

**Ekonomikas un kultūras augstskola  
(EKA University of Applied Sciences)  
Riga, Latvia**

**Courses for Erasmus+ students**

**Academic year 2024/2025, Spring semester 2025**

Dear incoming Erasmus+ students,

Below you will find a course list and the course descriptions of most courses taught in English for exchange students.

If you have any questions, please do not hesitate to contact me at [erasmus@eka.edu.lv](mailto:erasmus@eka.edu.lv) .

Kind regards,

Marina Tihomirova  
EKA University of Applied Sciences  
Institutional Erasmus+ coordinator

Spring Semester 27.01.2025-22.06.2025

Exam period 26.05.2025 - 22.06.2025

**Courses joining student groups (in English)**

<b>B_Vz_P_Eng_1</b>	
<b>Management - first year (Bachelor)</b>	<b>ECTS</b>
Latvian Language	3
Digital marketing	3
Macroeconomics	6
Branding	3
Research Methodology	6
Accounting	6
Philosophy	3

<b>B_Vz_P_ENG_2</b>	
<b>Management - second year (Bachelor)</b>	<b>ECTS</b>
Business Economics and Planning	9
Statistics	6
Human Resources Management	6
International Trade Law	6

<b>B_Vz_P_ENG_3</b>	
<b>Management - third year (Bachelor)</b>	<b>ECTS</b>
International Marketing and Trade	3
Art of Speech and Presentation	3

<b>B_M_P_Eng_1</b>	
<b>Marketing - first year (Bachelor)</b>	<b>ECTS</b>
Workshop "Visual Communication"	3
Workshop "Digital marketing"	3
Workshop "Creative ideas"	3

<b>B_M_P_Eng_2</b>	
<b>Marketing - second year (Bachelor)</b>	<b>ECTS</b>
Workshop "Content Marketing"	3
Consumer Behavior in the Market	6
Professional Foreign Language I (English)	6

<b>B_M_P_Eng_3</b>	
<b>Marketing - third year (Bachelor)</b>	<b>ECTS</b>
Intellectual Property Rights	6
Workshop "Multimedia Solutions"	6

<b>B_Ek_P_Eng_1</b>	
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<b>Business Economics - first year (Bachelor)</b>	<b>ECTS</b>
Financial mathematics	6

<b>B_Ek_P_Eng_2</b>	
<b>Business Economics - second year (Bachelor)</b>	<b>ECTS</b>
Innovation economy	6

<b>M_Bv_P_Eng_1.1</b>	
<b>Business Administration (Master)</b>	<b>ECTS</b>
Intellectual Property Protection	6
Business Value Management	6
Integrated Management systems	6
Start-ups Management	6
Design thinking	6

<b>M_Bv_P_Eng_1.2</b>	
<b>Business Administration (Master)</b>	<b>ECTS</b>
Marketing Management	6
Intellectual Capital Management	6
Human Resources and Leadership	6
Strategic and Change Management	6
Management Theories	6

<b>M_AE_P_Eng_1</b>	
<b>Circular economy and social entrepreneurship (Master)</b>	<b>ECTS</b>
Circular economy	6
Intercultural Communication	6
Academic English	6
Labor, Environmental and Civil Protection	3

<b>M_Pv_P_1_Eng</b>	
<b>International cultural project management (Master)</b>	<b>ECTS</b>
Project financing	9
Leadership and self-positioning	6
International etiquette and protocol	6

<b>PB_It_P_Eng</b>	
<b>Information Technologies - (Bachelor)</b>	<b>ECTS</b>
WEB Programming II	6
Higher Mathematics	5
Programming I	6
Database technologies I	6
Computer Networks I	4
The Operating Systems	6

## LATVIAN LANGUAGE

<b>Author/-s of the study course:</b>	
Assistant professor Zane Veidenberga, Mg.sc.edu., PhD candidate	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
2	3
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
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<b>Study course aim:</b>	
To provide students with the acquisition of necessary knowledge and skills required to obtain A1 level in the Latvian Language.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Students can recognise familiar words and very basic phrases concerning oneself, one's family and immediate concrete surroundings when people speak slowly and clearly.</li> <li>2. Students can understand familiar names, words and very simple sentences.</li> <li>3. Students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say. They can ask and answer simple questions in areas of immediate need or on very familiar topics.</li> <li>4. Students can write a short, simple text and fill in forms with personal details, for example, entering their name, nationality and address on a registration form.</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Greeting and addressing. Introducing yourself. Contact details (Alphabet. Verbs <i>būt, nebūt</i> . Numbers 1-20. Pronouns.)
2.	People, countries, languages and nationalities (Verbs <i>dzīvot, runāt, strādāt, studēt</i> .)
3.	In a town and in the country (Verbs <i>redzēt, apmeklēt</i> + nouns in the relevant case.)
4.	My home and my family (Verbs <i>dzīvot, īrēt</i> + nouns in the relevant case.)
5.	Travelling and transport (Verbs <i>iet, braukt, lidot</i> + nouns in the relevant case.)
6.	Daily routines (Times of the day, verbs <i>ēst, dzert, lasīt, gulēt, darīt</i> + nouns in the relevant case.)
7.	In a shop and bank (Verbs <i>pirkt, pārdot, maksāt</i> + nouns in the relevant case.)
8.	Food and meals (Verbs <i>cept, vārīt, garšot, negaršot</i> + nouns in the relevant case.)

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e - learning elements
1.	Greeting and addressing. Introducing yourself Contact details (Alphabet. Verbs <i>būt, nebūt</i> . Numbers 1-20. Pronouns.)	4		



full-time studies	32	6	2	40	24	16	80
part-time studies							
part-time studies with e-learning elements							

**The evaluation of the study course learning outcomes:**

Students shall:

- attend at least 70% of contact classes and take an active participation in classroom activities;
- complete successfully 2 independent work assignments (see *Independent work description* table) meeting the requirements for A1 level;
- pass final test (consisting of oral and written part).

The final grade for the course is formed by successful completion of the 3 above mentioned requirements, i.e. active participation in classroom activities (20%), 2 independent work assignments (30%) and final test (50%).

No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Students can recognise familiar words and very basic phrases concerning oneself, one's family and immediate concrete surroundings when people speak slowly and clearly.	Practical reading exercises and listening tasks, question – answer sessions	Students can recognise 40%-64% of familiar words and very basic phrases	Students can recognise 65%-84% of familiar words and very basic phrases	Students can recognise 85%-94% of familiar words and very basic phrases	Students can recognise 95%-100% of familiar words and very basic phrases
2.	Students can understand familiar names, words and very simple sentences.	Practical reading exercises and listening tasks, individual and pair work, question – answer sessions	Students can understand 40%-64% of familiar names, words and very simple sentences	Students can understand 65%-84% of familiar names, words and very simple sentences	Students can understand 85%-94% of familiar names, words and very simple sentences	Students can understand 95%-100% of familiar names, words and very simple sentences
3.	Students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say. They can ask and answer simple questions in areas of immediate need or on very familiar topics.	Practical speaking and listening tasks in pairs and groups, presentation	Students can ask simple questions, partially understand what is said/ asked, but have difficulties with providing answers	Students can ask simple questions, fully understand what is said/ asked, but have difficulties with providing relevant	Students can interact asking simple questions and providing simple answers, but there are minor vocabulary and grammar issues	Students can freely interact asking simple questions and providing simple answers

				answers due to grammatical or vocabulary issues		
4.	Students can write a short, simple text and fill in forms with personal details, for example, entering their name, nationality and address on a registration form.	Written tasks (individual work), examination	40%-64% of tasks completed correctly	65%-84% of tasks completed correctly	85%-94% of tasks completed correctly	95%-100% of tasks completed correctly

<b>Literature and information sources:</b>	
<b>Compulsory literature and information sources</b>	
1.	Auziņa, I. et.al. (2014). <i>A1 Laipa. Latviešu valodas mācību grāmata</i> . Rīga: Latviešu valodas aģentūra.
<b>Additional literature and information sources</b>	
1.	<b>Dumpe, D. (2009). <i>Latvian in three months</i>. Rīga: Zvaigzne ABC.</b>
2.	<b>Ozola, N. (2005). <i>Латышский язык за три месяца</i>. Rīga: Zvaigzne ABC.</b>
3.	Poikāns, K. (2014). <i>Es protu latviešu valodu. Testu krājums (A1, A2)</i> . Rīga: Zvaigzne ABC.
4.	Svarinska, A. (2003). <i>Latviešu valoda. Mācību kurss 25 nodarbībām</i> . Rīga: Zvaigzne ABC.
<b>Other information sources</b>	
1.	Latvian Academy of Science Terminology Commission. Akadterm. Online dictionary. [Accessed 30.11.2018.] Available at: <a href="http://termini.lza.lv/term.php">http://termini.lza.lv/term.php</a>
2.	European Commission. Eur-lex. Translation corpus. [Accessed 30.11.2018.] Available at: <a href="http://eur-lex.europa.eu">http://eur-lex.europa.eu</a>
3.	Linguee. Online LV-ENG/ENG-LV dictionary. [Accessed 30.11.2018.] Available at: <a href="http://www.linguee.com/english-latvian/">http://www.linguee.com/english-latvian/</a>
4.	Sproģe, I., Kaupers, R. Joka pēc alfabēts [Accessed 30.11.2018.] Available at: <a href="https://www.youtube.com/watch?v=W5e9GJfHC4A&amp;index=4&amp;list=PLqJcHm-6n4cGcJ_AWZisWAL5FZ53xCsg0">https://www.youtube.com/watch?v=W5e9GJfHC4A&amp;index=4&amp;list=PLqJcHm-6n4cGcJ_AWZisWAL5FZ53xCsg0</a>
5.	Tilde. Letonika. Online dictionary [Accessed 30.11.2018.] Available at: <a href="https://www.letonika.lv/groups/default.aspx?g=2">https://www.letonika.lv/groups/default.aspx?g=2</a>
6.	Tilde. Online LV-ENG/ENG-LV dictionary and translation tool. [Accessed 30.11.2018.] Available at: <a href="https://www.tilde.lv/">https://www.tilde.lv/</a>
7.	Zīle, U. Mācāmieš krāsas. [Accessed 30.11.2018.] Available at: <a href="https://www.youtube.com/watch?v=gylg2qAj_dE&amp;list=PLqJcHm-6n4cGcJ_AWZisWAL5FZ53xCsg0">https://www.youtube.com/watch?v=gylg2qAj_dE&amp;list=PLqJcHm-6n4cGcJ_AWZisWAL5FZ53xCsg0</a>
8.	Zīle, U. Mācāmieš skaitīt līdz desmit, mācāmieš ciparus. [Accessed 30.11.2018.] Available at: <a href="https://www.youtube.com/watch?v=f4-CcJONi8&amp;index=2&amp;list=PLqJcHm-6n4cGcJ_AWZisWAL5FZ53xCsg0">https://www.youtube.com/watch?v=f4-CcJONi8&amp;index=2&amp;list=PLqJcHm-6n4cGcJ_AWZisWAL5FZ53xCsg0</a>

## Digital marketing

<b>Author/s of the course:</b>	
MBA, guest lecturer, Edgars Korņevskis	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Marketing	
<b>Study course aim:</b>	
Provide students with the acquisition of appropriate digital marketing knowledge and practical skills.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the importance of digital marketing in culture field.</li> <li>2. Understand the user experience and usability principles.</li> <li>3. Understand digital marketing methods and channels.</li> <li>4. Understand social media marketing.</li> <li>5. Able to plan digital marketing activities, campaigns and budget.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Digital marketing functions and channels, e-commerce
2.	Content marketing
3.	Search Engine Optimization (SEO)
4.	Social media management
5.	Paid advertising
6.	Evaluation methods of marketing activities

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
9.	Digital marketing functions and channels, e-commerce <ul style="list-style-type: none"> <li>• Business objectives and target audiences</li> <li>• Digital marketing planning, budget</li> <li>• Methods and channels</li> <li>• User experience, usability</li> </ul>	4	3	1.5



<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
10.	Content marketing <ul style="list-style-type: none"> <li>Principles, content plan</li> <li>Content types</li> <li>The basic principles of formatting</li> </ul>	4	3	1.5
11.	Search Engine Optimization (SEO) <ul style="list-style-type: none"> <li>SEO basics</li> <li>SEO strategy and plan</li> <li>Tool usage: Google webmasters, Google My Business</li> </ul>	4	2	1
12.	Social media management <ul style="list-style-type: none"> <li>Social media communication plan</li> <li>The most popular channels: Facebook, Instagram, YouTube etc.</li> <li>Content creation for social media networks</li> </ul>	4	2	1
13.	Paid advertising <ul style="list-style-type: none"> <li>Banner planning</li> <li>Google Ads</li> <li>Facebook advertising</li> </ul>	4	3	1.5
14.	Evaluation methods of marketing activities <ul style="list-style-type: none"> <li>Google Analytics</li> <li>Social media statistical tools</li> </ul>	4	3	1.5
<b>Total:</b>		<b>24</b>	<b>16</b>	<b>8</b>

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
<i>Full-time studies, part-time</i>	1. Fill out target-audience matrix, to create at least 1 audience person and 1 client travel	Group work

<i>studies, part-time studies with e-learning elements</i>	2. Create Google Ads Display advertising campaign in test environment	Seminar
	3. Creation a content marketing plan	Group work
	4. Create a digital marketing campaign plan and budget	Presentation

Structure of the study course:

<i>Study form</i>	<i>Contact hours</i>				<i>Independent work (number of hours)</i>	<i>Mandatory reading and/or audio and video material watching/ listening</i>	<i>Total hours of the course</i>
	<i>Lecture contact hours (including seminars, discussions)</i>	<i>Consultations, guest lectures, conferences, field trips, business games, etc.</i>	<i>Final evaluation (exam, test, defense)</i>	<i>Total</i>			
<i>Full-time</i>	24	6	2	<b>32</b>	32	16	<b>80</b>
<i>Part-time</i>	16	6	2	<b>24</b>	32	24	<b>80</b>
<i>Part-time studies with e-learning elements</i>	8	6	2	<b>16</b>	32	32	<b>80</b>

Evaluation of the study course learning outcomes:

<i>No.</i>	<i>Learning outcome:</i>	<i>Evaluation method/s</i>	<i>Evaluation criteria</i>			
			<i>Minimum level (from 40% to 64%)</i>	<i>Average level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (10) (from 95% to 100%)</i>
1.	Understand the importance of digital marketing in culture field	Discussion, examination	Understand the basic concepts	Understand the importance of digital marketing	Understand the significance and principles of digital marketing	Freely able to describe the most popular digital marketing principles
2.	Understand the user experience and usability principles.	Seminar	Understand basic terms, is able to recognize simplified examples	Able to analyze and understand the importance of user experience, understand its link with meeting the digital marketing objectives	Able to demonstrate practical usability and poor user experience cases, understand the significance of these factors	Able to illustrate the theory with practical examples and point out the main user experience problems, draw conclusions

					in marketing communication	based on user research
3.	Understand digital marketing methods and channels.	Seminar, examination	Able to list the most popular forms of digital marketing	Able to list and describe in detail the various forms of digital marketing, able to describe their advantages and disadvantages	Able to describe a significant number of the digital marketing methods, describing in detail the advantages and interaction of the channels	Able to compare, in a balanced way, digital marketing methods and channel use, based on the evaluation methods and research data
4.	Understand social media marketing.	Discussion	Able to name the most popular social media networks	Understand the main differences among the most popular social media channels, able to choose the most appropriate social media channel for the target audience	Able to devise appropriate strategy for each media channel	Able to devise appropriate strategy and assessment system for each social media channel, connecting it with other resources, such as websites
5.	Able to plan digital marketing activities, campaigns and budget.	Presentation	Understand the basic principles of planning, able to design a simplified plan	Able to design a detailed communication plan while planning the use of different channels	Able to create a digital marketing plan with activities, cost planning	Able to create a detailed plan with a budget, the assessment of other marketing methods and time schedule

**Literature and other sources of information:**

***Mandatory literature and information sources***

- |    |   |
|----|---|
| 1. | Chaffey D. (2019). Digital marketing. Harlow, United Kingdom.                                   |
| 2. | Hanlon A. (2019). Digital Marketing : Strategic Planning & Integration. London, United Kingdom. |
| 3. | Kingsnorth S. (2019). Digital marketing strategy. New York:Kogan Page.                          |
| 4. | Praude, V., Šalkovska, J. (2018). Satura mārketinga internetā. Rīga, Latvija.                   |

***Further reading***

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|----|--|
| 1. | Alhlou F., Asif S., Fettman E. (2016). Google Analytics Breakthrough : From Zero to Business Impact. NewYork, United States. |
|----|--|

2.	Gothelf J. (2016). Lean UX. Sebastopol, United States.
3.	Kawasaki G. (2014). The Art of Social Media : Power Tips for Power Users. London, United Kingdom
4.	Kotlers F. (2007). Mārketings no A līdz Z. Jumava, Rīga.
5.	Praude, V. (2011). Mārketings 1.grāmata. Burtene, Rīga.
<b><i>Other sources of information</i></b>	
1.	<a href="https://digitalmarketinginstitute.com/">https://digitalmarketinginstitute.com/</a>
2.	<a href="https://digijourney.com/">https://digijourney.com/</a>

## Macroeconomics

<b>Author/s of the course:</b>	
Dr. oec. Anna Ābeltiņa	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Microeconomics	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of macroeconomics.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the substance and basic concepts of macroeconomics as the foundation of the state's economic policy.</li> <li>2. Understand key macroeconomic indicators.</li> <li>3. Able to solve practical tasks in accordance with the acquired theoretical knowledge.</li> <li>4. Able to critically analyze problems at the economy level.</li> <li>5. Able to provide arguments to discuss the fundamental issues of macroeconomics.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The substance and key indicators of macroeconomics
2.	Macroeconomic balance and instability
3.	Monetary system
4.	Fiscal framework
5.	International economic relations

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
15.	Introduction to macroeconomics. <ul style="list-style-type: none"> <li>• The object of macroeconomics.</li> <li>• Macroeconomic methodology.</li> <li>• The basic problem and aims of macroeconomics.</li> </ul>	4	2	1

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
16.	Key indicators of macroeconomics. <ul style="list-style-type: none"> <li>• Gross National Product and Gross Domestic Product.</li> <li>• The methods of calculating Gross Domestic Product.</li> <li>• Other macroeconomic indicators.</li> <li>• Nominal and real Gross Domestic Product. Price indices.</li> <li>• Gross Domestic Product and population welfare. Economic growth.</li> </ul>	8	4	2
17.	Macroeconomic instability. <ul style="list-style-type: none"> <li>• Production cycles as macroeconomic instability manifestation.</li> <li>• The substance of inflation and its forms of expression.</li> <li>• The substance, types and socioeconomic consequences of unemployment.</li> </ul>	6	3	1
18.	Monetary system. <ul style="list-style-type: none"> <li>• Money demand and supply.</li> <li>• Two-tier banking system.</li> <li>• Monetary policy.</li> </ul>	8	4	2
19.	Aggregate demand and supply. <ul style="list-style-type: none"> <li>• Aggregate demand - its structure and factors.</li> <li>• Aggregate supply: Keynesian and classical approach.</li> <li>• Aggregate supply changes.</li> <li>• Macroeconomic balance and changes.</li> <li>• Demand and supply shocks. Automatic process and regulatory measures.</li> </ul>	6	3	1
20.	Income – expenditure model component analysis. <ul style="list-style-type: none"> <li>• Consumption, savings, investment.</li> <li>• Income–expenditure balance and multiplication effects.</li> </ul>	4	2	1
21.	Fiscal framework. <ul style="list-style-type: none"> <li>• Government expenditure structure.</li> <li>• Taxes: functions, principles.</li> <li>• The state budget, its deficit and public debt.</li> </ul>	6	3	2
22.	International economic relations. <ul style="list-style-type: none"> <li>• International trade - substance and policy.</li> <li>• International capital movement.</li> <li>• The international labor movement.</li> <li>• International Monetary System.</li> </ul>	6	3	2
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control

<i>All forms of studies</i>	<ol style="list-style-type: none"> <li>The acquisition of macroeconomic theory issues.</li> <li>Find a solution for a given macroeconomic problem/task, to support the chosen solution with macroeconomic theory conclusions.</li> <li>Prepare discussion report on a certain macroeconomic theory question, support opinion and critically substantiate the statements.</li> </ol>	Presentation 2 quizzes 2 seminars
	Independently read sources 1, 2 and 3 from the mandatory literature list, and prepare a discussion report on the given issue of macroeconomic theory.	

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Part-time studies with e-learning elements</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

Evaluation of the study course learning outcomes:						
During the study course, 2 quizzes and 1 independent work assignment have to be successfully completed, 2 seminars have to be participated in, at least 70% of the lectures have to be attended and the exam passed. The final grade for the course is formed as the mean of combined average grades for the independent work assignments and the exam.						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Understand the substance and basic concepts of macroeconomics as the foundation of the state's economic policy.	Independent work Seminar Examination	Understand the basic concepts.	Understand the basic concepts and terms, but there are difficulties in the formulation of regularities.	Understand the basic concepts, terms and regularities.	Have a good grasp of the substance, concepts and able to analyze the regularities.
2.	Understand key macroeconomic indicators.	Independent work Seminar Examination	Understand the substance of key indicators.	Understand the substance of key indicators, but there are difficulties in the formulation of regularities.	Understand and able to apply key macroeconomic indicators in problem-solving.	Have a good grasp of key macroeconomic indicators.
3.	Able to solve practical tasks in accordance with the	Independent work Quizzes Examination	Able to apply the acquired knowledge independently to solve certain	Able to apply the acquired knowledge independently in solving	Able to deal with different level practical tasks independently.	Able to solve practical tasks freely and creatively.

	acquired theoretical knowledge.		macroeconomic problems.	macroeconomic problems.		
4.	Able to critically analyze problems at the economy level.	Discussion Seminar	Able to analyze the information obtained, however, there are difficulties discerning regularities.	Able to analyze the information obtained, however, there are difficulties in formulating conclusions.	Able to analyze the information obtained critically and to formulate conclusions.	Able to analyze the obtained information critically, draw conclusions and propose solutions.
5.	Able to provide arguments to discuss the fundamental issues of macroeconomics.	Discussion Presentation Seminar	Able to discuss current events, unable to formulate opinion.	Able to discuss current events, but there are difficulties to argue a viewpoint.	Able to provide arguments to discuss current events, formulate and justify opinions.	Excellent argumentative and oratorical skills.

<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	Krugman, P., Wells R. (2018). Macroeconomics. N.-Y: Macmillan Education, p. 561.
2.	Bikse, V. (2015). Makroekonomika: teorija un politika. Liepāja, LiepULiePA, 269 lpp.
3.	Šenfelde, M. (2012). Makroekonomika. Rīga, RTU izdevniecība, 244 lpp.
<b>Further reading</b>	
1.	Baumol, W., J, Blinder, A., S. (2012). Economics: Principles & Policy, 12 <sup>th</sup> International Edition. South-Western Cengage Learning, 437 – 612, 689 – 727 p.
2.	Kutuzova, O. (2012). Finanšes un kredīts. Biznesa augstskola Turība 15 – 88, 126 – 162, 179 - 217.
3.	Mankiw, N., G., Taylor M., P. (2010). Economics. South-Western Cengage Learning, 473 – 783 p.
4.	Брю, С., Л., Макконнел К., Р. (2015). Экономикс: краткий курс. Москва: ИНФРА-М, 461 стр.
5.	Tautsaimniecības analīze <a href="http://www.fm.gov.lv/lv/sadalas/tautsaimniecibas_analize/">http://www.fm.gov.lv/lv/sadalas/tautsaimniecibas_analize/</a>
6.	Makroekonomikas ikmēneša apskats <a href="http://www.fm.gov.lv/lv/sadalas/tautsaimniecibas_analize/tautsaimniecibas_analize/ikmenesas_makroekonomikas_un_budzeta_apskats/">http://www.fm.gov.lv/lv/sadalas/tautsaimniecibas_analize/tautsaimniecibas_analize/ikmenesas_makroekonomikas_un_budzeta_apskats/</a>
7.	Nodokļi <a href="http://www.fm.gov.lv/lv/sadalas/nodoklu_politika/">http://www.fm.gov.lv/lv/sadalas/nodoklu_politika/</a>
8.	Starptautiskā sadarbība <a href="https://www.em.gov.lv/lv/nozares_politika/starptautiska_sadarbiba/">https://www.em.gov.lv/lv/nozares_politika/starptautiska_sadarbiba/</a>
<b>Other sources of information</b>	
1.	Centrālā statistikas pārvalde <a href="http://www.csb.gov.lv">www.csb.gov.lv</a>
2.	Latvijas Ekonomikas ministrija <a href="http://www.em.gov.lv">www.em.gov.lv</a>
3.	Latvijas Finanšu ministrija <a href="http://www.fm.gov.lv">www.fm.gov.lv</a>
4.	Latvijas Banka <a href="http://www.bank.lv">www.bank.lv</a>
23.	Zinātnisko žurnālu datubāze EBSCO <a href="http://www.search.ebscohost.com">www.search.ebscohost.com</a>



## Branding

<b>Author/s of the course:</b>	
Dr.phil., Professor Velga Vēvere	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Management	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of branding.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the substance of the concept of "branding" and related concepts.</li> <li>2. Understand the steps of branding process and necessary data mining methods used for its implementation.</li> <li>3. Able to analyze brands, to determine their value.</li> <li>4. Able to analyze consumer purchasing decision-making stages.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The essence and meaning of branding in a company's (organization's) activities
2.	Branding development (directions and authors)
3.	Branding in various kinds of businesses
4.	External identifiers of a brand
5.	Brand building and management
6.	Brand portfolio management
7.	Place branding
8.	Brand promotion

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
24.	The role of brand in an organization's activities: <ul style="list-style-type: none"> <li>• Brand definitions</li> <li>• Branded and non-branded products</li> <li>• Brand analysis models</li> </ul>	3	2	1
25.	The development of branding: <ul style="list-style-type: none"> <li>• Brand creation, history</li> <li>• The development stages of branding</li> </ul>	3	1	1
3.	Branding in various industries: <ul style="list-style-type: none"> <li>• Manufacturer's brand</li> <li>• Service brand</li> <li>• Co-brand</li> <li>• Retail brand</li> </ul>	4	3	1

Study course calendar plan:				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
27.	External identifiers of a brand <ul style="list-style-type: none"> <li>Name</li> <li>Logo</li> <li>Advertising slogan</li> <li>Packaging</li> </ul>	4	3	1
28.	Brand development: <ul style="list-style-type: none"> <li>Strategic</li> <li>Administrative</li> <li>Operational</li> </ul>	3	2	1
29.	Brand portfolio management: <ul style="list-style-type: none"> <li>The concept of brand portfolio</li> <li>Brand distribution and expansion</li> <li>Segmentation and positioning</li> </ul>	3	2	1
30.	Place branding: <ul style="list-style-type: none"> <li>Concept</li> <li>Nation branding</li> <li>City branding</li> </ul>	2	1	1
31.	Brand promotion: <ul style="list-style-type: none"> <li>Marketing communication</li> <li>Promotion strategy</li> </ul>	2	2	1
<b>Total:</b>		<b>24</b>	<b>16</b>	<b>8</b>

\* If, in the program, the course is not available in this form, then these rows have to be highlighted with light gray color

Independent work description:		
Study form	Type of independent work	Form of control
Full-time studies	<i>Independent / Practical assignment's brief description:</i> 1. Analyze the texts given by the instructor 2. Prepare a presentation "X brand study"	Seminar, discussion Independent work
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2, 3 and 4 from the mandatory list of sources and source 4 from the further reading section on the topics acquired during the study course	
Part-time studies	<i>Independent / Practical assignment's brief description:</i> 1. Analyze the texts given by the instructor 2. Prepare a presentation "X brand study"	Seminar, discussion Independent work
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2, 3 and 4 from the mandatory list of sources and source 4 from the further reading section on the topics acquired during the study course	
Part-time studies with e-learning elements	<i>Independent / Practical assignment's brief description:</i> 1. Analyze the texts given by the instructor 2. Prepare a presentation "X brand study"	Seminar, discussion Independent work
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2, 3 and 4 from the mandatory list of sources and source 4 from the further reading section on the topics acquired during the study course	

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
Full-time	24	6	2	<b>32</b>	32	16	<b>80</b>
Part-time	16	6	2	<b>24</b>	32	24	<b>80</b>
Part-time studies with e-learning elements	8	6	2	<b>16</b>	32	32	<b>80</b>

