitoring of programme implementation, annual self-assessment, peer review and the implementation of evidence-based improvement measures (see Fig. 11). This system is one of the main mechanisms for internal quality assurance at RISEBA.

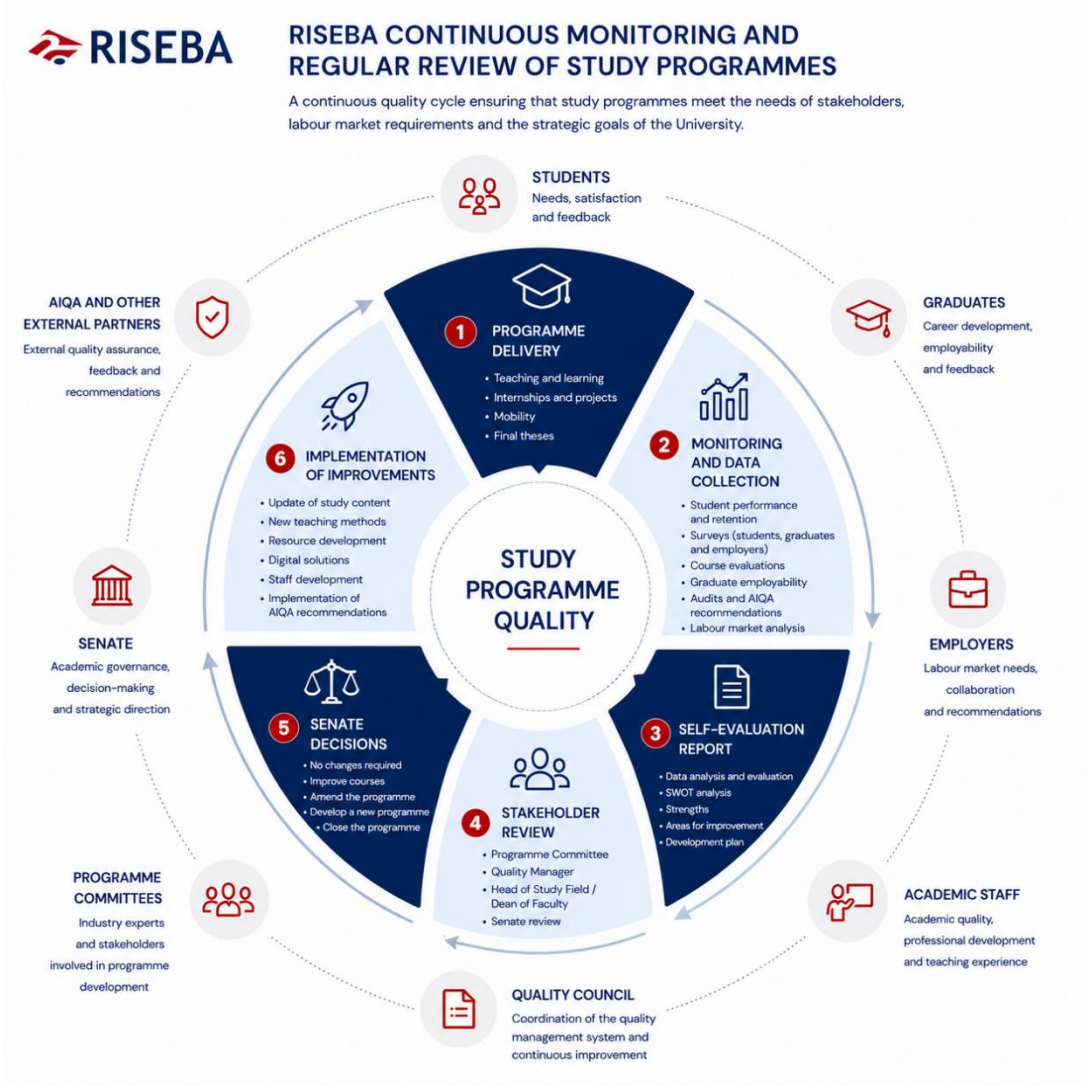

Fig. 11. Continuous monitoring and regular evaluation of study programmes.

271. Continuous monitoring of study programmes. The quality of study programmes is assessed throughout the academic year by analysing the progress of the study process, student achievements, learning outcomes, student retention rates, drop-out rates, graduate employment, employer needs and other quality indicators.

