

Module's handbook

Dual Professional Bachelor's Degree Studies
"Human Resources and Business Administration"

WP5 Product

2021

Contents

Contents.....	2
Introduction.....	4
1 General provisions	6
2 Practical guidelines	9
2.1 Study plan – structure of the programme	9
2.2 Timetable of the study programme	11
2.3 Full-time dual study programme "Human Resources and Business Administration": description of the courses	12
Micro- and Macroeconomics	12
Business English I – SMEs Administration	14
Business & HR Research Methodology	17
Civil & Environmental Protection	20
Practical Entrepreneurship & Its Tendencies	22
Labour Law & Social Security Systems.....	25
Business Communication and Ethics.....	28
Applied Statistics in Business & HR	30
Business Management	33
HR Management in SME.....	34
Innovation Management in Business	37
Financial Accounting.....	40
IT in Business and HR Management	43
Business English II – Human Resource Management	45
HRM Strategies & Policies	47
Theory & Management of Organisations.....	49
Marketing in SMEs.....	52
Business (SMEs) Economics	54
Personnel Development	56
Work Safety & Occupational Health	58
Business Law.....	61
Project Management.....	64
Stress Management.....	65
Taxation in Business.....	68
Public Support Models in Business.....	70
Leadership	72
Political & Legal Environment of Global Business.....	75
Finances and Investments.....	76
Strategic and Change Management	78
E-commerce.....	81

Supply Chain and Logistics.....	82
HR Recruitment Techniques	85
Coaching, Qualifications of Trainers.....	86
Risk and Quality Management	88
Methodology Seminar – Bachelor Thesis Development	90
Bachelor’s Thesis Development and Defence	91
Educational Practice 1 - Project “Knowledge Integration”	92
Educational Practice 2 - Business Plan Development	94
Educational Practice 3 - Pitching Business Idea.....	96
Practical Placement / Work-Based Learning (1, 2, 3).....	97
Template – description of study course	100
3 National Legal framework in the KAforHR region	101
3.1 Latvia	101
3.2 Germany	106
3.3 Finland	109
3.4 Poland	114
4 Conclusions, Main challenges & Suggestions for solutions	116

Introduction

To remain competitive in the long term, SMEs in the Baltic Sea Region have to strengthen their innovation capacity and the gap between qualification requirements and demands needs to be reduced. Hence, the project KAforHR – Innovative Business Transfer Models for Small and Medium-Sized Enterprises in the Baltic Sea Region focuses on the comprehensive promotion of Workplace Innovations through development and testing the SMEs specific tools (best practices' learning) and education activities. Human capital is the most important resource for enhancing innovation and productivity.

Most companies succeed because of "the right people with the right competences at the right workplace" – which makes human resources management a critical function in all organisations regardless of size, type or sector. In addition, the tendency of population ageing and increasing life expectancy in the project region has to be considered to create age-appropriate working conditions and to promote the work ability of employees.

A human resources executive is typically required to have at least a bachelor's degree. The Society for Human Resource Management (SHRM) recommends a liberal arts undergraduate degree or a degree that includes business, math, economics and behavioural and social sciences. However, relevant work experience is the most important qualification.

Thereof, **the aim of handbook** is to provide a concept of bachelor level dual study programme having focus on the work-based learning and its curriculum on the fundamental and topical issues related to the management of business processes and human resources with a focus on workplace innovation, leadership skills development and practical experience acquiring.

The concept of the dual bachelor's degree programme "Human Resources and Business Administration" is elaborated following the experience of well-developed German **dual studies system**¹ (more information is provided in the 3.2. section of the handbook), integrating work-based and university-learning to prepare students for a successful transition to a full-time employment. It foresees that the dual studies go way beyond the academic or practical importance and involve the contracting relationships in-between certain companies and the students they employ through a study contract over a period of time.

As there is no specific legal regulation on dual studies in Latvia, nor available examples of the dual study programmes at the institutions of higher education, the proposed concept and curriculum of the "Human Resources and Business Administration" is developed within the existing legal framework – i.e. under the regulation of professional bachelor study programmes in order to achieve the combination of equal proportion of work-based and university-based learning, maximum approximate to German practice.

For implementation of the dual study concept "Human Resources and Business Administration" in other European universities, including project region (Germany, Poland and Finland), the programme's concept should be adjusted and adapted to their national regulation and specific requirements of higher education institutions, see Chapter 3 on the legal framework in the KAforHR region.

¹ <https://www.studying-in-germany.org/dual-studies-germany/>

The practical learning - in the form of educational practice (e.g., business plan development, pitching of business idea, etc. that is taking place at the institution of higher education) or work-based learning in the company – is foreseen at the end of 1st, 2nd, 3rd and 4th years of studies in order to ensure parallel a theoretical studying at the institution of higher education and working at the enterprise.

The working and studying form can also organised based on the model that common in Germany – 3 or 4 working days students are working in the company and 1 or 2 days studying at the university.

This handbook is developed under the Erasmus+ project KAforHR by Dr. Romans Putans, Ph.D Candidate Denize Ponomarjova, Centre for European and Transition Studies of the University of Latvia, **in cooperation with:** Gdansk University of Technology (Poland), Satakunta University (Finland), Arbeit und Zukunft e.V. (Germany) and Baltic Sea Academy (Germany). It considers the main highlights of the Report "Qualification Requirements for Advanced Vocational Training" (WP4A1) and its Annex 1 with Curriculum elements – Dual Bachelor Program.

1 General provisions

Format of the study programme

- Professional study programme
- Full-time studies – 4 years (8 semesters)
- 240 ECTS (30 ECTS per semester)
- Latvian Qualification Framework: 6 LQF level
- Degree upon completion: Professional bachelor's degree in business administration
- The entire course of study comprises 7457 teaching hours at the university and additional training periods in the company, project work and self-study.
- The entire study programme period ideally covers 50% in the university and 50% in the company, however, is currently limited to (lack of) legal regulation and recognition of company-based work-study time.

The study results and student's working time is measured by credit points (ECTS). The 1-week full-time study workload is equal to 40 academic hours and corresponds to 1,5 ECTS. Whereas one work-based learning (practicum) week covers 40 astronomical hours equal to 53,3 academic hours and corresponds to 1 ECTS.

Table 1. Formula used to calculate ECTS and hours for this study programme

For study process, educational learning, Bachelor Thesis	1,5 ECTS = 1-week full-time study workload = 40 academic hours 1 academic hour = 45 minutes
For work-based learning (WBL)	1 ECTS = 1 WBL week = 40 astronomical hours = ~53,3 academic hours

Table 2. division of the academic hours and share of the study elements

	No of academic h	% of the entire study process
Contact hours (auditorium & guest lectures)	2182 h	29%
Self-studies hours	2779	37%
Educational practice' hours	406	33%
Work-based learning's hours	2090	

The volume of the Bachelor's programme is at least **240 ECTS, with at least** such ECTS distribution:

- 30 ECTS – general courses
- 54 ECTS – industry theory courses
- 90 ECTS – specialization courses
- 9 ECTS – optional courses
- 30 ECTS – practice

- 18 ECTS – bachelor thesis and defence

Total: 231 ECTS. The rest (9 ECTS) to be added by program`s consideration.

Aim of the study program: To prepare professionally qualified, creative and competitive specialists (senior specialists, executives) in the field of business administration with the focus on human resource management in accordance with the labour market demand and challenges as well as SMEs specific needs.

Tasks of the study program:

1. To provide students with knowledge and ensure the development of practical and theoretical skills and competences in the understanding, analysis, application, management, and leadership-competences of human resources and business administration.
2. To balance the knowledge of theories and modern development tendencies with the analysis and solution of situations based on practical business problems in work-based study process.
3. Purposefully ensure a high-quality, high-value and innovative study process, using best practices in higher education in an international context, including the study process infrastructure (e-environment, library, multimedia equipment, etc.) and process organization (strong cooperation with the labour market, other enterprises and business organisations like Employer Associations and Trade Unions, Social Security Institutions etc., practical projects, simulations etc.).
4. Consciously implement modern and non-traditional methods of knowledge transfer and co-creation, as well as skills development, promoting students' interest in the topics of the study programme and motivation to use them in practice.
5. To maintain and develop the extra-class activities and cooperation of the study programme in the business, public administration and academic context.
6. To ensure continuous quality monitoring and updating of the study programme in cooperation with entrepreneurs and representatives of professional organizations in the business sector.

Planned study results:

Knowledge

1. Ability to demonstrate specialized knowledge business administration with the focus in human resources management.
2. Ability to demonstrate the critical understanding and awareness of concepts and causes & effects in the fields of business administration and human resources.
3. Proficiency to demonstrate in-depth theoretical and practical knowledge of theory, analysis methods and tools in business administration and human resources management.
4. Awareness of the necessity of development of knowledge and skills, and the need for self-growth in the practical application of the knowledge of business administration and human resources.

5. Knowledge about strategies and measures to create human centred workplace innovations.
6. Knowledge about changes in the motivations for work in different phases of life and the possibilities for shaping career paths appropriate to the individual life-course.
7. Knowledge of the variables influencing work capacity / work ability and the relationship between work, ageing, health and well-being.

Skills

1. Professional capacity to identify trends and find creative solutions using a scientific approach to the changing problematics of business administration and human resources management.
2. Professional capacity to identify trends and find creative solutions using scientific approaches and assured ergonomic findings to the changing problematics of business administration and human resource management.
3. Can independently and analytically gather information from various sources, critically evaluate it and present it correctly to both, professionals and non-professional on the respective study fields.
4. Ability to formulate information in a structured analytical and concise way verbally and in writing, to express opinion and arguments precisely and to discuss the general and specialized aspects of business administration and human resource management.
5. Aptitude to use appropriate practical and theoretical knowledge and skills in professional business administration and human resources management and research (scientific) work, being aware of the impact of planned and applied activities on the environment, economics, employees and society.

Competences

- Proficiency to plan business processes and resources, including time, work, staff, talent, finance, infrastructure etc.
- Capability to participate in the development of business administration and human resources management in a global business environment, offering innovative solutions to sectoral problems.
- Aptitude to demonstrate an understanding and application of professional ethics and culture, including intercultural awareness and respect.
- Aptitude to demonstrate an understanding and application of professional ethics and culture, including intercultural, intergenerational, inter-gender (= inclusive diversity) awareness and respect.

2 Practical guidelines

2.1 Study plan – structure of the programme

Professional dual bachelor degree programme “Human Resources and Business Administration” - STUDY PLAN																			
Nr./ Code	Module/ Course	Categ. (A, B, C)*	ECTS per semester								Total ac.hours, 1 ECTS = 26,7 hours	Total academic hours				WBL (1 ECTS = 40 h (astronomical h))			
			1	2		3	4		5	6			7	8	Auditorium classes (lectures, seminars, consultations)		Guest- lectures & study visits	Self-studies (home-works, reports, thesis)	Practical elements
			30	30		30	30		30	30			30	30					
CETS_001	Micro- and Macroeconomics	A	6										160	76		84			
CETS_002	Business English I – SMEs Management	A	6										160	76		84			
CETS_003	Business & HR Research Methodology	A	6										160	76		84			
CETS_004	Civil and Environmental Protection	A	3										80	58	4	18			
CETS_005	Practical Entrepreneurship & its Tendencies	A	6										160	72	4	84			
CETS_006	Labour Law & Social Security System	A	3										80	38		42			
CETS_007	Business Communication and Ethics	A		6									160	72	4	84			
CETS_008	Applied Statistics in Business & HR	A		6									160	72	4	84			
CETS_009	Business Management	A		3									80	34	4	42			
CETS_010	HR Managment in SME	B		6									160	72	4	84			
CETS_011	Innovation Management in Business	B		3									80	38		42			
CETS_012	Educational Practice 1 - Project Knowledge Integration	A		6									160	8		0	152		
CETS_013	Financial Accounting	A				3							80	38		42			
CETS_014	IT in Business and HR management	A				3							80	38		42			
CETS_015	Business English II – Human Resource Management	A				3							80	38	4	38			
CETS_016	HRM Strategies & Policies	B				6							160	76		84			
CETS_017	Theory & Management of Organisations	B				3							80	38		42			
CETS_018	Marketing in SMEs	B				6							160	76		84			
CETS_019	Educational Practice 2 - Business Plan Development	A				6							160	8		0	152		
CETS_020	Business (SMEs) Economics	A					3						80	38		42			
CETS_021	Personnel Development (Talent Management)	B					6						160	76		84			
CETS_022	Work Safety & Occupational Health	B					6						160	76		84			
CETS_023	Business Law	B					3						80	34	4	42			
CETS_024	Project Management	B					6						160	72	4	84			
CETS_025	Practical Placement / Work-based learning - 1	A					6						April - June - 6 weeks of WBL				322	240	
CETS_026	Stress Management	B						3					80	34	4	42			
CETS_027	Taxation in Business	B						3					80	34	4	42			
CETS_028	Public Support Models in Business	B						4,5					120	58		62			
CETS_029	Leadership	B						6					160	76		84			
CETS_030	Political & Legal Environment of Global Business	B						3					80	34	4	42			
CETS_031	Free choice course I	C						6					160	72	4	84			
CETS_032	Educational Practice 3 - Pitching	A						4,5					120	18			102		

Professional dual bachelor degree programme “Human Resources and Business Administration” - STUDY PLAN																	
Nr./ Code	Module/ Course	Categ. (A, B, C)*	ECTS per semester								Total ac.hours, 1 ECTS = 26,7 hours	Total academic hours				WBL (1 ECTS = 40 h (astronomical h))	
			1	2	3	4	5	6	7	8		Auditorium classes (lectures, seminars, consultations)	Guest- lectures & study visits	Self-studies (home-works, reports, thesis)	Practical elements		
			30	30	30	30	30	30	30	30							
CETS_034	Finances and Investments	A						3			80	34	4	42			
CETS_035	Strategic and Change Management	B						6			160	72	4	84			
CETS_036	E-commerce	B						3			80	34	4	42			
CETS_037	Supply Chain and Logistics	B						6			160	72	4	84			
CETS_038	HR Recruitment Techniques	B						3			80	38		42			
CETS_039	Free choice course II	C						3			80	32		48			
CETS_040	Practical Placement / Work-based learning - 2	A						6				April-June - 6 weeks of WBL			322	240	
CETS_041	Coaching, Qualifications of Trainers	B								6	160	92	4	64			
CETS_042	Risk and Quality Management	A								6	160	76		84			
CETS_043	Practical Placement / Work-based learning - 3	A								18	9	September - February - 27 weeks of WBL			1447	1080	
CETS_044	Bachelor thesis development methodology seminar	A									3	80	34		46		
CETS_045	Development of Bachelor's Thesis and Defence	A									18	481	0		481		
	A - Compulsory study courses																
	B - Compulsory elective study courses																
	C - Free choice study courses																
	Total ECTS		30	30	30	30	30	30	30	30	240						
	Contact hours (Auditorium & guest lectures)											2110	72			2182	
	Self-studies hours													2779		2779	
	Educational practice' hours (1 ECTS = ~26,7 ac.h)														406	2497	
	Work-based learning's hours (1 ECTS = ~53,3 ac.h)														2090		
																7457	

2.3 Full-time dual study programme "Human Resources and Business Administration": description of the courses

DESCRIPTION OF THE STUDY COURSES

Micro- and Macroeconomics

Course code	CETS_001			
Course title	MICRO- AND MACROECONOMICS			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), General study course			
Course availability	1 st semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>Course aims to develop an understanding of the key issues, models of the economics, both at the micro and macro levels, and to promote the knowledge about the role of entrepreneurship in economics. Course is divided into three parts: basic principles of mathematics, microeconomics and macroeconomics.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none">• Concepts of general economics, main methods and economic systems;• Main mathematical techniques in economics;• Main principles of the microeconomics in relation to SMEs (demand and supply, production and price, models of market structure, competitors, market failures, profit management, capital management);• Main principle of the macroeconomics (labour and financial market, inflation, poverty, environmental problems, financial market, public economy, international trade, the role of macroeconomics in public policy and business);• Economic policy of the state, instruments of its realization. Fiscal and monetary policy;			

	<ul style="list-style-type: none"> Actual trends and problems of the national and EU economics;
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to know and understand the regularities of the economic theory and apply them in practice (business); to demonstrate the knowledge of main economic indicators and their correlations; to explain the common and the different in microeconomics and macroeconomics; to evaluate the strengths and weaknesses of various economic systems; to analyse the behaviour of market subjects, demand and supply, the factors and the price elasticity, etc. (calculate, visualise); to have orientation (and ability to evaluate it) on the current economy situation at the national and EU level (key issues) and discuss the role of SMEs and other market players in national economy;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 35% of mark covers mathematics and microeconomics' issues (case studies, online/offline tests and practical assignments); 35% of mark covers macroeconomics issues (summaries, individual/group work report and presentation, online/offline tests); Final assessment: exam - 30% (combination of mathematics, micro- and macroeconomics).
Final examination	Written online exam (multiple-choice and open questions)
Bibliography	
Required Reading	<p>Greenlaw, S.A., Shapiro, D. et al (2017), Principles of Microeconomics 2e. Web version available at: https://openstax.org/details/books/principles-microeconomics-2e?Book%20details</p> <p>Krugman, P. and Wells, R. (2018), Macroeconomics, 5th ed., New York, NY: Macmillan Education.</p> <p>Mankiw, N.G. (2009), Microeconomics. New York, NY: Worth Publishers.</p> <p>Perloff, J. (2012), Microeconomics, 6th edition, Pearson.</p> <p>Greenlaw, S.A., Shapiro, D. (2018), Principles of Macroeconomics, 2nd ed., Huston: OpenStax. Available at: https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Macroeconomics2e-OP_08uAIKN.pdf</p>

	<p>Country-specific (in Latvian)</p> <p>Koliškins, A., Volodko, I., Antimirovs, M. (2005, 2005), Matemātika I un II tehnisko augstskolu studentiem, Rīga: RTU.</p> <p>Revina, I., Peļņa, M. un Bāliņa, S. (2002), Uzdevumu krājums matemātikā ekonomistiem, Rīga: Zvaigzne ABC.</p>
Additional suggested reading	<p>Piketty, T. (2013), Capital in the Twenty-First Century. Harvard University Press.</p> <p>Nash, J., Neumann, J. Game theory online materials.</p> <p>Country-specific (in Latvian)</p> <p>Bikse, V. (2007), Ekonomikas teorijas pamatprincipi: Mācību līdzeklis. Rīga: SIA Izglītības solī.</p> <p>Škapars, R. (2002, 2002), Uzdevumi un testi mikroekonomikā – I un II daļa. Rīga: LU.</p> <p>Šteiners, K. (1993), Matemātiskās analīzes elementi, Rīga: Zvaigzne ABC.</p> <p>Vasermanis, E., Šķiltere, D. (2003), Varbūtību teorija un matemātiskā statistika, Rīga: LU.</p>
Other Information Sources	<p>Eurostat: https://ec.europa.eu/eurostat</p> <p>Federal Reserve Bank: https://fred.stlouisfed.org/</p> <p>OECD publications</p> <p>Other sources: https://www.lnb.lv/en/node/173</p> <p>World bank</p> <p>World Economic Outlook Reports: https://www.imf.org/en/Publications/WEO</p> <p>Country specific (example of Latvia)</p> <p>Bank of Latvia: www.bank.lv</p> <p>Website on economic analysis (run by Bank of Latvia): www.makroekonomika.lv</p> <p>Ministry of Finances: www.fm.gov.lv</p> <p>Ministry of Economics: www.em.gov.lv</p> <p>Central Statistical Bureau: www.csb.gov.lv</p>

Business English I – SMEs Administration

Course code	CETS_002			
Course title	BUSINESS ENGLISH I - SMEs Administration			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6

Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	160	76	84
Total hours	160 academic hours		
Language	English		
Course type	Obligatory (A), General study course		
Course availability	1st semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/scope	<p>The course is designed to expand the terminology and develop students writing and oral skills in the field of business management/administration, to improve grammatical accuracy. It is proposed before the start of the course, to assess the English level of students and in case of markedly different level, to divide them into two groups.</p> <p><u>Course content:</u> SMEs structure and profile. Types of business. Entrepreneur. Brand management. Advertising and promotion (marketing tools). Business culture. Corporate strategy. Enhancing corporate image. Website message. Creating corporate success stories. Presentations. Discussions. Meetings. Operations management. Quality management. Production. Leadership. Team and team building. Competition. Stable expressions. Customer service and customer satisfaction. Accounting. Financial statements. Project management. Internal and external markets. Start-up establishment. Business digitalisation and its transformation.</p>		
Learning outcomes	<p>After the successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> ○ apply business terminology in the field of business management and economics for use in various professional situations (in oral and written form); 		

	<ul style="list-style-type: none"> ○ read and understand literature in English related to professional topics; ○ apply the acquired vocabulary for professional needs, communicate with employees and business partners; ○ to express themselves confidently, clearly and politely in a formal and informal way (presentation of themselves, managing discussions).
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) to be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Home assignments and presentations: 20% 2. Midterm tests x 3: 30% 3. Work group (discussions, gamification): 20% 4. Exam: 30%
Final examination	Written and oral exam
Bibliography	
Required Reading	<p>Chan, M. (2020), English for Business Communication, 1st ed., London: Routledge.</p> <p>Cotton, D. (2016), Market Leader: intermediate business English course book 3rd ed, Harlow: Pearson Education; Financial Times (<i>available levels – Intermediate, Upper-intermediate, Advanced</i>).</p> <p>Emmerson, P. (2011), Business English Handbook, Advanced, Oxford: Macmillan.</p> <p>Trappe, T. (2009), Intelligent Business, Longman (<i>available levels – Intermediate, Upper-intermediate</i>).</p>
Additional suggested reading	<p>Guffey, M.E. and Loewy, D. (2019), Essentials of Business Communication, Boston: Cengage Learning.</p> <p>MacKenzie, I. (2006), English for Business studies: a Course for Business Studies and Economics Students, Cambridge University Press (<i>newer editions are also available</i>).</p> <p>Talbot, F. (2016), How to Write Effective Business English, London: Kogan Page.</p> <p>Thomsett, M.C. (2018), Style guide for business writing, 2nd edition, Boston; Berlin: Walter de Gruyter Inc.</p> <p>Wallwork, A. (2016), English for presentations at international conferences, New York, NY: Springer.</p>
Other Information Sources	<p>Any business vocabulary</p> <p>www.forbes.com</p> <p>www.harvardbusinessreview.com</p>

	YouTube, Business English Pod - Learn Business English: https://www.youtube.com/channel/UCIiFsAO2Gh_vu8OStpj16A
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Business & HR Research Methodology

Course code	CETS_003			
Course title	BUSINESS AND HR RESEARCH METHODOLOGY			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), General study course			
Course availability	1 st semester			
Person responsible for the course	Dr. Romāns Putāns			
Course objective/ scope	<p>To equip students with knowledge and practical skills for carrying out research work in business and human resources sector.</p> <p><u>Course content:</u></p> <p>Definitions of science. Types of scientific thinking. Basic principles of research. Research planning and stages. Reliability and validity of research. Ethical principles in research. Plagiarism. Scientist’s code of ethics, basic principles and issues. Quantitative and qualitative research methods. HR management research methods. Employability, Work Ability and Work Well-being. Ageing, Health and Work. Age and Ageing-appropriate career paths. Characteristics of methods and their applicability. Formulation of the research problem (questions). The subject, object, purpose and tasks of research. Formulation of a hypothesis. Data collection, aggregation and collection. Research formatting and presentation.</p>			

Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to understand the research methods and their differences; to understand the principles of searching and structuring information sources; to create a research framework and correctly define its elements; to make an appropriate choice of research methods; to apply quantitative and qualitative research methods correctly; to develop a logical and structured economic research methodology for analysing socio-economic processes and developing (SME, HR) management decisions. to identify the necessary improvements of existing economic research methodology. <p>After the course completion, students should have knowledge and skills to plan and execute HR and business management research projects from designing, implementing and evaluating results.</p>
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> Attendance of lectures and seminars – 5% Participation in seminars (activity and quality of answers, work in groups) – 10% Midterm knowledge check - written unassisted work (20-30 min) – 15% Summary evaluation – 10% Individual research paper and its presentation – 20% Exam grade – 40%
Final examination	Written <i>closed-book</i> exam (online in the computer class)
Bibliography	
Required Reading	<p>Anderson, V. (2004), Research Methods in HRM, London: CIPD.</p> <p>Bože, Dz., Biezā, L., Siliņa B., Strence, A. (1996), Uzdevumu krājums augstākajā matemātikā, R: Zvaigzne ABC.</p> <p>Kristapsone, S. (2014), „Zinātniskā pētniecība studiju procesā”, Rīga: Biznesa augstskola Turība.</p> <p>Revina I., Peļņa M. (2002), Bāliņa S. Uzdevumu krājums matemātikā ekonomistiem, R: Zvaigzne ABC.</p> <p>Valentin, C. (2006), Researching human resource development: emergence of a critical approach to HRD enquiry, International Journal of Training and Development, 10 (1), pp 17–29.</p> <p>Zikmund, W., Babin, B., Carr, J., Griffin, M. (2013), Business research methods, South-Western Cengage Learning.</p> <p>Walker, S. (2012), Employee engagement and communication research: measurement, strategy, and action, London: Kogan Page.</p>

<p>Additional suggested reading</p>	<p>Cameron, R. (1997), A Concise Economic History of the World: From Paleolithic Times to the Present, Oxford: Oxford University Press.</p> <p>Kronbergs, E., Rivža, P., Bože, Dz. (1988), Augstākā matemātika, 2.daļa, R: Zvaigzne.</p> <p>Kronbergs, E., Rivža, P., Bože, Dz. (1988), Augstākā matemātika, 1.daļa, R: Zvaigzne.</p> <p>Koliškins, A., Volodko, I., Antimirovs, M. (2005), Matemātika I tehnisko augstskolu studentiem, R: RTU.</p> <p>Koliškins, A., Volodko, I., Antimirovs, M. (2005), Matemātika II tehnisko augstskolu studentiem, R: RTU.</p> <p>Temin, P. (2006), The Economy of the Early Roman Empire. Journal of Economic Perspectives—Volume 20, Number 1.</p> <p>Конотопов, М., Сметанин, С. (2000), История Экономики, Москва: Академический Проект, 2-е изд.</p>
<p>Other Information Sources</p>	<p>Akadēmiskā godīguma koncepcija. Pieejams: http://www.agc.edu.lv/.</p> <p>ResearchGate. Available: https://www.researchgate.net/.</p> <p>Social Research methods. Available: http://www.socialresearchmethods.net.</p>

Course code	CETS_004			
Course title	CIVIL AND ENVIRONMENTAL PROTECTION			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of classes (ac.hours)	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	62		18
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), General study course			
Course availability	1 st semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To introduce students with the Latvian civil protection issues according to the minimum requirements for the course content prescribed in the national legislation (provision of the Cabinet Regulation No. 716 (5 December 2017) “Minimum Requirements for the Content of the Mandatory Course in Civil Protection and the Content of Training of Employees in Civil Protection”). Civil protection issues are analysed at the national, transnational and global level.</p> <p><i>*Country-specific – other European countries can develop similar course e.g. on the civil defence and environmental protection.</i></p> <p><u>Course content:</u></p> <p>Civil protection system in the country.</p> <p>Disaster management, planning and implementation measures.</p> <p>Risk Assessment.</p> <p>Potential disasters and their consequences.</p> <p>Context of civil protection in European Union, procedures of receiving and requesting humanitarian assistance.</p> <p>Early warning and notification system.</p> <p>Introduction to the first aid Disaster relief operations (action scheme, emergency calls).</p> <p>Operational hygiene concepts.</p> <p>ABC scheme, ABC practical demonstration Basic algorithm of cardiopulmonary resuscitation.</p> <p>First aid in the life-threatening fluid loss conditions.</p> <p>Thermal and chemical damage.</p>			

	<p>First aid in special situations.</p> <p>Planning of civil protection in local governments, merchants and institutions.</p> <p>Requirement of classification, storage and shipping of dangerous chemical goods and their mixtures.</p> <p>Procedures and behaviour in case of fire and evacuation procedures.</p> <p>The role of the media in emergencies and disasters.</p> <p>Experience and lessons learnt from international missions.</p> <p>Environmental problems. Legislation. Ecosystem services.</p> <p>Environmental risks. Economic methods of environmental protection.</p> <p>Environmental indicators.</p> <p>Environmental impact assessment. Contamination control and control.</p>
Learning outcomes	<p>At the end of the course students should have knowledge of:</p> <ul style="list-style-type: none"> ○ the structure, legal framework, organisation and management of the civil protection system; ○ the tasks, rights and obligations of the State, local governments, legal persons and natural persons in the field of civil protection; ○ objects of increased danger, the obligations and rights of the owner or legal possessor thereof; ○ the civil protection commissions of local governments; ○ the planning of civil protection measures; ○ the assessment of the threat risk; ○ dangerous substances, the classification and requirements for the storage and transport thereof; ○ the request and provision of international assistance; ○ personal protective equipment in case of a disaster (for example, filter gas masks, anti-chemical protective clothing); ○ the specific legal regimes (emergency, exceptional situation and pandemic situations such as COVID-19). <p>After course completion, should have skills on how to act in situations critical to life (e.g., stopping dangerous bleeding, resuscitation measures), as well as calling for assistance.</p>
Requirements for obtaining passing the course	<p>To pass the course, the following tasks must be completed – compulsory:</p> <ol style="list-style-type: none"> 1. Successfully completed all multiple-choice tests after the video lectures – compulsory. 2. Successfully completed all the pre-class tests – compulsory. 3. All the practical classes attended and approved (first aid skills in life-threatening situations are assessed) - compulsory.
Final examination	<p>Final test: Exam (100% of the final grade).</p>
Bibliography	

Required Reading	<p>1. The Civil Defence Law of Latvia.</p> <p>2. DK (2016), First Aid Manual, 10th ed., Publishing "Dorling Kindersley".</p> <p>3. Wendling, C., Radisch, J. and Jacobzone, S. (2013), "The Use of Social Media in Risk and Crisis Communication", OECD Working Papers on Public Governance, No. 24, OECD Publishing. Available: http://dx.doi.org/10.1787/5k3v01fskp9s-en.</p> <p>4. Ministry of Defence of the Republic of Latvia (2020), Brochure "What to do in the case of crisis? First 72 hours". Available (also in LV and RUS): https://www.sargs.lv/lv/tema/72stundas.</p> <p>5. Sargs.lv (2019), VIDEO: 72 stundas. Ko likt ārkārtas gadījumu somā?. Pieejams: https://www.sargs.lv/lv/sabiedriba/2019-11-20/video-72-stundas-ko-lik-arkartas-gadijumu-soma.</p> <p>6. NMPD, Pirmā palīdzība. Pieejams: http://www.nmpd.gov.lv/nmpd/pirma_palidziba/palidziba/.</p>
Additional suggested reading	<p>Latvijas Samariešu apvienība, Tests "Pirmā palīdzība". Pieejams: https://prastpalidzet.lv/macibas/tests-pirma-palidziba/.</p> <p>Balode, L. (2018), Kā darbojas civilā aizsardzība. Pieejams: https://lvportals.lv/skaidrojumi/298973-ka-darbojas-civila-aizsardziba-2018.</p> <p>UK Crisis Communications Presentation after 7/7 terrorist attack.</p>
Other Information Sources	<p>LR likumi: https://likumi.lv/</p> <p>MK noteikumi Nr.716 (05.12.2017) "Minimālās prasības obligātā civilās aizsardzības kursa saturam un nodarbināto civilās aizsardzības apmācības saturam". Pieejams: https://likumi.lv/ta/id/295896-minimalas-prasibas-obligata-civilas-aizsardzibas-kursa-saturam-un-nodarbinato-civilas-aizsardzibas-apmacibas-saturam.</p> <p>Valsts darba inspekcijas platforma "Strādā vesels": http://stradavesels.lv</p> <p>Valsts ugunsdzēsības un glābšanas dienests: http://www.vugd.gov.lv</p>

Practical Entrepreneurship & Its Tendencies

Course code	CETS_005			
Course title	PRACTICAL ENTREPRENEURSHIP & ITS TENDENCIES			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6

Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	160	76	84
Total hours	160 academic hours		
Language	Latvian		
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses		
Study semester	1st semester		
Person responsible for the course	Dr. Romāns Putāns		
Course objective/scope	<p>The aim of the course is to provide students with a general understanding of the nature of entrepreneurship, entrepreneurial environment, planning and the key concepts associated with entrepreneurship and their interpretation, as well as to provide skills for establishment or development own business.</p> <p><u>Course content:</u></p> <p>Nature of the entrepreneurship, types of entrepreneurship forms. Entrepreneurship theories. Changes in global entrepreneurship environment. Basic skills and qualities of entrepreneur. Leadership. Participation of employees (information, communication, cooperation) to promote the will and ability to innovate. Entrepreneurial environment. Risk factors. Generating business idea. Business models (Canvas). Business plan and its most essential parts. Business plan parts – marketing plan and market analysis. Basic budgeting and financial planning. Financial tools and sources, available support programmes. Developing presentation skills. Difference between business presentations and academic presentations. Pitching business idea (basics). Attracting investors. Work in team: most important aspects. Growth strategies.</p>		
Learning outcomes	<p>After completion of the study course, students should:</p> <ul style="list-style-type: none"> ○ be able to describe ideas in business using relevant concepts, adapted to different receivers; ○ should have a basic knowledge of business theories, the peculiarities of modern business that are related to environmental changes; 		

	<ul style="list-style-type: none"> ○ should have understanding on the role of emotional intelligence in entrepreneurship and teamwork; ○ be able to develop business models, budgets and business plans; ○ be able to apply practical skills to develop their business idea; ○ to be able to find opportunities to attract financing for starting a business.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Activity during the lecture and seminars – 20% 2. Home projects and its presentation – 40% <ol style="list-style-type: none"> a. Learning from mistakes (case studies of the failed business ideas and mistakes in business management) b. Attracting investors (company's profile and presentation to attract investors, video project) 3. Exam – 40%
Final examination	Test-type exam
Bibliography	
Required Reading	<p>Barringer, B.R., Ireland, R.D. (2018) Entrepreneurship: Successfully Launching New Ventures, Global Edition 6th ed, including Kindle Edition. Pearson.</p> <p>Barrow, C., Barrow, P., Brown, R. (2005), The business plan workbook, 5th edition, Kogan Page.</p> <p>Goleman, D. (2006), Emotional Intelligence: Why it Can Matter More than IQ, Bantam Books.</p> <p>Heath, D., Heath C. (2007), Made to Stick: Why Some Ideas Survive and Others Die, New York: Random House.</p> <p>Neck, H.M., Neck, C.P., Murray, E.L. (2018). Entrepreneurship: The Practice and Mindset, 1st ed, Kindle Edition. SAGE Publications.</p> <p>Osterwalder A., Pigneur Y., (2010), Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, John Wiley and Sons.</p>
Additional suggested reading	<p>Hilton, R.W. (2010), Managerial Accounting: Creating Value in a Dynamic Business Environment, 9th edition.</p> <p>Kohll, A. (2017), 7 Ways to Avoid HR Burnout. Available at: https://www.forbes.com/sites/alankohll/2017/07/19/7-ways-to-avoid-hr-burnout/</p> <p>Pugh M.-R. (2020), Managing Workplace Stress During COVID-19. Available at: bamboohr.com/blog/managing-workplace-stress/</p> <p>Šeba, M.G. (2018), Financial Instruments for Boosting Entrepreneurship in Selected Post-Communist EU Countries, in Ateljević, J., Budak, J., Entrepreneurship in Post-Communist Countries, Cham: Springer Berlin Heidelberg.</p>

	<p>Stutely, R. (2012), The Definitive Business Plan: The Fast Track to Intelligent Planning for Executives and Entrepreneurs, 3rd edition.</p> <p>Country specific (Latvia):</p> <p>Braiena, L. un Hola, R. (2019), Uzņēmējdarbība iesācējiem, Rīga: Zvaigzne ABC.</p> <p>LR Ekonomikas ministrija (2018), Tātad, tev ir jaunuzņēmums. Kur ņemt naudu tā attīstībai?.</p>
Other Information Sources	<p>Forbes: www.forbes.com</p> <p>Harvard Business Review: www.harvardbusinessreview.com</p> <p>Journal of Research in Marketing and Entrepreneurships</p> <p>Erasmus for Young Entrepreneurs</p> <p>Country specific (Latvia):</p> <p>Labs of Latvia (platform on technology, innovation and business support instruments): https://labsoflatvia.com/</p> <p>Latvian Investment and Development Agency (LIAA): www.liaa.gov.lv/lv/programmas</p> <p>Ministry of Economics: www.em.gov.lv/lv</p> <p>Business incubators in Latvia: http://inkubatori.magneticlatvia.lv/</p>

Labour Law & Social Security Systems

Course code	CETS_006			
Course title	LABOUR LAW AND SOCIAL SECURITY SYSTEMS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	1 semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	The aim of the course is to provide knowledge and understanding on the most essential legal aspects related to the employment relations in Latvia and general aspects in the EU, social security system and			

	<p>social insurance system that could be used in public administration and/or the private sector.</p> <p><u>Course content:</u> The concept, sources, principles of labour law. Legal labour (employment) relations – national regulation. Job contracts and termination of labour relations. Remuneration. Organisation of working hours and rest periods; shift system. Collective labour agreement. Occupational safety and protection; Risk assessment. Labour disputes. European labour law. Organisations and their tasks (including associations, chambers, etc.). International institutions related to employment relations. Elements of the Latvian (national) social security system: normative regulation, structure and financial sources. State social insurance system (remuneration, health system, social benefits, pension system) .</p>
Learning outcomes	<p>After completion of the study course students should:</p> <ul style="list-style-type: none"> ○ be able to explain system and principles of labour law at national and the EU-level; ○ have orientation in the European labour law and its application in the national legislation; ○ be able to apply knowledge on how to manage employees' legal relations; ○ be able to establish and keep document records of company's personnel; ○ be able to plan and organise work process of employee according to the legislative requirements; ○ obtain knowledge about constituent elements of social security system of Latvia and social insurance system; ○ be able to select procedures and/or approaches to resolve disputes; ○ be able to find legal information on the labour issues in the internet sources and publication, interpreter the law, as well as to apply knowledge in the practical situations.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Attendance and activity during lectures and seminars: 10% 2. Written test results: 30% 3. Homework results (solving of legal cases, interpretation of the law): 20%

	4. Results of final exam: 40%
Final examination	Written test-type exam
Bibliography	
Required Reading	<p>Latvijas Brīvo arodbiedrību savienība (2020), Darba likums ar komentāriem, Rīga: LBAS. Pieejams: https://arodbiedribas.lv/wp-content/uploads/2020/02/new_dl_ar_kom.pdf.</p> <p>Likums par sociālo drošību (07.09.1995). Pieejams: https://likumi.lv/ta/id/36850-par-socialo-drosibu.</p> <p>LR Civillikums 15.nod. I apakšnodaļa. Ziņotājs, Nr.45, 1993.</p> <p>LR Darba likums (20.06.2001). Pieejams: https://likumi.lv/ta/id/26019-darba-likums.</p> <p>Par valsts sociālo apdrošināšanu (01.10.1997). Pieejams: https://likumi.lv/ta/id/45466-par-valsts-socialo-apdrosinasanu.</p> <p>Slaidiņa, V., Skultāne, I. (2017), "Darba tiesības. Papildināts un pārstrādāts izdevums", Rīga: Zvaigzne ABC.</p>
Additional suggested reading	<p>Blanpain, R. (2014), European Labour Law, 14th revised edition, Alphen aan den Rijn: Wolters Kluwer, Law & Business.</p> <p>Indrūna, Z. (2012), "Tiesu prakses apkopojums darba tiesībās", Rīga: LABS. Pieejams: https://arodbiedribas.lv/wp-content/uploads/2020/02/tiesu_prakse.pdf.</p> <p>LR Labklājības ministrija (2010), Publiskā diskusija „Sociālās apdrošināšanas sistēmas īstermiņa un ilgtermiņa problēmas un risinājumi”. Rīgā, 10.05.2010. Pieejams: http://adm.lm.gov.lv/upload/aktualitates/aktu_1105_2.pdf.</p> <p>Par Eiropas Sociālo hartu (European Social Charter) (06.12.2001). Pieejams: https://likumi.lv/ta/id/56569-par-eiropas-socialo-hartu.</p> <p>Platā, K., Dindune, R., ZAB Kļaviņš, E., Ceple, I., Skaldis, I., Darba likuma komentāri: https://www.dbhub.lv/darba-likuma-komentari/lasit.</p> <p>Pumpiņš A. Tiesību normu iztulkošanas kvintesence. Jurista vārds, 2014.gada 1.jūlijā, Nr.25 (827).</p> <p>Torgāns K. Tiesību principu, likumu un zinātnes atziņu loma civiltiesisku strīdu risināšanā. Jurista Vārds. Nr. 49 (105) 04.12.2018.</p>
Other Information Sources	<p>Links to the national, international and supranational related organisations (ministries, legislative databases, journals, etc.)</p> <p>Any kind of the glossary of legal terms.</p> <p>EU's Mutual Information System on Social Protection (MISSOC): https://ec.europa.eu/social/main.jsp?catId=815&langId=en</p> <p>LR Labklājības ministrija: http://lm.gov.lv/lv/</p> <p>LR Tiesību aktu sistēma: https://likumi.lv/</p>

	<p>Valsts sociālās apdrošināšanas aģentūra: https://www.vsaa.gov.lv/</p> <p>Žurnāls „Jurista vārds”: www.juristavards.lv</p> <p>EUR-Lex (EU law database): https://eur-lex.europa.eu/homepage.html</p> <p>Curia (Court of Justice of the European Union): https://curia.europa.eu/jcms/jcms/j_6/en/</p> <p>HUDOC (European Court of Human Rights): https://www.echr.coe.int/Pages/home.aspx?p=home&c=</p>
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Business Communication and Ethics

Course code	CETS_007			
Course title	BUSINESS COMMUNICATION & ETHICS			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	2 nd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The Course consist of two parts: business communication and business ethics. It aims to provide knowledge & competence in communication nature, typology, barriers and channels and communication development and management in business, as well as the basic ethical principles that determine communication between individuals, organisations, and society as a whole.</p> <p><u>Course content:</u></p> <p>Communication models and process.</p> <p>Communication barriers in business. Tools/techniques to minimise communication barriers.</p> <p>Examples of communications barriers in business practice in local businesses.</p> <p>Communication and business stakeholders.</p> <p>Classification of communication.</p>			

	<p>Written communication and its style. Business communication in digital era. Internal communication. Corporate communication. Public speeches and interaction with audience. Corporate Social Responsibility and case studies in SMEs. Communication channels and tools (written, electronic, etc.). Business ethics and etiquette. The use of applied ethics, its links to business. Ethical choices in business. Ethics within a business. Ethical business practices in local businesses (examples).</p>
Learning outcomes	<p>On completion of the course the students, should be able:</p> <ul style="list-style-type: none"> ○ to have the required knowledge and practical skills for developing and managing ethical business communication within the business; ○ to gain an understanding of the process of modern business communication; ○ to understand the role of ethics in the business environment; ○ to demonstrate the knowledge and understanding of the nature of ethics and etiquette in the national and international contexts; ○ to understand how to build relations with business stakeholders; ○ To improve presentation and negotiation skills;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Summaries and tasks for seminars (group work) – 20%: <ol style="list-style-type: none"> a. CSR- Analysis of the local companies’; b. Analysis of different company CEO communication; c. Writing of business letters; 2. Participation in seminars (active participation, quality of answers) – 10% 3. Individual/group projects and its presentation – 30% 4. Exam – 40%
Final examination	Written and oral exam
Bibliography	
Required Reading	<p>Guffey, M.E. and Loewy, D. (2019), Essentials of Business Communication, Boston: Cengage Learning.</p> <p>Hannawa, A.F., and Spitzberg, B.H. (2015), Communication Competence, Boston: De Gruyter, Inc.</p> <p>Mautner, G., Rainer, F. (2017). Handbook of Business Communication: Linguistic Approaches. De Gruyter, Inc.</p>

Additional suggested reading	<p>Argenti, P.A. (2016), Corporate communication, 7th ed., New York, NY: McGraw-Hill Education.</p> <p>Beebe, S. A., Beebe, S.J. (2015), A Concise Public Speaking Handbook, Pearson publishing.</p> <p>Conaway, R. N., & Laasch, O. (2012), Communication in Responsible Business: Strategies, Concepts, and Cases, Business Expert Press.</p> <p>Guffey, M.E., Loewy, D. (2014), Business Communication: Process and Product, Cengage Learning.</p> <p>Hargie, O. (2019), The Handbook of Communication Skills, Abingdon; New York: Routledge.</p> <p>Jones, B., Tench, R., & Sun, W. (2014), Communicating Corporate Social Responsibility: Perspectives and Practice, Emerald Publishing Limited.</p> <p>Karia, A. (2015), TED Talks Storytelling: 23 Storytelling Techniques from the Best TED Talks, 3rd.</p> <p>Vevere, V., Svirina, A. (2020), Business Ethics and Corporate Social Responsibility, Riga: EKA University of Applied Science.</p>
Other Information Sources	<p>European Union and CSR: https://ec.europa.eu/growth/industry/sustainability/corporate-social-responsibility_en</p> <p>Small Business, Business Communications & Etiquette, Chron: https://smallbusiness.chron.com/barriers-communication-detract-organizational-effectiveness-693.html</p> <p>TedTalks</p>

Applied Statistics in Business & HR

Course code	CETS_008			
Course title	APPLIED STATISTICS IN BUSINESS & HR			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory (A), Industry (professional field) theoretical basic courses & information technology courses			