Evaluation of the study course learning outcomes:						
During the course, students have to prepare 2 independent assignments and participate in 1 seminar, as well as to attend at least 50% of lectures and pass a written examination. The final evaluation is the average grade of 3 assessments (2 independent work assignments and the exam)						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Know about the substance of branding, its principles and methods	Seminar, discussion, examination	Able to name key branding concepts, describe them	Know the key branding concepts, able to identify and describe the types of brand	Excellent understanding of brand essence and brand typology, understand the brand's role in society	Freely discusses branding concepts and terminology, able to analyze and judge the trends
2.	Know strategic planning and plan implementation	Independent work, discussion, quiz	Understand the structure of a plan and the main principles of its creation	Understand the structure of a plan and the main principles of its creation very well	Understand the planning process at the strategic level, able to draw up a plan	Understand the planning process at the strategic level, able to create a brand development plan
3.	Know how to determine brand value	Independent work, discussion	Know the brand structure and able to describe the main elements	Know the brand structure and able to describe the main features as well as conduct their detailed analysis	Know the brand valuation methods, able to use them in practice	Know the brand valuation methods, able to use them in practice as well as to calculate brand equity
4.	Information collection and processing skills and the maintenance of brand value	Discussion, group work	Have skills in obtaining information from various sources	Able to critically evaluate the information gathered, however, there are problems in the formulation of the question under study	Able to get and process information very well, formulate research questions and plan the research study	Able to get and process information very well, formulate research questions and plan the research study as well as conduct it

5.	Have problem analysis and solving competences	Discussion, independent assignment, quiz	Able to identify the brand management problems and to present them in front of the audience	Able to identify the brand management problems and present them in front of the audience, however, unable to offer solutions	Able to identify the brand management problems and present them in front of the audience, as well as able to offer solutions to the problems	Able to identify the brand management problems and present them in front of the audience, as well as develop a problem-solving strategy (model)
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<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1	Balmer J. M. T., Abratt, R. (2016). Corporate brands and corporate marketing: emerging trends in the big five eco-system. <i>Journal of brand management</i> , Available at: <a href="https://www.researchgate.net/publication/283720522_Corporate_brands_and_corporate_marketing_Emerging_trends_in_the_big_five_eco-system">https://www.researchgate.net/publication/283720522_Corporate_brands_and_corporate_marketing_Emerging_trends_in_the_big_five_eco-system</a>
2	Brito, M. (2013). <i>Your brand, the next media company: how a social business strategy can enable better content, smarter marketing and deeper customer relationships</i> . Indianapolis, IN : QuePub.
3	Ghernev A. (2018). <i>Strategic Brand Management</i> . Evanston: Northwestern University.
4	Godins, S. (2014). <i>Violetā gavs : [kā veicināt sava zīmola, produktu un pakalpojumu atpazīstamību]</i> . Jelgava : Zolnera izdevniecība.
5	Grubor, A. Milovano, O. (2017). Brand Strategies in the Era of Sustainability. <i>Interdisciplinary Description of Complex Systems</i> 15(1), 78-88. Available at <a href="https://hrcak.srce.hr/file">https://hrcak.srce.hr/file</a>
6	Hammonds, Dž. (2008). <i>Tava biznesa zīmols : kā vadīt zīmolu, piesaistīt klientus un kļūt pamanāmam tirgū</i> . Rīga : Lietišķās informācijas dienests.
7	Marwick, A., E. (2013). <i>Status update : celebrity, publicity, and branding in the social media age</i> . New Haven ; London : Yale University Press. 2013.
8	Praude, V. (2012). <i>Menedžments</i> . Rīga : Burtene, 2012.
9	Rosenbaum-Elliott, R., Percy, L., Pervan, S. (2018). <i>Strategic brand management</i> . Oxford: Oxford University Press.
<b>Further reading</b>	
1	Anholt, S. Competitiveness identity. (2007). <i>The New Brand Management for Nations, Cities and Regions</i> . London: Palgrave Macmillan.
3	Cocoran I. (2007). <i>The Art of Digital Branding</i> . New York: Allworth Press.
2	Kornberger, M. (2010). <i>Brand Society. How Brands Transform Management and Life-style</i> . Cambridge: Cambridge University Press.
4	Kucuk, S. U. (2019). <i>Brand Hate : Navigating Consumer Negativity in the Digital World</i> . Cham, Switzerland : Palgrave Macmillan, [2019]
5	Steenkamp, J.-B. (2017). <i>Global brand strategy : world-wise marketing in the age of branding</i> . London : Palgrave Macmillan.
<b>Other sources of information</b>	
1	<a href="https://www.adweek.com/brand-marketing/">https://www.adweek.com/brand-marketing/</a>
2	<a href="https://brandstruck.co/blog/">https://brandstruck.co/blog/</a>
3	<a href="https://identitydesigned.com/">https://identitydesigned.com/</a>
4	<a href="https://www.thebrandingjournal.com/">https://www.thebrandingjournal.com/</a>

## RESEARCH METHODOLOGY

<b>Author/-s of the study course:</b>	
Assistant professor Mg.Psych. Jekaterina Bierne	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
no	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competences in the field of research methodology	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Understand the main research methodology concepts and research principles</li> <li>2. Able to independently formulate the aim and tasks of the research, question and hypothesis, research variables</li> <li>3. Able to choose data acquisition and analysis procedures appropriate for the purpose of the research</li> <li>4. Able to adequately assess the validity and reliability of the research performed, the amount of the required data (sample) of the study</li> <li>5. Able to statistically process quantitative research data</li> <li>6. Able to analyze the required information in order to gain understanding of the particular subject of research in the field of economics and management science</li> <li>7. Able to present the results of the study</li> <li>8. Able to reasonably discuss the conclusions of the study and application possibilities</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Essence of research methodology, principles of the scientific research. The role of researches in the development and improvement of the company performance. General requirements for research work. Research work organization. Stages of research conducting and creating a structure for research paper.
2.	Research topic, subject, subject, object, aim and tasks. Research question and research hypothesis.
3.	General scientific methods, data collecting (gathering) methods and data processing techniques in modern research. Specifics of qualitative and quantitative research.
4.	The essence and structuring of the research theoretical background. Requirements for development and presentation of the research theoretical background. Search and selection of the information sources and analysis of its content according to the research aim.
5.	Research design (descriptive, experimental, quasi-experimental, data mining schemes).
6.	Research variables and their measurement scales (data types). Determination of variables according to the aim, question, hypothesis of the research.
7.	Quality characteristics of the research: reliability, validity, representativeness. Techniques for sample selection.
8.	The essence of the statistical hypothesis. Types of relationships between variables. Hypotheses about statically significant differences and correlation between variables. Statistical conclusion and its reliability.
9.	Organization of empirical data collecting and processing (documents analysis, observation, interview, questionnaire, focus group, etc. according to the specifics of the study). Integration of the theoretical constructs of the research into the research methodology.

10.	Possibilities for statistical analysis of the research data (indicators of descriptive statistics, inferential statistics tools and their correspondence to the research design).
11.	Introduction to multivariate statistics. Univariate, bivariate and multivariate statistics for different research designs. Possibilities of dispersion analysis, regression analysis, application of factor analysis.
12.	Formatting and presentation of research results.

**Study course calendar plan:**

No.	Topic	Lecture contact ours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
32.	Essence of research methodology, principles of the scientific research. The role of researches in the development and improvement of the company performance. General requirements for research work. Research work organization. Stages of research conducting and creating a structure for research paper.	4	2	1
33.	Research topic, subject, object, aim and tasks. Research question and research hypothesis.	4	2	1
34.	General scientific methods, data collecting (gathering) methods and data processing techniques in modern research. Specifics of qualitative and quantitative research.	4	2	2
35.	The essence and structuring of the research theoretical background. Requirements for development and presentation of the research theoretical background. Search and selection of the information sources and analysis of its content according to the research aim.	4	2	1
36.	Research design (descriptive, experimental, quasi-experimental, data mining schemes).	4	2	1
37.	Research variables and their measurement scales (data types). Determination of variables according to the aim, question, hypothesis of the research.	4	2	1
38.	Quality characteristics of the research: reliability, validity, representativeness. Techniques for sample selection.	4	2	1
39.	The essence of the statistical hypothesis. Types of relationships between variables. Hypotheses about statically significant differences and correlation between variables. Statistical conclusion and its reliability.	4	2	2
40.	Organization of empirical data collecting and processing (documents analysis, observation, interview, questionnaire, focus group, etc. according to the specifics of the study). Integration of the theoretical constructs of the research into the research methodology.	4	2	2
41.	Possibilities for statistical analysis of the research data (indicators of descriptive statistics, inferential statistics tools and their correspondence to the research design).	4	2	2
42.	Introduction to multivariate statistics. Univariate, bivariate and multivariate statistics for different research designs. Possibilities of dispersion analysis, regression analysis, application of factor analysis.	4	2	1

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact ours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
43.	Formatting and presentation of research results.	4	2	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>16</b>

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
All study forms	<ol style="list-style-type: none"> <li>1. Creating the Bibliography including ar least 15 literature and information sources of different types, in accordance with the Guidelines.</li> <li>2. Creating the research paper Introductions including research topicality (relevance), aim, tasks, object and subject, data mining and processing methods, reseacrh limitations in accordance with the Guidelines.</li> <li>3. Creating the introduction based resarch work presentations in accordance with the Guidelines.</li> <li>4. Analysis of the two different published scientific researches in the field of management, including research question, methodology, validity, findings and significance level.</li> </ol>	Written task submission and evaluation, presentation and discussion, control work
	Mandatory reading: 1)3rd source (full text), 2)2rd source (section 1.2; pp.64 -84, section 2, pp. 84 -206, section 3.2, pp. 212 – 271, section 5, pp.316 - 352 3) 1st source(section 2; pp.63 – 126)	

<b>Structure of the study course:</b>							
Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	8	4	<b>64</b>	64	32	<b>160</b>
part-time studies	24	18	6	<b>48</b>	64	48	<b>160</b>

part-time studies with e-learning elements	12	16	4	32	64	64	160
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**The evaluation of the study course learning outcomes:**

**Students** are expected to fully and successfully perform all independent tasks, to participate in 2 seminars delivering the presentations matching requirement, to attend at least 50% of classroom meetings, to successfully perform control work and exam test. Final grade for the course derives as the mean of all performed independent tasks and the exam.

No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Understand the main research methodology concepts and research principles	Discussion, control work	Understand the main research principles, but there are difficulties with methodology concepts	Correct understanding of the main research methodology concepts and research principles with some gaps	Correct understanding of and free operating with the main research methodology concepts and research principles	Correct and detailed understanding and reasoning on the research methodology concepts and research principles
2.	Able to independently formulate the aim and tasks of the research, question and hypothesis, research variables	Independent work, discussion, control work	Able to independently formulate the simple aim and tasks of the research, but there are difficulties with question and hypothesis, research variables	Partially able to independently formulate the aim and tasks of the research, question and hypothesis, research variables	Able to independently formulate the aim and tasks of the research, question and hypothesis, research variables	Able to independently and sophisticatedly formulate the aim and tasks of the research, question and hypothesis, research variables
3.	Able to choose data acquisition and analysis procedures appropriate for the purpose of the research	Independent work, control work	Able to choose data acquisition and analysis procedures partly appropriate for the purpose of the research from the limited scope	Partially able to choose data acquisition and analysis procedures appropriate for the purpose of the research	Able to choose data acquisition and analysis procedures appropriate for the purpose of the research	Able to confidently and sophisticatedly choose data acquisition and analysis procedures appropriate for the purpose of the research
4.	Able to adequately assess the validity and reliability of the research	Discussion, control work	Able to assess the validity and reliability of the	Partially able to adequately assess the	Able to adequately assess the	Able to adequately and



	performed, the amount of the required data (sample) of the study		research performed, but there are problems with the amount of the required data (sample) of the study	validity and reliability of the research performed, the amount of the required data (sample) of the study	validity and reliability of the research performed, the amount of the required data (sample) of the study	confidence assess the validity and reliability of the research performed, the amount of the required data (sample) of the study
5.	Able to statistically process quantitative research data	Independent work, control work	Able to statistically process quantitative research data, using limited amount of tools and with lack of grounded statistical reasoning	Partially able to statistically process quantitative research data, making grounded conclusions, which partially reflects the research results	Able to statistically process quantitative research data, making grounded statistical conclusions	Able to statistically process quantitative research data with wide variety of tools, making grounded statistical conclusions on research results
6.	Able to analyze the required information in order to gain understanding of the particular subject of research in the field of economics and management science	Independent work, discussion	Able to analyze minimal amount of required information in order to gain understanding of the particular subject of research in the field	Able to analyze the required information in order to gain partial understanding of the particular subject of research in the field	Able to analyze the required information in order to gain understanding of the particular subject of research in the field	Able to confidently and sophisticatedly analyze the required information in order to gain understanding of the particular subject of research in the field
7.	Able to present the results of the study	Discussion	Able to present the results of the study partially as required, with lack of confidence	Able to consequently present the results of the study with some minor mistakes	Able to consequently and confidently present the results of the study as required	Able to confidently and impressively present the results of the study as required
8.	Able to reasonably discuss the conclusions of the study and application possibilities	Discussion	Able to the conclusions of the study and application possibilities,	Able to reasonably discuss the conclusions of the study and	Able to reasonably discuss the conclusions of the study and	Able to reasonably and confidently discuss the

			with lack of appropriate reasoning and confidence	application possibilities with some difficulties	application possibilities	conclusions of the study and application possibilities
<b>Literature and information sources:</b>						
<b><i>Compulsory literature and information sources</i></b>						
1.	Bryman, A. (2016). <i>Social Research Methods</i> . UK: Oxford University Press.					
2.	Guidelines on Preparation and Defense of Research Papers, Project Reports and Theses at the University of Economics and Culture (edited and approved 30.01.2019.) J.Titko, O.Lentjušenkova, S.Keišs u.c. Rīga: Ekonomikas un kultūras augstskola, 2018.					
<b><i>Additional literature and information sources</i></b>						
1.	Adams, K.A. (2019). <i>Research methods, statistics, and applications</i> . LA: Sage					
2.	Bordens, K.S., Abbott, B. (2018). <i>Research Design and Methods: a Process Approach</i> . 10th ed. Dubuque, IA : McGraw-Hill Education					
3.	Dawson, C. (2009). <i>Introduction to research methods: a practical guide for anyone undertaking a research project</i> . Oxford: How To Books.					
4.	Fisher, C., Buglear, J. (2010). <i>Researching and writing a dissertation: an essential guide for business students</i> . New York: Financial Times/Prentice Hall.					
5.	Gill, J., Johnson, P. (2010). <i>Research methods for managers</i> . LA: Sage					
6.	Wilson, J. (2010). <i>Essentials of business research: a guide to doing your research project</i> . LA: Sage Publications.					
<b><i>Other information sources</i></b>						
1.	EBSCO HOST data base. Electronic source. Available at: <a href="http://web.b.ebscohost.com/">http://web.b.ebscohost.com/</a>					
2.	EMERALD Insight database. Electronic source. Available at: <a href="https://www.emerald.com/insight/">https://www.emerald.com/insight/</a>					
3.	Google Scholar database. Electronic source. Available at: <a href="https://scholar.google.com/">https://scholar.google.com/</a>					
4.	Information Research. Electronic source. Available at: <a href="http://informationr.net/ir/">http://informationr.net/ir/</a>					

## ACCOUNTING

<b>Author/s of the course:</b>	
Professor, Dr.oec. Vita Zariņa	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Microeconomics, Legal regulation of business	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of accounting.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Know and understand the substance, meaning and concepts of accounting records</li> <li>2. Know the latest laws and regulations related to accounting records</li> <li>3. Know the accounting records process and accounting work organization</li> <li>4. Able to apply the acquired knowledge to manage the records of assets and liabilities</li> <li>5. Able to express, support and defend opinion</li> <li>6. Able to conduct accounting work related to the records of economic processes, prepare reports</li> <li>7. Able to analyze accounting record keeping organization</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Accounting as a form of record keeping, its meaning and tasks. Requirements for accounting records. Systems, types and forms of accounting records.
2.	Classification and characterization of economic assets and their sources of origin.
3.	Accounting balance sheet and its characteristics. Changes in the balance as a result of economic operations.
4.	Accounting accounts and double entry. Balance sheet accounts and operation accounts. Plan of book-keeping accounts. Double entry.
5.	Recording and evaluation of balance sheet and profit or loss items.
6.	Documentation and inventory.
7.	Accounting reports. The company's annual report and its components.
8.	Accounting work organization in a company.

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
44.	Accounting as a form of record keeping, its meaning and tasks.Requirements for accounting records.Systems types and forms of accounting records.	4	2	1
45.	Classification and characterization of economic assets and their sources of origin.	4	2	1

Study course calendar plan:				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
46.	Accounting balance sheet and its characteristics. Changes in the balance as a result of economic operations.	8	4	2
47.	Accounting accounts and double entry. Balance sheet accounts and operation accounts. Plan of book-keeping accounts. Double entry.	4	2	1
48.	Recording and evaluation of balance sheet and profit or loss items.	20	10	4
49.	Documentation and inventory.	2	1	1
50.	Accounting reports. The company's annual report and its components.	4	2	1
51.	Accounting work organization in a company.	2	1	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

Independent work description:		
Study form	Type of independent work	Form of control
Full-time studies	<i>Independent / Practical assignment's brief description:</i> 1. the classification of economic resources and their sources, the opening balance sheet composing, economic operations bookings, records in accounts, closing of accounts and balance sheet composing; 2. complex task that covers all successively completed accounting cycle stages; 3. the acquisition of accounting theory issues; 4. the business operations account correspondence learning.	2 independent work assignments; 2 quizzes Seminar
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> To study literature included in the mandatory list of sources and one source from of the list of further reading (in foreign language) about the topics acquired during the course.	
Part-time studies	<i>Independent / Practical assignment's brief description:</i> 1. the classification of economic resources and their sources, the opening balance sheet composing, economic operations bookings, records in accounts, closing of accounts and balance sheet composing; 2. complex task that covers all successively completed accounting cycle stages; 3. the acquisition of accounting theory issues; 4. the business operations account correspondence learning.	2 independent work assignments; 2 quizzes Seminar
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> To study literature included in the mandatory list of sources and one source from of the list of further reading (in foreign language) about the topics acquired during the course.	
Part-time studies with e-learning elements	<i>Independent / Practical assignment's brief description:</i> 1. the classification of economic resources and their sources, the opening balance sheet composing, economic operations bookings, records in accounts, closing of accounts and balance sheet composing; 2. complex task that covers all successively completed accounting cycle stages; 3. the acquisition of accounting theory issues; 4. the business operations account correspondence learning.	2 independent work assignments; 2 quizzes Seminar

	<p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <p>To study literature included in the mandatory list of sources and two sources from of the list of further reading (at least one in a foreign language) about the topics acquired during the course.</p>	
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Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
Full-time	48	12	4	<b>64</b>	64	32	<b>160</b>
Part-time	24	18	6	<b>48</b>	64	48	<b>160</b>
Part-time studies with e-learning elements	12	16	4	<b>32</b>	64	64	<b>160</b>

**Evaluation of the study course learning outcomes:**

The final evaluation of the course for **full-time students** is formed from successfully completed two independent work assignments, two passed quizzes, active participation in discussions (seminar) during the classes and passed exam covering the studied topics of the course;

The final evaluation of the course for **part-time students** is formed from successfully completed two independent work assignments, two passed quizzes, active participation in discussions (seminar) during the classes and passed exam covering the studied topics of the course.

No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Know and understand the substance, meaning and concepts of accounting records	Independent work, discussion, quiz	Know the key concepts, their substance and importance in accounting records	Know the key concepts, their substance and importance in accounting records, their regularities	Know and understand the key concepts, their substance and importance in accounting records, as well as their regularities and use	Know the substance, meaning and concepts of accounting records well, as well as their regularities, able to use them independently
2.	Know the latest laws and regulations related to accounting records	Quiz, discussion	Know only the main requirements of the laws and regulations regarding the accounting records	Partly know the requirements of the laws and regulations regarding the accounting records	Familiar and able to explain the requirements of the laws and regulations regarding the accounting records	Have a good grasp of the requirements of the laws and regulations regarding the accounting records
3.	Know the accounting records	Discussion, practical	Know the main	Partly know the accounting	Know the accounting	Have a good grasp of the

	process and accounting work organization	work, individual assignment	accounting records processes and accounting work organization	records process and accounting work organization	records process and accounting work organization	accounting records process and accounting work organization
4.	Able to apply the acquired knowledge to manage the records of assets and liabilities	Independent work, discussion, quiz	Able with difficulty to apply knowledge concerning accounting records	Mainly able to independently apply knowledge concerning accounting records	Able to apply the acquired knowledge to manage the records, in relation to accounting records	Able to apply the acquired book-keeping knowledge professionally in relation to accounting records
5.	Able to express, support and defend opinion	Discussion	Able to express, support and defend opinion, but there are difficulties with argumentation	Able to express a well-argued and supported opinion, as well as able to defend it	Able to express a well-argued opinion, discuss the latest developments	Able to express well-argued and supported opinion, as well as discuss and defend it
6.	Able to conduct accounting work related to the records of economic processes	Independent work, discussion	Have difficulties to independently conduct accounting work related to the records of economic processes	Mainly able to conduct accounting work related to the records of economic processes	Able to independently conduct accounting work related to the records of economic processes, but there are errors in solving specific problems	Able to independently conduct accounting work related to the records of economic processes
7.	Able to analyze accounting record keeping organization	Independent work, discussion, quiz	Able to analyze accounting work organization, unable to identify problems and find possible solutions	Able to independently analyze and evaluate accounting work organization, unable to identify problems and find possible solutions	Able to independently analyze and evaluate accounting work organization, identify problems, and, using a variety of research methods, find possible solutions	Able to independently analyze and evaluate accounting work organization, perceive the problems, and, using various research methods, find solutions for the improvement of accounting work

**Literature and other sources of information:**

***Mandatory literature and information sources***

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|----|---|
| 1. | Leibus, I., Grigorjeva, R., Jesemčika, A., Svarinska, A. (2016). Grāmatvedības pamati uzņēmumos. Atkārtots un atjaunots 2. izdevums. Rīga: Lietišķās informācijas dienests.   |
| 2. | Gadapārskatu un konsolidēto gadapārskatu likums. Spēkā no 22.10.2015. Electronic resource. Available: <a href="https://likumi.lv/ta/id/277779-gada-parskatu-un-konsolideto-gada-parskatu-likums">https://likumi.lv/ta/id/277779-gada-parskatu-un-konsolideto-gada-parskatu-likums</a> |

3.	Gadapārskatu un konsolidēto gadapārskatusagatavošanas noteikumi, LR MK noteikumi nr. 775. Spēkā no 22.10.2015 no 22.12.2015. Electronic resource. Available: <a href="https://likumi.lv/ta/id/278844-gada-parskatu-un-konsolideto-gada-parskatu-likuma-piemerosanas-noteikumi">https://likumi.lv/ta/id/278844-gada-parskatu-un-konsolideto-gada-parskatu-likuma-piemerosanas-noteikumi</a>
4.	Leibus, I. (2016). Pirmesojikomercdarbībā: darbības uzsākšana, grāmatvedība un nodokļi. Rīga: Lietišķās informācijas dienests.
5.	Likums "Par grāmatvedību". Pieņemts 14.10.1992. Publicēts: Ziņotājs, 12.11.1992. Nr. 44/45.
6.	Noteikumi par grāmatvedības kārtošanu un organizāciju, LR MK noteikumi Nr. 585. Spēkā no 22.10.2015 no 21.10.2003. Electronic resource. Available: <a href="https://likumi.lv/doc.php?id=80418">https://likumi.lv/doc.php?id=80418</a>
<b>Further reading</b>	
1.	Leibus, I., Grigorjeva, R., Jesemčika, A., Svarinska, A. (2014). Grāmatvedības pamati uztņēmumos. Rīga: Lietišķās informācijas dienests.
2.	Jaunzeme, J. S. (2016). Starptautiskie finanšu pārskatu standarti: standartu apkopojums un pielietojuma piemēri. Rīga: Lietišķās informācijas dienests, (Balances bibliotēka).
3.	Grebenko, M. (2015). Darbalikums un grāmatvedība. Rīga: Lietišķās informācijas dienests, (Balances bibliotēka).
4.	Jevigina, I., Sundukova, Z. (2004). Finanšu grāmatvedības pamati. Rīga: RTU Izdevniecība.
5.	Krogzeme, H. (2011). Nodokļu un finanšu grāmatvedības pamati. Rīga: RTU izdevniecība.
6.	Sundukova, Z. (2011). Uzņēmējdarbības līdzekļu un to veidošanās avotu uzskaites un novērtēšana. Mācību grāmata. Rīga: RTU Izdevniecība.
7.	Ābika L., Brūna I., Būmane I., Kasale M. (2008). Praktiskodarbuzdevumigrāmatvedībasteorijā. 2. papildināts izdevums. Rīga: SIA Izglītības solji.
8.	Shields, G. (2018). Accounting Principles. The Ultimate Guide to Basic Accounting Principles, Gaap, Accrual Accounting, Financial Statements, Double Entry Bookkeeping and More. Leipzig: Amazon.
9.	Maynard, J. (2017). Financial Accounting, Reporting & Analysis. United Kingdom: Oxford University Press.
10.	Sangster, A. (2018). Frank Wood's Business Accounting 1. Harlow: Pearson.
11.	Financial Accounting and Reporting (IFRS). (2018). Icaew: Partner in Learning.
12.	Grigorjeva, R., Jesemčika, A., Leibus, I., Svarinska, A., (2009) Finanšu grāmatvedība. Rīga: Izglītības solji, 252 lpp.
<b>Other sources of information</b>	
1.	Grāmatvedības uzskaites kārtība budžeta iestādēs, LR MK noteikumi Nr.87. Spēkā no 13.02.2018. . Electronic resource. Available: <a href="https://likumi.lv/ta/id/297134-gramatvedibas-uzskaites-kartiba-budzeta-iestades">https://likumi.lv/ta/id/297134-gramatvedibas-uzskaites-kartiba-budzeta-iestades</a>
2.	Bilance: [žurnāls] – Rīga: SIA Lietišķās informācijas dienests
3.	iFinances: [žurnāls] – Rīga: SIA Izdevniecība iŽurnāls

## PHILOSOPHY

<b>Author/s of the course:</b>	
Dr.phil., Professor VelgaVēvere	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Secondary school level knowledge of the history of culture and literature	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of philosophy.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ul style="list-style-type: none"> <li>8. Know and understand the substance of philosophy, its role and function in society</li> <li>9. Know the historical and contemporary models of philosophical analysis</li> <li>10. Able to carry out the philosophical analysis of current socio-economic and cultural problems</li> <li>11. Know the basic principles of text analysis</li> <li>12. Able to use the basic principles of critical thinking</li> <li>13. Able to support and defend opinion</li> <li>14. Able to collect and evaluate information</li> <li>15. Able to practically present the results of research, write pointed essays</li> </ul>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The substance of philosophy and its role in society
2.	The European origins of philosophy - mythology, ancient philosophy
3.	Late antique and medieval philosophy
4.	Classic modern philosophical concepts
5.	The 19th-21st century philosophical directions - existentialism, pragmatism, psychoanalysis, phenomenology, the philosophy of life, hermeneutics
6.	Language philosophy, analytical philosophy and logical positivism
7.	Philosophy and culture, cultural semiotics
8.	The philosophy of science from historical and contemporary perspective
9.	The human being and society - social utopias, the problem of power
10.	Philosophy and economics, the philosophy of money and consumption

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
52.	The substance of philosophy and its role in society	2	1	0.5
53.	The European origins of philosophy - mythology, ancient philosophy	3	2	0.5
3.	Late antique and medieval philosophy	2	1	0.5
55.	Classic modern philosophical concepts	3	2	0.5
56.	The 19th-21st century philosophical directions - existentialism, pragmatism, psychoanalysis, phenomenology, the philosophy of life, hermeneutics	4	4	2



Study course calendar plan:				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
57.	Language philosophy, analytical philosophy and logical positivism	2	1	1
58.	Philosophy and culture, cultural semiotics	2	1	1
59.	The philosophy of science from historical and contemporary perspective	2	1	1
9.	The human being and society - social utopias, the problem of power	2	1	0.5
61.	Philosophy and economics, the philosophy of money and consumption	2	2	0.5
<b>Total:</b>		<b>24</b>	<b>16</b>	<b>8</b>

\* If, in the program, the course is not available in this form, then these rows have to be highlighted with light gray color

Independent work description:		
Study form	Type of independent work	Form of control
Full-time studies	<i>Independent / Practical assignment's brief description:</i> 1. Analyze the text fragments given by the instructor according to a certain scheme: a) the main idea of the passage (supported by quotations from the text); b) information about the author and the work in question (paragraph 1); c) the today's topicality and importance of the problems raised in the passage 2. Prepare for the quiz on the key concepts and directions of philosophy	Independent work
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2, 4 and 5 from the mandatory list of sources and sources 1, 2, 3, 7, 8 from the further reading section on the topics acquired during the study course	Quiz
Part-time studies	<i>Independent / Practical assignment's brief description:</i> 1. Analyze the text fragments given by the instructor according to a certain scheme: a) the main idea of the passage (supported by quotations from the text); b) information about the author and the work in question (paragraph 1); c) the today's topicality and importance of the problems raised in the passage 2. Prepare for the quiz on the key concepts and directions of philosophy	Independent work Quiz
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2, 4 and 5 from the mandatory list of sources and sources 1, 2, 3, 7, 8 from the further reading section on the topics acquired during the study course	
Part-time studies with e-learning elements	<i>Independent / Practical assignment's brief description:</i> 1. Analyze the text fragments given by the instructor according to a certain scheme: a) the main idea of the passage (supported by quotations from the text); b) information about the author and the work in question (paragraph 1); c) the today's topicality and importance of the problems raised in the passage 2. Prepare for the quiz on the key concepts and directions of philosophy	Independent work Quiz
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2, 4 and 5 from the mandatory list of sources and sources 1, 2, 3, 7, 8 from the further reading section on the topics acquired during the study course	

Structure of the study course:

Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
Full-time	24	6	2	<b>32</b>	32	16	<b>80</b>
Part-time	16	6	2	<b>24</b>	32	24	<b>80</b>
Part-time studies with e-learning elements	8	6	2	<b>16</b>	32	32	<b>80</b>

#### Evaluation of the study course learning outcomes:

Students successfully complete all independent work assignments and pass the exam. The final grade for the course is formed as the mean of combined average evaluations for the independent work assignments and the exam.