272. Annual self-assessment cycle. A self-assessment report is prepared for each study programme every academic year, whilst a progress report is prepared for each field of study. The aim of the self-assessment is to evaluate the results of the academic year, identify strengths and areas for improvement, and set priorities for future development.

273. Responsibility of the programme director. The programme director is responsible for the preparation and quality of the study programme's self-assessment and for coordinating development measures, whilst the Head of the academic field is responsible for the field of study's progress report.

274. Wide involvement of stakeholders. Academic staff, students, graduates, employers, programme committees, the Quality Council, the Senate and other partners are involved in the evaluation of study programmes, ensuring a multifaceted perspective on programme quality and development.

275. Data-driven evaluation. Self-evaluation reports are prepared by analysing both quantitative and qualitative data, including:

275.1. trends in student numbers;

275.2. monitoring of learning outcomes and drop-out rates;

275.3. the results of surveys of students, graduates and employers;

275.4. graduate employment rates;

275.5. evaluations of study programmes and teaching staff;

275.6. mobility indicators;

275.7. the quality of final-year projects and the recommendations of the State Examination Commission;

275.8. the adequacy of resources and infrastructure;

275.9. progress in implementing recommendations from external experts.

276. The role of study programme programme committees. Before a self-assessment is approved, it is reviewed by the Study Programme Committee, which comprises representatives of academic staff, students, graduates and employers. The Committee evaluates the results and makes proposals and recommendations for the improvement of the study programme.

277. The coordinating role of the Head of Quality . Each year, the Head of Quality updates the structure of the self-assessment report in accordance with AIKA guidelines, coordinates the self-assessment process, organises discussions on progress reports for study programmes, and ensures these are submitted to the Senate for approval.

278. Senate evaluation and decision-making. The Senate evaluates the results of the self-assessment of study programmes and takes decisions on necessary improvement measures, changes to study programmes, their development or other strategic issues. Approved progress reports on fields of study are published on the university's website.

279. Improvement of study programmes. Based on the results of the self-assessment and recommendations from stakeholders, improvements are made to the study content, courses, teaching methods, assessment of learning outcomes, organisation of work placements, digital solutions, resources and the organisation of the study process.

280. Regular updating of course modules. Where necessary, course module descriptions are reviewed and updated to ensure they align with the programme's objectives, learning outcomes, industry trends and professional standards. Changes are agreed with the Dean of the Faculty and, where necessary, with the programme directors of other programmes in which the relevant courses are taught.

281. Management of changes to study programmes. If a self-assessment identifies a need to make changes to a study programme, these are implemented in accordance with the established change management procedure. Depending on the significance of the changes, they are approved by the Programme committee, the Dean of the Faculty, the Senate, or are referred for consideration by the Study Quality Commission (AIKA).

282. Development of new study programmes and the programme portfolio. If the evaluation results indicate the emergence of new needs in society or the labour market, the development of a new study programme may be proposed. The decision is taken following an assessment of the programme's alignment with RISEBA's mission and strategy, its economic justification, the competitive environment and the necessary resources.

283. Review of the study programme portfolio. The entire study programme portfolio is regularly evaluated by analysing student demand, labour market trends, competitors' offerings, graduate employment, financial sustainability and strategic alignment. Based on this evaluation, decisions may be taken regarding the improvement of programmes, the development of new programmes or the closure of programmes.

284. Implementation of recommendations from external quality assessments. As part of the study programme monitoring process, progress in implementing recommendations provided by AIKA, EFMD, AACSB, CEEMAN and other external experts, and their impact on the quality of studies, is systematically analysed.

285. Continuous improvement cycle. The results of self-assessment are integrated into study programme development plans, ensuring the continuous improvement of study programmes and evidence-based

decision- . Thus, the monitoring of study programmes serves not only as a quality assurance mechanism but also as a strategic management tool that promotes the quality of studies, the competitiveness of graduates and the sustainable development of RISEBA.

3.8. Cyclical external quality assurance

286. The external evaluation of RISEBA's fields of study, study programmes and institutional quality is carried out as a key component of the university's quality management system. External quality assurance complements RISEBA's internal quality management system by providing an independent quality assessment, internationally comparable feedback and recommendations for the improvement of teaching, research and governance.