Course availability	2nd semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/ scope	<p>The aim of the course is to provide students with the basic knowledge and practical skills in statistical processing and analysis of information in the business and human resource context. Practical skills will be obtained by applying theoretical information in such software as Excel and SPSS. Participation in the course requires preliminary knowledge in mathematics.</p> <p><u>Course content:</u></p> <p>Concept, aims, and tasks of statistics. Organisation of statistical work in Latvia and EU. Statistical data collection methods. Managing data and their sources. Data preparation for computerised processing Population, sample and sampling techniques. Variation series and their graphical illustration. Descriptive statistics and their usage in business sector. Indexes. Theory of probability. Samples, estimation and confidence intervals. Time series analysis. Correlation and simple regression analysis. Probability of discrete random variables. Probability of continuous random variables. Hypothesis testing. Specialised business applications. Application of statistics and analysis in HR.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to understand and explain statistical data collection, preparation and data analysis methods; ○ to select and practically apply the statistical analysis methods appropriate to the research aim and argument the choice as well as to formulate the research questions; ○ to interpret the results of analysed data; <p>After the successful completion of the study course, students should have knowledge for learning the usage of the MS Excel (including Pivot) and SPSS.</p>
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. attendance of lectures and seminars: 5%

	<p>2. 3 x Midterm tests (descriptive statistics, correlation and regression, hypothesis testing): 45%</p> <p>3. independent work: 20%</p> <p>4. exam work: 30%</p>
Final examination	Final exam (theory and practical exercises in XLS and SPSS)
Bibliography	
Required Reading	<p>Francis, A., Mousley, B. (2014), Business mathematics and statistics, 7.ed., Andover: Cengage Learning.</p> <p>Hanke, J. E., Reitsch, A. G. (1991), Understanding Business Statistics, Irwin.</p> <p>Schiller, J., Srinivasan, R. A. (2005), Probability and statistics. London.</p> <p>Country-specific (in Latvian)</p> <p>Goša, Z. (2003). Statistika. Mācību grāmata. Rīga: SIA Jumis.</p> <p>Kristapsone, S. (2020), Statistiskās analīzes metodes pētījumā, Rīga: Biznesa augstskola "Turība".</p> <p>Orlovskā, A., Jurgelāne, I. (2016), Ekonomiskā statistika: mācību līdzeklis, Rīga: RTU.</p>
Additional suggested reading	<p>Bhattacharyya, D. K. (2018), Statistical Tools and Analysis in Human Resources Management, IGI Global. DOI: 10.4018/978-1-5225-4947-5.ch002</p> <p>Bill, J., Alexander, M. (2016), Excel 2016 pivot table data crunching, Indianapolis, Indiana: Que.</p> <p>Curwin, J., Slater, R., Eadson, D. (2013), Quantitative methods for business decisions, 7th ed., Andover: Cengage Learning EMEA.</p> <p>Erik van Vulpen, van E., HR Analytics & Statistics: An Introduction. Available: https://www.analyticsinhr.com/blog/hr-analytics-statistics-introduction/.</p> <p>Navarro, D., Foxcroft, D., Faulkenberry, T. (2019), Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners.</p> <p>Parker, S. C. (2008), Statistical Issues in Applied Entrepreneurship Research: Data, Methods and Challenges, in: Congregado, E. (eds.) Measuring Entrepreneurship, Boston, MA: Springer.</p>
Other Information Sources	https://www.spss-tutorials.com/

Course code	CETS_009		
Course title	BUSINESS MANAGEMENT		
LQF level	Level 6		
Credit points	Latvian	2	ECTS3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	42
Total hours	80 academic hours		
Language	Latvian		
Course type	Compulsory (A), Industry (professional field) theoretical basic courses & information technology courses		
Course availability	2nd semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/ scope	<p>To provide students with coverage of the main (basic) principles and practice of business management, with the basic issues, topicalities, methods for strategy setting and evaluation of business effectiveness</p> <p><u>Course content:</u></p> <p>The main principles and importance of business management. Business world.</p> <p>Organisational structure (functions/tasks of management)</p> <p>Key tasks of the business – planning, organising, leading & controlling.</p> <p>The functional areas of a business – operation management, financial management, HR, marketing, purchasing and supply management.</p> <p>Organisation of the orders (procurement, logistics, distribution).</p> <p>Customer-supplier relationship.</p> <p>Project management (SMART method in business management/project management).</p> <p>SWOT and risks in the market.</p> <p>Use of technology and ICT solutions/tools.</p> <p>Quality Management.</p> <p>Risk management.</p> <p>Innovation management.</p> <p>Workplace design and ergonomics.</p>		
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none">to discuss the main principles and concepts of business management.to describe and design/build structure of the company.to organise the key processes of the company in the different sectors.		

	<ul style="list-style-type: none"> to explain and establish customer-supplier relations and organise the delivery process. to analyse strength and weaknesses of the company. to assess the needs of company to select appropriate management methods, incl. necessary IT solutions or tools. to understand basic principles and the role in the business administration of innovation, quality and risk management. to demonstrate understanding of organization ergonomics and workplace.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Group work – 25% 2. Individual task (home assignment) – 35% 3. Exam – 40%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Body, D. (2017), Management an introduction, 7th Edition, Pearson UK.</p> <p>Erasmus, B., Rudansky-Kloppers, S., Strydom, J. (2019), Introduction to Business Management, 11th edition, Oxford: Oxford University Press.</p> <p>Pride, W.M., Hughes, R.J., Kapoor, J.R. (2014), Business, Europe Middle East and Africa Edition, Hampshire: Cengage Learning (<i>also available 12th edition</i>).</p>
Additional suggested reading	<p>Cronje, J., Toit du, G.S., Marais, K., Motlatla, M. (2004), Introduction to Business Management, 6th edition, Oxford: Oxford University Press.</p> <p>Griffin, R.W. (2017), Management, 12th edition, Boston: Cengage Learning.</p> <p>Hodgetts, R.H., Kuratko, D. F. (2007), Small Business Management, Willey.</p> <p>Lucey, T. (1994), Business Administration, London: DP Publications.</p>
Other Information Sources	Journal of Small Business Management

HR Management in SME

Course code	CETS_010/ (SBUEK_118 in RSU)
Course title	HR MANAGEMENT IN SME

LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	2 nd semester			
Person responsible for the course	Dr. Romāns Putāns, Dr. Olga Leontjeva			
Course objective/ scope	<p>The objective of the course is to form students’ understanding of human resource management (HRM) functions by introducing theoretical knowledge of HRM, as well as to develop practical skills in HRM functions and methods, so they can realize high quality HR management in the public and private organization, understand its importance and predict potential problems.</p> <p><u>Course content:</u></p> <p>Nature of human resource management (HRM) (personnel management, HRM, human capital management, knowledge management, talent management and team management). Strategic HRM and planning. HRM in SMEs/international business. HR and legislation (health, safety and security). HR department. Into to the HR planning (planning, selection and recruitment). Team building. Building start-up/SMEs team. Team development and management (talent management). Aspects of the remote work. Conflicts and motivation. HR learning and development. Future competences. Learning abilities. Personnel engagement. Rewarding and recognition (compensation strategies and practices, benefits). Employee performance management and appraisal. Employee relations – employee rights and discipline. Global trends in HRM.</p>			

Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ have knowledge of HRM concepts, processes, functions (HR planning, recruitment and selection, performance assessment, motivation, engagement, learning and development, rewarding and recognition, health, safety and well-being, employee retention, etc.) ○ be able to give an overview of the basic HRM processes in SMEs/ international organisations, understand organisational processes as well as develop HR recruitment and selection. ○ be able to conduct appreciative dialogues between supervisors and employees. ○ have competencies on HR recruitment and selection; teamwork and development, critical information analysis; adaptation to the teaching/learning process; public speaking, presentation skills. Understanding of the HRM role in organisations nowadays. Critical thinking; understanding of organisational processes. <p>At the end of the course students should be able to apply practical skills in decision making and solving problems of personnel management.</p>
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. Lecture and seminar attendance – 5% 2. Participation in seminars (participation in activities and discussions, completion of group tasks, presentations) – 15%. 3. Assessment of summaries and home assignments – 20%. 4. Reports and their presentation (x2) – 20%. 5. Examination mark –40%.
Final examination	Written exam on theoretical knowledge and practical case
Bibliography	
Required Reading	<p>Dessler, G. (2017), Human resource management, Boston: Pearson Higher Education.</p> <p>Mathis, R.L.; Jackson, J.H.; Zinni, D.M. (2008), Human resource management, Toronto: Thomson Nelson.</p> <p>Pheffer, J. (2005). Producing Sustainable Competitive Advantage through Effective Management of People. <i>Journal of Management Executive</i>, 19 (4), 95-106. [Please search in EBSCO Business Source Complete]</p>
Additional suggested reading	<p>Lapiņa, I., Maurāne, G., & Stariņeca, O. (2014), Human Resource Management Models: Aspects of Knowledge Management and Corporate Social Responsibility. <i>Procedia - Social and Behavioral Sciences</i>, 110, 2nd International Scientific conference.</p> <p>Mayo, A. (2012), Human resources or human capital?: managing people as assets, 1st ed., London: Routledge.</p>

	<p>Wilkinson, A., Bacon, N., Snell, S., Lepak, D. (2019), The Sage Handbook of Human Resource Management, 2nd ed., Los Angeles; London: SAGE.</p> <p>World supporter (2012-2013), Fundamentals of Human Resource Management. Available at: https://www.worldsupporter.org/en/chapter/39982-fundamentals-human-resource-management.</p> <p>Country specific literature (example of Latvia):</p> <p>Boitmane, I. (2006), Personāla atlase un novērtēšana, Rīga: LID.</p> <p>Peiseniece, L. (2011), Disertācijas darba "Cilvēkresursu vadīšanas novērtēšanas metodes un to pilnveidošanas virzieni Latvijas lielajos uzņēmumos", Rīga: Latvijas Universitāte.</p> <p>Vintiša, K., Latvijas Darba devēju konfederācija (2010c), Cilvēkresursu plānošanas un novērtēšanas metodes mazam un vidējam uzņēmumam, Rīga: LDDK.</p> <p>Vorončuka, I. (2009), Personāla vadība: teorija un prakse, Rīga: Latvijas Universitāte.</p>
Other Information Sourcecs	<p>Human Resource Management Journal</p> <p>List of the top publications on the HR issues: https://www.digitalhrtech.com/hrm-books/, https://www.digitalhrtech.com/human-resources-models/</p> <p>Links to the specific organisations (example of Latvia): Employers' Confederation of Latvia (LDDK)</p>

Innovation Management in Business

Course code	CETS_011			
Course title	INNOVATION MANAGEMENT IN BUSINESS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	2 nd semester			

Person responsible for the course	PhD Vladimirs Rojenko, PhD-c. Denize Ponomarjova
Course objective/scope	<p>To provide students with knowledge of the specifics of innovation process management and its significance in business processes, to understand and be able to apply innovative management theories in practice. During the course a focus will be given also to the relationship between employee and organisational creativity as well as to innovation and marketing activities.</p> <p><u>Course content:</u> The essence of innovation and its role in economic growth. Innovative entrepreneurship, specifics and risks thereof. Innovative economic development trends in the country and in the world. The essence & specifics of innovation management in the 21st century. Innovation marketing. The role of human being in the innovation process. Innovation in human resource management (employee and organisational creativity). People management for fostering innovation. Innovation infrastructure. Intellectual property. Protection of innovation. Social aspects of innovative activity. Presentations of independent work and scientific discussion.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to develop an understanding of the essence of innovation, its importance in business, HR management and economic development; ○ to have understanding about the innovation process, specifics of its management in business and ways to activate innovative thinking and creativity; ○ to have skills to activate innovative thinking, identify viable innovative ideas, apply the findings of innovation management theories to solve practical problems; ○ to independently analyse innovation development trends, identify current innovation development trends; ○ to objectively evaluate innovative ideas, opportunities for practical implementation and commercialisation thereof.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Attendance of seminars and lectures, participation in class activities (discussions, debates) – compulsory, 20%; 2. Independent work (report) & presentation – compulsory, 30%;

	3. Preparation of summaries – compulsory, 20%; 4. Exam – compulsory, 30%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Daft, R. L. (2014), New Era of Management, 9th edition. South-Western Cengage Learning.</p> <p>Drucker, P. (2014), Innovation and Entrepreneurship, New York: Routledge Classics.</p> <p>Mumford, M.D. (2011), Handbook of Organizational Creativity, Elsevier Science & Technology</p> <p>Peacock, M. J. (2017), The human resource professional's guide to change management: Practical tools and techniques to enact meaningful and lasting organizational change, ProQuest Ebook Central, p.1-81.</p> <p>Rojenko, V. (2014), Employee and management disagreement in development in developing creative competitive advantages. <i>Economics and Culture</i>, 2014, Vol.10. p.145-154.</p> <p>Sawyer, R.K. (2012), Explaining Creativity: The Science of Human Innovation, Oxford University Press, p.231-265, p.405-439</p> <p>Shorthose, J., Maycroft, N. (2012), Understanding Creative Business: Values, Networks and Innovation, Routledge, p.247-275.</p> <p>Tidd, J. (2015), Innovation and Entrepreneurship, Wiley Textbooks, ProQuest Ebook Central, p.163-196.</p> <p>Tidd, J., Bessant, J. (2013), Managing Innovation: Integrating Technological, Market and Organizational Change, 5th edition, WILEY.</p> <p>Country specific literature (example of Latvia):</p> <p>Ābeltiņa, A. (2008), Inovācija – XXI gadsimta fenomēns. Rīga: SIA „Biznesa augstskola Turība”.</p> <p>Adners, R. (2013), Skaties plašāk. Jaunā inovāciju stratēģija. Rīga: Jumava.</p> <p>Boļšakovs, S. (2008), Inovatīvā darbība. R.: Jumava.</p> <p>Vedļa, A. (2007), Inovatīvās darbības organizācija. R.: Petrovskis & Co.</p> <p>Harvard Business Review (2007), Inovatīvā domāšana, R.: Lietišķās informācijas dienests.</p>

<p>Additional suggested reading</p>	<p>Alison, J., Brookfield, S.D. (2014), Engaging Imagination: Helping Students Become Creative and Reflective Thinkers, John Wiley&Sons, Incorporated, p.25-47, p.207-233.</p> <p>Cagan, J., Vogel, C. M. (2007), Creating Breakthrough Products: Innovation from Product Planning to ProgrammeApproval, FT Press.</p> <p>Drucker, P. (2007, 2012), Management Challenges for the 21st Century, Elsevier Ltd.</p> <p>Florida, R. L., The rise of the creative class: revisited (series of books).</p> <p>Howkins, J. (2013), The Creative Economy: How People Make Money from Ideas, Penguin Books.</p> <p>Owens, D. A. (2011), Creative people must be stopped: 6 ways we kill innovation (without even trying), John Wiley & Sons, Incorporated, p.25-95.</p> <p>Roger, E. M. (2003), Diffusion of Innovations, 5th Edition, Simon & Schuster.</p> <p>Country specific literature (example of Latvia):</p> <p>Ābeltiņa A. Inovatīvā uzņēmējdarbība grāmatā: Uzņēmējdarbības vide un tās attīstības aspekti. R., BAT, 2013.</p> <p>Roger Everett, M. Diffusion of Innovations, 5th Edition, Simon & Schuster, 2003.</p> <p>Čans Kims. V., Maborna R. Zilā okeāna stratēģija. Lietišķās informācijas dienests, Rīga, 2007.</p> <p>Poļakovs G. Rūpnieciskā īpašuma īpašnieka tiesības. R., Turība, 2001, 12-24 lpp.</p> <p>Rozenfelds J. Intelektuālais īpašums. R., Zvaigzne ABS, 2004</p> <p>Inovācijas /grāmatu sērija "Sarunas ar pasaules biznesa līderiem"/, SIA Lietišķās informācijas dienests, Rīga, 2009</p>
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Financial Accounting

Course code	CETS_013			
Course title	FINANCIAL ACCOUNTING			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42

Total hours	80 academic hours
Language	Latvian
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses
Course availability	3rd semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/scope	<p>The objective of the course is to provide students with the knowledge in the field of financial accounting according to the national standards and giving an insight into international standards. Students will learn how to develop the core financial statements and make interpretation of its results.</p> <p><i>*Course is designed for Latvian business market. For European HEI, course content and bibliography should be adjusted according to the local legislation and country specifics.</i></p> <p><u>Covered content:</u></p> <p>The nature and importance of accounting (concepts, tasks, principles). Role and place of accounting in SMEs. Legal basis of accounting (national/EU regulation and requirements). Organisation of accounting records and system in SMEs (single-entry accounting, double-entry accounting). Working with company accounts. Balance sheets. Income statement (profit and loss account). Preparation of the main financial statements: balance sheet and income statement. Cash flow statement. Annual reports, tax returns and other documents. Analysis of statements. Assessment of the financial position of a company. Accounting software, their use in business decision making. Electronic Declaration System (EDS) and key issues (specific for Latvia). Possible inspections on accounting issues (country-specific topic). International Accounting Standard Board (IASB) conceptual framework, accounting policies, accounting estimates and errors.</p>
Learning outcomes	<p>Students should be able</p> <ul style="list-style-type: none"> to understands the nature and tasks of accounting in economic activity; to know regulatory requirements of accounting in business (national, international standards); to develop and assess the core financial statement;

	<ul style="list-style-type: none"> to calculate simple accounting tasks and check accuracy of accounting information; to use double entry for registering economic transactions; to identify/select accounting methods and its elements in the collection of information.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Home assignments (identification of errors in statements) – 15% Midterm tests (x1) – 20% Practical course project – 30% Exam – 35%
Final examination	Written exam
Bibliography	
Required Reading	<p>Dyson, J.R., Franklin, E. (2017), Accounting for non-accounting students. 9th edition, Harlow: Pearson. Available at: http://dl.booktolearn.com/ebooks2/finances/9781292128979_Accounting_for_Non_Accounting_Students_d5ad.pdf.</p>
Additional suggested reading	<p>EC (2020), Accounting for SMEs and micro: https://europa.eu/youreurope/business/finance-funding/accounting/small-micro-businesses/index_en.htm</p> <p>Country-specific (example of Latvia)</p> <p>Ciemleja, G. (2019), Finanšu pārskati, mācību līdzeklis, Rīga: RTU.</p> <p>Informative and methodological materials of accounting in Latvia: https://www.vid.gov.lv/lv/informativie-un-metodiskie-materiali-2.</p> <p>Law on Accounting: https://likumi.lv/ta/id/66460-par-gramatvedibu.</p> <p>Law on the Annual Financial Statements and Consolidated Financial Statements: https://likumi.lv/ta/id/277779-gada-parskatu-un-konsolideto-gada-parskatu-likums.</p> <p>Raņķevica, V., Korsaka, T. (2008), Ievads grāmatvedībā. Rīga: Latvijas Komerčbanku asociācijas Konsultāciju un mācību centrs.</p> <p>Regulation Regarding the Conduct and Organisation of Accounting (Regulation No. 585, 21 October 2003): https://likumi.lv/ta/id/80418-noteikumi-par-gramatvedibas-kartosanu-un-organiaciju.</p> <p>VID (2019), Pirmie soļi topošajiem uzņēmējiem. Pieejams: vid.gov.lv/lv/pirmie-soli-toposajiem-uznemejiem.</p>
Other Information Sources	Country-specific (example of Latvia)

	Valsts ieņēmumu dienests (State Revenue Service): www.vid.gov.lv iFinances: https://ifinances.lv/
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IT in Business and HR Management

Course code	CETS_014			
Course title	IT IN BUSINESS & HR MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	3 rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course is designed to provide the basic knowledge and competencies in the use of IT solutions for the SMEs and HE management. It covers all areas necessary for mid-level management - financial planning, e-commerce, communication tools, databases, logistics, HR management, remote work, new technologies, etc.</p> <p><u>Course content:</u></p> <p>Planning of digitalisation activities – assessing needs of SME</p> <p>Communication and channels tools for daily work organisation.</p> <p>Organisation of virtual work (office).</p> <p>Selection and use of IT for SMEs managers (resource planning, customer relationship management systems, FinTech, BI, etc.).</p> <p>Human resources’ information systems.</p> <p>Big data and its storage. Data visualisation. Cloud computing.</p> <p>Data protection and security solutions.</p> <p>Online solution services (e-commerce).</p> <p>Digital marketing and social services.</p> <p>Top solutions for small business.</p> <p>Drones. Robots. Artificial Intelligence.</p> <p>Public eServices for entrepreneurs.</p>			

	IT legal regulation.
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to know the possibilities of using IT in businesses/organizations and understand technology needs of different industries; to identify the most suitable IT tools for SMEs management and development; to apply knowledge for organisation of internal work and virtual office of enterprise; to apply technological solutions/tools ensuring the SME's HR management process; to apply the acquired knowledge about the diversity of information technology at work, implementing management functions in enterprise; to evaluate and substantiate the usefulness of IT implementation in the organization
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Home assignments/ seminar tasks (evaluation of functionality (dis)advantages of certain software/tools; industry specific technology needs) – 30%; Individual/group project and its presentation – 30%; Exam – 40%.
Final examination	Written exam (open questions and test)
Bibliography	
Required Reading	<p>Kavanagh, M.J., Johnson, R.D. (2017), Human Resource Information Systems: Basics, Applications, and Future Directions, 4th edition, SAGE Publications.</p> <p>Reynolds, G. (2015), Information Technology for Managers, 2nd edition, Cengage Learning.</p> <p>Siebel, T.M. (2019), Digital transformation: survive and thrive in an era of mass extinction, New York: RosettaBooks.</p> <p>Valacich, J.S. (2018), Information systems today: managing in the digital world, Harlow: Pearson.</p> <p>Country-specific (example of Latvia)</p> <p>Ešenvalde, I. (2008), Personāla vadības mūsdienu metodes. – Rīga: Merkūrijs LAT.</p>
Additional suggested reading	<p>Chaffey, D. (2011), E-business & E-commerce Management: Strategy, Implementation and Management, 5th ed., Essex: Pearson.</p> <p>Johnson, R.D. and Hal G. Gueutal, H.G. (2011), Transforming HR Through Technology, The Use of E-HR and HRIS in Organizations, SHRM Foundation. Available at: https://www.shrm.org/hr-</p>

	<p>today/trends-and-forecasting/special-reports-and-expert-views/Documents/HR-Technology.pdf.</p> <p>Lloyd, J. (2008), Information Technology Law, 6th edition, Oxford University Press.</p> <p>Schneider, G. P. (2017), Electronic Commerce, 12th ed. Boston: Cengage Learning.</p>
Other Information Sources	<p>https://www.entrepreneur.com/topic/technology</p> <p>National IT technology associations</p> <p>Country specific literature (example of Latvia):</p> <p>Info resource on the Innovations and Technologies in Latvia: https://labsoflatvia.com/</p> <p>Latvian Information and communications technology association: (LIKTA): https://likta.lv/</p>

Business English II – Human Resource Management

Course code	CETS_015		
Course title	BUSINESS ENGLISH II – Human Resource Management		
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	42	38
Total hours	80 academic hours		
Language	English		
Course type	Obligatory (A), General study course		
Course availability	3rd semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/scope	<p>The course is designed to further expand the terminology of professional English by focusing on the field of human resources, and to develop students writing and oral skills in this field.</p> <p><u>Course content:</u></p> <p>HR management and strategy.</p> <p>Recruitment and placement (including - HR documents. Writing CV, job profiles. Interviews.)</p>		