No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Know and understand the substance and basic concepts of philosophy	Independent work, discussion, quiz	Know the main concepts of philosophy, have the basic understanding of philosophy's role in society	Know the main concepts of philosophy, able to identify the problems of philosophy, describe them	Excellent knowledge of the main concepts of philosophy, able to discuss independently the philosophy's role in society	Fully aware of the key concepts of philosophy, able to independently discuss the philosophy's role in society and to use the knowledge for situation analysis
2.	Know the historical and contemporary models of philosophical analysis	Independent work, discussion, quiz	Able to identify the main historical philosophical analysis models, describe them superficially	Able to identify the main historical philosophical analysis models, describe them in depth	Able to identify the main philosophical analysis models, characterize them as well as analyze them in today's context	Have a good grasp of the historical philosophical analysis models, analyze them in today's context, make a creative interpretation
3.	Able to carry out the philosophical analysis of current socio-economic and cultural problems	Independent work, discussion	Able to identify some of the current socio-economic and cultural challenges, provide insight from the perspective of philosophy	Able to identify the current socio-economic and cultural problems, make their philosophical description	Able to identify the current socio-economic and cultural problems, perform their philosophical analysis	Able to identify the current socio-economic and cultural problems, critically analyze them and offer possible solution variants
4.	Know the basic principles of text analysis	Discussion, group work	Know what the textual analysis is, able to use it at the elementary level	Know the text analysis methods, able to apply them in practice	Have a good grasp of the basic principles of text analysis, able to independently carry out	Fully conversant with the basic principles of text analysis, able to independently carry out

					philosophical text research	philosophical text research
5.	Able to use the basic principles of critical thinking	Discussion, independent assignment, quiz	Able to identify, name and characterize thinking errors	Able to identify, name and characterize thinking errors, offer solutions	Able to use critical thinking methods and techniques in text and situation analysis, offer solutions	Able to critically analyze information and situations, present opinion and find solutions
6.	Able to support and defend opinion	Independent work, discussion, quiz	Able to form philosophical argumentation according to the proposed models	Able to form philosophical argumentation according to the proposed models, defend opinion	Able to creatively use philosophical argumentation methods, make counter arguments, discuss	Able to creatively use philosophical argumentation methods, make counter arguments, discuss, moderate discussions
7.	Able to collect and evaluate information	Independent work, discussion	Able to find the necessary sources in libraries and online databases with the help of the instructor	Able to independently find the necessary sources in libraries, online databases, select and evaluate them	Able to independently find the necessary sources in libraries, online databases, evaluate them and use in research	Able to independently find the necessary sources in libraries and online databases, creatively use them in scientific research and make original conclusions
8.	Able to practically present the results of research, write pointed essays	Independent work	Able to report the results of the research in an essay	Able to report the results of the research in an essay and present them to an audience	Able to report the results of the research in a well-argued, pointed essay, support findings and present the results to an audience	Able to report the results of the research, argue its conclusions very well, present them in front of an audience, as well as moderate student discussions

<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	Delēzs, Ž., Gvatari, F. (2010). <i>Kasirfilosofija?</i> Rīga :JāņaRozesapgāds.
2.	Dirāns, V. (2010). <i>Filosofijasstāsts :pasaulesizcilākofilosofudzīve un atziņas.</i> Rīga :Zvaigzne ABC.
3.	Evans S. (2018). <i>A history of Western philosophy.</i> Downers Grove, Illinois, Inter Varsity Press.
4.	<i>Filosofijasvēsture : no antikāspasauleslīdzmūsdienām.</i> (2006). RīgaJāņaRozesapgāds.
5.	Kūle, M. (sast.). (2016). <i>Fenomenoloģijamūsdienupasaulē.</i> Rīga: LU FSI
6.	Pazuhina, N., Štolls, P., Šuvajevs, I. (2018). <i>Bezvarīgovara: Masariks, Patočka, Havel.</i> Rīga: LU FSI.
7.	Platons. (2015). <i>Dialogi.</i> Rīga: Zinātne.
8.	Rasels, B. (2008). <i>Filosofijasproblēmas.</i> Rīga :JāņaRozesapgāds.
9.	Rufinga, M. (2016). <i>Kants, Šopenhauers un Niče.</i> LU FSI: Rīga.
	Stūre-Stūriņa, I. (2016). <i>Totēms un tabu: toreiz un tagad.</i> Rīga: LU FSI
<b>Further reading</b>	
1.	Barts, R. (2008). <i>Camera lucida: piezīme par fotogrāfiju.</i> Rīga: Laikmetīgāsmākslascentrs.
2.	Blekbērns, S. (2007). <i>Domā :neatvairāmsievadsfilozofijā.</i> Rīga: 1/4 Satori.
3.	Debors, G. (2017). <i>Izrādessabiedrība.</i> Rīga: Laikmetīgāsmākslascentrs.
4.	Freids. (2017). <i>Viņpustīksmesprincipa.</i> Rīga: Zvaigzne ABC.

5.	Jankovskis, Ģ. & Jankovska, M. (2017). <i>Being There and Together</i> . Rīga: Creative Media Baltic.
6.	Kūle, M. (sast.) (2016). <i>Fenomenoloģijāmūsdienupasaulē</i> . Rīga: FSI.
7.	<i>Memory Access Denied</i> . (2019). Rīga: Zinātne
8.	Safranski, R. (2010). <i>Nīče :viņadomāšanasbiogrāfija</i> . Rīga :DienasGrāmata.
9.	Vējš, J. N. (2017). <i>Četrasesejas par Berlinu</i> . Rīga: FSI.
10.	Vēvere, V. S(2011). <i>SērensKirkegors: būt un vēstīt</i> . Rīga: FSI.
11.	Vēvere, V. (sast.). (2014). <i>Kirkegoriskielasījumi</i> . Rīga: FSI.
<b>Other sources of information</b>	
1.	Punctum. Literatūras un filozofijasžurnāls. Electronic resource [viewed on 25.09.2019]. Available: <a href="http://www.punctummagazine.lv">www.punctummagazine.lv</a>
2.	<i>RīgasLaiks</i> . Rīga :RīgasLaiks.
3.	Satori. Electronic resource [viewed on 25.09.2019]. Available: <a href="http://www.satori.lv">www.satori.lv</a>
4.	StanfordEncyclopediaofPhilosophy. Electronic resource [viewed on 25.09.2019]. Available: <a href="http://www.plato.stanford.edu">www.plato.stanford.edu</a>

## BUSINESS ECONOMICS AND PLANNING

<b>Author/s of the course:</b>	
Dr.oec., Professor Vita Zariņa	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
6	9
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Microeconomics, Accounting	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of business economics and planning	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the use of financial information in the analysis of economic activity</li> <li>2. Able to define the types of costs and their impact on performance result</li> <li>3. Able to calculate the product's/service's cost, price</li> <li>4. Able to prepare a business plan for a product/service</li> <li>5. Able to present opinion</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Revenue, costs, their types, impact on the result of business activity
2.	Business resources, the necessary calculations, methods
3.	Methods for calculating costs, price calculation
4.	Strategic and operational planning, resource planning
5.	Business idea, situation research, business plan structure
6.	Investment, repayment periods

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
62.	Revenue, costs, their types, impact on the result of business activity	6	2	1
63.	Business resources, the necessary calculations, methods	6	3	2
64.	Methods for calculating costs, price calculation	12	5	2
65.	Strategic and operational planning, resource planning	12	5	3
66.	Business idea, situation research, business plan preparation	30	15	7
67.	Investment, repayment periods	6	2	1
<b>Total:</b>		<b>72</b>	<b>32</b>	<b>16</b>

Independent work description:		
Study form	Type of independent work	Form of control
Full-time studies	1. Market study about the implementation opportunities of a new business idea 2. Business plan preparation 3. Independently read material on the market research opportunities	3 presentations 2 quizzes Seminar
	<i>Mandatory reading and/or audio and video material for listening/ watching</i> <i>brief description:</i> Study sources 1, 2, 3 and 4 from the mandatory source list	
Part-time studies	1. Market study about the implementation opportunities of a new business idea 2. Business plan preparation 3. Independently read material on the market research opportunities	3 presentations 2 quizzes Seminar
	<i>Mandatory reading and/or audio and video material for listening/ watching</i> <i>brief description:</i> Study sources 1, 2, 3 and 4 from the mandatory source list	
Part-time studies with e-learning elements	1. Market study about the implementation opportunities of a new business idea 2. Business plan preparation 3. Independently read material on the market research opportunities	3 presentations 2 quizzes Seminar
	<i>Mandatory reading and/or audio and video material for listening/ watching</i> <i>brief description:</i> Study sources 1, 2, 3 and 4 from the mandatory source list	

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
Full-time	72	18	6	96	96	48	240
Part-time	32	34	6	72	96	72	240
Part-time studies with e-learning elements	16	26	6	48	96	96	240

Evaluation of the study course learning outcomes:						
<p>The final evaluation of the course for full-time students consists of 2 quizzes passed, presentation of business plan (in parts, with 3 presentations), participation in the seminar and a passed exam. The final score consists of: 30% quiz score, 40% assessment of a business plan developed during the semester; 10% participation in the seminar; 20% the exam score.</p> <p>The final evaluation of the course for part-time students and part-time students with e-learning elements consists of a successfully completed independent work - prepared business plan (in parts, with 3 presentations), passed quiz and passed exam. The final score consists of: 30% quiz score, 40% assessment of a business plan developed during the semester; 10% participation in the seminar; 20% the exam score.</p>						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Understand the use of financial information in the analysis of economic activity	Seminar	Understand the company's financial	Understand the company's financial structure, able	Understand the company's financial structure, able	Perfectly understand the company's financial

			structure, able to analyze it	to analyze it, explain the obtained results	to analyze and explain it, support opinion, understand regularities	structure, able to analyze and explain it, support opinion, understand regularities
2.	Able to define the types of costs and their impact on performance	Quiz	Understand the cost structure	Understand the cost structure well, able basically support the impact on performance	Understand the cost structure well, able to support the impact on performance well	Understand the cost structure, the impact on performance very well
3.	Able to calculate the product's/service's cost, price	Presentation	Understand the cost calculation methods, able to name pricing methods	Understand the cost calculation methods well, able to choose the most appropriate, able to name pricing methods	Understand the cost calculation methods well, able to choose the most appropriate and use it in cost calculation, able to offer pricing methods and select the most appropriate	Understand the cost calculation methods very well, able to choose the most appropriate and use it in cost calculation, able to offer pricing methods very well and select the most appropriate
4.	Able to prepare a business plan for a product/service	Presentation Discussion	Able to prepare at least the main components of business plan for a new product/service	Able to prepare a complete business plan for a new product/service, the main components of business plan have appropriately been prepared	Able to prepare a complete business plan for a new product/service very well, all main components of business plan have appropriately been prepared	Able to prepare a complete business plan for a new product/service perfectly, the main components of business plan have appropriately been prepared and precisely calculated
5.	Able to present opinion	Presentation	Prepared and presented the assigned business plan, able to tell about the calculations made, able to answer at	Prepared and presented business plan, able to tell about the conducted research and calculations, able to answer	Well prepared and presented business plan, able to tell about the conducted research and calculations, provide good	Well-argued and well supported business plan presentation, freely able to talk about the research carried out

			least on key questions	the majority of questions	answers to the questions	and calculations, provide exhaustive answers to the questions
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<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	Shefrin H. (2017). <i>Behavioral corporate finance</i> . McGraw-Hill Education.
2.	Semjonova N. (2013). <i>Komercedarbībasfinansēšanasaprēķini :mācību līdzeklis</i> . RTU Izdevniecība
3.	Terence C.M. (2018). <i>Corporate Finance</i> . Routledge, London and New York.
4.	Drury C. (2018). <i>Management and Cost Accounting</i> . Cengage .
<b>Further reading</b>	
1.	Zariņa V., Strēle I. (2009). <i>Finanšuplānošana uzņēmumā</i> . Lietišķās informācijas dienests.
2.	Jones C. (2010). <i>Investments : principles and concepts</i> . Wiley, Hoboken, N.J.
3.	Kurjanovičs V. (2010). <i>Biznesa novērtējums : metodika un organizācija</i> . Merkūrijs LAT.
4.	Kusins J., Zariņa V. (2017). <i>Gadapārskats un iepriekšējoperiodu kļūdas</i> . Turības mācību centrs.
5.	Pelšs A. (2004). <i>Izmaksu analīzē mūmupieņemšanai</i> . LU akadēmiskais apgāds.
<b>Other sources of information</b>	
1.	Gadapārskatu un konsolidēto gadapārskatu likums. Electronic resource. [viewed on 22.11.2018]. Available: <a href="https://likumi.lv/ta/id/277779-gada-parskatu-un-konsolideto-gada-parskatu-likums">https://likumi.lv/ta/id/277779-gada-parskatu-un-konsolideto-gada-parskatu-likums</a>
2.	Biznesa plāna struktūra. Electronic resource. [viewed on 22.11.2018]. Available: <a href="http://miljons.jal.lv/Documents/bp/ka_veidot_biznesa_planus.pdf">http://miljons.jal.lv/Documents/bp/ka_veidot_biznesa_planus.pdf</a>
3.	LIAA Biznesa plāns. Electronic resource. [viewed on 22.11.2018]. Available: <a href="http://www.liaa.gov.lv/lv/biznesa-abc/finanses">http://www.liaa.gov.lv/lv/biznesa-abc/finanses</a>



## STATISTICS

<b>Author/s of the course:</b>	
Dr.oec., Assistant Professor AijaSannikova	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Financial Mathematics, Microeconomics, Financial Theory	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of statistics.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Know and understand the substance, meaning and concepts of statistics.</li> <li>2. Able to apply the acquired knowledge in solving practical tasks.</li> <li>3. Able to independently carry out a statistical analysis of the data.</li> <li>4. Able to critically evaluate the obtained results of the analysis of statistical data and draw conclusions.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Introduction to statistical theory, statistical data mining techniques, population and selection
2.	Statistical data grouping, the distribution of queuing, data display in tables and figures
3.	Statistical key indicators of ungrouped and grouped data
4.	Time series analysis, data representation in tables and figures
5.	Individual indexes and general indexes
6.	Correlation and linear regression analysis
7.	Sampling method

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
68.	Introduction to statistical theory, statistical data mining techniques, population and selection	4	2	2
69.	Statistical data grouping, the distribution of queuing, data display in tables and figures	10	5	4
3.	Statistical key indicators of ungrouped and grouped data	8	4	2
4.	Time series analysis, data representation in tables and figures	8	4	2
72.	Individual indexes and general indexes	6	3	2
73.	Correlation and linear regression analysis	8	4	4
74.	Sampling method	4	3	2
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

\* If, in the program, the course is not available in this form, then these rows have to be highlighted with light gray color

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control

<i>Full-time studies</i>	<i>Independent / Practical assignment's brief description:</i> 1. The study of statistical theory issues. 2. Find a solution for a given analytical problem (situation/task), to support the chosen solution with statistical theory. 3. Practical work completion, which includes successively applicable statistical methods about a specific statistical theory question, arguing critically and critically assessing the obtained results.	2 independent work assignments; 2 seminars
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2 from the mandatory literature list, and prepare a discussion report on the given issue of statistical theory.	
<i>Part-time studies and Part-time studies with e-learning elements</i>	<i>Independent / Practical assignment's brief description:</i> 1. The study of statistical theory issues. 2. Find a solution for a given analytical problem (situation/task), to support the chosen solution with statistical theory. Practical work completion, which includes successively applicable statistical methods about a specific statistical theory question, arguing critically and critically assessing the obtained results.	2 independent work assignments; 2 seminars
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> Study sources 1, 2 from the mandatory literature list, and prepare a discussion report on the given issue of statistical theory.	

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Part-time studies with e-learning elements</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

Evaluation of the study course learning outcomes:						
The final evaluation of the course for <b>full-time students</b> consists of successfully completed two independent work assignments and successful participation in two working seminars, active participation in practical work completion and discussions during the classes, lecture attendance (at least 70% of the classes have to be attended) and successfully passed exam test covering the topics of the course.						
The final evaluation of the course for <b>part-time students</b> consists of successfully completed two independent work assignments and successful participation in two working seminars, active participation in practical work completion and discussions during the classes, lecture attendance (at least 70% of the classes have to be attended) and successfully passed exam test covering the topics of the course.						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)

1.	Know and understand the substance, meaning and concepts of statistics.	Practical work, seminar	Know and understand the basic concepts of statistical theory.	Know the most important concepts of statistical theory, their substance, role in the socio-economic process analysis	Know the most important concepts of statistical theory, their substance, and able to justify their choice in analyzing social-economic processes	Know and understand the concepts of statistical theory, their substance, and able to apply them to critically evaluate their use in certain studies of social-economic processes
2.	Able to apply the acquired knowledge in solving practical tasks.	Practical work, seminar	Able to apply knowledge in solving statistical problems, but there are errors in calculations	Able, to a certain degree independently, apply knowledge to solve standard statistical problems	Able to apply the acquired knowledge in solving statistical problems	Able to critically apply knowledge in solving statistical problems
3.	Able to independently carry out the statistical analysis of the data.	Practical work, seminar	Able to express opinion or elaborate on other statements about the use of statistical theory in problem solving	Able to partially and sporadically support own or another person's opinion on the use of statistical theory in problem solving	Able to support and defend opinion on the use of statistical theory in problem solving	Able to critically evaluate own or another person's opinion on the use of statistical theory in problem solving
4.	Able to critically evaluate the obtained results of the analysis of statistical data and draw conclusions.	Practical work, seminar	Able sporadically analyze and apply statistical theory to achieve various goals	Able to analyze and apply statistical theory to achieve various goals	Able to identify problems and use statistical research methods to achieve goals	Able to independently analyze and evaluate the use of statistical research methods to achieve goals, use various research (calculation) methods to solve statistical problems

**Literature and other sources of information:**

***Mandatory literature and information sources***

1.	Jansons V., Kozlovskis K. (2015). <i>Mārketingpētījumi: teorija un prakse SPSS 20 vidē</i> . RTU Izdevniecība, Rīga.
2.	<b>Orlovska A., Jurgelāne I. (2016). <i>Ekonomiskā statistika</i>. RTU Izdevniecība, Rīga.</b>
3.	Orlovska A. (2012). <i>Statistika :mācību grāmata</i> . RTU Izdevniecība, Rīga.
4.	<b>Statistikas likums. Electronic resource [viewed on 29.08.2019]. Available <a href="https://likumi.lv/ta/id/274749-statistikas-likums">https://likumi.lv/ta/id/274749-statistikas-likums</a></b>
5.	<b>Tokunaga, H.T. (2019). <i>Fundamental Statistics for the Social and Behavioral Sciences 2nd Revised edition</i>. SAGE Publications Inc</b>

***Further reading***

1.	Jansons V., Kozlovskis K. (2012). <i>Ekonomiskā prognozēšana SPSS 20 vidē : mācību grāmata</i> . RTU Izdevniecība, Rīga.
2.	Orlovska, A. (2007) <i>Statistika</i> (mācību līdzeklis). Rīga: RTU.
3.	Slavinska I., Zvirgzdiņa R. (2007). <i>Statistika</i> . SIA "Biznesavadi baskoledža", Rīga.
4.	Vergina, G. (2005). <i>Statistika ekonomistiem</i> . – Kamene, Rīga
<b>Other sources of information</b>	
1.	Centrālā statistikas pārvalde. <i>Datu bāze</i> . Electronic resource. Available: <a href="https://www.csb.gov.lv/lv">https://www.csb.gov.lv/lv</a>
2.	Latvijas Banka. <i>Statistika</i> . Electronic resource. Available: <a href="https://www.bank.lv/statistika">https://www.bank.lv/statistika</a>
3.	Ekonomikas Ministrija. <i>Tautsaimniecības attīstība</i> . Electronic resource. Available: <a href="https://em.gov.lv/lv/nozares_politika/nacionala_industriala_politika/uznemejdarbibas_vidē_/uznemejdarbibas_vidēs_uzlabosana/konsulte_vispirms_">https://em.gov.lv/lv/nozares_politika/nacionala_industriala_politika/uznemejdarbibas_vidē_/uznemejdarbibas_vidēs_uzlabosana/konsulte_vispirms_</a>
4.	<b>Eurostat. Statistics by theme. Electronic resource. Available: <a href="https://ec.europa.eu/eurostat">https://ec.europa.eu/eurostat</a></b>
5.	Vītols, J. (1988). <i>Statistikas vispārīgā teorija</i> . Rīga, Zvaigzne.
6.	Anderson David R., Sweeney Dennis J., Williams Thomas A. (2005). <i>Contemporary Business Statistics with Microsoft Excel</i> . South-Western: Div of Thomson Learning
7.	Arhipova, I., Bāliņa, S. (2006) <i>Statistika ekonomikā un biznesā: risinājumi ar SPSS un MS Excel</i> (mācību līdzeklis). Rīga: Datorzinību centrs.
8.	Krastiņš, O., Ciemiņa, I. (2003) <i>Statistika</i> (mācību grāmata augstskolām). Rīga: LR CSP.
9.	Goša, Z. (2007) <i>Statistika</i> (mācību grāmata). Rīga: Izglītības sōļi.
10.	Schmuller, J. (2013). <i>Statistical Analysis with Excel For Dummies</i> . 3rd Edition, John Wiley & Sons, New Jersey
11.	Елисеєва, И.И. (и др.) (2010) <i>Статистика: учебник</i> . Москва: Проспект.
12.	Ефимова, М. Р. (2006) <i>Общая теория статистики: учебник</i> . Москва: ИНФРА-М.
13.	Van Matre Joseph G., Gilbreath Glenn H. (1987) <i>Statistic for Business and economics</i> . Homewood: IRWIN. Illinois 60430

## HUMAN RESOURCES MANAGEMENT

<b>Author/s of Study course:</b>	
Docent, Mg.Psych. Jekaterina Bierne	
<b>Credit points:</b>	<b>Credit score in the ECTS system:</b>
4	6
<b>Test form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Management	
<b>Course objectives are:</b>	
To provide students with the acquisition of necessary knowledge, skills and competence in the field of human resources management.	
<b>Course outcomes (knowledge, skills, competencies):</b>	
<ol style="list-style-type: none"> <li>1. Knows key principles and functions of human resources management</li> <li>2. Knows the power of management efficiency of human resources management</li> <li>3. Can find information on topical research in the field of human resources management</li> <li>4. Can analyse the performance of various human resource management functions in the company</li> <li>5. Able to choose the human resources selection, evaluation, motivation and training methods for the company's needs</li> <li>6. Can identify problems in human resource management independently</li> <li>7. Can develop solutions of identified problems both independently and in a team</li> <li>8. Is capable of arguing about the current events of the company's human resources management, understanding its connection with the company's performance</li> </ol>	
<b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>	
1.	The essence and key concepts of human resources management The human resources role in enterprise development. Interaction of interests in effective implementation of human resources management. Human resources specialist roles and competencies.
2.	Organisational solutions (models) for Human resources management and basic functions in the company. The importance of labour legislation in the implementation of human resources management functions
3.	The nature of the effectiveness of human resources management, its analytical capacity, quantitative and qualitative indicators. Audit of human resources management.
4.	The evolution of human resources management, development phases, transformation of approaches. Major authors and research in the field of human resources management.
5.	The nature and methods of human resources planning Personnel turnover.
6.	Nature and methods of work analysis. Development and updating of job descriptions and requirement profiles. The relationship between work analyses and recruitment, training and evaluation of the personnel.
7.	Search opportunities of the employees in the labour market. Personnel categories and occupational classification.
8.	The recruitment process and the possibilities for its organisation. Personnel selection methods and instruments. Evaluating the results of the recruitment.
9.	Recruiting and personnel involvement in work. Technically organisational and psychological aspects of the adaptation of personnel.

10.	Staff teaching, training and development. Team building. Nature of career management and organisational solutions (models).
11.	Nature and role of personnel evaluation in company development Staff evaluation methods and organisational solutions.
12.	Creating a motivation system for the company Methods and tools to motivate human resources. Effective motivating criteria and role in enterprise development.