287. External quality assessment, as stipulated in the regulatory acts of the LR, is carried out in accordance with:

287.1. Cabinet of Ministers Regulation No. 795 of 11 December 2018, 'Regulations on the Licensing of Study Programmes', and the 'Guidelines for the Development of Study Programme Descriptions' drawn up by AIKA**;**

287.2. Cabinet of Ministers Regulation No. 793 of 11 December 2018, "Regulations on the Establishment and Accreditation of Fields of Study", and AIKA's "Guidelines for the Preparation of a Field of Study Self-Assessment Report**".**

288. All RISEBA study programmes are delivered within accredited fields of study, ensuring state-recognised higher education. Alongside national quality assessment, RISEBA consistently implements an international quality assurance policy by participating in international accreditation and quality assessment processes.

289. Two study programmes offered by the Faculty of Business and Economics – the professional bachelor's programme in 'European Business Studies' and the professional master's programme in 'International Business' – have received EFMD programme accreditation (formerly EPAS). EFMD is one of the world's most prestigious quality assessment systems for business study programmes, evaluating programmes' international orientation, academic quality, collaboration with the business community, learning outcomes, innovation and continuous improvement. As part of the accreditation cycle, programmes undergo regular self-assessment and are subject to evaluation by an international panel of experts.

290. RISEBA has on several occasions been awarded CEEMAN International Quality Accreditation (IQA)**,** which confirms the university's compliance with internationally recognised quality standards in business education. CEEMAN assesses the university's strategic management, the quality of its programmes, internationalisation, collaboration with the business community, innovation and the organisation's ability to create a sustainable impact on society.

291. RISEBA is purposefully implementing the EFQM Excellence Model, utilising its principles to improve its quality management system. The EFQM approach strengthens the organisation's ability to create sustainable value for stakeholders, improve management processes and make evidence-based decisions. RISEBA has set itself the goal of undergoing an external EFQM assessment by the end of 2026, thereby demonstrating the organisation's maturity and commitment to excellence.

292. In addition, RISEBA's strategic development plan includes preparations for AACSB international accreditation, which will confirm the university's compliance with the world's highest standards of quality in business education and strengthen its international competitiveness.

293. The results of all external evaluation processes, along with expert opinions and recommendations, are systematically integrated into RISEBA's internal quality assurance processes. These are utilised in the self-assessment of study programmes, the improvement of the quality management system, strategic planning and the setting of development priorities, ensuring a continuous cycle of quality improvement.

294. To ensure transparency and public awareness, RISEBA publishes information on its official website regarding the accreditation of study programmes, international accreditations, progress reports on study programmes and other results of external quality assessments.

4. Process Management

295. RISEBA's process management system is structured as a set of interlinked processes that ensure the implementation of the university's strategy and continuous quality improvement (see Fig. 12).