	<p>Personnel development and training, coaching. System of motivation. Employee relations (labour dispute and conflict management). Management psychology. Leadership and HR manager.</p>
Learning outcomes	<p>After the successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> to know the terminology used in the field of human resources for use in various professional situations; to apply interviewing, negotiation, meeting management and conflict resolution skills in English; read and understand literature in English related to professional topics; apply the acquired vocabulary for professional needs, communicate with employees and business partners; distinguish between business language styles, find the written and oral information they need; to express themselves confidently, clearly and politely in a formal and informal way.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) will be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> Home assignments and presentations: 20% Midterm tests x 3: 30% Work group (discussions, gamification): 20% Exam: 30%
Final examination	Written and oral exam
Bibliography	
Required Reading	<p>Chan, M. (2020), English for Business Communication, 1st ed., London: Routledge.</p> <p>Dessler, G. (2017), Human resource management, Boston: Pearson Higher Education.</p> <p>Utteridge, R., Helm, S. (2010), Market Leader - Human Resources, Harlow: Pearson Longman (together with Teacher's notes).</p>
Additional suggested reading	<p>Cotton, D. (2016), Market Leader: intermediate business English course book 3rd ed, Harlow: Pearson Education; Financial Times (<i>available levels – Intermediate, Upper-intermediate, Advanced</i>).</p> <p>Emmerson, P. (2011), Business English Handbook, Advanced, Oxford: Macmillan.</p>

	<p>Guffey, M.E. and Loewy, D. (2019), Essentials of business communication, Boston: Cengage Learning.</p> <p>Thomsett, M.C. (2018), Style guide for business writing, 2nd edition, Boston; Berlin: Walter de Gruyter Inc.</p>
Other Information Sources	<p>Any business vocabulary.</p> <p>BusinessEnglishPod, Business English for HR Lessons: https://www.businessenglishpod.com/category/human-resources/.</p> <p>www.forbes.com.</p> <p>www.harvardbusinessreview.com.</p>

HRM Strategies & Policies

Course code	CETS_016			
Course title	HRM STRATEGIES & POLICIES			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	3 rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>This course aims to develop strategical thinking for human resource management (HRM) strategy planning (visualising) and elaboration that would be suitable to deliver in SMEs considering internal and external contexts. It includes also practical assessment of the own or other SMEs strategy.</p> <p><u>Course content</u></p> <p>HR policies for SME’s businesses.</p> <p>HRM strategy through business strategy.</p> <p>HRM strategy’s advantages and challenges.</p> <p>HRM strategy contexts: external/ internal environmental, organizational, and functional elements.</p> <p>Main steps of strategic planning and delivering strategy.</p>			

	<p>Drafting HRM strategy for SMEs (personnel needs, recruitment, selection, benefits, trainings, performance). Areas of application in HRM:</p> <ul style="list-style-type: none"> - Age structure analysis and development simulation; - Status of qualifications - qualification needs - qualification requirements; - further personnel management key data; - employee survey. <p>Specifics of different labour markets. A risk-optimization framework. Communication and engagement in HR strategy. Outcomes of successful business and HR strategies. Assessment of the strategy results. HRM strategy models: analysing existing practices in SMEs. Future forces and trends driving HR strategy.</p>
Learning outcomes	<p>After completion of the study course, students should:</p> <ul style="list-style-type: none"> o be able to understand the meaning and nature of strategic HRM and policies; o appreciate how HR strategies are related to business strategies and analyse the strategic role of HRM in a competitive environment; o be able to describe the most essential components of the HRM strategies; o be able to plan and design HR strategy considering multiple factors (specifics of local labour market, internal/external environment and other contexts, etc.); o be able to measure the results of the HR strategy; o be able to describe the dynamic nature of global competition and of social and technological trends and their significance for HRM practice.
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. Home assignments (paper reviews, evaluation of existing strategies, tips and tricks for HR strategy): 20% 2. Midterm test: 10% 3. Students project (drafting HR strategy for chosen company and its presentation): 30% 4. Exam: 40%
Final examination	Open question exam
Bibliography	

Required Reading	<p>Cascio, W., & Boudreau, J. (2012), A short introduction to strategic human resource management, New York: Cambridge University Press.</p> <p>Farnham, D. (2010), Human Resource Management in Context, London: CIPD.</p> <p>Fazey, M. (2020), Human Resource Policy: Connecting Strategy with Real-World Practice, EBSCO eBook Collection.</p> <p>Rose, M. (2018), Reward Management: a practical introduction, 2nd ed., New York, NY: Kogan Page Ltd.</p>
Additional suggested reading	<p>Allen, M.R. and Wright, P.M. (2008), Strategic Management and HRM, in Boxall, P., Purcell, J. and Wright, P.M. (eds.), The Oxford handbook of human resource management.</p> <p>Andersen, T. J. and Minbaeva, D. (2013), 'The role of human resource management in strategy making', Human Resource Management, vol. 52, no. 5, pp. 809–27.</p> <p>Collings, D. G., Szamosi, L. T., Wood, G. (2019), Human resource management: a critical approach, Abingdon, Oxon; New York, NY: Routledge</p> <p>Perry, T. (2018), Transformational HR: how human resources can create value and impact business strategy, New York: Kogan Page Ltd.</p> <p>Storey, J., Wright, P. and Ulrich, D. (2009), Routledge Companion to Strategic Human Resource Management, London and New York: Routledge.</p> <p>Country specific literature (Latvia):</p> <p>Gratone, L. (2004), Cilvēkresursu stratēģija, Rīga: Jumava.</p>
Other Information Sources	<p>Human Resource Management Journal</p> <p>Employers' Confederations</p>

Theory & Management of Organisations

Course code	CETS_017			
Course title	THEORY AND MANAGEMENT OF ORGANISATIONS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			

Language	Latvian
Course type	Compulsory elective study course (B)
Course availability	3rd semester
Person responsible for the course	Dr. Romāns Putāns, Dr. Sergejs Stacenko, Prof. Tatjana Muravska
Course objective/scope	<p>The course aims to develop an understanding and improve knowledge of the basic concepts of management theory, evolution and development of the concept of organisation. Course includes also those topics that are important in the HR policy and management process planning.</p> <p><u>Course content:</u></p> <p>Organisation and management theory. The evolution of management theory. Internal and external environment of an organisation. Starting a business in a changing environment. The nature and organisation of planning. Decision-making process and methods. Basics of organisation, structure formation. Types of structure and creation thereof. Coordination and motivation of employees. Using motivation models. Basics of control and effectiveness of control. Implementation of management functions in specific companies.</p>
Learning outcomes	<p>After successful completion of the study course, students will be able:</p> <ul style="list-style-type: none"> ○ to describe the implementation of management functions in the organisation; ○ to describe the process of communication and decision-making; ○ to explain the role of the manager in ensuring the organisation management; ○ supplemented knowledge for creation of efficient HR policy; ○ to evaluate the situation in the organisation, analysing the implementation of management functions; ○ to substantiate their opinion on the directions of improvement of the management process; ○ to analyse the motivation and coordination system and the manager's activities in managing the organisation.
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. attendance of lectures and seminars (40%); 2. activity and quality of answers in seminars (20%); 3. analysis of summaries (20%); 4. exam-presentation (20%).

Final examination	Written exam on theoretical knowledge
Bibliography	
Required Reading	<p>Jeston, J. (2018), Business process management: practical guidelines to successful implementations. 4th edition. New York: Routledge.</p> <p>Marion Dumas, M. (2013), Fundamentals of business process management: Springer.</p> <p>Country specific literature (example of Latvia):</p> <p>Valērijs Praude, V. (2012), Menedžments 1. un 2. grāmata – Rīga: SIA Burtene.</p>
Additional suggested reading	<p>Heizer, J. Render, B. (2014), Operations Management: Sustainability and Supply Chain Management. Boston: Pearson Education.</p> <p>Daft, R.L. (2014), New era of Management. South-Western: Cengage Learning.</p> <p>Scarborough, N.M., Cornwall, J.R. (2015), Entrepreneurship and effective small business management. Harlow: Pearson.</p>
Other Information Sources	<p>https://www.referenceforbusiness.com/management/Ob-Or/Organization-Theory.html</p> <p>http://www.analytictech.com/mb021/orgtheory.htm</p>

Course code	CETS_018			
Course title	MARKETING IN SMES			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	3 rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The aim of the course is to provide knowledge about marketing as the orientation of business process management of companies to meet consumer needs, linking theory with practical business experiences. To equip students with practical SMEs’ marketing cases and stories.</p> <p><u>Course content:</u></p> <p>Understanding of the marketing world – concept, value, process. Customers’ behaviour and society. Strategic marketing planning in SMEs (action plan, Business Portfolio). Market research (research question, designing, collecting data and analysing). Marketing analytics - era of Big Data (CRM, analysing techniques and technologies, decision-making). Target market, market segmentation and positioning. Product, services and branding. New product development. The life cycle of the product. Pricing methods and strategies. Distribution channels (direct and intermediaries). Promotion of the product – advertising, Public Relations, social media marketing, etc. Online, mobile, social media & other digital marketing technologies. Promotion II - Personal selling and sales promotion. Marketing jobs (descriptions and key positions). Marketing environment (micro- and macro-, demographic and economic, natural and technological, etc.). Marketing trends in changing digital and social age</p>			

Learning outcomes	<p>Upon completion of the course students:</p> <ul style="list-style-type: none"> ○ will have the necessary knowledge and understanding of the nature of marketing needed to increase the competitiveness of companies in market conditions; ○ will understand basic marketing concepts, market research, product life cycle, consumer behaviour, environment; ○ will be able to perform analytics - orientation in Big Data – and market research in order to identify costumers needs and behaviour; ○ will be able to apply marketing tools to achieve marketing goals – to plan marketing projects by using appropriate marketing and advertising techniques/tools;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Seminar tasks and summaries – 25% 2. Individual project (Case studies) – 20% 3. Group work and project presentation – 20% 4. Exam – 35%.
Final examination	Written exam (theoretical questions (30%), test (30%) and practical exercise (40%).
Bibliography	
Required Reading	<p>Armstrong, G., Kotler, P., Opresnik, M.O. (2020), Marketing: an Introduction, 4th edition, Global edition: Pearson.</p> <p>Chaffey, D., Ellis-Chadwick, F. (2019), Digital Marketing: Strategy, Implementation and Practice, 7th edition, Harlow: Pearson.</p> <p>Solomon, M.R., Askegaard, S., et al. (2019), Consumers Behaviour: a European Perspective, 7th edition, Harlow: Pearson.</p> <p>Solomon, M.R., Marshall, G.W., Stuart, E.W. (2018), Marketing: Real People, Real Choices, 9th edition, Global Edition: Pearson.</p> <p>Country specific (example of Latvia):</p> <p>Praude, V. (2014), Mārketīng (teorija un prakse) 1. un 2. grāmatas., Rīga: Burtene.</p>
Additional suggested reading	<p>Altstiel, T., Grow, J. (2017), Advertising Creative, 4th edition, Los Angeles: SAGE.</p> <p>Davidson, R. (2019), Business events, 2nd ed., Abingdon; New York: Routledge.</p> <p>Dwyer, F. R. (2009), Business marketing: connecting strategy, relationships, and learning / F. Robert Dwyer, John F. Tanner, Jr. 4th ed., Boston: McGraw-Hill/Irwin.</p>

	<p>Gulas, Ch. S., Weinberger, M.G. (2006,) A Humor in Advertising: a Comprehensive Analysis, New York: M.E. Sharpe.</p> <p>Litterio, A.M., Nantes, E.A., Larrosa, J.M., Gómez, L.J. (2017), Marketing and Social Networks: a Criterion for Detecting Opinion Leaders, The National University of South.</p> <p>Michael J., Baker, M.J. (2013), Marketing Strategy & Management, 9th ed., Palgrave.</p>
Other Information Sources	Journal of Integrated Marketing Communications

Business (SMEs) Economics

Course code	CETS_020		
Course title	BUSINESS (SMES) ECONOMICS		
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	41
Total hours	80 academic hours		
Language	Latvian		
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses		
Course availability	4th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/ scope	<p>To provide a basic understanding of the economics in the SME management process. To understand principles of the company's activities and business performance indicators (main determinants).</p> <p><u>Course content:</u></p> <p>Concept, subject, theory of business economics.</p> <p>Functions of enterprise.</p> <p>Costs of enterprise and their growth.</p> <p>Markets.</p> <p>Labour.</p> <p>Money.</p> <p>Financial accounting, bookkeeping.</p>		

	<p>Operational accounting, calculation, partial and full cost accounting, productivity, efficiency, effectiveness, ROI (evaluation of financial performance).</p> <p>Controlling. Quality management monitoring.</p> <p>Investment and financial planning, equity and debt capital.</p> <p>Fixed and variable costs, transaction costs; cost-benefit calculation.</p> <p>Purchasing, selling, distribution. Procurement.</p> <p>International environment.</p>
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ understand the management of enterprises within the subject of enterprise economy; ○ be able to assess the quantitative and qualitative characteristics of SMEs; ○ be able to analyse the basic functions of the business where the apprenticeship takes place; ○ use accounting as an important source of information for business decisions; ○ classify basic concepts and compare investment and financial planning instruments
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Participation in the seminars, lectures (discussions, debates) – compulsory, 20%. 2. Analysis and presentation of a practical situation (case study) – 30%. 3. Development of summaries – 20%. 4. Exam – 30%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Atkinson, B., Miller, R. (1998), Business Economics, Harlow: Addison-Wesley.</p> <p>Hodgetts, R. M., Kuratko, D. F. (2007), Effective Small Business Management, 7th Edition.</p> <p>Parker, S. C. (2013), The economics of entrepreneurship, Cambridge, UK: Cambridge University Press.</p>
Additional suggested reading	<p>Country-specific (in Latvian):</p> <p>Hofs, K.G. (2011), Biznesa ekonomika. 2. Izdevums, Rīga: J. Rozes Apgāds.</p>
Other Information Sources	<p>Small Business Economics: An Entrepreneurship Journal</p> <p>Business related journals and newspapers – The Economist, Forbes, Reuters, The Guardian, The Washington Post, The New York Times, https://www.worldbank.org/en/topic/smefinance</p>

	https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_small_and_medium-sized_enterprises Country-specific (in Latvian): Dienas Bizness, Forbes
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Personnel Development

Course code	CETS_021			
Course title	PERSONNEL DEVELOPMENT (TALENT MANAGEMENT)			
LQF level	Level 6			
Credit points	Latvian	3	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	4 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To provide students with the knowledge and understanding on how to create an efficient environment in enterprise for personnel development and to explore concepts, development programmes, techniques and practices.</p> <p><u>Course content:</u> Aim, tasks, functions of HR development (people – value of SMEs). Programmes towards personnel development. Factors influencing HR development. Responsibilities, role of leaders. Personnel planning (age/qualification structure). Key data analysis personnel management (costs, deployment, etc.). Assessing HR development needs. Designing and implementing programmes. Further training. Life-Course – different phases with changing motives and needs in personnel development strategies (age- & ageing-critical activities/conditions, opportunities for relief, transition to retirement).</p>			

	<p>Personnel marketing – recruitment, orientation, retention and development.</p> <p>Coaching and mentoring approach.</p> <p>Development/career planning.</p> <p>Performance and reward.</p> <p>Diversity management.</p> <p>Information, communication, participation.</p> <p>Ageing appropriate job/work design.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to apply the theoretical knowledge and to create the system on how to attract, employ, and retain talent in organization. to develop alignment of the talent management process with business strategy, with culture, and with employees. to develop talent development programs/strategy in SMEs. be able to plan well-being of employees, rewarding system and other benefits. be able to analyse and assess the performance and behaviour of employees. to analyse the big data in talent management. be able to conduct appreciative dialogues between supervisors and employees.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Group work – 25% Individual task – 35% Exam – 40%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Berger L.A., Berger D., (2018), The Talent Management Handbook: Making Culture: a Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People, 3rd ed.</p> <p>Francis, H., Holbeche, L., Reddington, M. (2012), People and Organisational Development: A new Agenda for Organisational effectiveness, London: Chartered Institute of Personnel and Development.</p> <p>Werner, J.M., DeSimone, R.L. (2009), Human Resource Development, 5th edition, Mason: South-Western Cengage Learning.</p>
Additional suggested reading	<p>Armstrong, M., Taylor, S. (2014), Armstrong's Handbook of Human Resource Management Practice, 13th edition, London & Philadelphia & New Delhi: Kogan Page.</p> <p>Bickham, T. (2015), ATD Talent Management Handbook, Association for Talent Development.</p>

	<p>Cooper, D., Robertson, I.T.& Tinline, G. (2003), Recruitment and Selection: a Framework for Success, Thomson.</p> <p>Picardi, C.A. (2019), Recruitment and Selection: Strategies for Workforce Planning & Assessment, Thousand Oaks, California: SAGE.</p> <p>Reis, C. (2015), Careers and Talent Management: a Critical Perspective, Routledge.</p>
Other Information Sources	<p>Human Resource Management Journal</p> <p>List of the top publications on the HR issues: https://www.digitalhrtech.com/hrm-books/, https://www.digitalhrtech.com/human-resources-models/</p>

Work Safety & Occupational Health

Course code	CETS_022			
Course title	WORK SAFETY AND OCCUPATIONAL HEALTH			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	4 th semester			
Person responsible for the course	Romāns Putāns, Denīze Ponomarjova			
Course objective/ scope	<p>Course is aiming to provide knowledge and information about the labour protection system (preventive measures for work and occupational health protection) organisation and operation at the company and institution level as well as application of requirements defined in the normative acts at the national and EU.</p> <p><u>Course content:</u> State policy of the labour protection and responsible institutions. Core normative acts of the Republic of Latvia and EU.</p>			

	<p>Organizational system of labour protection in SMEs and its documentation, allocation of responsibilities (role of HR management). Arrangement of the workplace and working environment.</p> <p>Typology of the risks.</p> <p>Selection, application and maintenance of individual and collective preventive measures.</p> <p>Selection principles of work equipment considering the type of provided services and produced products.</p> <p>Assessment of the risks and development of the methodological action plan.</p> <p>Use of the safety signs at the SME's territory.</p> <p>Training and instruction of employees.</p> <p>Obligatory health examination, medicine and hygiene at work.</p> <p>p\Physical, psychological, cognitive, emotional and social risks, taking into account age and gender sensitive aspects.</p> <p>Protection against serious and imminent danger.</p> <p>First aid and other emergency measures.</p> <p>Investigation and registration of accidents at work and occupational diseases.</p>
Learning outcomes	<p>Students should be able to:</p> <ul style="list-style-type: none"> ○ demonstrate overall understanding of the labour protection system at the company level; ○ apply normative acts to ensure basic labour protection requirements in SMEs; ○ establish and manage work and occupational health protection system and its documentation in the company according to its profile; ○ identify potential risks and select appropriate measures to ensure reduction of accidents at work and professional diseases; ○ develop the labour protection instruction for a specific type of industry or profession; ○ develop and apply plan for the accident and emergency situations in the company.
Requirements for obtaining passing the course	<p>The final grade (10-point grading scale) to be calculated by summing up all grades based on the:</p> <ol style="list-style-type: none"> 1. Individual work (assessment of the working environment risks and providing plan with preventive measures in the selected SME):25% 2. Midterm test: 10% 3. Work group (labour protection instruction for specific field or profession): 25% 4. Exam: 40%
Final examination	Written exam

Bibliography	
Required Reading	<p>Tērauda, I. (2010), "Darba drošība", Rīga: Lietišķās apmācības centrs.</p> <p>Darba aizsardzības likums (20.06.2001). Pieejams: https://likumi.lv/ta/id/26020-darba-aizsardzibas-likums.</p> <p>MK noteikumi Nr.660 „Darba vides iekšējās uzraudzības veikšanas kārtība”. Pieejams: https://likumi.lv/ta/id/164271-darba-vides-ieksejas-uzraudzibas-veikšanas-kartiba.</p> <p>MK noteikumi Nr.526 (09.12.2002) "Darba aizsardzības prasības, lietojot darba aprīkojumu". Pieejams: https://likumi.lv/ta/id/69282-darba-aizsardzibas-prasibas-lietojot-darba-aprikojumu.</p> <p>MK noteikumi Nr.359 (28.04.2009) "Darba aizsardzības prasības darba vietās". Pieejams: https://likumi.lv/ta/id/191430-darba-aizsardzibas-prasibas-darba-vietas.</p> <p>MK noteikumi Nr.749 (10.08.2010) "Apmācības kārtība darba aizsardzības jautājumos". Pieejams: https://likumi.lv/ta/id/214922-apmacibas-kartiba-darba-aizsardzibas-jautajumos.</p> <p>Par bīstamo iekārtu tehnisko uzraudzību (24.09.1998). Pieejams: https://likumi.lv/ta/id/50117-par-bistamo-iekartu-tehnisko-uzraudzibu.</p> <p>MK noteikumi Nr.219 (10.03.2009) "Kārtība kādā veicama obligātā veselības pārbaude". Pieejams: https://likumi.lv/ta/id/189070-kartiba-kada-veicama-obligata-veselibas-parbaude.</p> <p>MK noteikumi Nr.950 (25.08.2009) "Nelaiemes gadījumu izmeklēšanas un uzskaites kārtība". Pieejams: https://likumi.lv/ta/id/196653-nelaiemes-gadijumu-darba-izmeklesanas-un-uzskaites-kartiba.</p> <p>MK noteikumi Nr.372 (20.08.2002) "Darba aizsardzības prasības lietojot individuālos aizsardzības līdzekļus". Pieejams: https://likumi.lv/ta/id/65619-darba-aizsardzibas-prasibas-lietojot-individualos-aizsardzibas-lidzeklus.</p> <p>MK noteikumi Nr.400 (03.09.2002) "Darba aizsardzības prasības drošības zīmju lietošanā". Pieejams: https://likumi.lv/ta/id/66071-darba-aizsardzibas-prasibas-drosibas-zimju-lietosana.</p> <p>MK noteikumi Nr.343 (06.08.2002) "Darba aizsardzības prasības strādājot ar displeju". Pieejams: https://likumi.lv/ta/id/65157-darba-aizsardzibas-prasibas-stradajot-ar-displeju.</p>
Additional suggested reading	<p>Ekonomikas ministrija (2020), vadlīnijas "Darba vides vadlīnijas dažādām nozarēm COVID-19 pandēmijas laikā". Pieejams: shorturl.at/dgsO6.</p> <p>Latvijas Brīvo arodbiedrību savienība (2010), "Darba drošība", Rīga: LABS.</p> <p>LDDK (2013), "Darba aizsardzība uzņēmumā", Rīga: LDDK. Pieejams: http://www.lddk.lv/da/DA_Dokumenti/Izdevums/DAU_PJK_izd.pdf.</p> <p>White, J. (2018), Health and Safety Management: An Alternative Approach to Reducing Accidents, Injury and Illness at Work, London: Taylor & Francis Ltd (Amazon.com).</p>