### Study course schedule:

*Taking into account the needs of the study group/learners, the interests, the level of existing knowledge and understanding, the plan may adjust the number of contact hours and the order of topics*

No.	Theme	Lectures (t.sk workshops, discussions) number of contact hours		
		full-time studies	part-time studies	part-time studies with e-learning elements*
75.	The essence and key concepts of human resources management The human resources role in enterprise development Interaction of interests in effective implementation of human resources management. Human resources specialist roles and competencies.	4	2	1
76.	Organisational solutions (models) for Human resources management and basic functions in the company. The importance of labour legislation in the implementation of human resources management functions	4	2	1
77.	The nature of the effectiveness of human resources management, its analytical capacity, quantitative and qualitative indicators. Audit of human resources management	4	2	1
78.	The evolution of human resources management, development phases, transformation of approaches. Major authors and research in the field of human resources management	4	2	1
79.	The nature and methods of human resources planning Personnel turnover.	4	2	1

<b>Study course schedule:</b>				
<i>Taking into account the needs of the study group/learners, the interests, the level of existing knowledge and understanding, the plan may adjust the number of contact hours and the order of topics</i>				
No.	Theme	Lectures (t.sk workshops, discussions) number of contact hours		
		full-time studies	part-time studies	part-time studies with e-learning elements*
80.	Nature and methods of work analysis. Development and updating of job descriptions and requirement profiles. The relationship between work analysis and recruitment, training and evaluation of the personnel.	4	2	1
81.	Search opportunities of the employees in the labour market. Personnel categories and occupational classification.	4	2	1
82.	The recruitment process and the possibilities for its organisation. Personnel selection methods and instruments. Evaluating the results of the recruitment.	4	2	1
83.	Recruiting and personnel involvement in work. Technically, organisational and psychological aspects of the adaptation of personnel.	4	2	1
84.	Staff teaching, training and development. Team building. Nature of career management and organisational solutions (models).	4	2	1
85.	Nature and role of personnel evaluation in company development. Staff evaluation methods and organisational solutions.	4	2	1
86.	Creating a motivation system for the company. Methods and tools to motivate human resources. Effective motivating criteria and their role in enterprise development.	4	2	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

<b>Description of the independent tasks:</b>		
Study form	Type of independent assignment	Type of control
<i>Full-time studies</i>	1) theoretical analysis of the HRM functions 2) Auditing of the functions of HRM for one real case, following predefined parameters 3) Summary of two publications on the activities in HRM	Submitting a task in a written form Presentation, discussion Presentation, discussion

	Compulsory reading: 1) Source 1. (Part 1, pp.6 - 22, part 3, pp.36 - 48, part 4, pp.50 – 58, parts 8 - 18, pp.95 -222). 2) Source 2 (full), 3) Source 3. (part 2, pp. 37 - 74; part 7, pp. 236 - 276; part 13, pp. 407 – 457)	
<i>Part-Time Studies</i>	1) theoretical analysis of the HRM functions 2) Auditing of the functions of HRM for one real case, following predefined parameters 3) Summary of two publications on the activities in HRM	Submitting a task in a written form Presentation, discussion Presentation, discussion
	Compulsory reading: 1) Source 1. (Part 1, pp.6 - 22, part 3, pp.36 - 48, part 4, pp.50 – 58, parts 8 - 18, pp.95 -222). 2) Source 2. (Part 3, pp. 295 - 439) 3) Source 3. (part 2, pp. 37 - 74; part 7, pp. 236 - 276; part 13, pp. 407 – 457)	
<i>Part-time studies with e-learning elements</i>	1) theoretical analysis of the HRM functions 2) Auditing of the functions of HRM for one real case, following predefined parameters 3) Summary of two publications on the activities in HRM	Submitting a task in a written form Presentation, discussion Presentation, discussion
	Compulsory reading: 1) Source 1. (Part 1, pp.6 - 22, part 3, pp.36 - 48, part 4, pp.50 – 58, parts 8 - 18, pp.95 -222). 2) Source 2. (Part 3, pp. 295 - 439) 3) Source 3. (part 2, pp. 37 - 74; part 7, pp. 236 - 276; part 13, pp. 407 – 457)	

Study course organisation and the volume of the course:							
Study form	Contact hours				Independent work hours	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture hours (incl. seminars, discussion)	Consultations, guest lectures, conferences, study tours, applied games, etc.	Final Test (exam, test, defence)	Total			
<i>Full-time</i>	48	8	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Part-time studies with e-learning elements</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

Course acquisition requirements and evaluation of results:						
For <b>full-time students</b> the requirements are to complete successfully and fully 3 classroom works, 3 independent works, take part in two seminars with presentations, attend a minimum of 50% of lectures, successfully pass an exam. The final assessment in the course of study is the arithmetic mean of the assessments of classroom works, independent works, and the exam.						
For <b>part-time students</b> the requirements are to complete successfully and fully 3 classroom works, take part in two seminars with presentations, attend a minimum of 50% of lectures, successfully pass an exam. <i>The final assessment in the course of study is the arithmetic mean of the assessments of classroom works, independent works, and the exam.</i>						
No.	Learning outcomes	Evaluation method	Evaluation criteria			
			Minimal level (from 40% to 64%)	Intermediate level	High level (from 85% to 94%)	With distinction (from 95% to 100%)



				<i>(from 65% to 84%)</i>		
1.	Knows key principles and functions of human resources management	Discussion, classroom work, independent work, exam test	Knows carelessly key principles and functions of human resources management	Knows key principles and functions of human resources management in general	Knows key principles and functions of human resources management, can comment on them independently and critically evaluate them	Knows deeply key principles and functions of human resources management, understands their interconnections
2.	Knows the power of management efficiency of human resources management	Discussion, an independent work presentation	Aware of the possibilities for individual HR management efficiency, partially understands their restrictions	Knows the power of management efficiency of human resources management and its restrictions	Good knowledge of the possibilities for determining the effectiveness of human resource management, is able to assess their use in practice	Knows the potential of a diversified human resource management by identifying their specificities
3.	Can find information on topical research in the field of human resources management	Independent work	Can find information on topical research in human resources management, with insufficient evaluation of the range of available information	Can find information on topical research in the field of human resources management	Can find information on topical research in the field of human resources management, exploring and evaluating several sources	Knows how to find information on topical research in human resources management, with sufficient evaluation of the range of available information
4.	Can analyse the performance of various human resource management functions in the company	Independent task, discussion	Can carelessly analyse the performance of various human resource management functions in the company	Can analyse the performance of various human resource management functions in the company, but it is difficult to formulate conclusions	Can analyse the performance of various human resource management functions in the company, formulate reasoned conclusions	Can analyse the implementation of human resources management functions through a variety of methods by formulating conclusions on the causes and consequences
5.	Able to choose the human resources selection, evaluation, motivation and training methods for the company's needs	Classroom work, seminar, discussion	Able to choose the human resources selection, evaluation, motivation and training methods	Able to choose the human resources selection, evaluation, motivation and training	Able to choose the human resources selection, evaluation, motivation and training methods	Able to make a creative choice and justify the human resources selection, evaluation, motivation and

			without going into relevance to the company's needs	methods in part according to the company's needs	according to the company's needs	training methods according to the company's needs
6.	Can identify problems in human resource management independently	Independent task, discussion	Carelessly identifies the problem of human resource management, without going into an analysis of reasons	Can identify problems in human resource management independently, partly explaining their reasons	Can identify problems in human resource management independently, partly explaining their reasons and ways of resolving them	Can identify problems in human resource management independently, explaining their reasons and ways of resolving them
7.	Can develop solutions of identified problems both independently and in a team	Classroom work, seminar, discussion	Partially justified solutions are developed to address the identified problems, insufficiently analysing their effectiveness	Able to develop semi-reasoned solutions to solve the company's human resource management problems	Able to develop reasoned solutions to solve the company's human resource management problems	Is able to build justified and detailed solutions to address human resource management problems, both independently and in a team
8.	Is capable of arguing about the current events of the company's human resources management, understanding its connection with the company's performance	Seminar, discussion	Is capable of arguing about the current events of the company's human resources management, poorly understanding their connection with the company's performance	Is capable of arguing about the current events of the company's human resources management, understanding their connection with the company's performance	Is capable of arguing about the current events of the company's human resources management, understanding its connection with the company's performance	Is capable of arguing about the current events of the company's human resources management, deeply understanding its connection with the company's performance and offering measures for its development

#### Literature and other sources of information:

##### **Compulsory literature and other sources of information**

1. Armstrong, M. (2011). Armstrong's handbook of strategic human resource management. Kogan Page Publishers.
2. Jones, G. R. (2013). Organizational theory, design, and change. Upper Saddle River, NJ: Pearson
3. Rees, G., & Smith, P. (Eds.). (2017). Strategic human resource management: An international perspective. Sage.

##### **Recommended literature**

1. Clegg, S. R., Kornberger, M., & Pitsis, T. (2015). Managing and organizations: An introduction to theory and practice. Sage.
2. Dombrovska, L.R. (2009) Cilvēkresursu kapitāla vadība: teorija un prakse. Rīga, Zvaigzne ABC.
3. Dubkevičs, L. (2011) Līderība vadīšanā. Rīga, RaKa.
4. Ešenvalde, I. (2008). Personāla vadības mūsdienu metodes. Rīga: Merkūrijs LAT, 349.
5. Gill, R. (2011). Theory and practice of leadership. Sage.
6. Gosling, J., Sutherland, I., & Jones, S. (2012). Key concepts in leadership. Sage.
7. Handbook of organizations (2015) Ed. March J., London, Routledge.

8.	Peiseniece, L. (2011). Cilvēkresursu vadīšanas novērtēšanas metodes un to pilnveidošanas virzieni Latvijas lielajos uzņēmumos.
9.	Vorončuka, I. (2009). Personāla vadība. Rīga: Latvijas Universitāte, 400.
10.	Zīlīte, L. (2013) Personāla vadība un sociāla. Rīga, Turība.
<b><i>Other sources of information</i></b>	
1.	EBSCO HOST data base
2.	RESEARCHGATE data base
3.	Springer data base
4.	Google Scholar data base

## International Trade Law

<b>Author/s of the course:</b>	
Mg.iur., Assistant Professor Ināra Brante	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Regulatory Framework of Business	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition on the substance, legal foundations of international trade law and raise awareness about practical regulatory application of the law.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the concept, system of international trade law, the specifics and the hierarchy of rules and regulations.</li> <li>2. Familiar with the international organizations and institutions related to international trade law.</li> <li>3. Know the regulatory framework of the international trade agreements, the rights and obligations of the parties.</li> <li>4. Understand the terms and conditions of the international trade contracts INCOTERMS.</li> <li>5. Familiar with the international business regulatory laws and regulations' application possibilities in practice.</li> <li>6. Able to provide arguments to discuss the issues of international trade regulations in practice.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The concept and system of international trade law. The subjects of international trade law.
2.	The 1980 UN Convention on Contracts for the International Sale of Goods. The structure of the Convention. The basic principles of the application of the Convention.
4.	The international trade contract INCOTERMS.
5.	UNCITRAL international commerce contract principles.
6.	UNIDROIT - international commerce contract principles.
7.	The concept and substance of international maritime law. The United Nations Convention on the Law of the Sea.
8.	International transport by road.
9.	International air transport.
10.	International transport by rail. Intermodal freight transport.
11.	Methods of payment in international trade. Dispute resolution in international arbitration.

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
87.	Introduction. The concept, system, legal subjects of international trade law. The unification of international trade law. The international trade agreements of Latvia. The international organizations and institutions related to international trade law.	2	1	1
88.	The 1980 UN Convention on Contracts for the International Sale of Goods. The structure of the Convention. The basic principles of the application of the Convention. Concluding, entering into contracts.	4	3	1
3.	The General Agreement on Tariffs and Trade (GATT) The main goals and objectives of GATT.	4	3	2
90.	UNIDROIT The international commerce contract principles. E-commerce.	6	2	1
91.	International trade contract INCOTERMS Terms, regulations.	6	3	1
92.	UNCITRAL international commerce contract principles. Aspects of the application of the principles in practice. UNCITRAL recommendations for commercial contract preparation.	6	3	1
93.	Maritime law. The concept and substance of international maritime law. The United Nations Convention on the Law of the Sea. International maritime transport regulations.	4	3	1
94.	International transport by road. The concept and essence of international transport by road. International transport by road regulation in the EU. Latvian legislation on transport by road.	6	3	1
9.	International air transportation. The Chicago and the Warsaw Convention. Bilateral agreements signed by Latvia on air communications.	6	3	1
96.	International transport by rail. Convention concerning International Carriage of Goods by Rail. Bilateral agreements signed by Latvia on international transport by rail. Intermodal freight transport.	6	2	1
97.	Methods of payment in international trade. Dispute resolution in international arbitration.	4	2	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

\* If, in the program, the course is not available in this form, then these rows have to be highlighted with light gray color

**Independent work description:**

Study form	Type of independent work	Form of control
Full-time studies	<p><i>Independent / Practical assignment's brief description:</i></p> <ol style="list-style-type: none"> <li>1. Gather information about the sources of law regulating international trade law.</li> <li>2. Combined task, which covers the substance, principles, methods and content of the regulatory framework of international transport.</li> <li>3. To analyze the UNIDROIT proposals and principles for international commercial transactions and their application in practice.</li> <li>4. Prepare necessary documents for concluding and implementation of foreign trade deals. Find and analyze errors in the drafted document.</li> </ol>	2 independent work assignments 2 quizzes
	<p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <p>To study sources 1, 2, 3 from the mandatory list of sources, sources 1, 2, 3 from the other sources of information list (Latvian laws and regulations) about the topics acquired during the course.</p>	
Part-time studies	<p><i>Independent / Practical assignment's brief description:</i></p> <ol style="list-style-type: none"> <li>1. Gather information about the sources of law regulating international trade law.</li> <li>2. Combined task, which covers the substance, principles, methods and content of the regulatory framework of international transport.</li> <li>3. To analyze the UNIDROIT proposals and principles for international commercial transactions and their application in practice.</li> <li>4. Prepare necessary documents for concluding and implementation of foreign trade deals. Find and analyze errors in the drafted document.</li> </ol>	2 independent work assignments 2 quizzes
	<p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <p>To study sources 1, 2, 3 from the mandatory list of sources, sources 1, 2, 3 from the other sources of information list (Latvian laws and regulations) about the topics acquired during the course.</p>	
Part-time studies with e-learning elements	<p><i>Independent / Practical assignment's brief description:</i></p> <ol style="list-style-type: none"> <li>1. Gather information about the sources of law regulating international trade law.</li> <li>2. Combined task, which covers the substance, principles, methods and content of the regulatory framework of international transport.</li> <li>3. To analyze the UNIDROIT proposals and principles for international commercial transactions and their application in practice.</li> <li>4. Prepare necessary documents for concluding and implementation of foreign trade deals. Find and analyze errors in the drafted document.</li> </ol>	2 independent work assignments 2 quizzes
	<p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <p>To study sources 1, 2, 3 from the mandatory list of sources, sources 1, 2, 3 from the other sources of information list (Latvian laws and regulations) about the topics acquired during the course.</p>	

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
Full-time	48	12	4	64	64	32	160

<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Part-time studies with e-learning elements</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

**Evaluation of the study course learning outcomes:**

The final evaluation of the course for **full-time students** is formed from completed **two** independent work assignments, **two** quizzes passed, active participation in discussions during the classes, lecture attendance (at least 70% of the classes must be attended) and passed exam covering the studied topics of the course;

The final evaluation of the course for **part-time students** is formed from completed **two** independent work assignments, **two** quizzes passed, active participation in discussions during the classes, lecture attendance (at least 70% of the classes must be attended) and passed exam covering the studied topics of the course;

The final evaluation of the course for **part-time students with e-learning elements** is formed from completed **two** independent work assignments, **two** quizzes passed, active participation in discussions during the classes, lecture attendance (at least 70% of the classes must be attended) and passed exam covering the studied topics of the course;

No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Understand the concept, system of international trade law, the specifics and the hierarchy of rules and regulations.	Quiz, discussion	Understand the basic concepts	Understand the most important concepts, but there are difficulties with perceiving regularities	Understand the key concepts and regularities	Freely able to analyze economic regularities
2.	Familiar with the international organizations and institutions related to international trade law.	Independent work, discussion, quiz	Understand the basic operation principles of international organizations	Understand the tasks and functions of international organizations, but there are difficulties with discerning regularities	Understand the tasks and functions, the most important principles and regularities of international organizations	Have a good grasp of operations of international organizations
3.	Know the regulatory framework of the international trade agreements, the rights and obligations of the parties.	Discussion, practical work, individual work	Partly know the regulatory framework of the international trade agreements, however, have difficulties identifying the rights	Know the regulatory framework of the international trade agreements, but there are difficulties to support opinion	Know the regulatory framework of the international trade agreements, the rights and obligations of the parties	Have a good grasp of the regulatory framework of the international trade agreements, the rights and obligations of the parties, able to support opinion

			and obligations of the parties			
4.	Understand the terms and conditions of the international trade contract INCOTERMS	Independent work, discussion, quiz	Partly able to independently apply terms and conditions of the international trade contracts INCOTERMS	Able to independently apply terms and conditions of the international trade contracts INCOTERMS, however, there are difficulties to support opinion	Able to independently apply terms and conditions of the international trade contracts INCOTERMS	Able to independently apply terms and conditions of the international trade contracts INCOTERMS, support opinion and offer solutions
5.	Familiar with the international business regulatory laws and regulations' application possibilities in practice	Independent work	Understand the international business regulatory laws and regulations' application possibilities in practice	Able, to a limited extent, independently apply the acquired knowledge and there are mistakes in the completion of tasks	Able, to a full extent, independently apply the acquired knowledge, but, occasionally, there are mistakes in the completion of tasks	Able, to a full extent, independently apply the acquired knowledge in solving issues
6.	Able to provide arguments to discuss the issues of international trade regulations in practice	Independent work, discussion	Able to discuss about current events, unable to clearly formulate opinion	Unable to express and defend a well-argued and supported opinion	Able to express a supported opinion, but have difficulties to defend it with arguments	Able to express well-argued and supported opinion, as well as discuss and defend it

#### Literature and other sources of information:

##### **Mandatory literature and information sources**

1. Bojārs, J. (2018). Starptautiskās tirdzniecības un komercijas tiesības. Starptautiskās privāttiesības, V sējums. Rīga: LU Akadēmiskais apgāds.
2. Likums Par Apvienoto Nāciju Organizācijas Konvenciju par starptautiskajiem preču pirkuma-pārdevuma līgumiem. Pieņemts: 19.06.1997. Publicēts: Latvijas Vēstnesis, 03.07.1997. Nr.170
3. Autoru kolektīvs.(2013). Komerctiesību aktuālie jautājumi Latvijā un Eiropā. Tiesu namu aģentūra.

##### **Further reading**

1. Schmitthoff: The Law and Practice of International Trade. Published by: Sweet & Maxwell. Authors: Carole Murray; David Holloway; Daren Timson-Hunt; Giles Dixon.
2. Megret, Frederic, Globalization and International Law (August 4, 2008). MAX PLANCK ENCYCLOPEDIA OF INTERNATIONAL LAW, Oxford University Press, 2009. Available at SSRN: <https://ssrn.com/abstract=1200782>
3. Guzman, Andrew T., Global Governance and the WTO (August 2002). UC Berkeley Public Law Research Paper No. 89. Available at SSRN: <https://ssrn.com/abstract=321365> or <http://dx.doi.org/10.2139/ssrn.321365>
4. Giovannucci, Daniele, Basic Trade Finance Tools: Payment Methods in International Trade. Available at SSRN: <https://ssrn.com/abstract=996765>



5.	Shaffer, Gregory, The World Trade Organization Under Challenge: Democracy and the Law and Politics of the WTO's Treatment of Trade and Environment Matters (February 22, 2010). Harvard Environmental Law Review, Vol. 25, pp. 1-93, Winter 2001. Available at SSRN: <a href="https://ssrn.com/abstract=828644">https://ssrn.com/abstract=828644</a>
6.	Dolan, John, The Law of Letters of Credit. THE LAW OF LETTERS OF CREDIT, 4th edition, John F. Dolan, A.S. Pratt & Sons, 2007; Wayne State University Law School Research Paper No. 07-36. Available at SSRN: <a href="https://ssrn.com/abstract=1020705">https://ssrn.com/abstract=1020705</a>
7.	<b>Bainbridge, D., Howell, C.(2014).</b> Intellectual property asset management: how to identify, protect, manage and exploit intellectual property within the business environment. <b>Abingdon, Oxon, UK : Routledge.</b>
8.	Autoru Kolektīvs. (2013).Latvijas Republikas Uzņēmumu Reģistra tiesību piemērošanas prakse. Komerctiesības, biedrošanās tiesības un publiskie reģistri. Zvaigzne ABC.
9.	Koraha, V. (2002).Ievads Eiropas kopienas konkurences tiesībās un praksē. Tiesu namu aģentūra.
10.	Hart, H. (1998).The concept of law. Oxford: Clarendon press. Von Gerven D., Strom P. The European Company. – Cambridge University Press, 2008.
11.	Von Gerven D., Strom, P. (2008).The European Company. – Cambridge University Press.
12.	United Nations Convention on Contracts for the International Sale of Goods <a href="https://www.uncitral.org/pdf/english/texts/sales/cisg/V1056997-CISG-e-book.pdf">https://www.uncitral.org/pdf/english/texts/sales/cisg/V1056997-CISG-e-book.pdf</a>
13.	UNCITRAL Rules on Transparency for Treaty-based Investor-State Arbitration <a href="http://www.uncitral.org/pdf/english/texts/arbitration/arb-rules-2013/UNCITRAL-Arbitration-Rules-2013-e.pdf">http://www.uncitral.org/pdf/english/texts/arbitration/arb-rules-2013/UNCITRAL-Arbitration-Rules-2013-e.pdf</a>
<b>Other sources of information</b>	
1.	Pasaules tirdzniecības organizācija (PTO) <a href="http://www.wto.org">http://www.wto.org</a>
2.	Starptautiskā tirdzniecības palāta (ICC) mājas lapa <a href="http://www.iccwbo.org/">http://www.iccwbo.org/</a>
3.	Pasaules tirdzniecības organizācija (PTO) <a href="http://www.wto.org">http://www.wto.org</a>
4.	Eiropas Savienības Oficiālais Vēstnesis, Eiropas tiesību akti un publikācijas <a href="http://eur-lex.europa.eu/oj/direct-access.html?locale=lv">http://eur-lex.europa.eu/oj/direct-access.html?locale=lv</a>
5.	Komerclikums. Pieņemts: 13.04.2000. Publicēts: Latvijas Vēstnesis, 04.05.2000. Nr.158/160

**International marketing and trade**

<b>Author/s of the course:</b>				
Dr.oec., Assistant Professor Ksenija Jevjeva				
<b>Credit points (Latvian):</b>		<b>ECTS credits:</b>		
2		3		
<b>Final evaluation form:</b>				
<b>Examination</b>				
<b>Study course prerequisites:</b>				
Microeconomics, Macroeconomics, Management Basics, Marketing				
<b>Study course aim:</b>				
To provide students with the necessary knowledge, skills and competence acquisition in the field of international marketing and trade.				
<b>Study course learning outcomes (knowledge, skills, competences):</b>				
<ol style="list-style-type: none"> <li>1. Understand the substance of the concepts "marketing" and "trade" in the context of the international commerce.</li> <li>2. Understand the substance of the international division of labor and the reasons of global trade existence.</li> <li>3. Able to analyze the company's strategies in order to penetrate the foreign markets.</li> <li>4. Able to use pricing methods in foreign markets.</li> <li>5. Able to analyze the types of international promotion of products and trade communication.</li> </ol>				
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>				
1.	Marketing and trade concepts, functions and their specifics in the international context.			
2.	International market identification and segmentation.			
3.	The company's business strategies in foreign markets.			
4.	Pricing in foreign markets and their impact on the international product positioning.			
5.	Product promotion in international markets and communication with the trade channel representatives.			
<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
98.	Marketing and trade concepts, functions and their specifics in the international context. <ul style="list-style-type: none"> <li>• The historical development of the concepts "marketing" and "trade" and related concepts and trends.</li> <li>• Marketing and trade interaction within the framework of international business.</li> <li>• International market research methods and basic elements of information systems.</li> <li>• The reasons for a company's business dealings in foreign markets.</li> </ul>	2	2	1

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
99.	International market identification and segmentation. <ul style="list-style-type: none"> <li>• International division of labor and global niche formation.</li> <li>• The substance of identifying the target audience and the research methods analyzing demand in foreign markets.</li> <li>• Market segmentation process and methods.</li> <li>• Positioning strategies in external markets.</li> </ul>	4	2	1
100.	The company's business strategies in foreign markets. <ul style="list-style-type: none"> <li>• International business environment.</li> <li>• The company's strategies in order to penetrate the foreign markets.</li> <li>• Product development or adaptation strategies.</li> <li>• Digital marketing in external markets.</li> <li>• E-commerce concepts and technologies.</li> </ul>	8	6	4
101.	Pricing in foreign markets and their impact on the international product positioning. <ul style="list-style-type: none"> <li>• Internal and external factors of pricing.</li> <li>• Pricing methods in terms of costs, demand and competitors in external markets.</li> <li>• Pricing strategies according to product positioning.</li> </ul>	4	2	1
102.	Product promotion in international markets and communication with the trade channel representatives. <ul style="list-style-type: none"> <li>• Creation and management of international distribution channels.</li> <li>• Wholesale and retail concept, functions and types in external markets.</li> <li>• Product promotion types and their selection in foreign markets.</li> <li>• The concept of marketing communications mix and the international factors of its building.</li> </ul>	6	4	1
<b>Total:</b>		<b>24</b>	<b>16</b>	<b>8</b>

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
<i>Full-time studies</i>	1. Develop the company's strategies in order to penetrate the foreign markets.	Quiz, seminar
	Mandatory literature: 1., 2., 3., 6. Further reading: 1., 7., 8., 9., 10., 11., 12. Other sources of information: 3., 6., 12., 15., 17., 18.	
	2. Develop marketing communications mix for the external market	
	Mandatory literature: 1., 2., 5. Further reading: 3., 4., 5., 6., 12. Other sources of information: 2., 5., 7., 9., 10., 16., 17., 18.	Presentation

<i>Part-time studies</i>	1. Develop the company's strategies in order to penetrate the foreign markets.	Quiz, seminar
	Mandatory literature: 1., 2., 3., 6. Further reading: 1., 7., 8., 9., 10., 11., 12. Other sources of information: 3., 6., 12., 15., 17., 18.	
	2. Develop marketing communications mix for the external market.	Presentation
	Mandatory literature: 1., 2., 5. Further reading: 3., 4., 5., 6., 12. Other sources of information: 2., 5., 7., 9., 10., 16., 17., 18.	

Structure of the study course:

<i>Study form</i>	<i>Contact hours</i>				<i>Independent work (number of hours)</i>	<i>Mandatory reading and/or audio and video material watching/listening</i>	<i>Total hours of the course</i>
	<i>Lecture contact hours (including seminars, discussions)</i>	<i>Consultations, guest lectures, conferences, field trips, business games, etc.</i>	<i>Final evaluation (exam, test, defense)</i>	<i>Total</i>			
<i>Full-time</i>	24	6	2	<b>32</b>	32	16	<b>80</b>
<i>Part-time</i>	16	6	2	<b>24</b>	32	24	<b>80</b>
<i>Part-time studies with e-learning elements*</i>	8	6	2	<b>16</b>	32	32	<b>80</b>

Evaluation of the study course learning outcomes:

During the study course, 2 independent work assignments have to be successfully completed, 2 seminars have to be participated in, at least 50% of the lectures have to be attended and the exam passed. The final grade for the course is formed as the mean of combined average grades for the independent work assignments and the exam.

No.	<i>Learning outcome:</i>	<i>Evaluation method/s</i>	<i>Evaluation criteria</i>			
			<i>Minimum level (from 40% to 64%)</i>	<i>Average level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (10) (from 95% to 100%)</i>
1.	Understand the substance of the concepts "marketing" and "trade" in the context of the international commerce.	Discussion	Understand the basic concepts	Understand the key concepts, but there are difficulties with the explanation of concepts	Understand the key concepts and the differences among them in the international context	Freely able to analyze the concepts
2.	Understand the substance of the international division of labor and the reasons of global trade existence.	Discussion, quiz	Understand the basic principles of international division of labor	Understand the basic principles, but there are difficulties with strategies identifying the target audience	Understand the strategies and regularities in foreign markets	Able to draft external market segmentation guidelines

3.	Able to analyze the company's strategies in order to penetrate the foreign markets.	Quiz, seminar, examination.	Able to identify the international business environment characteristics	Able to analyze the entry strategy, but is unable to determine implementation strategies	Able to analyze the entry and implementation strategies	Able to draft entry guidelines according to the specifics of company and external market
4.	Able to use pricing methods in foreign markets.	Discussion	Able to identify influencing factors, but have difficulty discerning regularities	Able to identify regularities, but there are difficulties with the method application	Able to calculate prices for different international markets	Able to anticipate demand changes, depending on the price changes
5.	Able to analyze the types of international promotion of products and trade communication.	Presentation, examination	Able to identify types of promotion, but are unable to clearly formulate the distribution channels	Able to evaluate the need for promotion types in various foreign markets	Able to provide arguments to justify the selection of the type of promotion and distribution channels	Able to develop marketing communication mix

#### Literature and other sources of information:

##### **Mandatory literature and information sources**

1. Albaum, G., Duerr, E. (2011). *International marketing and export management*. USA: Financial Times.
2. Baack Da., Czarnecka B., Baack Do. (2019). *International Marketing*. Los Angeles: Sage Publications
3. Bojārs, J. (2018). *Starptautiskā tirdzniecības un komercijastiesības*. Rīga: LU Akadēmiskais apgāds.
4. Feenstra R., Taylor A. (2017). *International Trade*. New York: Worth Publishers
5. Praude, V., Šalkovska, J. (2018). *Saturamārketingsinternetā*. Rīga: Burtene.
6. Reuvid, J., Sherlock, J. (2019). *International trade*. London, Philadelphia, New delhi: KOGAN PAGE.

##### **Further reading**

1. Ahenbahs, J., Beļčikovs, J. (1999). *Uzņēmējdarbības tirdzniecībā*. Rīga: Vaidelote.
2. Bax, St., Meyer K., Wilkins, N. (2013). *Cambridge Marketing Handbook: Digital Marketing*. USA: Cambridge marketing press.
3. Godins, S. (2014). *Kāveicinātsavāzīmola, produktu un pakalpojumu atpazīstamību*. Rīga: Zolneraizdevniecība.
4. Grose, V. (2012). *Concept to customer*. Lausanne: AVA Academia.
5. Kotler, K. (2016). *Marketing Management*. London: Pearson Education.
6. Kumar, V., Reinartz, W. (2012). *Customer relationship management: concept, strategy, and tools*. Heidelberg: Springer.
7. Latiševs, V. (2008). *Praktiskā palīdzība tirdzniecības darījumu noformēšanai*. Rīga: Merkūrijs LAT.
8. Oļevskis, G. (2003). *Starptautiskā tirdzniecība*. Rīga: RSEBAA.
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10. Praude, V., Liniņa, I. (2018). *Pārdošanas vadība*. Rīga: Turības mācību centrs.
11. Štālberga, Z. (2007). *Starptautiskā tirdzniecība*. Rīga: BVK.
12. Terpstra, v., Sarathy, R. (1997). *International marketing*. Fort Worth etc.: Dryden Press.