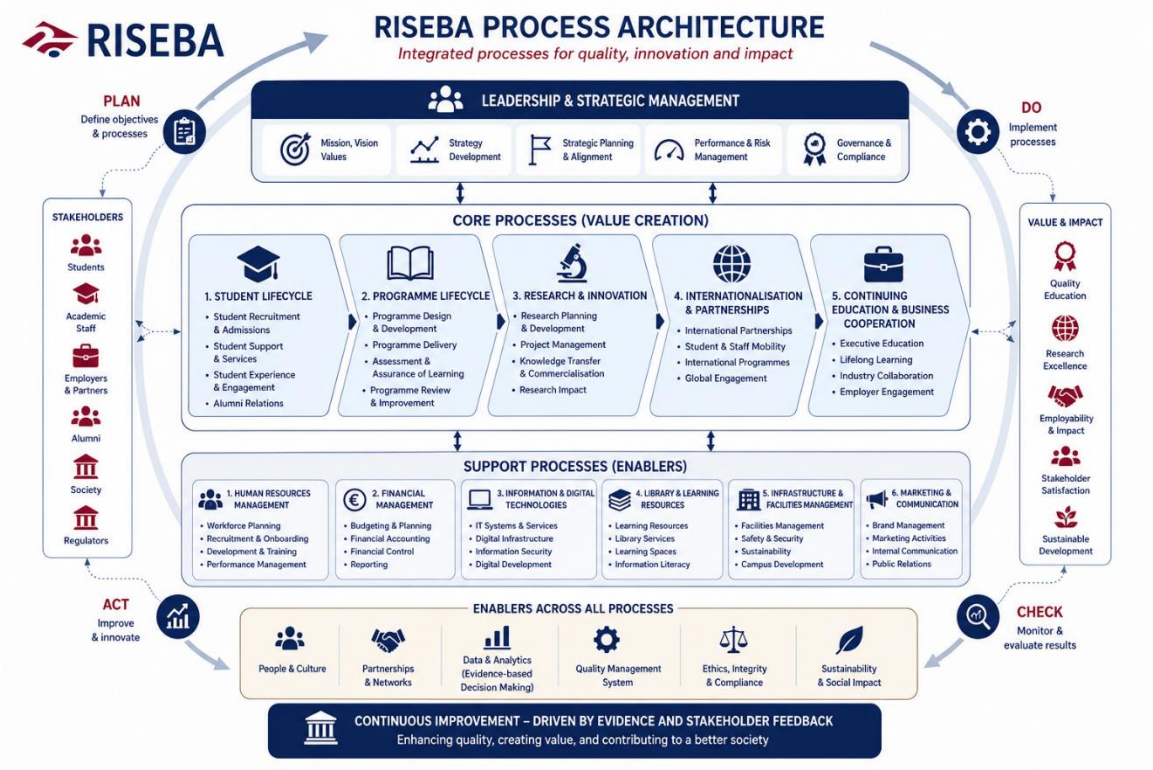

Fig. 12. RISEBA process architecture.

296. RISEBA's quality management system is based on a process-based approach, in which the university's operations are organised as a set of interrelated strategic, core and support processes. The interaction between these processes ensures the implementation of the university's strategy and the creation of value for students, staff, employers and other stakeholders.

297. Each process has a designated process owner who is responsible for planning and coordinating the process, achieving its outcomes, evaluating its effectiveness and ensuring its continuous improvement within the scope of their remit.

298. The implementation of processes is planned by defining the process objectives, expected outcomes, stakeholders, allocation of responsibilities, necessary resources and key performance indicators. Process outcomes are regularly analysed to ensure they align with RISEBA's strategic objectives and quality policy.

299. Process performance is regularly monitored using performance monitoring, quality indicators, the results of surveys of students, graduates and employers, self-assessments of study programmes, risk management results and other sources of information specified in the quality management system.

300. The results of process evaluations are used to identify opportunities for improvement, rectify any identified non-conformities and adapt processes to changes in the external

environment, regulatory framework, technological developments and the needs of stakeholders.

301. The need to improve processes may be proposed by process owners, heads of organisational units, The Head of Quality , collegial bodies or any RISEBA employee, based on day-to-day work experience, analysis of quality data or feedback provided by stakeholders.

302. The improvement of key processes is organised as a structured change management process, assessing the impact of the planned changes on other processes, the necessary resources, regulatory requirements and the quality of studies, whilst ensuring the involvement of the relevant organisational units and stakeholders.

303. If, as a result of process improvement, it is necessary to update or draft new regulatory documents, these are prepared, agreed upon and approved in accordance with RISEBA's established document management procedures, ensuring the consistent implementation of processes across the entire university.

304. The implementation of processes is supported by the *Namejs* document management system *(DVS Namejs)*, which facilitates document circulation, electronic approval, version control, task management and access to the latest versions of regulatory documents.

305. All regulatory documents are centrally maintained in the document management system, ensuring that staff have access to the latest versions of documents, whilst heads of departments are responsible for familiarising their staff with the requirements currently in force.

306. Process management is closely linked to strategic planning and data-driven decision-making. The results of strategic controls, self-assessment, process monitoring and other quality management activities are used to improve processes, plan resources and set priorities for future development.

307. Process management at RISEBA is implemented through the PDCA cycle of continuous improvement (Plan – Do – Check – Act), ensuring that processes are regularly reviewed, that they are mutually aligned, and that they are able to respond effectively to changes within the organisation and in the external environment.

5. Internal control and risk management

5.1. Internal control system

308. RISEBA's internal control system is integrated into the quality management system and is based on a process-oriented approach, ensuring compliance with regulatory requirements, the timely identification of risks, process efficiency and continuous improvement. Internal control is implemented across all of the university's strategic, core operational and support processes.