Other Information Sources	<p>Valsts darba inspekcijas informatīva platforma: http://www.stradavesels.lv/.</p> <p>Eiropas Darba drošības un veselības aizsardzības aģentūra – Latvijas kontaktpunkts: http://osha.lv/lv/.</p> <p>Valsts darba inspekcija: http://www.vdi.gov.lv/lv/.</p> <p>International Labour Organisation: https://www.ilo.org/global/lang-en/index.htm.</p> <p>World Health Organisation: https://www.who.int/health-topics/occupational-health.</p>
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Business Law

Course code	CETS_023			
Course title	BUSINESS LAW			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	34		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	4 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To provide fundamental knowledge on the set of state rules (legislation) related to the business establishment, management/ reorganisation and liquidation as well as basic understanding for implementing the regulatory enactments. Focus of the course is also to promote the understanding of business-related law, standards and guidelines in the context of EU.</p> <p><u>Course content:</u></p> <p>National legal system. State regulation and legislation of business. The framework for commercial law (establishment, doing business/reorganisation and liquidation).</p> <p>Types of commercial activities.</p> <p>The commercial register.</p>			

	<p>Commercial transactions and related contracts. Competition rules. Contract law. Consumer protection law. Intro to Employment (Labour) law. Intellectual property law. Property law. Environmental standards. Sector-specific legislation (e.g., social entrepreneurship). Dispute of commercial legal conflicts (court proceedings). Sources of legislation. EU product requirements. General terms and conditions of trade.</p>
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ have theoretical knowledge on the fundamental/ basic issues of legal regulation within commercial activities; ○ have knowledge on the practical application of regulatory enactments; ○ able to select the appropriate laws to address problems; ○ to prepare documents related to the foundation, reorganisation, liquidation of companies and carrying out commercial transactions; ○ be able to describe and discuss the elements and legal effects of general terms and conditions of trade.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Group workshops (debates, case studies, summaries) – 30% 2. Intermediate tests – 30% 3. Written test – 40%
Final examination	Written test and analysis of case studies
Bibliography	
Required Reading	<p>Dorresteijn, A. F.M., Teichmann, Ch., et al. (2017), European corporate law. 3rd edition, Alphen aan den Rijn: Wolters Kluwer.</p> <p>Fiebig, A. (2015), EU Business Law, Chicago, Illinois: American Bar Association, Section of Business Law.</p> <p>Jacobsen, C.B. (2005), An introduction to modern EU company law, RGSL Working Papers No. 28, Riga: RGSL. Available at: https://www.rgsl.edu.lv/uploads/working-papers-list/2/jacobsen-final.pdf</p> <p>Moens, G., Trone, J. (2010), Commercial Law of the European Union, Springer, p.149-228, 259-293, 367-396.</p> <p>Country specific (example of Latvia)</p>

	<p>The commercial Law of Latvia: https://likumi.lv/ta/id/5490-komerclikums</p> <p>Strupiņš, A. (2003), Komerclikuma komentāri, A daļa un B daļa, A.Strupiņa juridiskais birojs (comments on the LV commercial law).</p>
Additional suggested reading	<p>Sharat, P., EU Commercial Law, in II. Basic Commercial Knowledge for Europe, Informations for Europe. Part A. Available at: http://www.eu-eqt.de/eu_dlm/html/module_eng/08eng.pdf</p> <p>Davies, K. (2015), Understanding European Union Law, 6th ed., Routledge.</p> <p>Wrobel, A. (2013), EU Commercial Policy in a Globalised World – Factors and Instruments, Milczarek, D., Adamczyk, A., Zajackowski, K., Introduction to European Studies: A New Approach to Uniting Europe, Warsaw: Centre for Europe, University of Warsaw.</p>
Other Information Sources	<p>European Business Organization Law Review: https://www.springer.com/journal/40804.aczkowski</p> <p>European Commission. Doing business in the EU: https://ec.europa.eu/info/business-economy-euro/doing-business-eu_en</p> <p>European Parliament. Company Law: https://www.europarl.europa.eu/factsheets/en/sheet/35/company-law</p> <p>EUR-Lex: https://eur-lex.europa.eu/homepage.html</p> <p>Financial Times. EU business regulation: https://www.ft.com/stream/07c22cdf-ecc9-4692-8511-185eb2fb3e0a.</p> <p>https://www.eubusiness.com/topics/eulaw/summaries</p> <p>Country specific (example of Latvia)</p> <p>iTiesības. Komercdarbība: https://itiesibas.lv/raksti/komercdarbiba. Žurnāls "Jurista vārds" (Journal on legislative issues).</p>

Course code	CETS_024			
Course title	PROJECT MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	4 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The aim of this course is to ensure the necessary knowledge, competences and application of practical skills for the project development and implementation.</p> <p><u>Course content:</u></p> <p>Introduction. Type of projects. Approaches for project management (Agile). IT tools for project management. Brainstorming on project idea (product, service, etc.). Planning and organisation of project stages. Project team and responsibilities. Project implementation. Monitoring, controlling project and results. Risk management. Evaluation of the project.</p>			
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none">○ to differentiate and apply project planning, managing and controlling methods;○ to understand Agile methodology and different IT tools;○ to structure and plan business tasks as a project;○ to design and lead a project team;○ to demonstrate the possibilities of software support and apply them in a project;○ to present the developed plan;○ to apply practical skills in the business environment.			
Requirements for obtaining	The final mark (using a 10-point scale) is formed on the basis of the following assessments:			

passing the course	<ol style="list-style-type: none"> 1. Attending and active participation in the class: 10% 2. Literature discussion: 20% 3. Project course (development of project activity plan): 40% 4. Final test: 30%
Final examination	Written test
Bibliography	
Required Reading	<p>Burke, R. (2013), Project Management: Planning and Control Techniques. Chichester, West Sussex: John Wiley & Sons.</p> <p>Layton, M. C., & Ostermiller, S. J. (2017), Agile project management for dummies, John Wiley & Sons.</p> <p>Project Management Institute (2017), A Guide to the Project Management Body of Knowledge (PMBOK guide), 6th edition.</p> <p>Wysocki, R. K., Bentley, C. (2016), Global Complex Project Management: An Integrated Adaptive Agile and PRINCE2 LEAN Framework for Achieving Success. Plantation, FL: J. Ross Publishing.</p> <p>Larson, E.W., Clifford, F.G. (2017), Project Management: the Managerial Process, 7th ed. NY: McGraw-Hill Education.</p>
Additional suggested reading	<p>Malachowsky S. Project Team Leadership and Communication. Rochester, NY: Lintwood Press, 2018. – p.233</p> <p>Badiru, A.B. (2019), Project management: systems, principles, and applications, 2nd edition, Boca Raton: CRC Press, Taylor & Francis Group.</p>
Other Information Sources	<p>Project Management Journal: https://www.pmi.org/learning/publications/project-management-journal</p> <p>Project Management Institute (PMI), https://www.pmi.org/</p> <p>International Project Management Association (IPMA), https://www.ipma.world/</p>

Stress Management

Course code	CETS_026			
Course title	STRESS MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42

Total hours	80 academic hours
Language	Latvian
Course type	Compulsory elective study course (B)
Study semester	5th semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/scope	<p>This course aims to introduce students with the main aspects of the stress nature – concept, mechanism, factors, consequences and strategies for the stress management that can be applied in the business and human resources management process, as well as within the daily life. Course is designed to interchange theoretical information with practical exercises by organising work groups and discussions during the classes.</p> <p><u>Course content:</u></p> <p>The concepts and model of stress. Stress, emotions and health. Revision of the lifestyle, mobilisation of available resources. Stress management strategies. Stress sources and reactions. Stress resolution strategies. Strategies and techniques to reduce stress level. Stress-Strain-Coping-Support Model. Concept "Sense of Coherence" (Antonovsky). Strengthening of company resources to avoid/reduce stressors. Psychological assessment of stress and resources. Stress at the personal and team level, work with customers. The role of HR in stress management. Stress in the personal life as an obstacle for the professional growth. Stress during the remote working conditions.</p>
Learning outcomes	<p>Students should be able</p> <ul style="list-style-type: none"> ○ to understand and explain the concept of stress, the relation of stress to human health, social support and professional work, the possible consequences of stress; ○ to identify and assess possible stress of the company's employees; ○ to design and apply stress management strategies (techniques) in the professional (company and human resources management) and private life.
Requirements for obtaining	The final mark (10-point grading scale) will be calculated by summing up all marks based on the:

passing the course	<ol style="list-style-type: none"> 1. Attendance and quality of participation: 10% 2. Test ("Stress level indication"): 10% 3. Student's projects ("Revision of your life"): 20% 4. Group work (strategy "HR and stress management in your company"): 20% 5. Final test (theoretical knowledge and ability to find the solution): 40%
Final examination	Open and closed-questions' test
Bibliography	
Required Reading	<p>Critchley, K. (2010), Stress Management Skills Training Course [...], Lancashire: Universe of Learning.</p> <p>Greenberg, M. (2017), The Stress-Proof Brain: Master Your Emotional Response to Stress Using Mindfulness and Neuroplasticity, Oakland, CA: New Harbinger Publications.</p> <p>International Labour Office (2012), Stress prevention at work checkpoints, Geneva: ILO. Available at: shorturl.at/ceH26.</p> <p>Ruth, C. (2018), The Stress Management Workbook: De-stress in 10 Minutes or Less, Emeryville, CA: Althea Press.</p> <p>Antonovsky, A. (1987), Unraveling the Mystery of Health. How People Manage Stress and Stay Well, San Francisco, London: Jossey-Bass.</p> <p>Country specific literature (Latvia):</p> <p>Roja, Ž., Roja, I., Kalķis, H. (2016) Stress un vardarbība darbā. Ko darīt? Rīga: Latvijas Ergonomikas biedrība.</p>
Additional suggested reading	<p>Hargrove, M.B., Hargrove, D.F., Becker, W.S. (2016), Managing Stress: Human Resource Management Interventions for Distress and Eustress, Journal of Human Resources Education, Vol. 10, No. 2.</p> <p>Lindstrom, S. (2014), How to Stop Worrying and Start Living - What Other People Think of Me is None of My Business [...], CreateSpace Independent Publishing Platform.</p> <p>Riopel, L. (2020), What Does it Mean to Have a Sense of Coherence? (+Scale). Available at: https://positivepsychology.com/sense-of-coherence-scale/</p> <p>Country specific literature (Latvia):</p> <p>Latvijas Brīvo arodbiedrību savienība (2010), Psihosociālā darba vide, Rīga: LBAS, LM. Pieejams: http://stradavesels.lv/Uploads/2014/02/12/psihosocialadarbavide.pdf</p>

Other Information Sources	Journal of Human Resources Education International Journal of Stress Management
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Taxation in Business

Course code	CETS_027			
Course title	TAXATION IN BUSINESS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	5 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>Aim of the course is to provide knowledge about the types of taxes and duties of a company as a taxpayer as well as the rights and responsibilities of taxpayers. Students will learn how to calculate tax and apply them within the business management.</p> <p><i>* Course is designed for Latvian market. For European HEI, course content and bibliography should be adjusted according the local legislation and country specifics.</i></p> <p><u>Course content:</u></p> <p>National tax policy (administration, legislation and its application, taxpayers). Taxation systems in EU.</p> <p>Company as a taxpayer.</p> <p>Personal income tax.</p> <p>Corporate income tax.</p> <p>Micro-enterprise tax accounting.</p> <p>State social insurance contributions.</p> <p>Real estate tax.</p> <p>Value added tax (VAT) accounting.</p> <p>Excise tax. Car and motorcycle tax.</p> <p>Natural resource tax.</p>			

	Other taxes. Taxation in the Annual Report (balance sheet, income statement, cash flow and notes to the annual report).
Learning outcomes	Should be able: <ul style="list-style-type: none"> to understand the tax system in the country and EU; to organise tax accounting in the company; to distinguish and apply appropriate types of taxes; to perform calculation and accounting of business-related taxes as well as justify calculations made; to prepare income declaration and financial report; to identify and assess the impact of taxes on business decisions (including legal form, investments, financial matters).
Requirements for obtaining passing the course	The final mark (using a 10-point scale) is formed on the basis of the following assessments: <ol style="list-style-type: none"> Test (x3 calculation, accounting of taxes) – 30% Student's project (Tax planning for a new company) – 30% Exam – 40%
Final examination	Written exam
Bibliography	
Required Reading	IBDF (2020), European Tax Handbook 2020, Global Tax Series, Amsterdam: IBFD. Country specific (example of Latvia): Jurušs, M. (2019), Nodokļi, Rīga: RTU Izdevniecība. Leibus, I. (2019), Uzņēmuma darbības uzsākšana, grāmatvedība un nodokļi, Rīga: Lietišķās informācijas dienests. Leibus, I. (2020), Pašnodarbināto grāmatvedība un nodokļi, Rīga: Lietišķās informācijas dienests. Ketners, K., Pētersone, M. (2014), Eiropas Savienības nodokļu politika, Rīga: Rīgas Tehniskā universitāte.
Additional suggested reading	Tax systems and tax reforms in new EU members. (2012) London; New York: Routledge. Country specific (example of Latvia): Ketners, K. (2018), Nodokļi un nodokļu plānošanas principi. Rīga: Tehnoinform Latvia. Lukašina, O. (2019), Ceļvedis Latvijas nodokļu likumdošanā; praktiskais palīglīdzeklis, Rīga: Tehnoinform Latvia Lukašina, O., Juhimeca, J. (2019), Komercdarījumu grāmatvedības uzskaitē un nodokļu piemērošana, Rīga: Lietišķās informācijas dienests.

Other Information Sources	European Commission - Taxation Trends in the European Union EU tax law and regulations National tax law and regulations
	Specific (example of Latvia): Finanšu ministrija (Ministry of Finance of the Republic of Latvia): https://www.fm.gov.lv/ Ziņas par ekonomiku Latvijā (News on economy in Latvia): https://www.lsm.lv/zinas/ekonomika/ Valsts ieņēmumu dienests, nodokļi (State Revenue Service, taxes): https://www.vid.gov.lv/lv/nodokli http://www.iFinances.lv

Public Support Models in Business

Course code	CETS_028			
Course title	PUBLIC SUPPORT MODELS IN BUSINESS			
LQF level	Level 6			
Credit points	Latvian	3	ECTS	4,5
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	120	58		62
Total hours	120 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	5 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course aims to provide students with knowledge and expertise on a variety of public (national, supranational, transnational) support and protection models, instruments and mechanisms for promotion of entrepreneurship.</p> <p><u>Covered content:</u> Interaction aspects of business environment and public administration. Business environment protection mechanisms. Business environment support mechanisms. The analyses of current public support models and projects in [international] entrepreneurship.</p>			

Learning outcomes	<p>After passing the study course, students should be able:</p> <ul style="list-style-type: none"> to understand the different models of public support in entrepreneurship and differences in their implementation; ability to independently analyse, compare, describe and evaluate public support models and projects that can be applicable at the international and national level entrepreneurship. <p>Whereas presentations of reports strengthen student ability to reasonably explain and discuss current issues of public support in international entrepreneurship. Group work and discussions should improve students' reasoning and critical thinking skills.</p>
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Attendance of seminars, tests, group works – compulsory; Preparation and presentation of, giving a report on a practical situation (case study) – 30%; Preparation of a summary – 20%; Exam – 50%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Van Tulder, R., Verbeke, A. and Voinea, L. (2012), New Policy Challenges for European Multinationals. Emerald Group Publishing, Chapter 3: Firm`s Capabilities, Public Support and Foreign Direct Investment, pp.59-88 (475).</p> <p>Jansson, H. (2008), International Business Strategy in Emerging Country Markets: The Institutional Network Approach. Edward Elgar Publishing, pp. 286.</p> <p>Taras, V. and Gonzalez-Perez, M.A. (2015), Handbook of Experiential Learning in International Business. Palgrave Macmillan UK, pp. 345. Chapter 3.</p>
Additional suggested reading	<p>Acedo, F. J., and Jones, M. V. (2007), Speed of internationalization and entrepreneurial cognition: Insights and a comparison between international new ventures, exporters and domestic firms. <i>Journal of World Business</i>, 42(3), 236-252. doi: 10.1016/j.jwb.2007.04.0</p> <p>Durmuşoğlu, S. S., Apfelthaler, G., Nayir, D. Z., Alvarez, R., and Mughan, T. (2012). The effect of government-designed export promotion service use on small and medium-sized enterprise goal achievement: A multidimensional view of export performance. <i>Industrial Marketing Management</i>, 41(4), 680-691.</p> <p>Freixanet, J. (2011). Export promotion programs: Their impact on companies' internationalization performance and competitiveness. <i>International Business Review</i>.</p>

	<p>Hauser, C., and Werner, A. (2010). Fostering International Entrepreneurship: Are SMEs targeted adequately by official foreign trade promotion schemes? The Social Science Research Network (SSRN). Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1120824</p> <p>IETM (2016), To sell or not to sell? An introduction to business models (innovation) for arts and cultural organisations. European Commission. Available at: https://www.ietm.org/en/publications/to-sell-or-not-to-sell-an-introduction-to-business-models-innovation-for-arts-and</p>
Other Information Sources	<p>The 2014 European Competitiveness Report "Helping Firms Grow"</p> <p>The EU Public Administration Scoreboard</p> <p>The European Commission, 2013, Adapting Legislation to Minimise Regulatory Burdens for SMEs: Best Practice Examples. Available from: https://ec.europa.eu/info/law/law-making-process/planning-and-proposing-law/impact-assessments_en</p>

Leadership

Course code	CETS_029		
Course title	LEADERSHIP		
LQF level	Level 6		
Credit points	Latvian	2	ECTS3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	160	76	84
Total hours	160 academic hours		
Language	Latvian		
Course type	Compulsory elective study course (B)		
Study semester	5 th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/ scope	<p>Course is focused on the development of leadership skills and knowledge on the solutions for various leadership matters in SMEs, including management ethical, communication and psychological aspects. It aims to provide knowledge on the diverse leadership functions, methods styles and techniques.</p> <p>Course content:</p>		

	<p>The concepts, theory of leadership. Leadership styles. Characteristics and capabilities of leaders (typologies of personalities) Organizational structure and culture. OCEAN-Model - Big Five personality traits. Leadership techniques and approaches ("360 feedback", etc.). Leading yourself, others and organization. Corporate culture. Error culture. Teamwork, cooperation, project work. Employee Motives, needs, motivation and orientation. Communication, communication techniques. Appraisal interview to appreciative dialogue (appreciation, recognition, respect, mindfulness, attentiveness). Ethical aspects. Actual trends: work-ageing-health; psychological work contract; work ability & (work) well-being; compatibility of work and private life; empathy and respect for otherness (diversity).</p>
Learning outcomes	<p>After the course completion, students should be able:</p> <ul style="list-style-type: none"> ○ to demonstrate knowledge on the theoretical aspects of leadership and different approaches, techniques; ○ to plan the process of leadership development bringing in leadership theory and self-development; ○ to plan the leadership process of organisation considering different aspects of organisation – structure, culture; ○ to understand the principles of communication for leading employee, teamwork, projects and develop communication between the employees (principles of cooperation, empathy for diversity); ○ to have skills to identify and assess the needs/motives of workers; ○ to plan the well-being of workers considering different physical and psychological aspects, natural changes (ageing), to develop workers empathy to company;
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Test – 20%; 2. Course project (research analysis on the management problems of certain SME/ organisation)- 30%; 3. Seminar task – 15%; 4. Seminar assessment (participation in discussions) - 10%; 5. Exam – 25%
Final examination	Written exam
Bibliography	

Required Reading	<p>Martin, A.M., Roberts, K.R. (2019), Leadership: strategic thinking, decision making, communication, and relationship building, Chicago: ALA Editions.</p> <p>Meyer, R., Meijers, R. (2017), Leadership Agility: Developing Your Repertoire of Leadership Styles, Routledge.</p> <p>Williams, Ron, Weber, Karl (2019) Learning to Lead: The Journey to Leading Yourself, Leading Others, and Leading an Organization, Greenleaf Book Group Press.</p>
Additional suggested reading	<p>Covey, S.R. (2020), The 7 Habits of Highly Effective People, Simon & Shuster (also available earlier editions).</p> <p>Gold, J., Thorpe, R. (2010), Leadership and Management Development in Small and Medium-Sized Enterprises: SME Worlds, in R. Thorpe, Gower Handbook of Leadership and Management Development, 5th edition.</p> <p>Hickman, G.R. and Knouse, L. E. (2020), When leaders face personal crisis: the human side of leadership, London; New York: Routledge, Taylor & Francis Group.</p> <p>Hickman, G.R., Knouse, L.E. (2020), When Leaders Face Personal Crisis - The Human Side of Leadership, NY: Routledge.</p> <p>Kouzes, J.M., Posner, B.Z. (2017), The Leadership Challenge, 6th edition, Jossey-Bass.</p> <p>Madanchian, M.A., and Taherdoost, H. (2017), Role of Leadership in Small and Medium Enterprises (SMEs), International Journal of Economics and Management Systems. Available at: https://www.ias.org/ias/filedownloads/ijems/2017/007-0033(2017).pdf.</p> <p>The Arbinger Institute (2010), Leadership and Self-Deception: Getting Out of the Box, Berrett-Koehler Publishers.</p> <p>Northouse, P.G. (2015), Leadership: Theory and Practice, SAGE Publications.</p> <p>Burke, R. (2014), Project management leadership: building creative teams, 2nd edition, Hoboken, New Jersey: Wiley.</p>
Other Information Sources	<p>Organisational Cultural theory: https://www.youtube.com/watch?v=aSbBxwxZiY</p> <p>Edgar Schein - Culture, Leadership & Humble Inquiry: https://www.youtube.com/watch?v=7MwebWXtKBs</p> <p>Harvard Business Review: https://hbr.org/2004/01/understanding-leadership</p>

Political & Legal Environment of Global Business

Course code	CETS_030		
Course title	POLITICAL & LEGAL ENVIRONMENT OF GLOBAL BUSINESS		
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	42
Total hours	80 academic hours		
Language	Latvian		
Course type	Compulsory elective study course (B)		
Course availability	5th semester		
Person responsible for the course	Prof. Dr. Tatjana Muravska, Dr. Sergejs Stacenko, Dr. Romāns Putāns		
Course objective/scope	<p>The objective of the course is to give a compact, clear, and accurate picture of the development of global business through the evaluation of a unique experiment in the European history that led to the economic, political, legal, and monetary integration of countries.</p> <p><u>Course content:</u> History of community formation. Development of the modern EU. Main treaties. Integration ideas. Identity of Europeans. Union institutions and their competences. The institutional structure of the EU and the competences of the key institutions; Legislation and decision-making process; Key legislative acts and decision-making procedures; Socio-economic policy as an instrument of harmonisation and integration. Division of competences; Discussions on aspects of exclusive and shared competences discussed previously (in the lecture on legislation and decision-making process); Key policies of the European Union: shared and supportive competences; Shared competences and the set of supportive activities; Impact of the Lisbon Treaty on the integration of Europeans, EU budgets, European Semester, EU role in the world, EU expansion prospects;</p>		
Learning outcomes	After successful completion of the study course, students will gain:		