##### **Other sources of information**

1. American Marketing Association (2018). What Are the Ethics of Neuromarketing? [viewed on 18.03.2019]. Available at: <https://www.ama.org/marketing-news/what-are-the-ethics-of-neuromarketing/>
2. Amstrong, G., Kotler, Ph., Harker, M., Edition, Th. (2015). *Marketing an Introduction*. London: Pearson Education.
3. Clarke, A. (2018). SEO 2018: Learn search engine optimization with smart internet marketing strategies. Amazon Digital Services. [viewed on 18.03.2019]. Available: <https://www.amazon.com/Search-Optimization-Internet-Marketing-Strateg/dp/1979286973>

4.	Godin, S. (2019). Time and money. [viewed on 18.03.2019]. Available at: <a href="https://seths.blog/2019/03/time-and-money/">https://seths.blog/2019/03/time-and-money/</a>
5.	Jones, R. (2017). <i>Branding. A very Short Introduction</i> . UK: Oxford University Press.
6.	Kenneth, C.L., Carol, G.T. (2017). <i>E-Commerce 2017</i> . London: Pearson.
7.	Kotlers, F. (2006). <i>Mārketingapamati</i> . Rīga: Jumava.
8.	Liniņa, I. (2018). <i>Kāpiesaisīt un noturētpircēju</i> . Rīga: Turības mācību centrs.
9.	Manns, I. (2013). <i>Bezbudžetamārketinga: 50 efektīvi instrumenti</i> . Rīga: Zvaigzne ABC.
10.	Mooij, de M. (2011). <i>Consumer Behavior and Culture</i> . Los Angeles, London, New Delhi: SAGE.
11.	Noel, H. (2009). <i>Consumer behaviour</i> . Lausanne: AVA Academia.
12.	Praude, V., Šalkovska, J. (2013). <i>Loģistika: (teorija un prakse)</i> . Rīga: Burtene.
13.	Praude, V., Šalkovska, J. (2015). <i>Integrētāmārketingakomunikācija 1.sēj.</i> Rīga: Burtene.
14.	Praude, V., Šalkovska, J. (2015). <i>Integrētāmārketingakomunikācija 2.sēj.</i> Rīga: Burtene.
15.	Reilijs, D., Giboss, D. (2001). <i>Darījumuattiecībasarpircējiem</i> . Rīga: Turība.
16.	Shimp, T., Anrews, C. (2013). <i>Advertising, promotion, and other aspects of integrated marketing communications</i> . Australia: South-Western.
17.	Stone, M., McCall, J. (2004). <i>International strategic marketing: a European perspective</i> . New York: Routledge.
18.	Williams, J. (2016). <i>Social Media: Marketing Strategies for Rapid Growth Using: Facebook, Twitter, Instagram, LinkedIn, Pinterest and YouTube</i> . USA: CreateSpace Independent Publishing Platform, 1 edition.

## WORKSHOP "The art of speech and presentation"

<b>Author/s of the course:</b>	
Mg.philol. Inga Milēviča, Mg.sc.soc. Inga Oliņa	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
N/A	
<b>Study course aim:</b>	
The aim of the course is to develop students' speaking and presentation skills.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Know different types of speech and presentation making principles.</li> <li>2. Able to analyze professional thematic speeches and presentations in accordance with the principles of rhetoric.</li> <li>3. Able to use effective communication and argumentation techniques.</li> <li>4. Able to formulate the main principles of successful speech and presentation.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Presentation and presentation techniques.
2.	Stages of speech, speech structure. Effective speech.
3.	Speech styles and genres. Imaginative expressions of speech features.
4.	Argumentation. The argument types.

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Distance learning
103.	Presentation and presentation techniques. Technical advantages and disadvantages of making a presentation. The most typical errors in making presentations and their prevention options.	4	4	2
104.	Stages of speech, speech structure. Successful feedback guarantees in professional public speaking. Conditions and tasks of effective speech.	8	4	2
105.	Speech styles and genres. Imaginative expressions of speech features. The most common professional speech types and forms. The potency of metaphor.	6	4	2
106.	Argumentation. The argument types. The structure of argumentation and effective techniques of argumentation in public speaking. Discussion organization specifics in the professional field.	6	4	2
<b>Total:</b>		<b>24</b>	<b>16</b>	<b>8</b>

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control

<i>All forms of studies</i>	1. Practical work in setting up speech and the target audience. 2. Poetry readings. 3. Preparation and presentation of an individual speech.	Evaluation
	Mandatory reading and/or audio and video material for listening/ watching (brief description)	Get acquainted with the mandatory literature sources

**Independent work organization and scope:**

<i>Study form</i>	<i>Contact hours</i>				<i>Independent work (number of hours)</i>	<i>Mandatory reading and/or audio and video material watching/ listening</i>	<i>Total hours of the course</i>
	<i>Lecture contact hours (including seminars, discussions)</i>	<i>Consultations, guest lectures, conferences, field trips, business games, etc.</i>	<i>Final evaluation (exam, test, defense)</i>	<i>Total</i>			
<i>Full-time</i>	24	6	2	32	32	16	80
<i>Part-time</i>	16	6	2	24	32	24	80
<i>Distance learning</i>	8	6	2	16	32	32	80

**Evaluation of the study course learning outcomes:**

10% - work during classes independent work, 70% - practical tasks, 20% - exam

<i>No.</i>	<i>Learning outcome:</i>	<i>Evaluation method/s</i>	<i>Evaluation criteria</i>			
			<i>Minimum level (from 40% to 64%)</i>	<i>Intermediate level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (from 95% to 100%)</i>
1.	Able to formulate the main principles of successful speech and presentation	Exam	Partly able to formulate a successful speech and presentation principles, partly able to see the context and apply creative potency	Able to formulate the key principles of successful speech and presentation, but is unable to identify them in context and examples, as well as not able to formulate creative approach cases	Able to formulate the main successful speech and presentation principles, freely identify such in examples, support creative approach opportunities	Able to formulate a successful speech and presentation principles, creatively either supplementing or supporting them, able to identify them in context and examples, providing practical creative solutions within the context of professional communication



2.	Able to use effective communication and argumentation techniques	Exam, presentation	Partly able to use effective communication and argumentation techniques, tending to use sophistry and emotional arguments, able to justify a professional opinion only in part	Able to use effective communication and argumentation techniques, giving priority to some, selective types, partly supporting the professional opinion	Able to use effective communication and argumentation techniques for different kinds of genres, correctly, and in accordance with the analysis of the situation, choosing to support a professional point of view	Able to fully apply effective communication and argumentation techniques throughout the full spectrum of speech types and genres, offering creative solutions to support professional point of view
3.	Able to analyze professional thematic speeches and presentations in accordance with the principles of rhetoric	Exam	Partly able to analyze professional thematic speech or presentation, making careless and trivial conclusions about speech or presentation to be analyzed	Able to analyze professional thematic speeches and presentations in accordance with some, freely chosen, principles of rhetoric	Able to analyze professional thematic speeches and presentations in accordance with the acquired principles of rhetoric, freely and independently seeing the interrelationships in the material	Able to analyze professional thematic speeches and presentations in accordance with the acquired principles of rhetoric, creatively using them in own analysis within the context of broad professional communication
4.	Able to formulate the main principles of successful speech and presentation	Exam	Partly able to formulate successful speech and presentation principles, partly able to see creative potency in context and examples	Able to formulate the key principles of successful speech and presentation, but is unable to identify them in context and examples, as well as not able to formulate creative approach cases	Able to formulate the main successful speech and presentation principles, freely identify such in examples, justify creative approach opportunities	Able to formulate a successful speech and presentation principles, creatively either supplementing or supporting them, able to identify them in context and examples, providing practical creative solutions within the context of professional communication

**Literature and other sources of information:**

***Mandatory literature and sources***

1.	Acker, M. (2019). Speak With No Fear: Go from a nervous, nauseated, and sweaty speaker to an excited, energized, and passionate presenter. Advance, Coaching & Consulting; Illustrated edition.
2.	Carnegie, D. (2017). How to Develop Self-Confidence and Influence People by Public Speaking. Gallery Books.
3.	Kramiņš, E. (2016). Retorikas rokasgrāmata. Runāsim skaidri, spilgti, iedarbīgi! Rīga: Turība.
4.	Milēviča, I. (2019). Veiksmes retorika. Rīga: Burtene.
<b>Further reading</b>	
1.	Apele, A. (2012). Prasme runāt publiski. Rīga: Zvaigzne ABC.
2.	Brēdemeiers, K. (2008). Melnā retorika: valodas spēks un maģija. Rīga: Zvaigzne ABC.
3.	Gandapass, R. (2008). Kāmasūtra oratoram: desmit nodaļas par to, kā gūt un sagādāt maksimālu prieku un baudu, uzstājoties publiski. Rīga: Latvijas Ekologiskās Izglītības Apgāds.
4.	Denijs, R. (2002). Prasme sazināties un uzstāties. Rīga: Jāņa Rozes apgāds.
5.	Dukulis, I. (2002). Prezentācijas materiālu sagatavošana: programma Microsoft PowerPoint 2000. Rīga: Biznesa augstskola Turība.
6.	Hofmanis, K.D. (2005). Prezentācija un moderācija: efektīva komunikācija un mērķtiecīga tehnisko līdzekļu lietošana. Rīga: Zvaigzne ABC.
7.	Edeirs, Dž. (1999). Efektīva komunikācija: vissvarīgākā vadības mākslas metode. Rīga: Asja.
8.	Egidess, A. (2006). Saskarsmes labirinti: kā iemācīties sadzīvot ar cilvēkiem. Rīga: Jumava.
9.	Keigels, T. Dž. (2008). Uzstāšanās māksla: droši paņēmieni, kā pārliecināt auditoriju un patikt klausītājiem. Rīga: Atēna.
10.	Mencels, V. (2002). Retorika. Rīga: DeNovo.
11.	Nelke, K. (2003). Prezentēšana. Rīga: DeNovo.
12.	Roam, D. (2013). Show&Tell How Everybody Can Make Extraordinary Presentations. London: Renguin Books.
<b>Other sources of information</b>	
1.	Akadēmiskā terminu datubāze. (b.g.). [viewed on 23.08.2018]. Available: <a href="http://termini.lza.lv/term.php">http://termini.lza.lv/term.php</a>
2.	Lapiņš, E, Vaivars, M. (2015). Argumentācija un kritiskā domāšana. LU OpenMinded. [viewed on 24.08.2018]. Available:
3.	Latviešu valodas skaidrojošā vārdnīca. (b.g.). [viewed on 23.08.2018]. Available: <a href="http://tezaurs.lv/">http://tezaurs.lv/</a>
4.	Popular Slideshare presentations. (b.g.). [viewed on 24.08.2018]. Available: <a href="http://www.slideshare.net/popular/language/en/all-time">http://www.slideshare.net/popular/language/en/all-time</a> .
5.	Popular TED talks and presentations. (b.g.). [viewed on 24.08.2018]. Available: <a href="http://www.ted.com/talks?lang=lv&amp;event=&amp;duration=&amp;sort=mostviewed&amp;tag=">http://www.ted.com/talks?lang=lv&amp;event=&amp;duration=&amp;sort=mostviewed&amp;tag=</a>
6.	Feloni, R. (2015). 15 Insights Into Giving A Great Presentation. Business Insider. January, 2015.[viewed on 24.08.2018]. Available: <a href="http://www.businessinsider.com/things-to-know-before-giving-a-presentation-2015-1">http://www.businessinsider.com/things-to-know-before-giving-a-presentation-2015-1</a>
7.	Tufte, R. E. (1991). Envisioning Information. The Knowledge Engineering Review, 6 (02), June, 1991. [viewed on 24.08.2018]. Available: <a href="https://www.researchgate.net/publication/242933817_Envisioning_information_by_E_R_Tufte">https://www.researchgate.net/publication/242933817_Envisioning_information_by_E_R_Tufte</a>
8.	Tufte, R. E. (2006). Beautiful Evidence. [viewed on 24.08.2018]. Available: <a href="https://www.scribd.com/document/359207269/Edward-Tufte-Beautiful-Evidence-2006-PDF-Hi-res">https://www.scribd.com/document/359207269/Edward-Tufte-Beautiful-Evidence-2006-PDF-Hi-res</a>
9.	Tufte, R. E. (2007). The Visual Display of Quantitative Information. [viewed on 24.08.2018]. Available: <a href="https://www.scribd.com/document/284927930/Visual-Display-of-Quantitative-Information">https://www.scribd.com/document/284927930/Visual-Display-of-Quantitative-Information</a>
10.	Tufte, R. E. (2005). Visual Explanations: Images and Quantities, Evidence and Narrative. [viewed on 24.08.2018]. Available: <a href="https://www.scribd.com/document/378127859/Visual-Explanations-Images-and-Quantities-Evidence-and-Narrative">https://www.scribd.com/document/378127859/Visual-Explanations-Images-and-Quantities-Evidence-and-Narrative</a>

## WORKSHOP "VISUAL COMMUNICATION"

<b>Author/s of the course:</b>	
Assistant professor, Mg.art. Ksenija Miļča	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
General knowledge in humanities, social sciences, design and photography.	
<b>Study course aim:</b>	
The aim of the course is to provide knowledge about the key practical and theoretical principles of visual identity development.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Know the key principles of visual communication and trends.</li> <li>2. Able to formulate visual communication objectives for each audience.</li> <li>3. Able to apply visual communication tools practically.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Visual communication concept.
2.	Visual identity goals.
3.	Application of Adobe Illustrator and Adobe Photoshop.

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
107.	Visual communication 1.1. Composition and breakdown 1.2. The best examples of visual communications in the world	4	2	1
108.	Visual identity goals 2.1. In terms of user 2.2. In terms of brand 2.3. In terms of marketing	4	2	1
109.	Application of Adobe Illustrator and Adobe Photoshop	6	4	2
110.	Practical task	10	8	4
	<b>Total:</b>	<b>24</b>	<b>16</b>	<b>8</b>

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control

<i>All forms of studies</i>	The semester task - visual identity development in the light of the study carried out about the needs of the brand, the target audience and the client	Evaluation
	The study of the most successful examples of contemporary visual communication and its presentation	Evaluation

#### Independent work organization and scope:

<i>Study form</i>	<i>Contact hours</i>				<i>Independent work (number of hours)</i>	<i>Mandatory reading and/or audio and video material watching/ listening</i>	<i>Total hours of the course</i>
	<i>Lecture contact hours (including seminars, discussions)</i>	<i>Consultations, guest lectures, conferences, field trips, business games, etc.</i>	<i>Final evaluation (exam, test, defense)</i>	<i>Total</i>			
<i>Full-time</i>	24	6	2	32	32	16	80
<i>Part-time</i>	16	6	2	24	32	24	80
<i>Part-time studies with e-learning elements*</i>	8	6	2	16	32	32	80

#### Evaluation of the study course learning outcomes:

20% - work during classes, 70% - practical tasks, 10% - exam.

<i>No.</i>	<i>Learning outcome:</i>	<i>Evaluation method/s</i>	<i>Evaluation criteria</i>			
			<i>Minimum level (from 40% to 64%)</i>	<i>Intermediate level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (from 95% to 100%)</i>
1.	Know the key principles of visual communication and trends	Discussions	Able to identify the latest visual communication trends	Able to explain the creation of innovation in cultural and historical context	Able to demonstrate the emergence of main regularities in visual communication, based on today's current events	Able to explain the latest trend application in practice
2.	Able to formulate visual communication objectives for each audience	Discussions	Able to classify visual communication goals	Able to provide an overview of intended target audience for specific visual communication	Able to differentiate the required target audience for a specific project	Able to make hypotheses about why a certain brand has a specific audience
3.	Able practically apply visual communication tools	Task evaluation	Able to use the basic functions	Able to apply Adobe Illustrator and	Able to apply Adobe Illustrator and	Able to apply Adobe Illustrator and

			of Adobe Illustrator	Photoshop graphic element mock up	Photoshop in graphic print job development phase - prototypes	Photoshop in graphic design, offering innovative solutions
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<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	Airey D.(2019). <i>Identity Designed : The Definitive Guide to Visual Branding</i> . Rockport, United States, Rockport Publishers Inc.
2.	Matīss K.(2015). <i>Saskarņu māksla</i> . Rīga, Autora izdevums
3.	Victionary (2019). <i>Material Matters 04: Paper : Creative interpretations of common materials</i> . North Point, Hong Kong, Victionery.
4.	Victionary (2019). <i>TYPE FOR TYPE : Custom typeface solutions for modern visual identities</i> . Hong Kong, Viction Workshop Ltd.
5.	Weinschenk S.(2020). <i>100 Things Every Designer Needs to Know about People</i> . United States, Pearson Education.
<b>Further reading</b>	
1.	Jhonson M.(2016). <i>Logo Design Theory : How Branding Design Really Works</i> . London, United Kingdom, Thames & Hudson Ltd.
2.	Slade-Brooking C.(2016). <i>Creating a Brand Identity: A Guide for Designers</i> . London, United Kingdom, Laurence King Publishing
3.	Miller D.(2017). <i>Building a Story Brand: Clarify Your Message So Customers Will Listen</i> . Nashville, United States, Harpercollins Focus
4.	Schumate M.A.(2020). <i>Logo Design Theory : How Branding Design Really Works</i> . Elfstone Press
5.	Wheeler A.(2017). <i>Designing Brand Identity: An Essential Guide for the Whole Branding Team</i> . New York, United States, John Wiley & Sons Inc.
6.	Эйсман Л., Рекер К. (2020., История пантона. XX век в цвете. Москва, Эксмо
<b>Other sources of information</b>	
1.	<a href="https://onextrapixel.com">https://onextrapixel.com</a>
2.	<a href="https://issuu.com/mariaosokina/docs/big_pdf_print__idbook_22.03dpi_____">https://issuu.com/mariaosokina/docs/big_pdf_print__idbook_22.03dpi_____</a>
3.	<a href="https://www.graphis.com">https://www.graphis.com</a>
4.	<a href="https://novum.graphics/de/news/design-magazin/">https://novum.graphics/de/news/design-magazin/</a>
5.	<a href="http://www.idea-mag.com/en/">http://www.idea-mag.com/en/</a>
6.	Žurnāls "Communication Arts"
7.	Žurnāls "Frame"
8.	Žurnāls "Aesthetica"
9.	Žurnāls "form"
10.	Žurnāls "Wallpaper"
11.	Žurnāls "Novum"

### Workshop "Digital marketing"

<b>Author/s of the course:</b>	
MBA Edgars Koroņevskis, Mg.sc.soc. E.Čerkovskis	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Marketing	
<b>Study course aim:</b>	
Provide students with the acquisition of appropriate digital marketing knowledge and practical skills.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>6. Understand the importance of digital marketing in today's marketing communication.</li> <li>7. Understand the user experience and usability principles.</li> <li>8. Understand digital marketing methods and channels.</li> <li>9. Understand social media marketing.</li> <li>10. Able to plan digital marketing activities, campaigns and budget.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Digital marketing functions and channels, e-commerce
2.	Content marketing
3.	Search Engine Optimization (SEO)
4.	Social media management
5.	Paid advertising
6.	Evaluation methods of marketing activities

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
111.	Digital marketing functions and channels, e-commerce <ul style="list-style-type: none"> <li>• Business objectives and target audiences</li> <li>• Digital marketing planning, budget</li> <li>• Methods and channels</li> <li>• User experience, usability</li> </ul>	4	3	1.5

**Study course calendar plan:**

*In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.*

No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
112.	Content marketing <ul style="list-style-type: none"><li>• Principles, content plan</li><li>• Content types</li><li>• The basic principles of formatting</li></ul>	4	3	1.5
113.	Search Engine Optimization (SEO) <ul style="list-style-type: none"><li>• SEO basics</li><li>• SEO strategy and plan</li><li>• Tool usage: Google webmasters, Google My Business</li></ul>	4	2	1
114.	Social media management <ul style="list-style-type: none"><li>• Social media communication plan</li><li>• The most popular channels: Facebook, Instagram, YouTube etc.</li><li>• Content creation for social media networks</li></ul>	4	2	1
115.	Paid advertising <ul style="list-style-type: none"><li>• Banner planning</li><li>• Google Ads</li><li>• Facebook advertising</li></ul>	4	3	1.5
116.	Evaluation methods of marketing activities <ul style="list-style-type: none"><li>• Google Analytics</li><li>• Social media statistical tools</li></ul>	4	3	1.5
	<b>Total:</b>	<b>24</b>	<b>16</b>	<b>8</b>

Independent work description:		
Study form	Type of independent work	Form of control
<i>Full-time studies, part-time studies, part-time studies with e-learning elements</i>	1. Fill out target-audience matrix, to create at least 1 audience person and 1 client travel	Group work
	2. Create Google Ads Display advertising campaign in test environment	Seminar
	3. Creation a content marketing plan	Group work
	4. Create a digital marketing campaign plan and budget	Presentation

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	24	6	2	<b>32</b>	32	16	<b>80</b>
<i>Part-time</i>	16	6	2	<b>24</b>	32	24	<b>80</b>
<i>Part-time studies with e-learning elements</i>	8	6	2	<b>16</b>	32	32	<b>80</b>

Evaluation of the study course learning outcomes:						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Understand the importance of digital marketing in today's marketing communication.	Discussion, examination	Understand the basic concepts	Understand the importance of digital marketing	Understand the significance and principles of digital marketing	Freely able to describe the most popular digital marketing principles
2.	Understand the user experience and usability principles.	Seminar	Understand basic terms, is able to recognize	Able to analyze and understand the importance of user	Able to demonstrate practical usability and	Able to illustrate the theory with practical



			simplified examples	experience, understand its link with meeting the digital marketing objectives	poor user experience cases, understand the significance of these factors in marketing communication	examples and point out the main user experience problems, draw conclusions based on user research
3.	Understand digital marketing methods and channels.	Seminar, examination	Able to list the most popular forms of digital marketing	Able to list and describe in detail the various forms of digital marketing, able to describe their advantages and disadvantages	Able to describe a significant number of the digital marketing methods, describing in detail the advantages and interaction of the channels	Able to compare, in a balanced way, digital marketing methods and channel use, based on the evaluation methods and research data
4.	Understand social media marketing.	Discussion	Able to name the most popular social media networks	Understand the main differences among the most popular social media channels, able to choose the most appropriate social media channel for the target audience	Able to devise appropriate strategy for each media channel	Able to devise appropriate strategy and assessment system for each social media channel, connecting it with other resources, such as websites
5.	Able to plan digital marketing activities, campaigns and budget.	Presentation	Understand the basic principles of planning, able to design a simplified plan	Able to design a detailed communication plan while planning the use of different channels	Able to create a digital marketing plan with activities, cost planning	Able to create a detailed plan with a budget, the assessment of other marketing methods and time schedule

<b>Literature and other sources of information:</b>	
<b><i>Mandatory literature and information sources</i></b>	
1.	Chaffey D. (2019). Digital marketing. Harlow, United Kingdom.
2.	Hanlon A. (2019). Digital Marketing : Strategic Planning & Integration. London, United Kingdom.
3.	Kingsnorth S. (2019). Digital marketing strategy. New York:Kogan Page.
4.	Praude, V., Šalkovska, J. (2018). Satura mārketings internetā. Rīga, Latvija.
<b><i>Further reading</i></b>	
1.	Alhlou F., Asif S., Fettman E. (2016). Google Analytics Breakthrough : From Zero to Business Impact. NewYork, United States.
2.	Gothelf J. (2016). Lean UX. Sebastopol, United States.
3.	Kawasaki G. (2014). The Art of Social Media : Power Tips for Power Users. London, United Kingdom
4.	Kotlers F. (2007). Mārketings no A līdz Z. Jumava, Rīga.
5.	Praude, V. (2011). Mārketings 1.grāmata. Burtene, Rīga.
<b><i>Other sources of information</i></b>	
1.	<a href="https://digitalmarketinginstitute.com/">https://digitalmarketinginstitute.com/</a>
2.	<a href="https://digijourney.com/">https://digijourney.com/</a>

## WORKSHOP "CREATIVE IDEAS"

<b>Author/s of the course:</b>	
Dr.oec. Inga Šīna, Mg.sc.soc. Edgars Čerkovskis	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
N/A	
<b>Study course aim:</b>	
The aim of the course is to raise awareness of the importance of creativity, develop creative thinking skills and their application in search of interdisciplinary solutions, creating innovative ideas, and increasing competitiveness.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Know creative thinking tools, techniques.</li> <li>2. Able to promote creative thinking in teamwork.</li> <li>3. Able to demonstrate creativity in problem-solving and decision-making situations.</li> <li>4. Able to use creative thinking to promote competitiveness.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Creative thinking: nature and meaning.
2.	The notions of intelligence, creativity, and talent.
3.	Theories of creativity.
4.	Creative competence.
5.	Creativity as a critical element in the innovation process.
6.	Thinking styles, their differences (Myers-Briggs, B. MacCartny etc.).
7.	Expressions of creative thinking and elements of creativity: competence, erudition, creative thinking skills, motivation, spirituality, etc.
8.	Creative idea development methods - Brainstorming, Six Thinking Hats, Reverse operation, Innovation walk, etc.

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	part-time studies with e-learning elements*
117.	Creative thinking: nature and meaning. The notions of intelligence, creativity, and talent. Theories of creativity.	2	0.5	0.5
118.	Creative competence. Creativity as a critical element in the innovation process.	2	0.5	-
119.	Thinking styles, their differences (Myers-Briggs, B. MacCartny etc.).	2	2	1
120.	Expressions of creative thinking and elements of creativity: competence, erudition, creative thinking skills, motivation, spirituality, etc.	2	1	0.5
121.	Creative idea development methods - Brainstorming, Six Thinking Hats, Reverse operation, Innovation walk, etc.	4	2	2
122.	Practical work	12	10	4

Study course calendar plan:				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	part-time studies with e-learning elements*
		<b>24</b>	<b>16</b>	<b>8</b>

Independent work description:		
Study form	Type of independent work	Form of control
<i>All forms of studies</i>	Resolving the problems of public importance with creative ideas using the "Six Thinking Hats" method.	Presentation
	Mandatory reading and/or audio and video material for listening/ watching (brief description)	Get acquainted with the mandatory literature sources

Independent work organization and scope:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	24	6	2	32	32	16	80
<i>Part-time</i>	16	6	2	24	32	24	80
<i>Part-time studies with e-learning elements*</i>	8	6	2	16	32	32	80

Evaluation of the study course learning outcomes:						
10% - work during classes, 70% - practical tasks, 20% - exam						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Intermediate level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (from 95% to 100%)
1.	Know creative thinking tools, techniques	Group work	Know creative thinking tools, techniques	Know creative thinking tools, techniques and their application possibilities	Know creative thinking tools, techniques and their application possibilities	Good grasp of creative thinking tool and technique application possibilities
2.	Able to promote creative thinking in teamwork	Group work, exam	Able to promote creative thinking in teamwork	Able to promote creative thinking in teamwork, offering marketing solutions	Able to promote creative thinking in teamwork, offering marketing solutions	Able to promote creative thinking in teamwork, offering innovative marketing solutions
3.	Able to demonstrate creativity in	Group work, exam	Able to demonstrate creativity in	Able to demonstrate creativity in	Able to demonstrate creativity in	Able to demonstrate creativity in

	problem-solving and decision-making situations		problem-solving and decision-making situations	problem-solving and decision-making situations	problem-solving and decision-making situations, predicting their possible effectiveness	problem-solving and decision-making situations, offering innovative solutions
4.	Able to use creative thinking to promote competitiveness	Group work, exam	Able to use creative thinking to promote competitiveness	Able to use creative thinking to promote competitiveness, using various methods	Able to use creative thinking to promote competitiveness, using various methods and predicting their possible effectiveness	Able to use creative thinking to promote competitiveness, offering innovative solutions

**Literature and other sources of information:**

***Mandatory literature and information sources***

1.	Kaufman, J.C., Sternberg, R.J. (2019). The Cambridge Handbook of Creativity. Cambridge University Press
2.	Hollins, P. (2020). Rapid Idea Generation: How to Create, Innovate, Conceive, and Invent From Scratch [Second Edition]. PH Learning Inc.
3.	Roberto, M.A. (2019). Unlocking Creativity: How to Solve Any Problem and Make the Best Decisions by Shifting Creative Mindsets. Wiley

***Further reading***

1.	Nixon, N. (2020). The Creativity Leap: Unleash Curiosity, Improvisation, and Intuition at Work. Berrett-Koehler Publishers.
2.	Hollins, P. (2019). Think Like da Vinci: Practical Everyday Creativity for Idea Generation, New Perspectives, and Innovative Thinking. Pkcs Media, Inc.