309. Internal control and risk management mechanisms ensure the functioning of the three lines of defence defined in RISEBA's quality management system. This chapter provides a detailed description of risk monitoring, internal control, audits, corrective actions and the monitoring of the implementation of external quality assessment recommendations carried out within the framework of the second and third lines of defence.

310. Internal control mechanisms are planned as early as the process development and review stages. Each process is analysed to assess potential risks, the allocation of responsibilities and the necessary control measures. If it is found that the level of control within a process is insufficient, additional control mechanisms are introduced, such as document coordination, multi-level approval or the delegation of decision-making to a higher level of management. Conversely, where controls are excessive and do not contribute to the efficiency of the process, they are reviewed and optimised.

311. Process owners, in collaboration with the Head of Quality , are responsible for maintaining and improving process control mechanisms, ensuring that control measures are proportionate to the risks associated with the process and ensure its effective operation. The procedures for the development, review and approval of documents and processes are standardised across the university.

312. Since the 2025/2026 academic year, RISEBA has drawn up an Internal Control Plan each year, which serves as a unified management tool for coordinating the university's cyclical activities. The plan summarises all control and monitoring activities to be carried out during the calendar year, specifying deadlines, responsible persons and the regulatory documents from which specific duties arise.

313. The Internal Control Plan includes:

    313.1. the requirements and deadlines set out in external regulatory acts;

    313.2. activities set out in RISEBA's internal regulations;

    313.3. obligations set out in contracts with external institutions;

    313.4. annual quality management system, strategic planning and governance activities.

314. The internal control plan is drawn up by the Head of Quality in collaboration with the Management Team. The plan is available to all RISEBA staff in the Register of Internal Regulations and serves as a tool for timely task planning, the allocation of responsibilities, the monitoring of deadlines and the induction of new staff into the university's cyclical processes.

315. RISEBA's internal control system is based on continuous monitoring. Process performance is regularly assessed using quality metrics, study programme self-evaluations, survey results, process monitoring, quality indicators, analysis of complaints and suggestions, as well as the results of external evaluations.

316. If repeated or systematic non-conformities are identified during process monitoring, the Head of Quality or a representative of the Management Team may propose an in-depth process review or an internal quality audit. The aim of the audit is to assess the process's compliance with the specified requirements, identify the causes of non-conformities and determine corrective and preventive actions. When planning audits, the results of previous

audits, the significance of the processes, organisational changes and regulatory requirements are taken into account.

317. One of the components of the internal control system is the complaints and suggestions management process. The Head of Quality maintains a register of complaints and suggestions, coordinates their review and analyses the non-conformities identified in order to improve processes where necessary and prevent the recurrence of identified problems.

318. Checks on the objectivity of study results and assessment are also carried out regularly. Twice a year, the Quality Department analyses final assessment statistics, identifies study modules with an increased risk of deviation and, where necessary, carries out an in-depth review of the assessment system, involving the Head of Quality , deans, and programme directors in implementing future improvements.

319. Separate control mechanisms are also applied to monitor the quality of study module websites within the e.RISEBA environment. From the 2025/2026 academic year, a risk-based audit approach has been introduced – study course websites are audited on a random basis, with a detailed non-compliance report prepared for each audited website and the implementation of improvement measures monitored. At the same time, a pilot project is being implemented to improve the quality requirements for distance learning course websites, and solutions are being developed to digitise the audit process using artificial intelligence technologies.

320. RISEBA ensures systematic monitoring of all recommendations arising from external evaluation processes. A person is designated to be responsible for each recommendation received, progress towards implementation is monitored, and information on the improvements made is regularly compiled. The results of the implementation of recommendations are used to improve study programmes, processes and the quality management system.

321. The results of the internal control system are regularly analysed by the Management Team, the Quality Council, the programme committees and other collegial bodies. Based on the results of this analysis, decisions are taken regarding process improvement, the reallocation of resources, the updating of regulatory documents and the introduction of new control mechanisms.

322. This approach ensures that RISEBA's internal control system is not a standalone control mechanism, but rather a continuous management cycle in which process monitoring, risk assessment, audits, feedback and corrective actions are utilised to ensure the organisation's effectiveness, the quality of studies and sustainable development.

5.2. Risk Management

323. Risk management at RISEBA is integrated into the university's strategic management and internal control system, ensuring the timely identification, assessment, monitoring and management of risks across all areas of the university's operations. The aim of risk management is to facilitate the achievement of strategic objectives, enable data-driven decision-making, ensure the effective use of resources and minimise the impact of potential adverse events on the university's operations.