	<ul style="list-style-type: none"> ○ insight into the specifics and regularities of the global business environment in the context of entrepreneurship; ○ Ability to analyse and study the political and legal environment of global business, to draw conclusions; ○ To understand the specifics of national policy and their impact on entrepreneurship, both locally and globally; ○ ability to analyse the principles and specifics of national policy making; ○ ability to describe specifics of the legal environment.
Requirements for obtaining passing the course	<p>The final mark (10-point grading scale) will be calculated by summing up all marks based on the:</p> <ol style="list-style-type: none"> 1. attendance of classes; 2. participation in seminars; 3. practical work and exam.
Final examination	Written exam
Bibliography	
Required Reading	<p>Wheelen, T. L., Hunger, J., D. (2011), Strategic Management and Business Policy: Toward Global Sustainability, 13th Ed., Prentice Hall, 912 p.</p> <p>Head, J. W. (2012), Global Business Law: Principles and Practice of International Commerce and Investment, 3rd Ed., Carolina Academic Press, 900 p.</p> <p>Hill, C. W. (2014), International Business: Competing in the Global Marketplace, 10th Ed., McGraw-Hill/Irwin, 702 p.</p>
Additional suggested reading	Peng, M. W. (2013), Global Business, Cengage Learning.
Other Information Sources	<p>https://www.doingbusiness.org/</p> <p>https://www.worldbank.org/</p> <p>Lisbon Treaty</p>

Finances and Investments

Course code	CETS_034			
Course title	FINANCES AND INVESTMENTS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3

Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	42
Total hours	80 academic hours		
Language	Latvian		
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses		
Study semester	6th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/ scope	<p>In order to equip students with professional skills in financial enterprise management, the course is aiming to provide basic knowledge and skills of the most significant financing forms and investments (including cooperation with banks), their main features (pros and cons), the main principles of forming the structure of capital and the factors and the main methods of financial & investments planning.</p> <p>Prerequisites for learning is the course on Financial accounting. Course can be divided into two separate modules – finances/ investments, if necessary.</p> <p><u>Course content:</u></p> <p>Main forms, concepts and principles of financing (capital structure, types of financing, financing with owner's equity, external financing, internal financing, etc.).</p> <p>Financial planning.</p> <p>Investment calculation procedures.</p> <p>Main forms, concepts and principles related to investments.</p> <p>Investment planning.</p> <p>Financial instruments.</p> <p>Financial risk management.</p>		
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to demonstrate and discuss the main forms, concepts and principles related to financial matters of enterprise; ○ to evaluate, explain differences and select instruments to finance enterprises according to their actual situation; ○ to calculate the types of financing in different situations; ○ to identify and critically discuss basic financing options for SMEs; ○ to demonstrate and discuss the main forms, concepts and principles related to investments; ○ to determine the need for investment; ○ to use an investment account as a tool to solve decision problems; 		

	<ul style="list-style-type: none"> to apply and critically evaluate static and dynamic procedures related to the investment account; to develop financial plans and predict potential financial risks.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Attending lectures – not compulsory; 2. attending seminars – compulsory; 3. Intermediate assessment (3 written tests) – (75%) <p>Final assessment – (25%)</p>
Final examination	Written examination
Bibliography	
Required Reading	<p>Hawawini, G., Viallet, C. (2011), Finance for executives: managing for value creation - Ohio: SouthWestern Cengage Learning.</p> <p>Head, A., Watson, D. (2016), Corporate Finance: Principles and Practice, 7th edition, Pearson.</p> <p>Scott B. Smart, S.B, Zutter, Ch. J. (2019), Principles of Managerial Finance, Brief, Global Edition, 8th edition, Pearson.</p> <p>Country specific (example of Latvia):</p> <p>Rurāne, M. (2019), "Finanšu pārvaldība un analīze" Rīga: Avots.</p> <p>Praude, V. (2010), Finanšu instrumenti – Rīga: Burtene.</p>
Additional suggested reading	<p>Mayer, C. Micossi, S., Onado, M., Pagano, M. and Polo, A. (2018), Finance and Investment: The European Case.</p> <p>Thompson, J. (2019), What Is Financial Risk Management? Available at: https://smallbusiness.chron.com/financial-risk-management-43326.html</p> <p>Kennon, J. (2020), Equity and debt are the choices on the small business investment menu. Available at: https://www.thebalance.com/types-of-investments-in-small-business-357246</p>
Other Information Sources	<p>Ministry of Finance</p> <p>National Bank</p> <p>Harvard Review</p> <p>Normative act regulating financial markets</p>

Strategic and Change Management

Course code	CETS_035
Course title	STRATEGIC AND CHANGE MANAGEMENT

LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Course availability	6 th semester			
Person responsible for the course	Dr. Romāns Putāns, Dr. Ieva Kalve			
Course objective/ scope	<p>The course aims to provide students with knowledge on the nature of change management, key theories and development trends. To familiarise themselves and analyse the experience accumulated in Europe and Latvia, raise awareness of business processes in terms of change management.</p> <p>The course aims to provide students with knowledge and expertise on a variety of strategic management models, instruments and mechanisms for sustainable business.</p> <p><i>The course consists of two parts – change management and strategic management. Each part can be implemented separately.</i></p> <p><u>Course content:</u></p> <p>Nature and trends of change at the global, European and national level. An individual and organisation in change. Problems and approaches to solving changes. Basics of system thinking. Terminology: stakeholders, learning organisation, organisational well-being, etc. Impact of the internal and external environment. Their identification, proactivity, prevention. Change management: conceptual recommendations and models. The roles of management and HR during major change initiatives. The role of a manager/ leader in change. ---</p> <p>The importance and role of strategy. Functions and basic elements in strategic management: people, mission, vision and planning. Strategic planning process and tools. Analysis of external and internal environment, competitive analysis.</p>			

	<p>Specific aspects of strategy: ethics, sustainability, globalization, mergers and acquisitions, types of collaboration.</p> <p>Change: reasons and opportunities.</p> <p>The importance of successful strategic and change management in the sustainability of the organization.</p>
Learning outcomes	<p>Students should be able to:</p> <ul style="list-style-type: none"> to understand the ongoing processes, and the nature and current issues of change management; to use the acquired knowledge creatively and react in accordance with the situation (changes); to have knowledge on the SWOT and PEST; to Understand, plan and guide changes in organisations.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> attendance – 5%; activity in seminars, teamwork and readings – 30%; presentations – 35%; exam – 30%.
Final examination	Online multiple-choice test or a written report
Bibliography	
Required Reading	<p>Miller, D., & Proctor, A. (2016), Enterprise Change Management: How to Prepare Your Organization for Continuous Change. London, United Kingdom: Kogan Page.</p> <p>Stanford, J. (2016), Breaking the Cycle of Failed Change Management. Alexandria, VA: Association for Talent Development.</p>
Additional suggested reading	<p>Hughes, M. (2019), Managing and leading organizational change, London; NY: Routledge.</p> <p>Hodges, J. (2019), Employee engagement for organizational change: the theory and practice of stakeholder engagement, London; New York, NY: Routledge.</p> <p>Watkins, A., Dalton, N. (2020), The HR (R)Evolution: change the workplace and change the world, Abingdon; NY: Routledge, Taylor & Francis Groups.</p> <p>Parry, W. (2015), Big Change, Best Path: Successfully Managing Organizational Change with Wisdom, Analytics and Insight, London: Kogan Page.</p>
Other Information Sources	<p>National and international level newspapers/journals/ media on business news</p> <p>Harvard Business Review</p>

E-commerce

Course code	CETS_036			
Course title	E-COMMERCE			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	38		42
Total hours	80 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	6 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>To equip students with knowledge and skills on the main principles, the theoretical and practical aspects of e-business and e-commerce.</p> <p><u>Course content:</u></p> <p>Basic principles and concept of e-commerce and e-business. Business models in e-commerce. Infrastructure of e-commerce. Marketing and target audience. Supply chain management. E-invoicing. Electronic payment systems. Technologies/solutions, security, legislation related to e-commerce. National regulation related to e-commerce.</p>			
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none">○ to have understanding on how to plan, organise and implement electronic business;○ to present and discuss the basic principles and concepts of e-commerce and e-business, and their application in practice;○ to distinguish types of e-commerce business models;○ to explain and discuss the supply chain management;○ to plan and organise infrastructure for e-commerce;○ to present and make selection on the available digital solutions and tools for electronic business implementation;○ to demonstrate understanding on the payment systems and business protection on the Internet;○ to have orientation in legislation relevant to e-commerce.			
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none">1. Home assignments (case analysis), online quizzes – 40%;2. Course project and its presentation – 20%;3. Intermediary test – 20%;			

	4. Course examination – 20%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Chaffey, D., Smith, P.R. (2017), Emarketing Excellence. Planning and optimizing your digital marketing, 5th Edition, Oxon: Routledge.</p> <p>Chaffey, D. (2011), E-business & E-commerce Management: Strategy, Implementation and Practice, 5th edition, Harlow, England; NY: Pearson/Financial Times Prentice Hall.</p> <p>Laudon, K. C., Traver, C. G. (2018), E-commerce: Business, Technology, Society, Boston: Pearson.</p> <p>Mohapatra, S. (2013), E-commerce Strategy: Text and Cases, New York: Springer.</p> <p>Schneider, G. (2017), Electronic Commerce, 12th Edition, Stamford: Cengage Learning.</p>
Additional suggested reading	<p>Turban, E., Outland, J., King, D. et al (2018), Electronic Commerce 2018: a Managerial and Social Networks Perspective, Cham, Switzerland: Springer International Publishing.</p> <p>Singh, N. (2012), Localization strategies for Global E-Business, New York: Cambridge University Press.</p> <p>European Commission, Legal regulations for e-commerce – https://ec.europa.eu/growth/sectors/tourism/business-portal/understanding-legislation/legal-regulations-e-commerce_en</p>
Other Information Sources	<p>E-Commerce Directive – https://ec.europa.eu/digital-single-market/en/e-commerce-directive</p> <p>EURACTIVE, News on E-commerce – https://www.euractiv.com/sections/e-commerce/</p> <p>New EU Rules on E-commerce – https://ec.europa.eu/digital-single-market/en/new-eu-rules-e-commerce</p> <p>State Revenue Service of Latvia, informative materials – https://www.vid.gov.lv/lv/informativie-materiali-2 (for Latvian market)</p>

Supply Chain and Logistics

Course code	CETS_037		
Course title	SUPPLY CHAIN AND LOGISTICS		
LQF level	Level 6		
Credit points	Latvian	4	ECTS
			6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	180	76	84

Total hours	180 academic hours
Language	Latvian
Course type	Compulsory elective study course (B)
Study semester	6th semester
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Course objective/scope	<p>To provide basic knowledge on the main aspects of the logistics and supply change management (strategy, source of raw materials or services, manufacturing, delivery and return system (for defective or unwanted products)), including their risks, as well as to present the international experience in the use of logistics and supply chains for efficient business process management.</p> <p>Course can be divided into two separate modules – supply change / logistics, if necessary.</p> <p><u>Course content:</u></p> <p>Basic principles and concepts of supply chain management. Strategies of supply chain management. Models for creating supply chain management. Plan, control, and optimization of supply, production, and distribution management. Supply chain risks. Basic principles and concepts of logistics. Logistics strategy and logistics controlling. IT and digital tools in logistics. External transportation. Modelling and coordination of logistics networks.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to explain the basic principle and concepts of supply chain; ○ to discuss and perform tactical/ strategic planning and modelling of supply chain; ○ to differentiate and evaluate models for creating supply chain management; ○ to present and analyse planning, control, and optimization of supply, production, and distribution management; ○ to understand and assess the risk management in supply chain; ○ to explain the basic principle and concepts of logistics; ○ to draft and apply strategies for logistics and their controlling; ○ to understand the design problems of transportation's logistics systems in supply chain; ○ to compare, evaluate and select IT solutions in logistics; ○ to plan external transport; ○ to identify and critically discuss the possibilities and

	limitations of modelling and coordination of logistics.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Active participation in the class; 2. Individual and group assignments (including game performance and reports) – 40%; 3. Written exam – 60%.
Final examination	Written exam
Bibliography	
Required Reading	<p>Chopra, S., Meindl, P. (2013), Supply Chain Management: Strategy, Planning and Operation, 5th edition, Pearson. Available at: https://base-logistique-services.com/storage/app/media/Chopra_Meindl_SCM.pdf (also 7th edition is available).</p> <p>Christopher, M. (2016), Logistics and Supply Chain Management, 5th edition, Pearson Education Limited; 4th edition (2011), available at: shorturl.at/apxJZ</p> <p>Coyle, J.J., Novack, R.A, Gibson, B.J., and Bardi, E.J., (2011), Management of transportation, Cengage.</p> <p>Heizer, J. Render, B. (2014), Operations Management: Sustainability and Supply Chain Management, Boston: Pearson Education.</p> <p>Hugos, M.H., (2018), Essentials of Supply Chain Management, 4th Edition, Wiley.</p> <p>Simchi-Levi, D., Kaminsky, P., Simchi-Levi, E. (2008), Designing and Managing the Supply Chain, 3rd Edition, McGraw Hill.</p>
Additional suggested reading	<p>Myerson, P.A. (2015), Supply Chain and Logistics Management Made Easy: Methods and Applications for Planning, Operations, Integration, Control and Improvement, and Network Design, Pearson.</p> <p>Olson, D. L. (2012), Supply chain information technology, New York: Business expert press; 2nd edition (2014).</p> <p>Waters, D. (2011), Supply chain risk management: vulnerability and resilience in logistics, 2nd edition, London; Philadelphia: Kogan Page.</p>
Other Information Sources	

HR Recruitment Techniques

Course code	CETS_038		
Course title	HR RECRUITMENT TECHNIQUES		
LQF level	Level 6		
Credit points	Latvian	2	ECTS 3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
	80	38	42
Total hours	80 academic hours		
Language	Latvian		
Course type	Compulsory elective study course (B)		
Study semester	6th semester		
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova		
Course objective/scope	<p>Course is aiming to provide knowledge on the various strategies and tools that can be used for the employee's selection and their practical application, depending on the specific nature of the company and the requirements for the vacant position. Practical simulations are part of the course.</p> <p><u>Course content:</u> Basic principles of the recruitment process implementation. Recruitment and selection methods and tools, their differences and implementation (internal, external, social media, etc.). Job specification. Recruitment plan (costs, selection of methods). Selection and decision-making process (including practical simulation).</p>		
Learning outcomes	<p>After completing course, students should be able:</p> <ul style="list-style-type: none"> ○ To categories recruitment methods and tool and to distinguish their pros and cons; ○ to select and practically apply techniques for employee recruitment; ○ to plan strategy for the recruitment and selection process based on the nature and needs of the company, and calculate the required costs; 		
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1. Active participation in the class; 2. Individual and group assignments (strategy (plan) and recruitment or selection simulation) – 60%; 3. Test type exam – 40%. 		
Final examination	Test type exam		

Bibliography	
Required Reading	<p>Cooper, D., Robertson, I.T. & Tinline, G. (2003), Recruitment and Selection: a Framework for Success, Thomson.</p> <p>Picardi, C.A. (2019), Recruitment and Selection: Strategies for Workforce Planning & Assessment, Thousand Oaks, California: SAGE.</p> <p>Faremouth, M.A., (2017), Revolutionary Recruiting: How The Faremouth Method Helps Job Seekers, Recruiters and Businesses Learn To Match People With Their Passions</p>
Additional suggested reading	<p>Black, T., (2010), How to Use Social Media as a Recruiting Tool, Inc. Available at: http://www.inc.com/guides/2010/04/social-media-recruiting.html</p> <p>Lindow, A., (2011), How to Use Social Media for Recruiting, Mashable, Available at: http://mashable.com/2011/06/11/social-media-recruiting</p>
Other Information Sources	<p>Practical example – Recruitment at the IBM – https://www.ibm.com/employment/</p>

Coaching, Qualifications of Trainers

Course code	CETS_041			
Course title	COACHING, QUALIFICATIONS OF TRAINERS			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	96		64
Total hours	160 academic hours			
Language	Latvian			
Course type	Compulsory elective study course (B)			
Study semester	7 th semester			
Person responsible for the course	Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The aim of the course is to provide students with knowledge necessary for the organisation of the training for trainers and coaching teams.</p> <p><u>Course content:</u></p> <p>Basic principles and concepts of coaching.</p> <p>Cases of practical applications.</p> <p>Personal coaching: examples, principles, approaches.</p> <p>Team coaching: examples, principles, approaches.</p> <p>Checking training requirements.</p>			

	<p>Planning and preparation of training.</p> <p>Employment of trainees.</p> <p>Implementation of training.</p> <p>Selection and application of training methods and media, using educational assistance and promoting the development of outstanding trainees.</p> <p>Developing learning and teamwork.</p> <p>Evaluation of performance.</p> <p>Completing education.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to discuss and define requirements (legal, social and economic) for training in company; to identify the need of training and evaluate its possibilities; to plan, prepare and implement training according to the needs of the company; to analyse suitable training methods and tools; to promote learning among trainees, taking into account individual learning conditions and team processes; to assess the results of the training and performance of the company (to monitor progress)
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Active participation in the class; Individual and group assignments (including game performance and reports) – 40%; Students organises training and mentoring sessions to each other – 60%.
Final examination	<p>Practical work: students organise the training and mentoring sessions to each other. At the end, the evaluation and group discussion is performed (if possible, with involvement of professional trainer/coach).</p>
Bibliography	
Required Reading	<p>Garvey, B., Stokes, P., Megginson, D. (2018), Coaching and Mentoring: theory and practice, 3rd ed., London: SAGE.</p> <p>Megginson, D., Whitaker, V. (2007), Continuing Professional Development, Kogan Page Publishers.</p> <p>Thorpe, S., Clifford, J. (2003), The Coaching Handbook: An Action Kit for Trainers & Managers, Kogan Page Publishers</p> <p>Wilson, C. (2007), Best Practice in Performance Coaching: a Handbook for Leaders, Coaches, HR Professionals and Organizations, Kogan Page Publishers.</p>
Additional suggested reading	<p>Berger L.A., Berger D., (2018), The Talent Management Handbook: Making Culture: a Competitive Advantage by Acquiring, Identifying, Developing, and Promoting the Best People, 3rd ed.</p>

	Francis, H., Holbeche, L., Reddington, M. (2012), People and Organisational Development: A new Agenda for Organisational effectiveness, London: Chartered Institute of Personnel and Development.
Other Information Sources	Farvaque, N., Eckhard Voss, E., et al (2009), Guide for Training in SME's, European Commission. Available at: https://ec.europa.eu/social/BlobServlet?docId=3074&langId=en Human Resource Management Journal. Journal of Occupational and Organizational Psychology.

Risk and Quality Management

Course code	CETS_042			
Course title	RISK AND QUALITY MANAGEMENT			
LQF level	Level 6			
Credit points	Latvian	2	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	160	76		84
Total hours	160 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Study semester	7 th semester			
Person responsible for the course	Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	The study course provides students with the basic theoretical knowledge and practical actions on the quality management principles, risk management processes and their importance in the management of a business.			
	<u>Course content:</u>			
	Basic principles and concepts of risk management.			
	Management of opportunities.			
	Economic nature and types of risks. Risks management in different sectors.			
	Risk analysis, control and evaluation.			
	Methods and tools for assessment, planning and implementing risk management in SMEs.			
	Risk management: standards of good practice. Business crisis management.			
	Risk insurance.			

	<p>Basic principles and concepts of quality management. Quality system and process approach.</p> <p>Quality management standards.</p> <p>Self-assessment system and business excellence.</p> <p>Methods and tools for quality management analysis.</p> <p>Quality costs.</p>
Learning outcomes	<p>Students should be able:</p> <ul style="list-style-type: none"> to discuss basic principles of the risks, risk assessment and management methods. to evaluate entrepreneurial activities in relation to their inherent risks. to explain the different risks and their consequences in SMEs. to evaluate the most appropriate risk management solutions and tools, and understand their practical applications. to identify opportunities to manage. to plan and manage project risks. to discuss the basic principles and characteristics of quality management. to explain the quality of self-assessment system and its benefits. to understand the possibilities to integrate quality management as a system into the processes of entrepreneurship. to understand the quality improvement methods/tools and their application. to plan quality management processes and identify quality costs in order to improve quality of services and products.
Requirements for obtaining passing the course	<p>The final mark (using a 10-point scale) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> Attendance of seminars and lectures, participation in class activities (discussions, debates) – 5%; Test (x3) – 30%; Independent work & presentation (report, practical situation analysis) – 35%; Test type exam and case analysis – 30%.
Final examination	Test type exam and case analysis
Bibliography	
Required Reading	<p>Grouhy, M., Dan, G., Mark, R. (2006), The Essentials of Risk Management. The McGraw- Hill Companies, Inc.</p> <p>Hopkin, P. (2017), Fundamentals of Risk Management: understanding, evaluating and implementing effective risk management, 4th ed., London: Kogan Page. Available at: https://www.pdfdrive.com/fundamentals-of-risk-management-understanding-evaluating-and-implementing-effective-risk-management-e188600007.html</p> <p>Pritchard, C. L. (2015), Risk Management Concepts and Guidance, 5th ed., Boca Raton: Taylor & Francis Group. Available at:</p>

	https://zu.edu.jo/UploadFile/Library/E_Books/Files/LibraryFile_151624_32.pdf Sartor, M., Orzes, G. (2019), Quality Management: tools, methods and standards, Bingley: Emerald Publishing.
Additional suggested reading	Benjamin, A.S. (2017), Enterprise risk and opportunity management: concepts and step-by-step examples for pioneering scientific and technical organizations, Hoboken: Wiley. Bérard, C., Teyssier, Ch. (2018), Risk Management: Lever for SME Development and Stakeholder Value Creation, Wiley. Godfrey, P.C., Lauria, E. and Bugalla, J. (2020), Strategic Risk Management: New Tools for Competitive Advantage in an Uncertain Age, Berrett-Koehler Publishers, Inc. (eBook). Goetsch, D. L., Davis, S. B. (2014), Quality management for organizational excellence: introduction to total quality, 7th ed.
Other Information Sources	International Organisation of Standardization: https://www.iso.org/home.html

Methodology Seminar – Bachelor Thesis Development

Course code	CETS_044			
Course title	BACHELOR THESIS DEVELOPMENT METHODOLOGY SEMINAR			
LQF level	Level 6			
Credit points	Latvian	3	ECTS	3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience		Individual studies
	80	34		46
Total hours	80 academic hours			
Language	Latvian			
Course type	Obligatory (A), Field specific theoretical basic study courses and IT study courses			
Course availability	8 th semester			
Person responsible for the course	Dr. Romāns Putāns			
Course objective/scope	To master the writing principles of a Bachelor thesis, to improve the understanding of scientific research methodology, facilitate knowledge about the development of the bachelor's thesis research methodology, selection and application of the research methodology, structure and development process.			