## WORKSHOP "Content marketing"

<b>Author/s of the course:</b>				
Mg.sc.soc. Laima Auza				
<b>Credit points (Latvian):</b>		<b>ECTS credits:</b>		
2		3		
<b>Final evaluation form:</b>				
<b>Examination</b>				
<b>Study course prerequisites:</b>				
Marketing				
<b>Study course aim:</b>				
The aim of the course is to provide knowledge about content marketing trends and to develop students' skills in creating content.				
<b>Study course learning outcomes (knowledge, skills, competences):</b>				
1. Understand key content creation and distribution principles.				
2. Understand content creation tools and techniques.				
3. Able to use content creation tools and techniques to reach the target audience.				
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>				
1.	The essence of content marketing: what is content marketing, how it works, content marketing strategy foundations, identifying the target audience and its needs, the most commonly used tools			
2.	Content - why is all this important? Basic principles of messaging			
3.	The message "carriers" and obstacles - efficient and pitched content prerequisites			
4.	Brand storytelling: what it is, the key principles and story concept, examples			
5.	Content creation process management: types of content, acquisition of information, practical tools			
<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Distance learning
123.	The essence of content marketing: what is content marketing, how it works, content marketing strategy foundations, identifying the target audience and its needs, the most commonly used tools	2	0.5	0.5
124.	Content - why is all this important? Basic principles of messaging	2	0.5	0.5
125.	The message "carriers" and obstacles - efficient and pitched content prerequisites	2	1	1
126.	Brand storytelling: what it is, the key principles and story concept, examples	4	2	-
127.	Content creation process management: types of content, acquisition of information, practical tools	2	2	2
128.	Practical task	12	10	4
	<b>Total:</b>	<b>24</b>	<b>16</b>	<b>8</b>

Independent work description:		
Study form	Type of independent work	Form of control
All forms of studies	“View and opinion argumentation as one of the pillars of content marketing”: create a short (up to 500 characters) message on a current, Latvian / world topic, including your own opinion. It is necessary to substantiate the opinion, prepare arguments for the defense of beliefs. Prepare possible questions and answers to them. Prepare a brief (5 slides) presentation with a focused and supported message description, respond to audience questions and objections. The designated topics are available for all ahead of time; each student prepares an opinion and two questions on the topic to be asked during the presentation.	Presentation
	Mandatory reading and/or audio and video material for listening/ watching (brief description)	Get acquainted with the mandatory literature sources

Independent work organization and scope:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
Full-time	24	6	2	32	32	16	80
Part-time	16	6	2	24	32	24	80
Distance learning	8	6	2	16	32	32	80

Evaluation of the study course learning outcomes:						
10% - work during classes or independent work, 70% - practical task, 20% - exam.						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Intermediate level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (from 95% to 100%)
1.	Understand key content creation and distribution principles	Study, group or individual work	Understand key content creation and distribution principles	Understand key content creation and distribution principles seeing interrelationships	Understand key content creation and distribution principles, able to analyze them	Good grasp of content creation and distribution principles
2.	Understand content creation tools and techniques	Group or individual work, exam	Understand content creation tools and techniques	Understand content creation tools and techniques and their application	Understand content creation tools and techniques and their effectiveness	Good grasp of content creation tool and technique application possibilities

3.	Able to use content creation tools and techniques to reach the target audience	Group or individual work, exam	Able to use content creation tools and techniques to reach the target audience	Able to use content creation tools and techniques using various methods	Able to use content creation tools and techniques predicting its possible effectiveness	Able to use content creation tools and techniques creating innovative solutions
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**Literature and other sources of information:**

***Mandatory literature and information sources***

1.	Bly, R.W. (2020). The Content Marketing Handbook: How to Double the Results of Your Marketing Campaigns. Entrepreneur Press
2.	Bly, R.W. (2020). The Copywriter's Handbook: A Step-by-Step Guide to Writing Copy That Sells (4th Edition). St. Martin's Griffin
3.	Rodriguez, M. (2020). Brand Storytelling: Put Customers at the Heart of Your Brand Story. Kogan Page.
4.	Scott, D.M. (2020). The New Rules of Marketing and PR: How to Use Content Marketing, Podcasting, Social Media, AI, Live Video, and Newsjacking to Reach Buyers Directly. Willey.

***Further reading***

1.	Deziel, M. (2020). The Content Fuel Framework: How to Generate Unlimited Story Ideas (For Marketers and Creators). StoryFuel Press.
2.	Habdley, A. (2014). Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content . Willey.
3.	Hall, K. (2019). Stories That Stick: How Storytelling Can Captivate Customers, Influence Audiences, and Transform Your Business. HarperCollins Leadership.
4.	Marchetti, K.J. (2020). The Results Obsession: ROI-Focused Digital Strategies to Transform Your Marketing. Bowker.



**Consumer behavior in the market**

<b>Author/s of the course:</b>	
Dr.oec., Assistant Professor Ksenija Ijevleva	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
2	3
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Psychology of communication, Branding	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of consumer behavior in the market.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the substance of the concept of "consumer behavior" and related concepts.</li> <li>2. Able to use the principles of identifying the target audience and their psychographic segmentation models.</li> <li>3. Understand the factors influencing consumer behavior.</li> <li>4. Able to analyze consumer purchase decision-making stages.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The concept of consumer behavior and the methods and models of its research.
2.	The internal influencing factors of consumer behavior.
3.	The external influencing factors of consumer behavior.
4.	Consumer purchase decision-making process.

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
129.	The concept of consumer behavior, the methods and models of its research. <ul style="list-style-type: none"> <li>• The historical development of the "consumer behavior" concept and the trends related to it.</li> <li>• The concept of "consumer behavior": related concepts.</li> <li>• Neuromarketing: the methods and key elements of its research.</li> <li>• Models of target audience segmentation in view of its psychographic characteristics.</li> </ul>	4	2	

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
130.	The internal influencing factors of consumer behavior. <ul style="list-style-type: none"> <li>• Cognitive processes of the consumer.</li> <li>• The social and psychological factors of consumer behavior.</li> <li>• The motivation of consumption behavior.</li> <li>• Personal values, lifestyle and resources of the consumer.</li> <li>• Consumer knowledge and attitudes.</li> </ul>	6	4	
131.	The external influencing factors of consumer behavior. <ul style="list-style-type: none"> <li>• Cultural influence on consumer behavior.</li> <li>• Social stratification of society.</li> <li>• Personal and group influence on consumer behavior.</li> <li>• The situational impact.</li> </ul>	6	4	
132.	Consumer purchase decision-making process. <ul style="list-style-type: none"> <li>• Model of consumer decision-making process.</li> <li>• Type of decision-making process.</li> <li>• The factors influencing the problem solving breadth.</li> </ul>	8	6	
	<b>Total:</b>	<b>24</b>	<b>16</b>	

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
<i>Full-time studies</i>	1. Read the assigned scientific literature and critically analyze consumer behavior research methods and neuromarketing trends. Mandatory literature: 3., 4., 6., 8., 9. Further reading: 3., 6. Other sources of information: 1., 2.	Seminar
	2. Design a product and marketing communication in accordance with the psychographic segments of the target audience Mandatory literature: 1., 2., 5., 7.,10., 11., 12. Further reading: 3., 6.	Quiz
	3. Formulate consumer knowledge and attitude management tasks Mandatory literature: 1., 6., 8. Further reading: 5.	Test
	4. Develop marketing strategy guidelines in accordance with the stages of consumer purchasing decision making process Mandatory literature: 6., 10., 11., 13. Other sources of information: 2., 4.	Presentation
	1. Read the assigned scientific literature and critically analyze consumer behavior research methods and neuromarketing trends.	Seminar

<i>Part-time studies</i>	Mandatory literature: 3., 4., 6., 8., 9. Further reading: 3., 6. Other sources of information: 1., 2.	
	2. Design a product and marketing communication in accordance with the psychographic segments of the target audience	Quiz
	Mandatory literature: 1., 2., 5., 7.,10., 11., 12. Further reading: 3., 6.	
	3. Formulate consumer knowledge and attitude management tasks	Test
	Mandatory literature: 1., 6., 8. Further reading: 5.	
	4. Develop marketing strategy guidelines in accordance with the process of consumer purchase decision-making stages	Presentation
	Mandatory literature: 6., 10., 11., 13. Other sources of information: 2., 4.	
<i>Part-time studies with e-learning elements</i>		

Structure of the study course:

<i>Study form</i>	<i>Contact hours</i>				<i>Independent work (number of hours)</i>	<i>Mandatory reading and/or audio and video material watching/ listening</i>	<i>Total hours of the course</i>
	<i>Lecture contact hours (including seminars, discussions)</i>	<i>Consultations, guest lectures, conferences, field trips, business games, etc.</i>	<i>Final evaluation (exam, test, defense)</i>	<i>Total</i>			
<i>Full-time</i>	24	6	2	<b>32</b>	32	16	<b>80</b>
<i>Part-time</i>	16	6	2	<b>24</b>	32	24	<b>80</b>
<i>Part-time studies with e-learning elements</i>							

Evaluation of the study course learning outcomes:

During the study course, 3 independent work assignments have to be successfully completed, 1 seminar has to be participated in, at least 50% of the lectures have to be attended and the exam passed. The final grade for the course is formed as the mean of combined average grades for the independent work assignments and the exam.

No.	<i>Learning outcome:</i>	<i>Evaluation method/s</i>	<i>Evaluation criteria</i>			
			<i>Minimum level (from 40% to 64%)</i>	<i>Average level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (10) (from 95% to 100%)</i>
1.	Understand the substance of the concept of "consumer behavior" and related concepts.	Seminar, examination	Understand the basic concepts	Understand the key concepts, but there are difficulties with the explanation	Understand the key concepts and consumer	Have a good grasp of consumer behavior

				of research methods	behavior research methods	research methods
2.	Able to use the principles of identifying the target audience and their psychographic segmentation models.	Quiz, discussion	Able to identify psychographic characteristics	Able to analyze the psychographic characteristics, but there are difficulties with the choice of the segmentation model	Able to choose the segmentation model and, on the basis of which, develop a questionnaire	Able to design a product and marketing communications on the basis of the results of the questionnaire
3.	Understand the factors influencing consumer behavior.	Test	Able to distinguish between internal and external influencing factors, but have difficulty discerning regularities	Understand the impact of cognitive processes and culture on consumer behavior	Understand the cycle stages of the consumer life	Able to formulate consumer knowledge and attitude management tasks
4.	Able to analyze consumer purchase decision-making stages.	Presentation, discussion, excursion	Able to identify the stages of consumer purchase decision-making process	Able to analyze the types of decision-making process	Able to assess the factors influencing the breadth of problem solving	Able to develop marketing strategy guidelines in accordance with the process stages

#### Literature and other sources of information:

#### Mandatory literature and information sources

1.	Amstrong, G., Kotler, Ph., Harker, M., Edition, Th. (2015). <i>Marketing an Introduction</i> . London: Pearson Education.
2.	Grose, V. (2012). <i>Concept to customer</i> . Lausanne: AVA Academia.
3.	Hayden, N. (2009). <i>Consumer behaviour</i> . Lausanne: AVA Academia.
4.	Hawkins, I., Best, R., Coney, A. (1989). <i>Consumerbehavior: implicationsformarketingstrategy</i> . Boston: BPI/Irwin.
5.	Kotler, K. (2016). <i>Marketing Management</i> . London: Pearson Education.
6.	Kumar, V., Reinartz, W. (2012). <i>Customer relationship management: concept, strategy, and tools</i> . Heidelberg: Springer.
7.	Liniņa, I. (2018). <i>Kā piesaisīt un noturēt pircēju</i> . Rīga: Turības mācību centrs.
8.	Mooij, de M. (2011). <i>Consumer Behavior and Culture</i> . Los Angeles, London, New Delhi: SAGE.
9.	Noel, H. (2009). <i>Consumer behaviour</i> . Lausanne: AVA Academia.
10.	Praude, V., Šalkovska, J. (2015). <i>Integrētā mārketinga komunikācija 1.sēj.</i> Rīga: Burtene.
11.	Praude, V., Šalkovska, J. (2015). <i>Integrētā mārketinga komunikācija 2.sēj.</i> Rīga: Burtene.
12.	Praude, V., Šalkovska, J. (2018). <i>Satura mārketingis internetā</i> . Rīga: Burtene.
13.	Shimp, T. , Anrews, C. (2013). <i>Advertising, promotion, and other aspects of integrated marketing communications</i> . Australia: South-Western.

#### Further reading

1.	Garleja, R. (2001). <i>Sociālā uzvedība patērētāja izveides vadīšanā</i> . Rīga: Raka.
2.	Godins, S. (2014). <i>Kā veicināt sava zīmola, produktu un pakalpojumu atpazīstamību</i> . Rīga: Zoldnera izdevniecība.
3.	Jones, R. (2017). <i>Branding. A very Short Introduction</i> . UK: Oxford University Press.
4.	Manns, I. (2013). <i>Bezbudžeta mārketingi: 50 efektīvi instrumenti</i> . Rīga: Zvaigzne ABC.

5.	Reilijs, D., Giboss, D. (2001). <i>Darījumu attiecības ar pircējiem</i> . Rīga: Turība.
6.	Voronovs, V., Grišins, A., Krasko, V. (2002). <i>Patērētāju noskaņojums ekonomikā</i> . Daugavpils: Saule.
<b>Other sources of information</b>	
1.	American Marketing Association (2018). What Are the Ethics of Neuromarketing? [viewed on 18.03.2019]. Available at: <a href="https://www.ama.org/marketing-news/what-are-the-ethics-of-neuromarketing/">https://www.ama.org/marketing-news/what-are-the-ethics-of-neuromarketing/</a>
2.	Blackwell, R.D., Miniard, P.W., Engel, J.F. (2006). <i>Consumer Behavior</i> . The University of Wisconsin - Madison: Thomson/South-Western.
3.	Godin, S. (2019). Time and money. [viewed on 18.03.2019]. Available at: <a href="https://seths.blog/2019/03/time-and-money/">https://seths.blog/2019/03/time-and-money/</a>
4.	Williams, J. (2016). <i>Social Media: Marketing Strategies for Rapid Growth Using: Facebook, Twitter, Instagram, LinkedIn, Pinterest and YouTube</i> . USA: CreateSpace Independent Publishing Platform, 1 edition.
5.	Гантер, Б. , Фернхам, А. (2001). <i>Типы потребителей :введение в психографику : [сегментирования рынка основанная на истории жизни, поведения и установок потребителя]</i> . Санкт-Петербург: Питер.
6.	Статт, Д. (2003). <i>Психология потребителя</i> . Москва-С.Петербург: Питер.

**PROFESSIONAL FOREIGN LANGUAGE I (ENGLISH)**

<b>Author/-s of the study course:</b>	
Assistant professor Zane Veidenberga, mg.edu.mgmt., PhD candidate	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
-	
<b>Study course aim:</b>	
To provide the possibility to acquire the skills, knowledge and competence in the English language in line with B2 level requirements of the <i>Common European Framework of Reference for language proficiency</i> .	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ul style="list-style-type: none"> <li>• Students know management branch related terminology (e.g. international markets, human resources management, change management etc.) in English</li> <li>• Students can apply business related terminology and business communication skills, including reading, speaking listening and writing skills to communicate in English on management related issues in different communicative situations (telephone conversations, job interviews, negotiations, business correspondence etc.)</li> <li>• Students can find the required information in English and analyse it independently for performing assignments and producing written and oral end products</li> <li>• Students can analyse management related cases and problems and support their opinion in English, applying the knowledge of terminology, acquired word stock and grammar</li> <li>• Students can present their viewpoint in English, arguing and supporting it in line with business ethics and intercultural communication norms</li> </ul>	
<b>Study course thematic plan:</b>	
1.	Introducing oneself. CV. Motivational letter
2.	Business travel.
3.	People and organizations. Types of organizations and management styles. Career opportunities
4.	Human Resources: recruitment and management
5.	Intercultural and interpersonal communication. Communication management. Negotiating
6.	Advertising and brands
7.	Marketing
8.	Money and finance
9.	International markets, production and trade
10.	Business ethics and cultures
11.	Management and leadership
12.	Effective business communication: oral and written (telephoning, letter and email writing, formal presentations), incl., grammar issues
13.	Student presentations
14.	Revision

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e - learning elements
133.	Introducing oneself. CV. Motivational letter	6		
134.	Business travel.	4		
135.	People and organizations. Types of organizations and management styles. Career opportunities	4		
136.	Human Resources: recruitment and management	4		
137.	Intercultural and interpersonal communication. Communication management. Negotiating	6		
138.	Advertising and brands	4		
139.	Marketing	4		
140.	Money and finance	6		
141.	International markets, production and trade	6		
142.	Business ethics and cultures	4		
143.	Management and leadership	4		
144.	Effective business communication: oral and written (telephoning, letter and email writing, formal presentations), incl., grammar issues	6		
145.	Student presentations	4		
146.	Revision	2		
<b>Total:</b>		<b>64</b>		

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
full-time studies	Write your CV following Europass CV format and a cover/ motivational letter	Submission in Moodle – marking, grading
	Write a formal email and business letter (following the given instructions in Moodle)	Submission in Moodle – marking, grading
	Do a set of vocabulary development exercises provided by the lecturer (written assignment)	Peer assessment, classroom discussion

	<p>Prepare a 5 minute presentation (PowerPoint + free speech) on a management related issue or problem (e.g., I as a future manager; My dream company; Human resource policy issues in my future company; Management style/ structure in my future company; Business culture specifics in my country etc.). The presentation shall</p> <ul style="list-style-type: none"> <li>- follow a formal presentation style and structure, including standard presentation phrases</li> <li>- contain professional vocabulary covered during this course (business, finance, communication, organizations, advertising etc.).</li> </ul>	Presentation, discussion
part-time studies		
part-time studies with e-learning elements		

<b>Structure of the study course:</b>							
<i>Study form</i>	Contact hours				<i>Individual work (hours)</i>	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	<b>Total</b>			
full-time studies	64	12	4	80	48	32	160
part-time studies							
part-time studies with e-learning elements							

<b>The evaluation of the study course learning outcomes:</b>
<p><i>Students shall:</i></p> <ul style="list-style-type: none"> <li>- attend at least 70% of contact classes and take an active participation in classroom activities;</li> <li>- complete successfully 4 independent work assignments (see <i>Independent work description</i> table) meeting the requirements for B2 level;</li> <li>- deliver a successful presentation on one of the topics of this course (see <i>Independent work description</i> table for general requirements for the presentation) and participate in a discussion meeting the requirements for B2 level;</li> <li>- pass interim test and final test.</li> </ul> <p>The final grade for the course is formed by successful completion of the 4 above mentioned requirements, each of them constituting 25% of the total evaluation.</p>



No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Students know and understand management branch related terminology (e.g. international markets, human resources management, change management etc.) in English	Individual, pair and group work during classroom activities, test, examination	40-64% test questions answered and tasks completed correctly	65-84% test questions answered and tasks completed correctly	85-94% test questions answered and tasks completed correctly	95-100% test questions answered and tasks completed correctly
2.	Students can apply business related terminology and business communication skills, including reading, speaking listening and writing skills to communicate in English on management related issues in different communicative situations (telephone conversations, job interviews, business correspondence etc.)	Individual, pair and group work during classroom activities and discussions, test, examination	40-69% of discussion questions answered and activities completed using grammatically correct English and relevant business vocabulary	70-89% of discussion questions answered and activities completed using correct English	90-100% of discussion questions answered and activities completed using grammatically correct English and relevant business vocabulary	95-100% test questions and tasks completed correctly
3.	Students can find the required information in English and analyse it independently for performing assignments and producing written and oral end products	Independent work, presentation	40-64% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	65-84% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	85-94% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	95-100% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary
4.	Students can analyse management related cases and problems and support their opinion in English, applying the knowledge of terminology, acquired word stock and grammar	Case studies, classroom discussions, pair and group work, presentation	40-64% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	65-84% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	85-94% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	95-100% of the written and oral end product is performed using grammatically correct

						English and relevant business vocabulary
5.	Students can present their viewpoint, arguing and supporting it in line with business ethics and intercultural communication norms	Case studies, classroom discussions, presentation	40-64% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	65-84% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	85-94% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary	95-100% of the written and oral end product is performed using grammatically correct English and relevant business vocabulary

<b>Literature and information sources:</b>	
<b><i>Compulsory literature and information sources</i></b>	
1.	Cotton D., Falvey D., Kent S., (2013). <i>Market Leader. Intermediate. Business English Course Book</i> . Pearson Education Ltd.
2.	Hughes,J., White, L. (2017). <i>Business Result: Intermediate: Student's Book and DVD</i> . Oxford University Press.
<b><i>Additional literature and information sources</i></b>	
3.	Hughes,J., White, L. (2017). <i>Business Result: Intermediate: Teacher's Book and DVD</i> . Oxford University Press.
4.	Mascull.B (2017). <i>Business Vocabulary in Use: Intermediate Book with Answers: Self-Study and Classroom Use</i> , 3rd Revised edition. Cambridge University Press.
5.	Rodgers J. (2013). <i>Market Leader. Intermediate. Business English. Practice File</i> . Pearson Education Ltd.
<b><i>Other information sources</i></b>	
6.	British Council's website for adult learners of English. [Accessed 14.11.2018.]. Available at: <a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a>
7.	Internet news portal BBC News [Accessed 14.02.2018.]. Available at: <a href="http://www.bbc.co.uk/news">http://www.bbc.co.uk/news</a>
8.	Online business information service about the EU. [Accessed 14.08.2018.]. Available at: <a href="http://www.eubusiness.com">www.eubusiness.com</a>

## Intellectual property rights

<b>Author/s of the course:</b>	
Mg.iur., Assistant Professor Inese Stankeviča	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Commercial law	
<b>Study course aim:</b>	
To provide basic understanding in the area of intellectual property rights protection.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Know the basic concepts in the area of intellectual property rights protection.</li> <li>2. Understand the difference between industrial property and copyright.</li> <li>3. Able to discuss the subject, express and support their opinion and present it.</li> <li>4. Able to extract and analyze information necessary for the projects.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The protection of intellectual property – an introduction.
2.	The protection of intellectual property – an introduction.
3.	Trademarks, an introduction.
4.	Trademarks, an introduction.
5.	Copyright. Protected work, unprotected work, copyright owners.
6.	Copyright. Author's personal and proprietary rights, the essence of exception rights.
7.	The rights of work use. Copyright restrictions.
8.	Rights related to copyright. Collective management organizations of proprietary rights.
9.	Seminar – how do I observe on a daily basis the intellectual property rights and protected objects.
10.	Copyright and tattoos. Copyright and graffiti.
11.	Quiz.

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
147.	The protection of intellectual property – an introduction.	8	4	2
148.	Trademarks, an introduction.	8	4	2
149.	Copyright. Author's personal and proprietary rights, the essence of exemption.	8	4	2
150.	The rights of work use. Copyright restrictions.	8	4	2

Study course calendar plan:				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
151.	Rights related to copyright. Collective management organizations of proprietary rights.	8	8	2
152.	Seminars.	8	8	2
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

Independent work description:		
Study form	Type of independent work	Form of control
<i>Full-time studies, part-time studies, part-time studies with e-learning elements</i>	1. How do I observe the intellectual property in everyday life? Is intellectual property and its protection important and should it be protected?	Independent work, discussion.
	2. How a trade mark can be protected unlike a copyrighted work?	Independent home work.
	3. Laws and regulations include different terminology with regard to the intellectual property area. Perform a law and regulation analysis and a summary of these terms, as well as add your own recommendations.	Independent work or group work, 2-3 students.
	4. How do companies can safeguard and protect their intellectual property – trademarks, patents, copyright, computer programs? Conduct research on a company, by showing and analyzing the existing and potential IP property protection. Pay attention to whether what could be protected in the company is indeed protected or is not. If not, what are the reasons (not the knowledge in order to do this, inadequate law and regulation framework, etc.).	Presentation, report. Group work.

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	48	12	4	64	64	32	160
<i>Part-time</i>	24	18	6	48	64	48	160

<i>Part-time studies with e-learning elements</i>	12	16	4	32	64	64	160
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**Evaluation of the study course learning outcomes:**

Students successfully complete all independent work assignments and pass the exam. The final grade for the course is the mean of combined average grades for the independent work assignments and the exam.

No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Know the basic concepts in the area of intellectual property rights protection.	Examination  Independent work	Understand the essence of the basic terms	Understand the nature of intellectual property rights, but it is difficult to distinguish types of intel. property rights	Understand the nature of intellectual property rights and are able to forcefully tell you about each of the types of rights, give examples	Understand the nature of intellectual property rights on such a level that are able to explain it to others and to participate in discussions with arguments
2.	Understand the difference between industrial property and copyright.	Examination  Independent work	Able to understand the differences between copyright and industrial property, but sometimes, however, comparisons are incorrect	Able to understand the differences between copyright and industrial property, but may have difficulty with the application of the knowledge in practice	Able to understand the differences between copyright and industrial property	Able to understand the differences between copyright and industrial property, as well as explain the differences and provide examples
3.	Able to extract and analyze information necessary for the projects.	Examination  Independent work  Presentation	Know and understand, where and how to find information and seek further legal assistance, but	Know and understand, where and how to find information and seek further legal assistance,	Know and understand, where and how to find information and seek further legal assistance, able to interpret	Know and understand, where and how to find information and seek further legal assistance,

			sometimes these skills are used incorrectly	however, interpret the results with difficulty	and understand the suggested results	evaluate offers, as well as, if necessary, to make additions to and improve them
4.	Able to discuss the subject, express and support their opinion and present it.	Group work Presentation Discussion	Able to discuss only the basic questions about intellectual property rights	Able to discuss only the basic questions about intellectual property rights, but it is difficult to find supporting information (arguments)	Able to provide arguments to discuss the main issues in the area of intellectual property rights	Able to provide arguments to discuss the basic issues in the area of intellectual property rights, make suggestions for solving problems

<b>Literature and other sources of information:</b>	
<b><i>Mandatory literature and information sources</i></b>	
1.	Autortiesību likums. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=5138">https://likumi.lv/doc.php?id=5138</a>
2.	Autortiesību kolektīvā pārvaldījuma likums. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=291146">https://likumi.lv/doc.php?id=291146</a>
3.	Karapapa, S., McDonagh, L., Norman, H. (2019). Intellectual Property Law. Oxford University Press.
4.	Likums par preču zīmēm un ģeogrāfiskās izcelsmes norādēm. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=18863">https://likumi.lv/doc.php?id=18863</a>
5.	Rome Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organisations. Electronic source [25.09.2019.]. Available at: <a href="https://www.wipo.int/treaties/en/ip/rome/">https://www.wipo.int/treaties/en/ip/rome/</a>
6.	Patentu likums. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=153574">https://likumi.lv/doc.php?id=153574</a>
7.	Ward, M. (2019). Straightforward Guide To Intellectual Property And The Law. Straightforward Publishing.
<b><i>Further reading</i></b>	
1.	Autortiesības. Rokasgrāmata. (1997). Sorosa fonds Latvija, Izdevniecība AGB, Rīga.
2.	Bernes konvencija par literatūras un mākslas darbu aizsardzību. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/ta/lv/starptautiskie-ligumi/id/5">https://likumi.lv/ta/lv/starptautiskie-ligumi/id/5</a>
3.	Ovena, L. (2017). Literāro darbu autortiesības un licencēšana, Zvaigzne ABC, Rīga.
4.	Osborn, L.S. (2019). 3D Printing and Intellectual Property. Cambridge University Press.
5.	Rozenfelds, J. <i>Intelektuālais īpašums</i> . Zvaigzne ABC, Rīga.
6.	Pētersone, Z. (2013). Intelektuālā īpašuma civiltiesiskās aizsardzības līdzekļi. Tiesu namu aģentūra, Rīga.
<b><i>Other sources of information</i></b>	
1.	World Intellectual Property Organization: <a href="http://www.wipo.int">www.wipo.int</a>

## WORKSHOP "Multimedia solutions"

<b>Author/s of the course:</b>	
Mg.art. Ksenija Miļča	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
N/A	
<b>Study course aim:</b>	
The aim of the course is to provide knowledge about the nature of podcast and the key principles of creating a video feature.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
4. Know the nature of podcast. 5. Understand the key principles of creating a video feature. 6. Able to make podcasts and a video feature.	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Podcast: definition and nature.
2.	Podcasts in the world and in Latvia.
3.	Podcast-making principles.
4.	Planning, definition of objectives, scenario plan of video feature production (shooting).
5.	The selection of video camera in accordance with the chosen means of expression and the desired result.
6.	Montage requirements. Video material types, material organization, the work process.
7.	Video feature montage.
8.	Video effects, audio processing, image color correction.
9.	Analysis and evaluation of the montaged material.
10.	Various video file formats for different environments, file preparation, content archiving and backup creation.