324. Risk management at RISEBA is implemented as a continuous, cyclical process based on timely response, stakeholder involvement and regular risk review. Risk management principles are applied both in the implementation of strategic objectives and in process improvement, change management and the delivery of day-to-day operations.

325. RISEBA identifies and manages risks across several mutually complementary categories:

325.1. strategic risks;

325.2. financial risks;

325.3. operational risks;

325.4. legal and compliance risks;

325.5. fraud and ethical risks;

325.6. project implementation risks.

326. Each identified risk is assessed according to two criteria – the likelihood of its occurrence and its potential impact on the university's operations. The impact of a risk is analysed separately in terms of financial consequences, reputation and compliance with regulatory requirements, ensuring a comprehensive risk assessment.

327. A standardised five-level scale of impact and probability is used in risk assessment. By calculating the risk value as the product of impact and probability, and using the Risk Map, the risk level and the necessary management action are determined.

328. Depending on the risk level, RISEBA selects one or more risk management measures: risk mitigation, risk acceptance, risk transfer to third parties or risk avoidance. The chosen approach is documented in the Risk Register, together with the responsible persons, deadlines and planned mitigation measures.

329. The roles and responsibilities of all parties involved are clearly defined within the risk management process. The Board approves the risk management policy and assesses the effectiveness of the system; the Rector ensures the functioning of the risk management system and approves the Risk Register; the Management Team assesses the identified risks and sets priorities; whilst heads of departments and project managers identify risks within their areas of responsibility and implement risk mitigation measures.

330. For each significant risk, a risk owner is appointed, who is responsible for assessing the risk, implementing risk mitigation measures, carrying out day-to-day monitoring and regularly reassessing the risk. Risk owners provide regular updates on the status of risks and the measures implemented.

331. Information on identified risks is compiled in a centralised Risk Register, which documents the risks, their assessment, the responsible persons, the planned mitigation measures and the status of their implementation. The Risk Register is regularly updated and is available to risk owners and other authorised persons.

332. Risk monitoring is carried out continuously, but a systematic review of all identified risks is organised at least once a year. High-priority risks are assessed more frequently, ensuring a timely response to significant changes in the external or internal environment.

333. Risk management is closely linked to RISEBA's process management and internal control system. When developing or reviewing processes, potential risks and the necessary control mechanisms are analysed in order to reduce the likelihood of errors, ensure compliance with regulatory requirements and promote process efficiency.

334. Various sources of information are used to identify risks, including self-assessments of study programmes, internal audits, external accreditation recommendations, survey results, process monitoring, incident analysis, the results of the review of complaints and suggestions, as well as assessments by management and collegial bodies.

335. If significant or recurring non-conformities are identified during process monitoring or risk oversight, RISEBA may organise an in-depth process review or an internal quality audit to identify the causes and determine corrective and preventive actions. The results of internal audits are used to reassess risks and update the Risk Register.

336. Once a year, as part of the strategic review, the RISEBA Risk Management Report is prepared, which assesses the dynamics of the most significant risks, the effectiveness of risk mitigation measures and the necessary improvements. The Rector submits the report to the Board, which assesses the effectiveness of the risk management system and, where necessary, takes decisions on its improvement.

337. This approach ensures that risk management at RISEBA is not a separate control function, but rather an integrated part of the organisation's governance, supporting the achievement of strategic objectives, sustainable development and continuous quality improvement.

5.3. Performance Management System

338. RISEBA's performance management system ensures the systematic planning, monitoring, analysis and use of the organisation's performance results in decision-making. Its aim is to assess the effectiveness of the university's operations, the alignment of achieved results with strategic objectives, and to identify opportunities for improvement in a timely manner.

339. Performance management is integrated into RISEBA's quality management system and is based on the principles of data-driven management. The university regularly collects, analyses and utilises quantitative and qualitative data on studies, research, staff, finances, internationalisation and other areas of operation in order to make evidence-based management decisions.

340. In line with the EFQM approach, RISEBA's performance management system analyses two mutually complementary groups of results:

340.1. Stakeholder Perception Results, which characterise the satisfaction and perceptions of various stakeholders regarding the university's operations;

340.2. Performance Results, which characterise the university's operational efficiency, productivity and the achievement of its strategic objectives.