	<p><u>Course content:</u></p> <p>Research and typology of research work. Methodology and structure of the research process. Research methods and their selection. Stages of research organization. Bachelor's thesis structure.</p>
Learning outcomes	Students will be able to perform the development of the scientific work such as Bachelor Thesis according to the general standards, as well as to perform qualitative and quantitative research.
Requirements for obtaining passing the course	<p>In order to pass the course (pass/fail), students should:</p> <ol style="list-style-type: none"> 1) Develop the Bachelor's thesis application; 2) Present the Bachelor's thesis application.
Final examination	Development and presentation of the application of the thesis. Course passing is marked as "passed"/ "failed".
Bibliography	
Required Reading	<p>Creswell, J.W. (2013), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed, SAGE.</p> <p>Sekaran, U. and Bougie, R. (2013), Research Methods for Business: A Skill-Building Approach, 6th ed.</p> <p>Country-specific (example of Latvia):</p> <p>Mārtinsone, K., Pipere, A., Kamerāde, D. (2016), Pētniecība: teorija un prakse, RaKa.</p>
Additional suggested reading	University specific material – Methodological guidelines on the thesis development.

Bachelor's Thesis Development and Defence

Course code	CETS_045			
Course title	BACHELOR'S THESIS DEVELOPMENT & DEFENCE			
LQF level	Level 6			
Credit points	Latvian	12	ECTS	18
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	
	481	0	481	
Total hours	481 academic hours			
Language	Latvian			
Course type	Obligatory (A)			
Study semester	8 th semester			

Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova
Project objective/scope	<p>The aim of final project (Bachelor Thesis) is to develop professional skills of students by applying theoretical knowledge and practical skills acquired during the entire study process and practicum (work-based placement). Bachelor thesis is independent work under the guidance of a scientific supervisor.</p> <p>The final project should focus on the topics related to actualities or challenges of the enterprises and/or HR management process.</p> <p><u>Project covers:</u> Organization and development of research work. Consultations with the scientific supervisor. Presentation and defence of the Bachelor Thesis.</p>
Learning outcomes	After completing the final project of the programme students should demonstrate the ability to define or identify the problem related to business processes or HR management, investigate it and find the potential solutions (methods, instruments) as well as to plan, design strategies for practical use at the enterprise.
Requirements for obtaining passing the project	<p>The successful evaluation (10-point scale mark) is formed on the basis of the following assessments:</p> <ol style="list-style-type: none"> 1) Evaluation of the written bachelor thesis submitted by the reviewer. 2) Presentation of the Bachelor Thesis. 3) Discussion (Q&A session).
Final examination	Successful presentation and defence of the Thesis
Bibliography	
Required Reading	University (study programmes') guidelines on the requirements for the development and defence of Bachelor Thesis.
Additional suggested reading	
Other Information Sources	

Educational Practice 1 - Project "Knowledge Integration"

Course code	CETS_012
Course title	EDUCATIONAL PRACTICE 1 – PROJECT "KNOWLEDGE INTEGRATION"
LQF level	Level 6

Credit points	Latvian	4	ECTS	6
Number of academic hours	Total Contact	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	160	8	0	152
Total hours	160 academic hours			
Language	Latvian or English			
Type	Obligatory (A)			
Course availability	2 nd semester			
Person responsible for the course	Dr. Romāns Putāns			
Objective/ scope	<p>Project aims to convert theoretical knowledge into practical skills. Within this project students should conduct an independent research work on entrepreneurship topics, based on the knowledge and skills acquired during the 1st year of studies, choosing the research topic, substantiating the research need, topicality, setting the research aim, tasks and its findings in the conclusion.</p> <p>Among the proposed topics for students – analysis of business processes in certain SMEs, business administration, entrepreneurship tendencies, analysis of strategies/tactics for HR management and other.</p>			
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none">○ be able independently to conduct research work and to know how to develop logical and structured research in topics related to general economics, entrepreneurship, business administration, human resources – justifying the topicality, setting out the research aim, tasks, hypothesis, applying research methods.○ have knowledge on the principles of searching and structuring information sources.○ demonstrate their ability to present (defend) their research project and to express analytical position on the questions asked.○ be able to compile, structure and present forecasts of industry developments and trends.			
Requirements for obtaining passing the course	The final mark (using a 10-point scale) is formed on the basis of the content quality of elaborated project (50%) and its presentation (50%).			
Final examination	Project presentation			
Bibliography				

Required Reading	HEI's guidelines to conduct the research work Scientific databases available at the HEI
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Educational Practice 2 - Business Plan Development

Project code	CETS_019			
Project title	EDUCATIONAL PRACTICE 2 - BUSINESS PLAN DEVELOPMENT			
LQF level	Level 6			
Credit points	Latvian	4	ECTS	6
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	160	8	0	152
Total hours				
Language	Latvian or English			
Course type	Obligatory (A)			
Study semester	3rd semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course project is a teamwork focusing on the development of business (idea) planning skills, where students should conduct a practical-independent work – elaboration of the Business Plan as well as ability to argue their business idea. It considers an application of previously acquired theoretical knowledge (basic "Business Plan Formula": product/service – analysis of competitors & target market – HR planning – marketing strategy – 2 years financial plan and break-even analysis).</p> <p>The project is continuation of the study courses: Practical Entrepreneurship & Its Tendencies, HR Management in SMEs, Financial Accounting, Marketing in SMEs.</p>			
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none"> ○ be able to develop a business plan, argue their idea and present it publicly. ○ be able to plan structure of the company and HR, plan marketing strategy and calculate budget for business development (price and costs, profit threshold). ○ be able to describe and analyse aspects of strategic actions of competitors. ○ be able to evaluate and discuss the advantages and disadvantages of using business plans. 			

	<ul style="list-style-type: none"> ○ have further developed overall presentation and communication skills (communication with audience, collaboration with team members).
Requirements for obtaining passing the course	To pass the course project, students should elaborate Business Plan project in small teams (70%, quality of the content) and present/defend their business idea (30%).
Final examination	Presentation of the Business Plan
Bibliography	
Required Reading	<p>Barrow, C., Barrow, P., Brown, R. (2005), The business plan workbook, 5th edition, Kogan Page.</p> <p>Stutely, R. (2012), The Definitive Business Plan: The Fast Track to Intelligent Planning for Executives and Entrepreneurs, 3rd edition.</p>
Additional suggested reading	List of the literature from the relevant courses
Other Information Sources	List of the literature from the relevant courses

Educational Practice 3 - Pitching Business Idea

Project code	CETS_032			
Project title	EDUCATIONAL PRACTICE 3 - PITCHING BUSINESS IDEA			
LQF level	Level 6			
Credit points	Latvian	3	ECTS	4,5
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	120	18	0	102
Total hours	120 academic hours			
Language	Latvian/ English			
Course type	Obligatory (A)			
Study semester	5 th semester			
Person responsible for the course	Dr. Romāns Putāns, PhD-c. Denize Ponomarjova			
Course objective/ scope	<p>The course project is designed to develop and train practical skills on business idea presentation and business idea generation. Project is divided into two parts: 1) organisation of workshops on the assessment of the best practices, methods on brainstorming ideas, preparation phase (design of speech for potential investors and customers – a Pitch Deck); 2) pitching of business idea by the interdisciplinary students’ teams or individual projects next to the jury (representatives of the business incubator, SMEs, etc.).</p> <p>The project is continuation of the study courses: Practical Entrepreneurship & Its Tendencies, and Business Communication and Ethics.</p>			
Learning outcomes	<p>Students should:</p> <ul style="list-style-type: none">○ Have improved overall communication skills (communication with audience, leadership, team management).○ Be able to apply the previously acquired communication theory in practice.○ Have further developed presentation skills in a real and simulated business environment.			
Requirements for obtaining passing the course	To pass the course project, students should participate in all the workshops (10%, including quality of activity), prepare a written Pitch Deck (20%) and pitch their business idea (convincing about the viability of business idea), where evaluation of the jury to be considered (70%).			
Final examination	Pitching of business idea next to the jury (representatives of the business incubator, SMEs, etc.).			
Bibliography				

Required Reading	<p>Guidelines on the Pitch Deck and Pitch (including technical requirements)</p> <p>How to Pitch your Startup in 3 Minutes – https://www.youtube.com/watch?v=XWRtG_PDRik</p> <p>How to Pitch Your Business In 60 Seconds – https://www.youtube.com/watch?v=w28idSfNBnc</p> <p>Video tutorials with examples of pitching, storytelling's, e.g., Creative Industry Cup; ABC Accelerator in Slovenia https://www.youtube.com/channel/UCRk447cxYd0LXlyhG7ZwhFw, etc.</p>
Additional suggested reading	<p>CEO of Slidebean: https://www.youtube.com/watch?v=SB16xgtFmco</p> <p>5 Pitch mistakes Entrepreneurs Make, and How to Fix Them: https://www.youtube.com/watch?v=xr1PKaoflLo</p> <p>Cremades A., Corcoran B., The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know, 2016., Wiley</p>
Other Information Sources	<p>https://www.biznesainkubators.lv/</p> <p>https://www.rsu.lv/biznesa-inkubators-b-space</p> <p>https://globalpitch.com/#</p> <p>https://startupstips.com/startup-pitch-competitions/</p> <p>https://www.eu-startups.com/tag/pitch-competition/</p>

Practical Placement / Work-Based Learning (1, 2, 3)

Course code	CETS_025, _040, _043			
Course title	PRACTICAL PLACEMENT/ WORK-BASED LEARNING (1, 2, 3)			
LQF level	Level 6			
Credit points	Latvian	26	ECTS	39
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies	Practical elements
	2090	0	0	2090
Total hours	Astronomical hours: 1560 h (~ 39 weeks), Academic hours: 2090 h			
Language	Latvian			
Course type	Obligatory			
Study semester	4th semester – 6 ECTS 6th semester – 6 ECTS 7th & 8th semester – 27 ECTS			
Person responsible for the course	Romāns Putāns, PhD-c. Denize Ponomarjova			

<p>Course objective/ scope</p>	<p>The aim of the work-based learning is to provide students with an in-depth understanding of the practical application of the knowledge acquired in the study programme and to develop students' practical skills and competences in the business operation processes and HR management, thus acquiring professional experience.</p> <p>In order to ensure regular practical application of the theoretical knowledge, practicum (work-based learning) is organised in three modules at the end of the 2nd and 3rd study year as well as during the last two semesters:</p> <p>Practical Placement / Work-based learning – 1 (4th sem.): to apply knowledge acquired from the courses during the two first years and to perform a R&D task for SMEs;</p> <p>Practical Placement / Work-based learning – 2 (6th sem.): to further develop practical skills and ability to solve medium complexity problems in business operations and HR processes;</p> <p>Practical Placement / Work-based learning – 3 (7th and 8th sem.): during the last practicum students should be able to work on more complex business problems.</p> <p>Another model that higher education institutions can apply within the Practical Placement / Work-based learning:</p> <p>Students 4 days works at the enterprise, and Friday, Sunday is devoted to studies at the University (contact hours).</p> <p>National level aspect</p> <p>The work-based learning should be organised based on the Regulation No.484 of Latvian Cabinet of Ministers "Procedures by which Work-based Learning is Organised and Implemented"²</p>
<p>Learning outcomes</p>	<p>Students should be able:</p> <ul style="list-style-type: none"> ○ to plan and organize their own work, promote teamwork skills. ○ to professionally communicate with staff of the company. ○ to understand the practical business and organisation functioning. ○ to analyse the area of activity of the company. ○ to know how to use the management theory of the economy and business processes recognizing and identifying problems, able to choose the right methods to address different problems. ○ to select, analyse and to interpret information, to make data-based decisions, to improve processes by standardising and

² <https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstistas-macibas>

	<p>making them more efficient, by proposing new projects that need to be implemented in the change management processes.</p> <ul style="list-style-type: none"> to apply critical thinking by managing the work process, applying advanced strategic management working methods in a team, using skilled leadership in the decision-making process.
Requirements for obtaining passing the course	At the end of each practicum, students should elaborate the reflection report on the performed projects and achieved results, and to present it after the final practical placement.
Final examination	<p>Placement Report 1</p> <p>Placement Report 2</p> <p>Placement Report 3</p> <p>And practicum specific documentation, if needed</p>
Bibliography	
Required Reading	Guidelines of the Practicum of the study programme "Human resources and Business administration"

Template – description of study course

Course code	CETS_0		
Course title			
LQF level	Level 6		
Credit points	Latvian	2	ECTS
			3
Number of academic hours	Total hours	Lectures, Seminars, Guided practical experience	Individual studies
Total hours			
Language			
Course type			
Study semester semester		
Person responsible for the course			
Course objective/ scope	<u>Course content:</u>		
Learning outcomes			
Requirements for obtaining passing the course	The final mark (using a 10-point scale) is formed on the basis of the following assessments:		
Final examination			
Bibliography			
Required Reading			
Additional suggested reading			
Other Information Sources			

3 National Legal framework in the KAforHR region

3.1 Latvia

HIGHER EDUCATION AND WORK-BASED LEARNING APPROACH IN LATVIA

Currently there are 27 higher educational institutions in Latvia (universities, higher education schools, academies) which are running academic and professional bachelor's or master's study programmes. In professional higher education studies, not only a degree but also a professional qualification is obtained. Doctoral studies in Latvia are only academic, and they are considered to be both the highest level of education and the beginning of scientific work.

Whereas the college-level studies are classified as first-level professional higher education programmes and are usually acquired in colleges, but higher education institutions can also implement college-level programmes. Graduates of the first-level programmes can continue their studies in related second-level professional programmes or professional bachelor programmes.³

Despite the fact that the approach of work-based learning is considered of a high importance in Latvian education system, there are no yet implemented dual study programmes at the level of higher education, nor specific (separate) regulation for this kind of programmes is available. Also, the term "work-based learning" is more common than the "dual study programme" or "dual education" in Latvia.

So far, most of the attention for work-based learning has been given within the vocational education (VET) – some pilot projects were used to introduce the work-based learning approach, financed from the EU funds (Erasmus+ projects, European Social Fund) or national programmes⁴. And, only few activities of work-based learning have been observed within the higher education – development of the concept for dual study programme "HR and Business Administration" and courses' testing as well as the implementation of training project in the wood sector by using the work-based learning approach (Latvian Agriculture University).⁵

Two important corner stones in the introduction of work-based learning approach in the vocational education:

In 2013, a Declaration of Intent on Latvian and German Cooperation in Vocational Training signed between the Minister of Education and Science of Latvia and the German Ambassador in Latvia were signed, after which a number of education projects and measures have been implemented with the support of the German-Baltic Chamber of Commerce to test the new approach and develop it further.

In 2016, Cabinet of Ministers adopted a Regulation No. 484 "Procedures by which Work-based Learning is Organised and Implemented"⁶ as a part of professional education,

³ <https://www.latvijaskvalifikacijas.lv/en/educational-system/>

⁴ For example, in 2017, the employers' confederation of Latvia launched a seven-year national ESF project to improve working-based learning provision (to finance the scholarship of students working in the enterprise).

⁵ <https://www.izm.gov.lv/lv/darba-vide-balstistas-macibas>

⁶ <https://likumi.lv/ta/id/283680-kartiba-kada-organize-un-isteno-darba-vide-balstistas-macibas>

where procedures and tasks of the involved parties (educational institution, enterprise, sectoral expert council) are defined.

Considering a lack of the separate regulation for dual education in Latvia, the proposed concept and curriculum of the "Human Resources and Business Administration" is developed within the existing legal framework – i.e. under the regulation of professional bachelor study programmes in order to achieve the combination of equal proportion of work-based and university-based learning, maximum approximate to German practice.

LEGAL FRAMEWORK OF THE HIGHER EDUCATION PROGRAMMES

Academic and professional study programmes at the higher educational level are prepared and implemented in accordance with the standard of Latvian educational system which is regulated by the several legal acts:

1. Law on Higher Education Institutions, issued by the Cabinet of Ministers of the Republic of Latvia in 1995 (2 November 1995).
2. Regulations No. 512 "Regulations on the second level professional higher education state standard" issued by the Cabinet of Ministers of the Republic of Latvia (26 August 2014, protocol No. 45 § 31, (in accordance with Section 14, Paragraph 19 of the Education Law).
3. Cabinet of Ministers Regulations No 240 "Regulations on the state academic education standard" (13 May, 2014).

CREDIT POINTS:

Latvia is using a national credit point system in higher education. One Latvian national credit point is accounting unit of studies which corresponds to a student's workload of **40 academic hours (one week of studies)**. The average full-time workload of an academic year in most higher education programmes corresponds to 40 credit points. The Latvian credit point system is compatible with ECTS (according to the Law on HEI):

1 credit point = 1,5 ECTS = 1-week full-time study workload

1 academic year = 60 ECTS = 40 Latvian credit points

academic hour - a unit of work time for studies lasting 45 minutes;

full-time studies - a type of study which corresponds to 40 credit points (60 ECTS) per academic year and not less than 40 academic hours per week;

DURATION OF STUDIES:

Section 57 (1), (2) of the HEI Law is also determining the length of studies. The duration of a full-time bachelor's degree study programme shall be three to four years, whereas a higher vocational (professional) education bachelor's degree shall be awarded if the duration of a programme of full-time studies is at least four years. More detailed information is given below.

GENERAL REQUIREMENTS – goals, tasks and content:

The main requirements for the aim and content of the bachelor programme, that are determined by the Regulations No. 512 of the Cabinet of Ministers of the Republic of Latvia (26 Augusts 2014), are given below ⁷ (*the MAIN POINTS*):

I. General issues

2. The second level professional higher education and the fifth level professional qualification shall be acquired by acquiring the following second level professional study programs (hereinafter - the program):

2.1. **professional bachelor study programs** (hereinafter - bachelor program);

II. Strategic goal and main tasks of the programs

4. The strategic goal of the programs is to provide **professional studies** corresponding to economic, cultural, national defence and security, as well as social needs, based on the theoretical foundations of industry, professional standards (if approved by the Vocational Education and Employment Tripartite Cooperation Sub-Council) and **applicable in practice**.

5. The **main tasks** of the programs are:

5.1. to educate students, ensuring the acquisition of the **5th level professional qualification**, as well as to promote their competitiveness in the changing socio-economic conditions and in the international labour market;

5.2. to ensure the achievement of study results (knowledge, skills and competence) in accordance with the knowledge, skills and competence of the **6th or 7th level of the European Qualifications Framework** (hereinafter - the Framework) specified in the Latvian education classification.

6. The specific goals and tasks of the programme shall be determined in accordance with the strategic goal and main tasks **in cooperation with specialists and employers of the relevant field**.

III. Compulsory content of the bachelor's program

7. The content of the Bachelor's programme provides a set of knowledge, skills and competence in accordance with the knowledge, skills and competence of **the 6th level of the framework** specified in the Latvian education classification.

8. The volume of the Bachelor's programme is at least 160 credit points (**240 ECTS**).

At least such ECTS distribution:

- 30 ECTS – general courses (point 11.1.)

⁷ <https://likumi.lv/ta/id/268761-noteikumi-par-otra-limena-profesionalas-augstakas-izglitiba-valsts-standartu>

- 54 ECTS – industry theory courses (point 11.2.)
- 90 ECTS – specialization courses (point 11.3.)
- 9 ECTS – optional courses (point 11.4)
- 30 ECTS – practice (point 11.5)
- 18 ECTS – bachelor thesis and defence (point 11.6)

Total: 231 ECTS. The rest (9 ECTS) to be added by program`s consideration.

9. Not less than **40 % of the volume of the bachelor's programme** (except for the volume intended for practice and development of a bachelor's thesis or diploma thesis (diploma project)) in full-time studies.

10. The compulsory structure of the Bachelor's programme consists of:

- 10.1. study courses;
- 10.2. practice;
- 10.3. a state examination, a part of which is the elaboration and defence of a bachelor's thesis or diploma thesis (diploma project).

11. The **compulsory content** of the Bachelor's programme consists of:

11.1. **general education study courses in the amount of at least 20 credit points (30 ECTS)** - study courses in humanities and social sciences, including study courses that develop basic social, communication and organizational skills. The study courses include a module for the development of business professional competence (innovation, organization and establishment of companies, management methods, basics of business economics, project development and management, record keeping and financial accounting system, knowledge of labour law regulation, including social dialogue in society, also knowledge of other innovations in business or institution management. The module is implemented using mainly competence training, business games and similar practical methods). ***The module in the amount of at least six credit points is included in all bachelor's programs, if it is not included in the theoretical basic courses of the bachelor's programme field (field of professional activity). The student acquires the module, if it has not been acquired in the previous professional study program;***

11.2. industry (professional field) **theoretical basic courses and information technology courses in the amount of at least 36 credit points (54 ECTS).**

11.3. industry (areas of professional activity) **professional specialization courses in the amount of at least 60 credit points (90 ECTS).**

11.4. **optional part courses in the amount of at least six credit points (9 ECTS).**

11.5. **practice in the amount of at least 20 credit points (30 ECTS).**

11.6. **a state examination**, a part of which is the development and defence of a bachelor's thesis or diploma thesis (**diploma project**), in the amount of **at least 12 credit points (18 ECTS).**

12. In addition to the conditions referred to in Paragraph 11 of these Regulations, the bachelor's programme **shall also include** the content requirements for **study courses specified in the Environmental Protection Law and the Civil Protection Law.**

13. The choice of study courses of the Bachelor's program, the amount and content of study courses, as well as the content of practice in accordance with the acquired professional degree and professional qualification shall be determined **in accordance with the professional standard** (if approved by the Vocational Education and Employment Tripartite Cooperation Sub-Council).

14. During the acquisition of the Bachelor's program, **the student develops and defends at least three study papers.**

15. **The practice shall be implemented in accordance with the practice agreement regarding** the provision of the practice place or in accordance with the decision of the higher education institution regarding the provision of the practice place in the higher education institution itself. The university concludes the practice agreement with the employer. The practice agreement or the decision of the higher education institution on the provision of practice places shall include the practice goals, tasks, practice course planning, practice achievement evaluation procedure, as well as the duties and responsibilities of the parties. The student achieves the goal of the practice based on the acquired knowledge, skills, competence and previous work experience. When determining the goals and tasks of the practice, the content of the practice also includes the student's acquaintance with the management structure and operating principles of the relevant practice organization. Representatives of the organizations with which an agreement on the implementation of the practice has been concluded participate in the determination of the goals and tasks of the practice, as well as in the evaluation of the practice. The higher education institution can also implement a certain part of the practice at the initial stage of studies to form and strengthen the students' idea of the profession to be acquired.

16. If students with previously obtained first level professional higher education are imatriculated in the bachelor's program, then the content and scope of the bachelor's program, as well as the content and scope of the study courses shall be mutually coordinated. The corresponding credit points obtained in the first level professional higher education programs are included in the amount of the bachelor's program.

17. After the acquisition of a bachelor's program, **a professional bachelor's degree** in the field (in the field of professional activity) and a **fifth level professional qualification shall be granted.**

18. A professional bachelor's degree gives the right, continuing the admission requirements in the relevant master's program, to continue education in the academic master's study programme or master's program.

3.2 Germany

Dual study programmes are very popular in Germany due to their practical orientation. Most providers of the dual study courses are universities of applied sciences: 64% of the education providers fall into this category, 23% are academies, 7% universities and dual universities of applied sciences make up a comparatively small proportion of dual study providers (6%).