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Distance learning
153.	Podcast: definition and nature. Podcasts in the world and in Latvia.	4	1	1
154.	Podcast-making principles.	4	1	1
155.	Planning, definition of objectives, scenario plan of video feature production (shooting). The selection of video camera in accordance with the chosen means of expression and the desired result.	8	4	2
156.	Montage requirements. Video material types, material organization, the work process. Video feature montage.	4	2	2
157.	Video effects, audio processing, image color correction. Analysis and evaluation of montaged material. Various video file formats for different environments, file preparation, content archiving and backup creation.	4	4	2

Study course calendar plan:				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Distance learning
158.	Practical task in groups or individually (for distance learning students)	24	12	4
<b>Total:</b>		<b>48</b>	<b>16</b>	<b>12</b>

Independent work description:		
Study form	Type of independent work	Form of control
<i>All forms of studies</i>	Analyze a freely chosen podcast. Create a video feature about a freely chosen topic	Evaluation
	Mandatory reading and/or audio and video material for listening/ watching (brief description)	Get acquainted with the mandatory literature sources

Independent work organization and scope:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Distance learning</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

Evaluation of the study course learning outcomes:						
10% - work during classes or independent work, 70% - practical tasks, 20% - exam						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Intermediate level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (from 95% to 100%)
1.	Know the nature of podcast	Study, group or individual work	Know the nature of podcast	Know the nature of podcast and its application possibilities	Know the nature of podcast and its application possibilities very well	Good grasp of podcast application possibilities
2.	Understand the key principles of creating a video feature	Group or individual work, exam	Understand the key principles of creating a video feature.	Understand the key principles of creating a video feature and its application in marketing	Understand the key principles of creating a video feature and its application in marketing very well	Good grasp of video feature application in marketing
3.	Able to create podcasts and a video feature.	Group or individual work, exam	Able to make podcasts and a video feature	Able to make podcasts and a video feature using various methods	Able to make podcasts and create a video feature predicting its potential effectiveness	Able to make podcasts and create a video feature while proposing



						innovative solutions
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<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	McElroy, J., McElroy, T., McElroy, G. (2021). <i>verybody Has a Podcast (Except You): A How-to Guide from the First Family of Podcasting.</i> Harper Perennial.
2.	Mayo, A. (2019). <i>Podcasting: How to Start a Podcast and Create a Profitable Podcasting Business.</i> Independently published.
3.	Meinzer, K. (2019). <i>So You Want to Start a Podcast: Finding Your Voice, Telling Your Story, and Building a Community That Will Listen.</i> William Morrow
<b>Further reading</b>	
1.	Hooper, D. (2019). <i>Big Podcast – Grow Your Podcast Audience, Build Listener Loyalty, and Get Everybody Talking About Your Show.</i> Big Podcast; Illustrated edition.
2.	Larson, D. (2020). <i>Podcasting Made Simple: The Step by Step Guide on How to Start a Successful Podcast from the Ground up.</i> Independently published

## FINANCIAL MATHEMATICS

<b>Author of the course:</b>	
Dr.oec., Adjunct Professor Ingrīda Jakušonoka	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Knowledge at the secondary school level.	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition to make calculations of financial transactions.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
16. Know and understand the substance, methods and concepts of financial mathematics	
17. Know the most important theoretical foundations of financial-commercial records	
18. Able to apply the acquired knowledge in the practical use of financial algorithms	
19. Able to conduct the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits and transaction, deadlines, etc.	
20. Able to express a well-argued and supported opinion, as well as able to defend it	
21. Able to independently carry out calculations related to a financial transaction efficiency	
22. Able to analyze the results obtained by calculations and make decisions	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The theoretical foundations of financial-commercial records. General concepts. Time factor in financial-commercial operations. The present and the future value of financial transactions.
2.	Determination of future value. Basic algorithms of saving operations. Simple interest application scheme. The use of compound interest scheme.
3.	Effective interest rate. The substance of effective interest rate and its application possibilities. Financial transaction comparison using the effective interest rate.
4.	Determination of present value. Discounting operations, their substance. Mathematical discounting. Bank discount operations.
5.	Determining the future and the present value using the financial tables. Financial functions of Excel, their application possibilities.

6.	Payment flows. Payment flow types. Financial rent. Irregular payment flows. Annuity. Prenumerando annuity and postnumerando annuity.
7.	The impact of inflation in financial transactions. The substance of inflation and the need to evaluate it in commercial records. Inflation inclusion methods.
8.	Loan repayment operations. Fixed and variable interest rates. Loan repayment methods. Loan repayment with the payments of equal size. Loan repayment with the payments of equal size of the basic amount.
9.	Investment evaluation. Investment evaluation methods and the principles of their choice. Net present value method. Payback period method. Internal margin norm.
10.	Calculations related to financial instruments (share calculations, bond calculations).

### Study course calendar plan:

*In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.*

No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
159.	The theoretical foundations of financial-commercial records. General concepts. Time factor in financial-commercial operations. The present and the future value of financial transactions.	4	2	1
160.	Determination of future value. Basic algorithms of saving operations. Simple interest application scheme. The use of compound interest scheme.	6	3	2
161.	Effective interest rate. The substance of effective interest rate and its application possibilities. Financial transaction comparison using the effective interest rate.	2	1	1
162.	Determination of present value. Discounting operations, their substance. Mathematical discounting. Bank discount operations.	6	3	2
163.	Determining the future and the present value using the financial tables. Financial functions of Excel, their application possibilities.	4	2	1
164.	Payment flows. Payment flow types. Financial rent. Irregular payment flows. Annuity. Prenumerando annuity and postnumerando annuity.	4	2	1
165.	The impact of inflation in financial transactions. The substance of inflation and the need to evaluate it in commercial records. Inflation inclusion methods.	4	2	1
166.	Loan repayment operations. Fixed and variable interest rates. Loan repayment methods. Loan repayment with the payments of equal size. Loan repayment with the payments of equal size of the basic amount.	6	3	1
167.	Investment evaluation. Investment evaluation methods and the principles of their choice. Net present value method. Payback period method. Internal margin norm.	4	2	1
168.	Calculations related to financial instruments (share calculations, bond calculations)	8	4	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

\* If, in the program, the course is not available in this form, then these rows have to be highlighted with light gray color

### Independent work description:

Study form	Type of independent work	Form of control
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<i>Full-time studies</i>	<p>1. Practical work - acquiring the knowledge of financial mathematics algorithms for use in bank deposit operations by studying the identified sources of educational literature.</p> <p>2. Practical work - acquiring the knowledge of financial mathematics algorithms for use in lending operations by studying the identified sources of educational literature.</p> <p>3. Practical work - acquiring the knowledge of financial mathematics algorithms for use in security operations by studying the identified sources of educational literature.</p>	<p>3 independent work assignments</p> <p>3 quizzes</p>
	<p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <p>To study sources 1, 2 from the mandatory list of sources, source 1 from further reading list and sources 1, 2, 3, and 4 and from other sources of information list (Latvian laws and regulations) about the topics acquired during the course</p>	
<i>Part-time studies</i>	<p>1. Practical work - acquiring the knowledge of financial mathematics algorithms for use in bank deposit operations by studying the identified sources of educational literature.</p> <p>2. Practical work - acquiring the knowledge of financial mathematics algorithms for use in lending operations by studying the identified sources of educational literature.</p> <p>3. Practical work - acquiring the knowledge of financial mathematics algorithms for use in security operations by studying the identified sources of educational literature.</p>	<p>2 independent work assignments;</p> <p>2 quizzes</p>
	<p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <p>To study sources 1, 2 from the mandatory list of sources, source 1 from further reading list and sources 1, 2, 3, and 4 and from other sources of information list (Latvian laws and regulations) about the topics acquired during the course</p>	
<i>Part-time studies with e-learning elements</i>	<p>1. Practical work - acquiring the knowledge of financial mathematics algorithms for use in bank deposit operations by studying the identified sources of educational literature.</p> <p>2. Practical work - acquiring the knowledge of financial mathematics algorithms for use in lending operations by studying the identified sources of educational literature.</p> <p>3. Practical work - acquiring the knowledge of financial mathematics algorithms for use in security operations by studying the identified sources of educational literature.</p>	<p>2 independent work assignments;</p> <p>2 quizzes</p>
	<p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <p>To watch video lectures and complete the tasks given during the lecture. To study sources 1, 2 from the mandatory list of sources, source 1 from further reading list and sources 1, 2, 3, and 4 and from other sources of information list (Latvian laws and regulations) about the topics acquired during the course</p>	

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Part-time studies with e-learning elements</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

**Evaluation of the study course learning outcomes:**

The final evaluation of the course for **full-time students** is formed from completed **three** independent work assignments, **three** quizzes passed, active participation in discussions during the classes, lecture attendance (at least 70% of the classes must be attended) and passed exam covering the studied topics of the course;

The final evaluation of the course for **part-time students** is formed from completed **two** independent work assignments, **two** quizzes passed, active participation in discussions during the classes, lecture attendance (at least 70% of the classes must be attended) and passed exam covering the studied topics of the course;

The final evaluation of the course for **part-time students with e-learning elements** is formed from completed **two** independent work assignments, **two** quizzes passed, active participation in discussions during the classes, lecture attendance and passed exam covering the studied topics of the course;

N o.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)
1.	Know and understand the substance, methods and concepts of financial mathematics	Independent assignment, quiz	Know the most important methods and concepts of financial mathematics	Know the methods and concepts of financial mathematics	Know the methods, concepts and meaning of financial mathematics in financial transactions	Know and understand the methods, concepts and meaning of financial mathematics in financial transactions
2.	Know the most important theoretical foundations of financial-commercial records	Practical work, quiz	Partly know the theoretical foundations of financial-commercial records	Know the theoretical issues of financial-commercial records	Familiar with and able to explain the theoretical foundations of financial-commercial records	Have a good grasp of the theoretical foundations of financial-commercial records
3.	Able to apply the acquired knowledge in the practical use of financial algorithms	Practical work, individual assignment	Fragmented knowledge of financial algorithms in practical use	Able to apply knowledge of financial algorithms in practical use, but there are errors in calculations	Able to apply the knowledge in the practical use of financial algorithms	Freely able to apply the acquired knowledge in the practical use of financial algorithms
4.	Able to conduct the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits and transaction, deadlines, etc.	Independent work, discussion, quiz	Able to carry out a financial transaction analysis of the results, but there are errors in schedules and other calculations	Able to independently apply knowledge in relation to the analysis of financial transaction results, to draw up a loan repayment schedule	Able to apply the acquired knowledge in conducting the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits	Able to apply the acquired knowledge professionally in conducting the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits

5.	Able to express a well-argued and supported opinion, as well as able to defend it	Discussion	Able to express opinion, but struggle to support and defend it	Able to express a well-argued opinion, but have difficulties to defend it with arguments	Able to express a well-argued opinion, discuss and defend it	Able to express well-argued and supported opinion, as well as discuss and defend it
6.	Able to independently carry out calculations related to a financial transaction efficiency	Independent assignment, quiz	Able to carry out calculations related to a financial transaction efficiency, but with errors	There are difficulties observed to independently carry out calculations related to a financial transaction efficiency	Able to independently carry out calculations related to a financial transaction efficiency	Able to independently carry out calculations related to a financial transaction efficiency, analyze
7.	Able to analyze the results obtained by calculations and make decisions	Independent work, discussion, quiz	Insufficient ability to analyze and evaluate the obtained results and make decisions	Able to analyze and evaluate the obtained results and make decisions, however, there are difficulties in problem identification and in the use of research methods	Able to independently analyze and evaluate the obtained results and make decisions, identify problems and, using various research methods, find possible solutions	Able to independently analyze and evaluate the obtained results and make decisions, observe problems and, using various research methods, find solutions

<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	KathyTannous, W., Brown, R.L., Zima, P., Kopp. S. (2013). <i>Mathematics of Finance</i> . McGraw-Hill, Australia,.
2.	Capinski M., Zastawniak T. (2011). <i>Mathematics for finance</i> . London,New-York, Springer.
3.	Buiķis M. (2002) <i>Finanšumatematika</i> . Rīga, RSEBAA.
4.	Шиловская, Н. А. (2018). <i>Финансовая математика :учебник и практикум для СПО / Н. А. Шиловская. — 2-е изд., испр. идоп. М., ИздательствоЮрайт.</i>
<b>Further reading</b>	
1.	Apsītis, Ģ., Aščuks,I.,Cērps, U., Kokorevičs, G., Ozols,Ģ.,Sedlenieks, A., Zuļģis H. (2006). <i>Vērtspapīrutirguszinības / Otraspapild.izd. R.: Jumava, 222 lpp.</i>
2.	Dokuchaev, N. (2007). <i>Mathematical Finance: chore theory, problems and statistical algorithms</i> .London and New York, Reutledge.
3.	Коптева,Н.В., Семенов, С.П. <i>Финансовая математика. Электронное учебное пособие.</i> <a href="http://irbis.asu.ru/mmc/econ/u_finmath/pril5.ru.shtml">/http://irbis.asu.ru/mmc/econ/u_finmath/pril5.ru.shtml</a> .
4.	Ross, S.M. (2011). <i>An Elementary Introduction to Mathematical Finance</i> . Cambridge University Press
<b>Other sources of information</b>	
1.	Finanšu instrumentu tirgus likums. (20.11.2003) Electronic resource. Available: <a href="https://likumi.lv/doc.php?id=81995">https://likumi.lv/doc.php?id=81995</a>
2.	Finanšu un kapitālu tirgus komisijas normatīvie akti. Electronic resource. Available: <a href="http://www.fktk.lv/lv/tiesibu-akti/kreditiestades/fktk-izdotie-noteikumi/parskatu-sagatavosana.html">/http://www.fktk.lv/lv/tiesibu-akti/kreditiestades/fktk-izdotie-noteikumi/parskatu-sagatavosana.html</a>
3.	Žurnāls <i>Bilance: grāmatvedība, likumdošana, finanses</i> : žurnāls par grāmatvedību, likumdošanu un finansēm. Rīga: Lietišķās informācijas dienests. ISSN 1407-5709
4.	iFinanses: [žurnāls]. Rīga: SIA Izdevniecība iŽurnāls

## FINANCIAL MATHEMATICS

<b>Author of the course:</b>	
Dr.oec., Adjunct Professor Ingrīda Jakušonoka	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Knowledge at the secondary school level.	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition to make calculations of financial transactions.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
23. Know and understand the substance, methods and concepts of financial mathematics	
24. Know the most important theoretical foundations of financial-commercial records	
25. Able to apply the acquired knowledge in the practical use of financial algorithms	
26. Able to conduct the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits and transaction, deadlines, etc.	
27. Able to express a well-argued and supported opinion, as well as able to defend it	
28. Able to independently carry out calculations related to a financial transaction efficiency	
29. Able to analyze the results obtained by calculations and make decisions	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The theoretical foundations of financial-commercial records. General concepts. Time factor in financial-commercial operations. The present and the future value of financial transactions.
2.	Determination of future value. Basic algorithms of saving operations. Simple interest application scheme. The use of compound interest scheme.
3.	Effective interest rate. The substance of effective interest rate and its application possibilities. Financial transaction comparison using the effective interest rate.
4.	Determination of present value. Discounting operations, their substance. Mathematical discounting. Bank discount operations.
5.	Determining the future and the present value using the financial tables. Financial functions of Excel, their application possibilities.
6.	Payment flows. Payment flow types. Financial rent. Irregular payment flows. Annuity. Prenumerando annuity and postnumerando annuity.
7.	The impact of inflation in financial transactions. The substance of inflation and the need to evaluate it in commercial records. Inflation inclusion methods.
8.	Loan repayment operations. Fixed and variable interest rates. Loan repayment methods. Loan repayment with the payments of equal size. Loan repayment with the payments of equal size of the basic amount.
9.	Investment evaluation. Investment evaluation methods and the principles of their choice. Net present value method. Payback period method. Internal margin norm.
10.	Calculations related to financial instruments (share calculations, bond calculations).

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
169.	The theoretical foundations of financial-commercial records.General concepts.Time factor in financial-commercial operations. The present and the future value of financial transactions	4	2	1
170.	Determination of future value. Basic algorithms of saving operations. Simple interest application scheme. The use of compound interest scheme.	6	3	2
171.	Effective interest rate. The substance of effective interest rate and its application possibilities. Financial transaction comparison using the effective interest rate.	2	1	1
172.	Determination of present value. Discounting operations, their substance. Mathematical discounting. Bank discount operations.	6	3	2
173.	Determining the future and the present value using the financial tables. Financial functions of Excel, their application possibilities.	4	2	1
174.	Payment flows. Payment flow types. Financial rent. Irregular payment flows. Annuity. Prenumerando annuity and postnumerando annuity.	4	2	1
175.	The impact of inflation in financial transactions. The substance of inflation and the need to evaluate it in commercial records. Inflation inclusion methods.	4	2	1
176.	Loan repayment operations. Fixed and variable interest rates. Loan repayment methods. Loan repayment with the payments of equal size. Loan repayment with the payments of equal size of the basic amount.	6	3	1
177.	Investment evaluation. Investment evaluation methods and the principles of their choice. Net present value method. Payback period method. Internal margin norm.	4	2	1
178.	Calculations related to financial instruments (share calculations, bond calculations)	8	4	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

\* If, in the program, the course is not available in this form, then these rows have to be highlighted with light gray color

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
Full-time studies	1. Practical work - acquiring the knowledge of financial mathematics algorithms for use in bank deposit operations by studying the identified sources of educational literature.	3 independent work assignments
	2. Practical work - acquiring the knowledge of financial mathematics algorithms for use in lending operations by studying the identified sources of educational literature.	3 quizzes
	3. Practical work - acquiring the knowledge of financial mathematics algorithms for use in security operations by studying the identified sources of educational literature.	
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> To study sources 1, 2 from the mandatory list of sources, source 1 from further reading list and sources 1, 2, 3, and 4 and from other sources of information list (Latvian laws and regulations) about the topics acquired during the course	

<i>Part-time studies</i>	1. Practical work - acquiring the knowledge of financial mathematics algorithms for use in bank deposit operations by studying the identified sources of educational literature. 2. Practical work - acquiring the knowledge of financial mathematics algorithms for use in lending operations by studying the identified sources of educational literature. 3. Practical work - acquiring the knowledge of financial mathematics algorithms for use in security operations by studying the identified sources of educational literature.	2 independent work assignments; 2 quizzes
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> To study sources 1, 2 from the mandatory list of sources, source 1 from further reading list and sources 1, 2, 3, and 4 and from other sources of information list (Latvian laws and regulations) about the topics acquired during the course	
<i>Part-time studies with e-learning elements</i>	1. Practical work - acquiring the knowledge of financial mathematics algorithms for use in bank deposit operations by studying the identified sources of educational literature. 2. Practical work - acquiring the knowledge of financial mathematics algorithms for use in lending operations by studying the identified sources of educational literature. 3. Practical work - acquiring the knowledge of financial mathematics algorithms for use in security operations by studying the identified sources of educational literature.	2 independent work assignments; 2 quizzes
	<i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> To watch video lectures and complete the tasks given during the lecture. To study sources 1, 2 from the mandatory list of sources, source 1 from further reading list and sources 1, 2, 3, and 4 and from other sources of information list (Latvian laws and regulations) about the topics acquired during the course	

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/ listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Part-time studies with e-learning elements</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

Evaluation of the study course learning outcomes:		
<p>The final evaluation of the course for <b>full-time students</b> is formed from completed <b>three</b> independent work assignments, <b>three</b> quizzes passed, active participation in discussions during the classes, lecture attendance (at least 70% of the classes must be attended) and passed exam covering the studied topics of the course;</p> <p>The final evaluation of the course for <b>part-time students</b> is formed from completed <b>two</b> independent work assignments, <b>two</b> quizzes passed, active participation in discussions during the classes, lecture attendance (at least 70% of the classes must be attended) and passed exam covering the studied topics of the course;</p> <p>The final evaluation of the course for <b>part-time students with e-learning elements</b> is formed from completed <b>two</b> independent work assignments, <b>two</b> quizzes passed, active participation in discussions during the classes, lecture attendance and passed exam covering the studied topics of the course;</p>		
<i>Learning outcome:</i>		<i>Evaluation criteria</i>



N o.		<i>Evaluation method/s</i>	<i>Minimum level (from 40% to 64%)</i>	<i>Average level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (10) (from 95% to 100%)</i>
1.	Know and understand the substance, methods and concepts of financial mathematics	Independent assignment, quiz	Know the most important methods and concepts of financial mathematics	Know the methods and concepts of financial mathematics	Know the methods, concepts and meaning of financial mathematics in financial transactions	Know and understand the methods, concepts and meaning of financial mathematics in financial transactions
2.	Know the most important theoretical foundations of financial-commercial records	Practical work, quiz	Partly know the theoretical foundations of financial-commercial records	Know the theoretical issues of financial-commercial records	Familiar with and able to explain the theoretical foundations of financial-commercial records	Have a good grasp of the theoretical foundations of financial-commercial records
3.	Able to apply the acquired knowledge in the practical use of financial algorithms	Practical work, individual assignment	Fragmented knowledge of financial algorithms in practical use	Able to apply knowledge of financial algorithms in practical use, but there are errors in calculations	Able to apply the knowledge in the practical use of financial algorithms	Freely able to apply the acquired knowledge in the practical use of financial algorithms
4.	Able to conduct the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits and transaction, deadlines, etc.	Independent work, discussion, quiz	Able to carry out a financial transaction analysis of the results, but there are errors in schedules and other calculations	Able to independently apply knowledge in relation to the analysis of financial transaction results, to draw up a loan repayment schedule	Able to apply the acquired knowledge in conducting the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits	Able to apply the acquired knowledge professionally in conducting the analysis of financial transaction results, to draw up a loan repayment schedule, to calculate the future value of savings and deposits
5.	Able to express a well-argued and supported opinion, as well as able to defend it	Discussion	Able to express opinion, but struggle to support and defend it	Able to express a well-argued opinion, but have difficulties to defend it with arguments	Able to express a well-argued opinion, discuss and defend it	Able to express well-argued and supported opinion, as well as discuss and defend it
6.	Able to independently carry out calculations related to a financial transaction efficiency	Independent assignment, quiz	Able to carry out calculations related to a financial transaction efficiency, but with errors	There are difficulties observed to independently carry out calculations related to a financial	Able to independently carry out calculations related to a financial transaction efficiency	Able to independently carry out calculations related to a financial transaction efficiency, analyze

				transaction efficiency		
7.	Able to analyze the results obtained by calculations and make decisions	Independent work, discussion, quiz	Insufficient ability to analyze and evaluate the obtained results and make decisions	Able to analyze and evaluate the obtained results and make decisions, however, there are difficulties in problem identification and in the use of research methods	Able to independently analyze and evaluate the obtained results and make decisions, identify problems and, using various research methods, find possible solutions	Able to independently analyze and evaluate the obtained results and make decisions, observe problems and, using various research methods, find solutions

<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	KathyTannous, W., Brown, R.L., Zima, P., Kopp. S. (2013). <i>Mathematics of Finance</i> . McGraw-Hill, Australia,.
2.	Capinski M., Zastawniak T. (2011). <i>Mathematics for finance</i> . London,New-York, Springer.
3.	Buiķis M. (2002) <i>Finanšumatematika</i> . Rīga, RSEBAA.
4.	Шиловская, Н. А. (2018). <i>Финансовая математика :учебник и практикум для СПО / Н. А. Шиловская. — 2-е изд., испр. идоп. М., ИздательствоЮрайт.</i>
<b>Further reading</b>	
1.	Apsītis, Ģ., Aščuks,I.,Cērps, U., Kokorevičs, G., Ozols,Ģ.,Sedlenieks, A., Zuļģis H. (2006). <i>Vērtspapīrutirguszinības / Otraspapild.izd. R.: Jumava, 222 lpp.</i>
2.	Dokuchaev, N. (2007). <i>Mathematical Finance: chore theory, problems and statistical algorithms</i> .London and New York, Reutledge.
3.	Коптева,Н.В., Семенов, С.П. <i>Финансовая математика. Электронное учебное пособие.</i> /http://irbis.asu.ru/mmc/econ/u finmath/pril5.ru.shtml.
4.	Ross, S.M. (2011). <i>An Elementary Introduction to Mathematical Finance</i> . Cambridge University Press
<b>Other sources of information</b>	
1.	Finanšu instrumentu tirgus likums. (20.11.2003) Electronic resource. Available: <a href="https://likumi.lv/doc.php?id=81995">https://likumi.lv/doc.php?id=81995</a>
2.	Finanšu un kapitālu tirgus komisijas normatīvie akti. Electronic resource. Available: <a href="http://www.fktk.lv/lv/tiesibu-akti/kreditiestades/fktk-izdotie-noteikumi/parskatu-sagatavosana.html">http://www.fktk.lv/lv/tiesibu-akti/kreditiestades/fktk-izdotie-noteikumi/parskatu-sagatavosana.html</a>
3.	Žurnāls <i>Bilance: grāmatvedība, likumdošana, finanses</i> : žurnāls par grāmatvedību, likumdošanu un finansēm. Rīga: Lietišķās informācijas dienests. ISSN 1407-5709
4.	iFinanses: [žurnāls]. Rīga: SIA Izdevniecība iŽurnāls

## INNOVATION ECONOMICS

<b>Author/s of the course:</b>	
Adjunct lecturer, Mag.oec. Vita Brakovska	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
<b>Management, Research Organization, Microeconomics, Macroeconomics</b>	
<b>Study course aim:</b>	
Provide the students with the necessary in-depth knowledge and skills (competencies) about innovation as a process of various forms of economy	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the concept, the substance and the role of innovation in a company.</li> <li>2. Know about the available innovation support tools (grant programs, etc.) in Latvia.</li> <li>3. Able to provide an evaluative review of the innovation processes in the country and in the company/organization represented by the student.</li> <li>4. Able to use creative thinking techniques that focus on strengthening the competitiveness of the company.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The concept of creativity and innovation and the practical aspects of strengthening the competitiveness of the company
2.	My and the team's role in the formation and development of innovation as a process
3.	Interdisciplinary collaboration for the future solution development and positioning
4.	The practical aspects of new product development and commercialization
5.	Innovation culture building in an economy
6.	Innovation support tools and structures in Latvia
7.	Creative features of the modern, low-budget marketing
8.	Practical aspects of the protection of business ideas
9.	Business model as a modern and effective planning tool
10.	Social entrepreneurship as a viable business model in Latvian regions

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
1.	The concept of creativity and innovation and the practical aspects strengthening the competitiveness of the company	4	2	1
2.	My and the team's role in the formation and development of innovation as a process in a company	6	3	1

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
3.	Interdisciplinary collaboration for the future solution development and positioning	4	2	1
4.	The practical aspects of new product development and commercialization	4	2	2
5.	Innovation culture building in a company	4	1	1
6.	Innovation support tools and structures in Latvia	4	2	1
7.	Creative features of the modern, low-budget marketing	6	3	1
8.	Practical aspects of the protection of business ideas	6	3	1
9.	Business model as a modern and effective planning tool	6	3	2
10.	Social entrepreneurship as a viable business model in Latvian regions	4	3	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
<i>Full-time studies</i>	<ol style="list-style-type: none"> <li>Innovation process, its formation</li> <li>Innovation processes in the country and in a company</li> <li>Available innovation support tools in Latvia</li> <li>Social entrepreneurship</li> </ol>	Group work presentations, discussion, test - a 10-minute quiz, an essay, a special-format presentation, exam
	Independently read sources 1, 2, 3 and 5 from the mandatory list of sources and to prepare a report on the discussion of innovation as a process and an innovation support offer	
<i>Part-time studies</i>	<ol style="list-style-type: none"> <li>Innovation process, its formation</li> <li>Innovation processes in the country and in a company</li> <li>Available innovation support tools in Latvia</li> <li>Social entrepreneurship</li> </ol>	Group work presentations, discussion, test - a 10-minute quiz, an essay, a special-format presentation, exam
	Independently read sources 1, 2, 3 and 5 from the mandatory list of sources and to prepare a report on the discussion of innovation as a process and an innovation support offer	
<i>Part-time studies with e-learning elements</i>	<ol style="list-style-type: none"> <li>Innovation process, its formation</li> <li>Innovation processes in the country and in a company</li> <li>Available innovation support tools in Latvia</li> <li>Social entrepreneurship</li> </ol>	Essay, independent work, exam
	Independently read sources 1, 2, 3 and 5 from the mandatory list of sources and to prepare a report on the discussion of innovation as a process and an innovation support offer	

<b>Structure of the study course:</b>				
Study form	Contact hours			

	<i>Lecture contact hours (including seminars, discussions)</i>	<i>Consultations, guest lectures, conferences, field trips, business games, etc.</i>	<i>Final evaluation (exam, test, defense)</i>	<b>Total</b>	<i>Independent work (number of hours)</i>	<i>Mandatory reading and/or audio and video material watching/listening</i>	<i>Total hours of the course</i>
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Part-time studies with e-learning elements</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

#### Evaluation of the study course learning outcomes:

During the study course, 1 quiz and 1 test have to be passed, a group presentation has to be made with participation in discussions, at least 70% of the lectures have to be attended and the exam passed. The final grade of the course is formed as the mean of combined average grades for the assignments described above and the exam.

Part-time students with e-learning elements have to write an essay, prepare an individual work assignment and pass the exam.