341. The key stakeholder perception results are determined using surveys of students, graduates, staff, employers and external partners, as well as evaluations of study modules and degree programmes, opinions of the State Examination Commission, external accreditation results, evaluations by scientific institutions, international rankings and other external quality indicators.

342. The performance results system includes key performance indicators for the university, including student numbers and composition, graduate employment, student and staff mobility, academic staff qualifications, staff performance, research outcomes, financial indicators, progress in digitalisation, sustainability indicators and the development of intellectual property.

343. For each key performance indicator, a calculation methodology, data source, measurement frequency, responsible unit and planned target value have been defined, ensuring the comparability of results over time and consistent interpretation.

344. Performance monitoring is carried out regularly in accordance with the frequency specified in the reporting system. Some indicators are analysed on a weekly or monthly basis, whilst strategic performance results are summarised in quarterly and annual reports, as well as during the strategic control process.

345. Both internal and external comparative data are used in the analysis of results. RISEBA assesses its performance against previous years, strategic objectives, data from the Latvian higher education system, international rankings and the results of external quality assessments, identifying development trends and changes in competitiveness.

346. Performance management is closely linked to quality assurance in study programmes. Self-assessments of study programmes analyse student achievements, the results of surveys of students, graduates and employers, course evaluations, drop-out data, graduate employment, recommendations from the State Examination Commissions and other quality indicators, which serve as the basis for the improvement of study programmes.

347. Staff performance management is carried out through an annual performance appraisal process. The performance of both academic and administrative staff is assessed on the basis of achieved objectives, competencies and professional development outcomes,

whilst agreeing on development objectives for the coming period and the necessary professional development measures.

348. The university cascades its strategic objectives – the individual objectives of departments, study programmes and staff are set taking into account the university's strategic priorities, whilst the results achieved are used to update the objectives for the next planning cycle.

349. The findings of the results analysis are regularly reviewed by the Management Team, the Senate, the Quality Council, the programme committees and other collegial bodies. Based on the evaluation of these results, decisions are taken regarding the enhancement of study programmes, the reallocation of resources, process improvements, staff development and the updating of strategic priorities.

350. To ensure feedback to stakeholders, survey results, self-assessment conclusions, study quality assessments and other key findings are communicated to students, staff, graduates, employers and the public, thereby promoting transparency and stakeholder engagement in the university's development.

351. The results management system is used not only to assess achievements but also to promote organisational learning. Identified trends, examples of good practice and opportunities for development are integrated into strategic planning, process improvement, risk management and the development of the quality management system.

352. Consequently, performance management at RISEBA forms a continuous cycle in which measurement, analysis, comparison, decision-making and the implementation of improvements ensure the organisation's sustainable development, high-quality teaching and evidence-based management.

6. Change management

353. RISEBA applies *Adizes'* organisational management principles to change management, integrating them into the change management process developed by RISEBA. RISEBA's change management process comprises the following stages:

    353.1. Identifying the need – the external and internal environments are analysed, and problems, opportunities for development or new needs are identified.

    353.2. Situation analysis – available data, the views of stakeholders, risks, the organisation's capacity and the potential impact of the change are assessed.

    353.3. Building a shared understanding – the need for change is discussed with the parties involved, creating a shared understanding of the problem and the expected outcomes.

    353.4. Developing a solution – the objectives of the change are defined, the most appropriate approach is selected and an implementation plan is drawn up, setting out responsibilities, resources and expected outcomes.

    353.5. Implementation of change – changes are implemented gradually, using pilot projects where necessary to assess the effectiveness of the solution before rolling it out on a wider scale.

    353.6. Evaluation of results – the extent to which the results achieved align with the planned objectives is analysed, using performance indicators, feedback from stakeholders and other evidence.

    353.7. Refinement and institutionalisation – successful solutions are integrated into the organisation's processes, whilst the experience gained is used in planning future changes and the organisation's continuous development.

354. Changes are planned systematically and implemented on the basis of the organisation's strategic priorities, the needs of stakeholders, data analysis, risk assessment and the principles of continuous improvement.

355. Depending on the nature of the change, RISEBA employs two implementation approaches:

    355.1. organisation-wide changes, where a unified approach across the whole university is required;

    355.2. pilot projects, where it is necessary to assess the effectiveness of new solutions before implementing them on a wider scale.