Since 2004, the number of dual study programs has more than tripled from about 500 to 1,662 entries (2019) and the number of students undergoing initial training have increased from 40 982 in 2004 to 108 202 in 2019, according to the AusbildungPlus database. In 2019, the universities indicated that they would cooperate with ~51 000 practice partners (enterprises).

Analysing the distribution of the dual study programmes by the various faculties and courses of study it appears that the greatest choice is in the economics and engineering – 48% of the dual study programs offered by universities and academies and 59% of those offered by companies are in the Business Administration, Finance & Management Faculty. The figure for the Engineering & Technology Faculty is lower, it is offered by 39% of the education providers and 38% of the companies. The other faculties account for only a comparatively small portion of the study programs on offer.

The main identified trends of the overall development of dual courses of study in the initial training are the following:

- In the period from 2011 to 2019, the overall growth is observed. Thus, the dual study program is establishing itself as a study profile.
- The dual study programmes are consolidating as an independent educational path; especially in the context of the new State Treaty on Accreditation of Studies, where clarifying definitional statements on dual study programs were made.
- The focus of the dual study programmes is further shifting towards the practice-integrating study programmes. The share of this format is 50,5% compared to 34,9% of the training-integrating format.
- The offered dual study programmes continue to differentiate their format, i.e. the combination of practical work experience and higher education, as well as the time and organizational study models. The number of mixed forms of study, i.e. study programs that cannot be clearly assigned to the categories of training or practice-oriented, is now 14,6% (2016: 13,9%).
- Starting from the vocational education and training, new offers are being developed to coordinate vocational and university education, such as the approach of study-integrated training, which is being implemented at the Hamburg University of Cooperative Education and in North Rhine-Westphalia. Dual formats are also being used in study and career orientation, as the example of "Interlocking orientation offerings for vocational and academic training" (VerOnika) shows.

In the German Qualification Framework (DQR), the qualifications are divided into: Specialist skills; Knowledge; Abilities; Personal skills; Social skills and Autonomy. The DQR Level 6 that applies for the bachelor's degree and the master's certificate describes the skills required for planning, implementation and evaluation of comprehensive specialist tasks and for the independent control of process in subsection of an academic field or in a vocational field. The complex structure of the requirements is subject to frequent changes.

EXPECTED ENTRANCE QUALIFICATIONS

The legal requirements for admission to a bachelor's degree course in Lower Saxony is defined as follows in the state higher education act (Article 18 NHG) [12]

- The general higher education entrance qualification,
- The higher education entrance qualification for a special field, and
- The entrance qualification for a university of applied science.
- A Master's certificate or Technician's certificate, or
- The completion of at least a three-year vocational training course in a relevant field with at least three years occupational experience (see the Admission and Matriculation Regulations (ZIO)).

Further requirement is – the conclusion of a contract with a practical partner recognised by the university by the start of the first practical phase.

DUAL STUDY PROGRAMS ARE OFFERED IN GERMANY BY

- a) Berufsakademien Typ II: They offer practice-oriented courses of study, but only Bachelor's courses of study, Master's courses of study are not possible.
- b) Universities of applied sciences. They offer Bachelor and Master programs.
- c) Universities of applied sciences: they offer Bachelor's and Master's programs as well as doctoral programs.

Dual study programs combine learning at the university with learning in the company. About half of the time is spent at the university and half at the company.

A minimum of 180 credit points is required for the Bachelor's examination, of which 30 CP can be earned while learning in a company. The bachelor's degree is equivalent to the "normal" bachelor's degree without any restrictions; it also entitles the holder to study for a master's degree.

There are **VARIOUS FORMS OF DUAL STUDY PROGRAMS**, including combinations with vocational training and / or further education, for example:

- Learning in the university and in the company, but no combination with vocational training and / or further education, only Bachelor degree.
- Learning in the university and in the company, simultaneous completion of a vocational training in the first two years, qualification as journeyman / skilled worker and Bachelor degree.
- Learning in the university and in the company, simultaneous completion of a vocational master craftsman or technician training, Bachelor's degree and vocational master craftsman / technician.

In case of a combination with vocational training and/or further education, the study is usually 1/2 to 1 year longer. Dual courses of studies can be carried out like "normal" courses

of studies in semester form. So that the 50% time of learning in the enterprise does not lead to an extension of the entire study, the study enterprise runs the entire year (in particular also with private universities) and there are only 4 weeks' vacation in the year.

The change between studying at the university and in the company can be done alternatively:

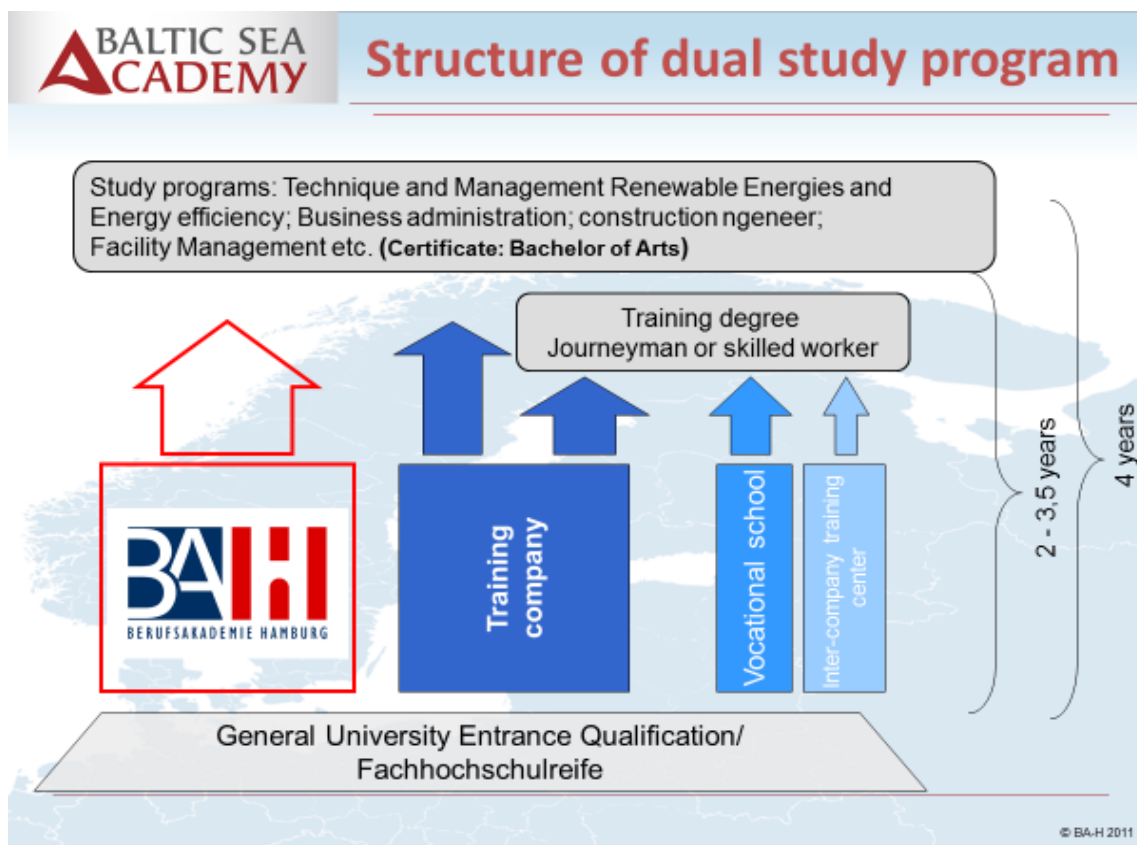
- a) in a block system (e.g. alternating 3 - 4-month long blocks in the university and in the company).
- b) weekly change, e.g. every week from Monday to Wednesday or Thursday in the company and Thursday to Saturday in the university.

In the case of dual courses of study, student concludes a work or training contract with the company and a training contract with the university. The student has the status of a permanent employee or trainee in the company, receives remuneration from the company and is fully insured like any other employee.

In addition, dual courses of study are fully subject to the legal national rules and regulations of the Bologna process, as are all other courses of study.

KEY POINTS ON DUAL BACHELOR'S DEGREE PROGRAM

- a) Prerequisites: A-levels or permission to study at a college/university
- b) Total duration: 3 – maximal 4 years
- c) Structure:
 - 1st- and 2nd-year vocational training in the company and in the vocational school as well as studies at the university or college;
 - After the 2nd year of final examination vocational training (journeyman or skilled worker);
 - 3rd- and 4th-year university or college studies and learning or work in a company;
 - After thr3ee or maximal 4 years Bachelor exam.
- d) Learning venues of the Competence Center: College or University, vocational school and companies
- e) Distribution of training time: 50% in the company and 50% college or university



f) Alternative implementation:

- After completing general education with a degree "University Qualification" 3 - 4 years of vocational training and Bachelor's degree in the Competence Center
- If a course of study only started after completion of the vocational training (first stage of the competence center), the Bachelor's degree can be combined with a professional master's or technician's training in higher education and companies, so that recognized Bachelor's and professional master's or technician's degrees can be acquired in an integrated manner.

3.3 Finland

In Finland it is common to take a baccalaureate and vocational examination at the same time. Some students, who already have vocational qualification continue their studies at higher education institutions, but they have to complete the whole studies required for example for Bachelor's degree.⁸ Some bachelor's degrees require training in practice in their curricula. For example, some construction engineering programmes and nursing programmes contain practicing periods up to 50%.

⁸ <https://minedu.fi/documents/1410845/15514014/Education+system+in+Finland/7c5a920b-47a5-c3ce-cbca-818ff3a5f848/Education+system+in+Finland.pdf>

FINNISH HIGHER EDUCATION POLICY

The Finnish higher education system consists of universities and universities of applied sciences. Higher education institutions are autonomous actors that are responsible for the content of their education and research as well as the development of their own activities (Ministry of Education and Culture, 2020a).

The Ministry of Education and Culture as part of the Government steers and finances the activities of higher education institutions. Targets for development are based on the Government Programme and the Government Action Plan as well as other strategic objectives set by the Parliament and Government for higher education institutions (Ministry of Education and Culture, 2020a).

The objective of Finland's higher education policy is to develop higher education institutions as an internationally competitive entity where each institution also flexibly responds to regional needs (Ministry of Education and Culture, 2020a).

- The activities of universities and universities of applied sciences promote Finnish competitiveness, well-being, education and learning as well as sustainable development.
- The objective is to establish a higher education system that is of a higher standard and more international as well as more influential and effective than at present.
- The higher education system consists of universities and universities of applied sciences of high standards, each profiled in their core areas. Profiled higher education institutions create clearer and deeper cooperation and division of responsibilities among themselves and with research institutes in the areas of education, research, support services, structures and infrastructures.
- The higher education institutions exercise foresight and help regenerate society, culture and working life and make sure the required highly educated workforce is available.
- Being international and attractive learning and research environments, the higher education institutions work to develop their activities.

The higher education institutions aim to improve the quality of education by revamping education content, teaching methods, learning environments and the competence of teachers, as well as to increase cooperation. The institutions make full use of the possibilities offered by digitalisation. They develop their student admissions, procedures for the recognition of prior learning and degree programmes in order to step up national and international mobility. Another aim for the higher education institutions is to wind down the use of bridge programmes so that mobility between degrees can be made easier (Ministry of Education and Culture, 2020a).

Other objectives include ensuring that higher education institutions make wider use of secondary education qualifications in their student admissions and no longer organise entrance examinations that require sustained preparation. To accelerate transition to higher education studies, cooperation with secondary education providers will be improved. To enhance admission procedures, cooperation between different scientific fields will be carried

out. The percentage of students studying towards their first higher education degree among new student admissions will be raised by reserving more places for first-time applicants and updating the admissions procedures for transfer students. (Ministry of Education and Culture, 2020a)

The higher education institutions must support equal opportunities and encourage students to graduate within the normative period at all degree levels. The institutions will provide more flexibility in studies and improve the recognition of prior learning. Student guidance will become more versatile and cooperation with working life will be closer. Effective career and recruitment services make it easier to graduate quickly and find a job. The institutions will also introduce national career monitoring (Ministry of Education and Culture, 2020a).

To meet the new challenges facing society, the institutions assume responsibility for identifying the competence and educational needs of immigrants and improving their potential for accessing the labour market. (Ministry of Education and Culture, 2020a).

FINNISH HIGHER EDUCATION SYSTEM

The Finnish higher education system consists of universities and universities of applied sciences. A total of 13 universities and 22 universities of applied sciences operate in the Ministry of Education and Culture's administrative branch (Ministry of Education and Culture, 2020b).

The mission of universities is to conduct scientific research and provide education based on it. Universities of applied sciences (UAS) provide more practical education that aims to respond to the needs of the labour market (Ministry of Education and Culture, 2020c).

Universities, offering higher scientific and artistic education, award Bachelor's and Master's degrees as well as postgraduate degrees, i.e. licentiate and doctoral degrees. Universities of applied sciences award UAS Bachelor's degrees and UAS Master's degrees (Ministry of Education and Culture, 2020c).

The target completion time for a Bachelor's degree at a university is three years and for a Master's degree two years on top of that. The completion of a UAS degree takes usually between 3.5 and 4.5 years. The requirement for Master's studies at a university of applied sciences is a UAS Bachelors' degree or another suitable degree and at least two years of work experience after the completion of the previous degree (Ministry of Education and Culture, 2020c).

LEGISLATIVE FRAMEWORK

In Finland the higher education is regulated by numerous acts and decrees. Some examples and the links to the database is given here:

- Universities Act 558/2009 (Ministry of Education and Culture, 2009)
- Universities of Applied Sciences Act 932/2014 (Ministry of Education and Culture, 2014)
- Valtioneuvoston asetus ammattikorkeakouluista 1129/2014 (in Finnish, unofficial translation Government Decree on Universities of Applied Sciences) (Valtioneuvosto, 2014).

The Government Decree on Universities of Applied Sciences (UAS) defines the following boundary conditions for Bachelor's education:

- 2§ Structure of the studies: Studies leading to a polytechnic degree include: 1) basic and vocational studies; 2) optional studies; 3) training that promotes professional skills; 4) thesis.
- 3§ Dimensioning and scope of studies: The basis for dimensioning studies is the credit point. Courses are scored according to their workload. The average required workload of 1,600 hours to complete one academic year of studies corresponds to 60 credits. The scope of studies leading to a degree in Bachelor of Business Administration is 210 credits. The share of internships that promote professional skills included in studies leading to an UAS degree is at least 30 credits.
- 4§ Objectives of studies leading to an UAS degree: The aim of studies leading to an UAS degree is that the graduate has: 1) broad-based practical basic knowledge and skills as well as theoretical foundations to work in working life in expert positions in one's own field;
- 2) ability to monitor and promote the development of one's own profession; 3) conditions for the development of one's own professional skills and lifelong learning; 4) adequate communication and language skills for tasks in their field and for international activities and cooperation.
- § 7 Language skills: The student must prove that he or she has achieved in the studies included in the UAS degree or in another way: 1) proficiency in Finnish and Swedish which, according to the Act on the Language Skills Required for Public Administration Personnel (424/2003), is required for a position requiring a university degree in a bilingual official area and which is necessary for the pursuit of the profession and professional development;
- 2) written and oral proficiency in one or two foreign languages which is necessary for the pursuit of the profession and professional development. What is provided in subsection 1 does not apply to a student who has received his or her school education in a language other than Finnish or Swedish, nor to a student who has received his or her school education abroad. The language skills required of such a student are decided by the university of applied sciences. The University of Applied Sciences may, for a special reason, exempt a student from the language proficiency requirements provided for in subsection 1 in part or in full. The language proficiency demonstrated by the student is stated in the diploma. When marking language skills, the provisions of Article 19 of the Government Decree on the Demonstration of Finnish and Swedish Language Skills in State Administration (481/2003) must be taken into account.

ECTS SYSTEM, POSSIBLE STRUCTURE OF THE DEGREE, AND EQF

In Finnish higher education system one full-time academic year is equivalent to 60 higher education credits and 1 ECTS credit point equals to 26,7 hours of the student's work.

The scope of the UAS degree (Bachelor of Business Administration) is 210 credits. It will take about 3.5 years to complete. The structure of the studies in Business Administration, a degree with 210 credits, can consists of basic studies (60 cr), professional studies (90 cr),

optional studies (15 cr), thesis work (15 cr) and internships (training) (30 cr). At SAMK practical training is defined as follows (see <https://www.samk.fi/en/study/to-working-life/practical-training/>):

- Practical training has a learning goal: The aim of the practical training is to familiarize the student, under supervision, with the most essential practical work assignments and with application of knowledge and skills in the working life.
- Degree programmes have different practical training extents: The goals, contents, implementation and evaluation of practical training are defined by the degree programmes. The extent of the practical training varies between 30 – 85 credits.
- Compensation also possible: The student can compensate a practical training included in the degree with a pre-study practical training or work experience with similar contents, or with work experience during the studies.

Projects are a part of all studying at SAMK. As much as possible students will do their projects in cooperation with local companies, which gives the students an opportunity to start networking and getting familiar with working life (see <https://www.samk.fi/en/study/studying-at-a-university-of-applied-sciences/>).

One of SAMK's strategic goal is: Working life-based degree education and learning environments that support digital visions ensure the availability of education. Studification of work is one part in the smooth progress of studies. SAMK graduates are employed the best of all universities of applied sciences outside the metropolitan area (see <https://www.samk.fi/en/about-samk-2/strategy/>).

According to the Finnish education system Bachelor's degrees ranks to the level 6 in the EFQ (European Framework for Qualifications) classification system.

FINANCIAL FRAMEWORK

Education in Finland is free in the universities of applied science and in the universities.

In the funding of universities of applied sciences the Government allocates resources in the form of core funding, which is based on unit costs per student, project funding and performance-based funding. For example, completed degrees are part of performance-based funding. Universities of applied sciences have also external sources of funding. In the funding of universities of applied sciences the education providers are encouraged to improve their results through performance-based funding. (Finnish National Agency for Education, 2017)

Finnish universities are independent corporations under public law or foundations under private law. Each university and the Ministry of Education and Culture set operational and qualitative targets for the university and determine the resources required every three years. The agreement also defines how these targets are monitored and evaluated. Universities receive funding from the state but they are also expected to raise external funding. (Finnish National Agency for Education, 2017)

3.4 Poland

REGULATIONS

Dual studies are still a model of education that is still too rarely used in Poland. In order to change this, the changes were introduced in the act. 1 October 2018 entry into force of the act "Law on higher education and science (Constitution 2.0)". This document introduces the concept of dual studies for the first time and provides a legal basis for their development. In Article 62 of the new act we find:

"The university may conduct dual studies that are practical profile studies conducted with the employer's participation. The organization of studies is specified in a written agreement."

DUAL STUDIES IN PRACTICE

The model of dual studies in Poland differs depending on the university. A frequently practiced system is 3 days of apprenticeship with the employer and 2 days of didactic classes and lectures at the university. The internship is paid, students can also count on a scholarship awarded by the university. After graduation, the graduate receives a diploma and a specific entry in the CV. Often, while still studying, he finds employment in the company where he did his internship

ACTIVITIES FOR THE DEVELOPMENT OF DISTANCE STUDIES IN POLAND

In 2019, The National Center for Research and Development - an executive agency of the Minister of Science and Higher Education offered over 123 million of PLN to Polish universities as part of the 1st edition of the "Dual Studies" competition. As part of the resolved NCBR "Dual Studies" competition, 84 applications were submitted and 69 projects received funding. Grants under the project could be applied for by public or private universities educating at least 200 full-time students. The project implementation period should be between 24 and 48 months. The effect of the entire competition should increase the competencies of at least 1,750 students.

WINNING PROJECTS

The project of Kozminski University, which will educate students in the field of health economic and big data analytics, was rated the best by experts. The ideas of a pioneer in the field of practical education in Poland - the Silesian University of Technology were also appreciated. The project for dual studies of the second degree in the field of mechanics and machine construction at the Faculty of Mechanical Engineering of the Silesian University of Technology was ex aequo in the first place in the ranking list of the competition. The university from Silesia will receive the largest total funding - over PLN 7.7 million will allow for the implementation of as many as five projects selected by experts. Support from the NCBR will be allocated, inter alia, to conduct dual studies in the field of rail transport, logistics and material technologies. The second place on the ranking list was taken by the Lodz University of Technology project, where it will be possible to gain knowledge and professional experience as part of second-cycle studies in the field of practical design. The third place was taken by the Poznań University of Life Sciences. There, thanks to the support

of the National Center for Research and Development, a new direction with a practical dimension will be created - animal nutrition and fodder production

DUAL STUDIES IN NUMBERS

There are on yet data on the dual studies in Poland in the Polish statistical office. One source of information is the portal <https://www.studiadualne.eu>

This website informs that there are currently 41 dual study programs in Poland. 40 programs are in Polish, one in English. 29 support programs are provided at public universities, 12 at private universities. 36 first-cycle programs (including 25 licentiate-engineer programs), and only 5 are second-cycle programs. Among all programs, 11 are in the field of economics, 1 in computer science, 24 are engineering and technical programs, 1 in language learning, 1 in physiotherapy, 1 in health and safety, 1 in agriculture, and 1 in tourism.

4 Conclusions, Main challenges & Suggestions for solutions

1. There is a growing demand across all fields of studies for practical, professional, work-based higher education in Europe overall, including the partner countries, thus such a dual study program format has a good potential in order to meet the shortage of labour force and to meet the demand of labour market skills. The aim of dual examination is to enable a student not only to gather the practical skills needed in his / her profession or business but also to reach theoretical knowledge needed to advance in career or business. This kind of examination offers many alternative
2. Although the competition among bachelor level study programs in human resources and business administration is certainly high, the offer of the innovative format (dual) will surely serve as an element of attraction, a substantial 'selling point'.
3. Attraction of companies as co-producers of such a dual study program, particularly in the field of social sciences, shall be a challenge as 1) the bachelor level programmes are mainly considered by young people (~18~23 of age), 2) this group generally have less working experience, 3) companies mostly need working experience, 4) time devoted to work at the company during the studies is fragmented. The solution for this is to involve at least few companies in the very preparation of the program and create few success stories to ensure further continuation.
4. One of the major challenges relates to the (currently lack of) legal recognition and regulation of such a dual program including it's terminology, particularly on the level of higher education (EQF level 6) and in the recognition of work-based time in the company aimed at 50% of the total time. Under current legal regulation (Latvia, and partially Poland) the maximum possible time for a student to spend at the company is 30%, the rest is regulated to be spent at the university and at individual study time (preparations, home-works) related to university.
5. At the same time, it is to be stressed that given the growing demand for innovative practical higher education and also pressure by higher education institutions, potential solutions are under way mostly via strengthening the cooperation between education institutions and state education authorities (e.g. 3LoE project, <https://3-loe.eu/>).
6. Another challenge is complex and voluminous administrative application for higher education study program followed by lengthy licencing and accreditation process. Given from the experience, the time needed from the shaping the design idea of a study program to the accreditation is 3-4 years – 1-2 years for the development of the whole application, ~ 4 months for licencing and ~6 months for accreditation. This challenge is also being debated for solutions and the administrative process is most likely to become more flexible and shorter (in favour of the higher education institutions) in few upcoming years.