356. Strategically significant changes affecting the entire university are implemented centrally. For example, the new staff remuneration and motivation system was developed and implemented in this way.

357. New working methods, approaches to the organisation of studies and digital innovations are first tested in pilot projects. Once a pilot project has concluded, the results achieved, feedback from stakeholders and the efficiency of resource use are evaluated, and only then is a decision taken on wider implementation.

358. This approach is also used in the development of the study process. For example, new study organisation solutions or digital teaching methods are trialled in individual study programmes before being introduced into other programmes.

359. When introducing new technologies, RISEBA adopts an evidence-based pilot project approach. For example, in distance learning programmes, the use of artificial intelligence solutions in the development of study content is being tested, utilising digital *avatars*, which help to reduce the time taken to develop study materials and simplify their updating. The results of pilot projects are evaluated before a decision is made on their further implementation.

360. Change management is supported by a compact and dynamic university governance structure, which ensures the rapid flow of information, prompt decision-making and effective collaboration between management, faculties and administrative units.

361. RISEBA's flexibility is also ensured by a diverse human resources management system. In line with the needs of the study process, research and projects, RISEBA utilises various forms of employment, including full-time and part-time roles, academic posts, the recruitment of visiting lecturers, as well as on-site, remote and hybrid working models.

362. RISEBA's planning and performance management system sets out the targets to be achieved, key performance indicators (KPIs) and areas of responsibility, whilst giving faculties, study programmes and departments the opportunity to independently choose the most appropriate solutions for achieving these objectives in line with the specific nature of their operations.

363. Throughout the implementation of changes, regular communication with stakeholders is ensured, explaining the objectives of the changes, the expected benefits and the progress of implementation, as well as encouraging the involvement of staff and students in the change process.

364. The effectiveness of the changes is regularly assessed by analysing operational results, pilot project outcomes, process efficiency, risk assessments and feedback from stakeholders. The results of these evaluations are used to further refine processes and roll out the most successful solutions across the university.

365. This approach ensures that changes at RISEBA are implemented in a controlled, gradual and evidence-based manner, whilst maintaining high-quality teaching, the university's flexibility and its ability to respond promptly to changes in the higher education environment.

7. Innovation and organisational learning

366. RISEBA regards innovation, creativity and continuous learning as one of the key prerequisites for sustainable development. The development of innovation is integrated into the university's strategy and quality management system, ensuring the systematic development of new ideas, technologies and working approaches in the processes of teaching, research and organisational management.

367. The development of innovation is coordinated by the Vice-Rector for Research and Development, who, in collaboration with the faculties, academic staff and administrative units, promotes the development of new solutions, international cooperation, digitalisation and the use of artificial intelligence technologies in the university's operations.

368. Innovation priorities are integrated into RISEBA's strategic planning, development projects and annual operational planning. When evaluating new initiatives, consideration is given to their added value for students, academic staff, partners and the organisation's sustainable development.

369. RISEBA fosters a culture of organisational learning in which innovation arises both from individual initiatives and from systematic collaboration, the exchange of experience and joint problem-solving. Staff and students are encouraged to propose new solutions, share best practice and get involved in the organisation's development.

370. Knowledge transfer and professional learning are facilitated through methodological seminars, classroom observations, Erasmus+ mobility programmes, professional development activities, cross-departmental exchanges of experience and mentoring programmes. These activities foster the emergence of new ideas, the introduction of innovation and the organisation's ability to adapt to change.

371. RISEBA is purposefully developing physical, digital and research infrastructure that supports innovation. The AI LAB (Artificial Intelligence Laboratory) provides access to artificial intelligence solutions, high-performance computing resources, multimedia technologies and scientific databases, whilst the study process also incorporates virtual reality, digital simulations and other innovative teaching solutions.

372. New solutions and technologies are introduced gradually, through pilot projects, with their effectiveness assessed prior to wider implementation. The results of pilot projects, feedback from stakeholders and an analysis of performance outcomes form the basis for future decisions on the roll-out of innovations across the organisation.

373. The outcomes of innovation and organisational learning are regularly assessed by analysing the achievement of strategic objectives, the results of development projects, the effectiveness of technology use, the benefits of international cooperation and feedback provided by stakeholders. The insights gained are used for RISEBA's continuous development and the improvement of its quality management system.