No.	<i>Learning outcome:</i>	<i>Evaluation method/s</i>	<i>Evaluation criteria</i>			
			<i>Minimum level (from 40% to 64%)</i>	<i>Average level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (10) (from 95% to 100%)</i>
1.	Understand the concept, the substance and the role of innovation in a company.	Quiz	40-64% of quiz questions are answered correctly	65-84% of quiz questions are answered correctly	85-94% of quiz questions are answered correctly	95- 100% of quiz questions are answered correctly
2.	Know about the available innovation support tools (grant programs, etc.) in Latvia.	Independent work	Know some available innovation support tools in Latvia	Know about the available innovation support tools in Latvia	Know about the available innovation support tools in Latvia and their use	Know about the available innovation support tools in Latvia and the EU and their use
3.	Able to provide an evaluative review of the innovation processes in the country and in the company/organization represented by the student	Essay	Able to provide a general review of the innovation processes in the country and in the company/orga nization represented by the student	Able to provide a review of the innovation processes in the country and in the company represented by the student, but there is a lack of in-depth analysis	Able to provide a review of the innovation processes in the country and in the company represented by the student	Able to give an overview and to offer practical and innovative proposals for improvement
4.	Able to use creative thinking methods that focus on strengthening the competitiveness of the company	Practical work in teams and the presentation of results	Able to use the methods of creative thinking, but it is difficult to present	Able to use the methods of creative thinking	Excellent use of creative thinking methods	Able to use the methods of creative thinking to offer new solutions

			possible solutions			
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<b>Literature and other sources of information:</b>	
<b>Mandatory literature and information sources</b>	
1.	Whittington D. (2018). <i>Digital Innovation and Entrepreneurship</i> . Cambridge: Cambridge University Press.
2.	Govindarajan V., Trimble Ch. (2013). <i>Beyond the Idea: How to Execute Innovation in Any Organization</i> . New York: St.Martin,s Press.
3.	Ilgspējīga attīstība un sociālās inovācijas (2018). Rīga: LU Akadēmiskais apgāds
4.	<b>Krippendorff, K. (2019). <i>Driving Innovation from Within: A Guide for Internal Entrepreneurs</i>. USA: Columbia University Press.</b>
5.	<b>Kuratko, D.F., Goldsby, M.G., Hornsby, J.S. (2018). <i>Corporate Innovation</i>. 1st Edition. UK: Routledge</b>
6.	<b>Rafinejad, D. (2017). <i>Sustainable Product Innovation: Entrepreneurship for Human Well-being</i>. J. Ross Publishing.</b>
<b>Further reading</b>	
1.	Ābeltiņa A. (2008). <i>Inovācijas – XXI gadsimta fenomens</i> . Rīga: Turība
2.	<b>Banks, K. (2016). <i>Social Entrepreneurship and Innovation: International Case Studies and Practice</i>. UK: Kogan Page</b>
3.	Boļšakovs S. (2008). <i>Inovatīvā darbība</i> . Rīga: Jumava
4.	Dodgson M.&Gann D. (2010). <i>Innovation: A Very Short Introduction</i> . UK: Oxford University Press
5.	Lazzeretti L. (2013). <i>Creative Industries and Innovation in Europe</i> . UK: Routledge
6.	Wang B. (2017). <i>Creativity and Data Marketing A practical guide to data innovation</i> . UK: Kogan Page
<b>Other sources of information</b>	
1.	European innovation scoreboard. Electronic source [30.08.2019]. Available at: <a href="https://ec.europa.eu/growth/industry/innovation/facts-figures/scoreboards_en">https://ec.europa.eu/growth/industry/innovation/facts-figures/scoreboards_en</a>
2.	Innovation Economics. Electronic source [30.08.2019]. Available at: <a href="http://www.innovationeconomics.net/">http://www.innovationeconomics.net/</a>
3.	LR Centrālā statistikas pārvalde. Elektroniskais resurss [30.08.2019]. Pieejams: <a href="http://www.csb.gov.lv">www.csb.gov.lv</a>
4.	Understanding the Innovation Economy. Electronic source [30.08.2019]. Available at: <a href="https://philmckinney.com/understanding-innovation-economy-impact-world/">https://philmckinney.com/understanding-innovation-economy-impact-world/</a> [skat. 30.08.2019]
5.	Žurnāls „Innovations and Technologies News”. Elektroniskais resurss [30.08.2019]. Pieejams: <a href="http://innovationsline.com/data3/">http://innovationsline.com/data3/</a>

## Intellectual property rights

<b>Author/s of the course:</b>	
Mg.iur., Assistant Professor Inese Stankeviča	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
-	
<b>Study course aim:</b>	
To provide basic understanding in the area of intellectual property rights protection.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>5. Know the basic concepts in the area of intellectual property rights protection.</li> <li>6. Understand the difference between industrial property and copyright.</li> <li>7. Able to discuss the subject, express and support their opinion and present it.</li> <li>8. Able to extract and analyze information necessary for the projects.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	The protection of intellectual property – an introduction.
2.	The protection of intellectual property – an introduction.
3.	Trademarks, an introduction.
4.	Trademarks, an introduction.
5.	Copyright. Protected work, unprotected work, copyright owners.
6.	Copyright. Author's personal and proprietary rights, the essence of exception rights.
7.	The rights of work use. Copyright restrictions.
8.	Rights related to copyright. Collective management organizations of proprietary rights.
9.	Seminar – how do I observe on a daily basis the intellectual property rights and protected objects.
10.	Copyright and tattoos. Copyright and graffiti.
11.	Quiz.

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
179.	The protection of intellectual property – an introduction	8		
180.	Trademarks, an introduction.	8		
181.	Copyright. Author's personal and proprietary rights, the essence of exemption.	8		
182.	The rights of work use. Copyright restrictions.	8		
183.	Rights related to copyright. Collective management organizations of proprietary rights.	8		

Study course calendar plan:				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements*
184.	Seminars.	8		
<b>Total:</b>		<b>48</b>		

Independent work description:		
Study form	Type of independent work	Form of control
<i>Full-time studies</i>	1. How do I observe the intellectual property in everyday life? Is intellectual property and its protection important and should it be protected? 2. How a trade mark can be protected unlike a copyrighted work? 3. Laws and regulations include different terminology with regard to the intellectual property area. Perform a law and regulation analysis and a summary of these terms, as well as add your own recommendations. 4. How do companies can safeguard and protect their intellectual property – trademarks, patents, copyright, computer programs? Conduct research on a company, by showing and analyzing the existing and potential IP property protection. Pay attention to whether what could be protected in the company is indeed protected or is not. If not, what are the reasons (not the knowledge in order to do this, inadequate law and regulation framework, etc.).	Independent work, discussion.  Independent home work.  Independent work or group work, 2-3 students.  Presentation, report. Group work.

Structure of the study course:							
Study form	Contact hours				Independent work (number of hours)	Mandatory reading and/or audio and video material watching/listening	Total hours of the course
	Lecture contact hours (including seminars, discussions)	Consultations, guest lectures, conferences, field trips, business games, etc.	Final evaluation (exam, test, defense)	Total			
<i>Full-time</i>	48	12	4	64	64	32	160
<i>Part-time</i>							
<i>Part-time studies with e-learning elements</i>							

Evaluation of the study course learning outcomes:						
Students successfully complete all independent work assignments and pass the exam. The final grade for the course is the mean of combined average grades for the independent work assignments and the exam.						
No.	Learning outcome:	Evaluation method/s	Evaluation criteria			
			Minimum level (from 40% to 64%)	Average level (from 65% to 84%)	High level (from 85% to 94%)	Excellent level (10) (from 95% to 100%)



1.	Know the basic concepts in the area of intellectual property rights protection.	Examination Independent work	Understand the essence of the basic terms	Understand the nature of intellectual property rights, but it is difficult to distinguish types of intel. property rights	Understand the nature of intellectual property rights and are able to forcefully tell you about each of the types of rights, give examples	Understand the nature of intellectual property rights on such a level that are able to explain it to others and to participate in discussions with arguments
2.	Understand the difference between industrial property and copyright.	Examination Independent work	Able to understand the differences between copyright and industrial property, but sometimes, however, comparisons are incorrect	Able to understand the differences between copyright and industrial property, but may have difficulty with the application of the knowledge in practice	Able to understand the differences between copyright and industrial property	Able to understand the differences between copyright and industrial property, as well as explain the differences and provide examples
3.	Able to extract and analyze information necessary for the projects.	Examination Independent work Presentation	Know and understand, where and how to find information and seek further legal assistance, but sometimes these skills are used incorrectly	Know and understand, where and how to find information and seek further legal assistance, however, interpret the results with difficulty	Know and understand, where and how to find information and seek further legal assistance, able to interpret and understand the suggested results	Know and understand, where and how to find information and seek further legal assistance, evaluate offers, as well as, if necessary, to make additions to and improve them
4.	Able to discuss the subject, express and support their opinion and present it.	Group work Presentation Discussion	Able to discuss only the basic questions about intellectual property rights	Able to discuss only the basic questions about intellectual property rights, but it is difficult to find supporting information (arguments)	Able to provide arguments to discuss the main issues in the area of intellectual property rights	Able to provide arguments to discuss the basic issues in the area of intellectual property rights, make suggestions for solving problems

<b>Literature and other sources of information:</b>	
<b><i>Mandatory literature and information sources</i></b>	
1.	Karapapa, S., McDonagh, L., Norman, H. (2019). Intellectual Property Law. Oxford University Press.
2.	Osborn, L.S. (2019). 3D Printing and Intellectual Property. Cambridge University Press.
3.	Ward, M. (2019). Straightforward Guide To Intellectual Property And The Law. Straightforward Publishing.
4.	World Intellectual Property Organization. Electronic resource [viewed on 25.09.2019]. Available: <a href="http://www.wipo.int">www.wipo.int</a>
<b><i>Further reading</i></b>	
1.	Autortiesību likums. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=5138">https://likumi.lv/doc.php?id=5138</a>
	Bernes konvencija par literatūras un mākslas darbu aizsardzību. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/ta/lv/starptautiskie-ligumi/id/5">https://likumi.lv/ta/lv/starptautiskie-ligumi/id/5</a>
2.	Patentu likums. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=153574">https://likumi.lv/doc.php?id=153574</a>
3.	Likums par preču zīmēm un ģeogrāfiskās izcelsmes norādēm. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=18863">https://likumi.lv/doc.php?id=18863</a>
4.	Rome Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organisations. Electronic source [25.09.2019.]. Available at: <a href="https://www.wipo.int/treaties/en/ip/rome/">https://www.wipo.int/treaties/en/ip/rome/</a>
<b><i>Other sources of information</i></b>	
1.	Pētersone, Z. (2013). <i>Intelektuālā īpašuma civiltiesiskās aizsardzības līdzekļi</i> . Tiesu namu aģentūra, Rīga.
2.	Autortiesības. Rokasgrāmata. (1997). Sorosa fonds Latvija, Izdevniecība AGB, Rīga.
3.	Ovena, L. (2017). Literāro darbu autortiesības un licencēšana, Zvaigzne ABC, Rīga.
4.	Autortiesību kolektīvā pārvaldījuma likums. Electronic resource [viewed on 25.09.2019]. Available: <a href="https://likumi.lv/doc.php?id=291146">https://likumi.lv/doc.php?id=291146</a>
5.	Rozenfelds, J. <i>Intelektuālais īpašums</i> . Zvaigzne ABC, Rīga.

## BUSINESS VALUE MANAGEMENT

<b>Author/-s of the study course:</b>	
Associate Professor, Dr.oec., Jelena Titko	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
Corporate Finance Management	
<b>Study course aim:</b>	
To provide students with knowledge, skills and competences in the field of business value management.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Understands the core of the value-related concepts.</li> <li>2. Understands the principles of valuation fundamental approaches.</li> <li>3. Is able to apply valuation techniques to perform business valuation.</li> <li>4. Is able to determine cost of capital.</li> <li>5. Is able to discuss value-related issues in well-argued manner.</li> </ol>	
<b>Study course thematic plan:</b>	
1	Concept of Value and Value-based management (VBM)
2	Valuation process: principles, stages, main approaches
3	Techniques within the Asset approach to business valuation
4	Techniques within the Income approach to business valuation
5	Techniques within the Market approach to business valuation
6	Cost of capital
7	Value creation

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
185.	Concept of Value and Value-based Management (VBM)	4		
186.	Valuation process: principles, stages, main approaches	4		

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
187.	Techniques within the Asset approach to business valuation <ul style="list-style-type: none"> <li>• Net Adjusted Asset method</li> <li>• Other Asset approach methods</li> </ul>	8		
188.	Techniques within the Income approach to business valuation <ul style="list-style-type: none"> <li>• Discounted Cash Flow (DCF) method</li> <li>• Capitalization of income method</li> </ul>	8		
189.	Techniques within the Market approach to business valuation <ul style="list-style-type: none"> <li>• Guideline public company method</li> <li>• Guideline company transactions method</li> </ul>	8		
190.	Cost of capital <ul style="list-style-type: none"> <li>• Cost of equity</li> <li>• Cost of debt</li> </ul>	8		
191.	Value creation <ul style="list-style-type: none"> <li>• Value metrics</li> <li>• Value creation models</li> <li>• Value drivers</li> </ul>	8		
	<b>Total:</b>	<b>48</b>		

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
full-time studies	1. Content analysis of the value- related text information	Individual home task
	Compulsory literature: At least 10 scientific papers available in EBSCO data basis devoted to the value-related issues	
	2. Cost of equity calculation, applying Capital Asset Pricing Model (CAPM)	Individual home task

	Compulsory literature: No. 4 Additional literature: No. 3 Other information sources: No. 1	
	3. Cost of capital calculation, applying build-up approach	Presentation In-class reporting
	Compulsory literature: No. 6	
	4. Investigation of value drivers in the selected industry/field; Creating Balanced Scorecard	Group work Presentation In-class reporting
Compulsory literature: No. 1 Additional literature: No. 1, No. 2, No. 4, No. 5		

**Structure of the study course:**

Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	12	4	<b>64</b>	64	32	<b>160</b>

**The evaluation of the study course learning outcomes:**

No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1	Understands the core of the value-related concepts	Tests Exam	Understands the meaning of basic terms	Understands the value-related concepts, but has some difficulties to discuss about	Understands the core of the concepts and is able to discuss about in a well-argued manner	Understands the value-related concepts at the level to be able to explain them to others
2	Understands the principles of valuation fundamental approaches	Tests Exam	Understands the basic principles	Understands the principles, but has some difficulties to discuss about	Understands the principles and is able to discuss about in a well-argued manner	Understands the principles of valuation fundamentals at the level to be able to explain them to others
3	Is able to apply valuation techniques to perform	Tests Exam	Is able to apply basic valuation techniques, but sometimes has difficulties to	Is able to apply valuation techniques, but has some difficulties to	Is able to apply various valuation techniques and interpret the results	Is able to apply various valuation techniques, interpret the results and

	business valuation		apply them properly	interpret the results		suggest application improvements
4	Is able to determine cost of capital	Tests Exam	Is able to apply basic techniques to determine cost of capital, but sometimes has difficulties to apply them properly	Is able to apply various techniques to determine cost of capital, but has some difficulties to interpret the results	Is able to apply various techniques to determine cost of capital and interpret the results	Is able to apply various techniques to determine cost of capital, interpret the results and suggest application improvements
5	Is able to discuss value-related issues in well-argued manner	Group work Presentation Discussion	Is able to discuss only basic value-related issues	Is able to discuss value-related issues, but has some difficulties to find arguments	Is able to discuss value-related issues in well-argued manner	Is able to discuss value-related issues and suggest to solve problems

#### Literature and information sources:

##### **Compulsory literature and information sources**

- |   |  |
|---|--|
| 1 | Koller, T., Goedhart, M. & Wessels, D. (2015). <i>Measuring and Managing the Value of Companies</i> . 6 <sup>th</sup> ed. Hoboken, New Jersey: John Wiley & Sons, Inc.   |
| 2 | Koller, T., Goedhart, M. & Wessels, D. (2015). <i>Step-by-Step Exercises and Tests to Help You Master Valuation</i> . Hoboken, New Jersey: John Wiley & Sons, Inc.   |
| 3 | Atrill, P. (2017). <i>Financial management for decision makers</i> . 8 <sup>th</sup> ed. London: Pearson Education.  |
| 4 | Anderson, P.L. (2012). <i>The Economics of Business Valuation</i> . Stanford: Stanford University Press.   |
| 5 | Titko, J. & Lace, N. (2013). Bank Value Measurement Based on Fundamental Analysis. In International Conference on Management Innovation and Business Innovation (ICMIBI 2013), Singapore, April 21-22, 2013. Conference proceedings, 467-472.                |
| 6 | Titko, J. & Lace, N. (2012). Cost of Equity for Bank Valuation: Empirical Study in Latvian Banking Sector. In International Conference "Trends in Economics and Management for the 21st Century", Brno, September 20-22, 2012. Conference proceedings, 10 p. |

##### **Additional literature and information sources**

- |   |  |
|---|--|
| 1 | Titko, J. & Shina, I. (2017). Non-Financial Value Drivers: Case of Latvian Banks. <i>Procedia Engineering</i> , 178C, 192-199.   |
| 2 | Bistrova, J., Titko, J. & Lace, N. (2014). Sustainable Shareholder Value: Analysis of Value Drivers. <i>Economics and Management</i> , 19(2), 129-139.                 |
| 3 | Brigham, E.F. & Houston, J.F. (2013). <i>Fundamentals of Financial Management</i> . 3 <sup>rd</sup> ed. South-Western Cengage Learning.                                |
| 4 | Witcher, B.J. & Chau, V.S. (2014). <i>Strategic Management: Principles and Practice</i> . Hampshire: Cengage Learning.   |
| 5 | Ashton, R.H. (2007). Value-Creation Models for Value-Based Management: Review, Analysis, and Research Directions. <i>Advances in Management Accounting</i> , 16, 1-62. |

##### **Other information sources**

1	Damodaran, A. (2019). Damodaran Online. [viewed 25.01.2019]. Available: <a href="http://pages.stern.nyu.edu/~adamodar/">http://pages.stern.nyu.edu/~adamodar/</a>
2	Rigby, D.K. (2017). <i>Management Tools 2017: An Executive Guide</i> . [viewed 24.01.2019]. Available: <a href="https://www.bain.com/contentassets/109d90597d774549850226aaa67e249e/bain_book_management_tools_2017.pdf">https://www.bain.com/contentassets/109d90597d774549850226aaa67e249e/bain_book_management_tools_2017.pdf</a>
3	Latvia's Most Valuable Enterprises (2018). [viewed 25.01.2019]. Available from <a href="http://www.top101.lv">http://www.top101.lv</a>

## INTEGRATED MANAGEMENT SYSTEMS

<b>Author/-s of the study course:</b>	
Asoc.prof. Dr. oec. Oksana Lentjusenkova, Lecturer Mg.sc.soc. Edgars Cerkovskis	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
Management theories	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competences in the field of integrated management system.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Understands the concepts and nature of integrated management.</li> <li>2. Understands management systems and how they work.</li> <li>3. Understands the integration process and its influencing factors.</li> <li>4. Able to analyze organizational processes.</li> <li>5. Able to prepare process descriptions and diagrams.</li> <li>6. Able to reasonably discuss the main issues of integrated management.</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Introduction to Quality Management Systems.
2.	CAF self-assessment system.
3.	ISO standards and their interpretation.
4.	OHSAS 18001 Occupational Safety and Health Standard.
5.	EFQM Excellence Model.
6.	5- Method S.
7.	LEAN method.
8.	Integration of management systems and processes into a common organization management system. Sustainability aspects and the stakeholder and holistic approach to the integrated management system.



**Study course calendar plan:**

No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e - learning elements
192.	Introduction to Quality Management Systems. <ul style="list-style-type: none"><li>• Origin of management systems</li><li>• The concept of processes</li><li>• The essence of process management</li><li>• Modern quality management</li><li>• Development of quality management system in Latvia</li></ul>	6		
193.	CAF self-assessment system. <ul style="list-style-type: none"><li>• Valuation and its principles</li><li>• Evaluation methods and process</li></ul>	6		
194.	ISO standards and their interpretation. <ul style="list-style-type: none"><li>• ISO 9000 series standards</li><li>• ISO quality models</li></ul>	6		
195.	OHSAS 18001 Occupational Safety and Health Standard. <ul style="list-style-type: none"><li>• General requirements</li><li>• Implementation methodology</li></ul>	6		
196.	EFQM Excellence Model. <ul style="list-style-type: none"><li>• The concept of excellence</li><li>• Deciphering the Excellence</li><li>• Model Criteria</li><li>• Criteria coefficients</li></ul>	6		
197.	5 –S system. <ul style="list-style-type: none"><li>• The concept and essence of System</li><li>• Organization process and structure</li></ul>	6		

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e - learning elements
198.	LEAN method. <ul style="list-style-type: none"> <li>• The operating principle of LEAN</li> <li>• Maintenance and continuous improvement of LEAN</li> <li>• LEAN - internal culture of the company</li> <li>• LEAN thinking</li> </ul>	6		
199.	Integration of management systems and processes into a common organization management system. Sustainability aspects and the stakeholder and holistic approach to the integrated management system.	6		
	<b>Total:</b>	<b>48</b>		

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
full-time studies	Read a defined book on Integrated Management and prepare a seminar with presentation and discussion elements.	Presentation, seminar, discussion.
	Evaluate the identified organization according to the CAF self-assessment system by including 2 indicators from the facilitator part and 2 from the results part in the self-assessment. Self-assessment points must be greater than 100 points. Present the results to the audience.	Presentation, discussion.
	Write an argumentative essay on the topic "Modern business management". Total words (700 to 800 words)	Essay.
	Create a scheme with process integration, describe the process (mandatory including process owner (s), stakeholders, process outcomes, potential benefits of process integration) Compulsory reading: Compulsory literature and other sources of information: 2., 4.	Group work

<b>Structure of the study course:</b>				
Study form	Contact hours			

	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	<b>Total</b>	<i>Individual work (hours)</i>	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
full-time studies	48	12	4	<b>64</b>	64	32	<b>160</b>

**The evaluation of the study course learning outcomes:**

No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Understands the concepts and nature of integrated management.	Presentation , seminar, group work, exam.	Understands basic concepts.	Understands basic concepts and terms, but there are difficulties in formulating definitions.	Understands the most important concepts, terms and definitions.	Freely orientated in essence, concepts, terms and definitions.
2.	Understands management systems and how they work.	Group work, exam.	Understands basic principles.	Understands the basic principles, but there are difficulties with the formulation of the systems.	Understands the most important systems and how they work.	Freely orientated in systems and their working principles.
3.	Understands the integration process and its influencing factors.	Group work, exam.	Understands operating environment.	Understands the integration process, however, there are difficulties in formulating factors.	Understands the integration process and its influencing factors.	Freely orientates in the integration process and easily formulates influencing factors.
4.	Able to analyze organizational processes.	Essay, seminar, presentation , group work.	Can analyze the obtained information, however, it is difficult to see regularities.	Can analyze the obtained information, however, it is difficult to form conclusions.	Can critically analyze the obtained information, formulate conclusions.	Can critically analyze the obtained information, formulate conclusions

						and propose solutions.
5.	Able to prepare process descriptions and diagrams	Group work.	Able to produce process descriptions and diagrams, but there are gaps in the descriptions.	Able to produce process descriptions and diagrams, but there are gaps in process integration.	Able to prepare process descriptions and diagrams.	Able to produce process descriptions and diagrams justifying the need for and benefits of integration.
6.	Is able to discuss reasonably the main issues of integrated management.	Discussion.	Can discuss basic issues of integrated management.	Can discuss the issues of integrated management reasonably but is not always aware of regularities.	Able to reasonably discuss integrated management issues, sees regularities.	Can discuss the issues of integrated management reasonably and freely orientates on the issues to be discussed.

**Literature and information sources:**

**Compulsory literature and information sources**

1.	Barrie, G., D., Bamford, D., Wiele, T. (2016). <i>Managing quality: an essential guide and resource gateway</i> . Chichester, United Kingdom: Wiley.
2.	Kepczynski, R., Jandhyala, R., Sankaran, G., Dimofte, A. (2018). <i>Integrated Business Planning: How to Integrate Planning Processes, Organizational Structures and Capabilities, and Leverage SAP IBP Technology</i> . Springer International Publishing AG.
3.	Sartor, M., Orzes, G. (2019). <i>Quality Management: tools, methods and standards</i> . Bingley: Emerald Publishing
4.	Sroufe, R. (2018). <i>Integrated Management: How Sustainability Creates Value for Any Business</i> . Emerald Publishing Group.

**Additional literature and information sources**

1.	Asif, M., Searcy, C., Zutshi, A. and Fisscher, O.A.M. (2013). "An integrated management systems approach to corporate social responsibility", <i>Journal of Cleaner Production</i> , Vol.56 pp.7-17.
2.	Danilova, K.B. (2019). "Process owners in business process management: a systematic literature review", <i>Business Process Management Journal</i> , Vol.25 No.6, pp.1377-1412.
3.	Gonzalez-Lopez, F., Bustos, G. (2019). „Business process architecture design methodologies – a literature review”, <i>Business Process Management Journal</i> , Vol.25 No.6, pp.1317-1334.
4.	Jeston, J. (2018), <i>Business Process Management: Practical Guidelines to Successful Implementations</i> , Routledge, London and New York.
5.	Klute-Wenig, S. and Refflinghaus, R. (2015). Integrating sustainability aspects into an integrated management system”, <i>The TQM Journal</i> , Vol.27 No.3, pp.303-315.

6.	Malinova, M., and Mendling, J. (2018). "Identifying do's and don'ts using the integrated business process management framework", <i>Business Process Management Journal</i> , Vol. 24 No.4, pp.882-899.
7.	Yahya, F., Boukadi, K., Ben-Abdallah, H. (2019), "Improving the quality of Business Process Models: Lesson learned from the State of the Art", <i>Business Process Management Journal</i> , Vol.25 No.6, pp.1357-1376.
<b><i>Other information sources</i></b>	
1.	Integrated Reporting Framework. Electronic resource [accessed 26.09.2019]. Available at: <a href="https://integratedreporting.org/resource/international-ir-framework/">https://integratedreporting.org/resource/international-ir-framework/</a>

## START-UPS MANAGEMENT

<b>Author/-s of the study course:</b>	
Associate professor, Dr.oec., Anna Svirina	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
Circular economy, Social entrepreneurship, Design thinking	
<b>Study course aim:</b>	
To provide students with knowledge, skills and competences to create entrepreneurial idea and ensure development of their own business	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"><li>1. Understands the core issues regarding entrepreneurial skills and competence</li><li>2. Understands the principles of developing a new business and entrepreneurial idea</li><li>3. Is able to properly apply customer development method</li><li>4. Is able to properly apply minimum viable product development method</li><li>5. Is able to develop a sustainable entrepreneurship idea</li><li>6. Is able to develop a business plan outline</li></ol>	
<b>Study course thematic plan:</b>	
1.	Introduction. Entrepreneurship and entrepreneurial skills.
2.	Entrepreneurial idea and startup team

3.	Minimum viable product
4.	Customer development methodology and market analysis
5.	Developing a plan for business: HADI cycles methodology
6.	Business planning
7.	Presenting entrepreneurial project

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
1.	Introduction. Entrepreneurship and entrepreneurial skills	4		
2.	Entrepreneurial idea and startup team <ul style="list-style-type: none"> <li>Entrepreneurial idea development</li> <li>Design thinking</li> <li>Entrepreneurial team</li> </ul>	4		
3.	Minimum viable project <ul style="list-style-type: none"> <li>Core product features</li> <li>Alpha and beta testing of the product</li> </ul>	4		
4.	Customer development and market analysis <ul style="list-style-type: none"> <li>Desktop market research</li> <li>Customer development methodology</li> <li>Problem interviews</li> <li>Focus groups</li> </ul>	8		
5.	Developing a plan for business: HADI cycles methodology <ul style="list-style-type: none"> <li>Hypothesis development</li> <li>Metrics of the actions</li> <li>Action plan development</li> <li>Action plan implementation and analysis</li> <li>Action plan correction and iteration</li> </ul>	16		
6.	Business planning <ul style="list-style-type: none"> <li>Business plan structure</li> <li>Calculating business plan</li> </ul>	8		
7.	Presenting entrepreneurial project	4		
	<b>Total:</b>	<b>48</b>		

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
full-time studies	1. Product and team of the startup Compulsory literature: 1, 3	Individual home task
	2. Minimum viable product description Compulsory literature: No. 1 Additional literature: No. 1 Other information sources: No. 1	Individual home task
	3. Customer development interview Compulsory literature: No. 1 Additional literature: Robert Fitzpatrick. The Mom test Other information sources: No. 1	Individual home task
	4. Business plan development Compulsory literature: No. 1, No. 2	Individual home task or group work Presentation, In-class reporting Discussion

<b>Structure of the study course:</b>							
Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	12	4	64	64	32	160

<b>The evaluation of the study course learning outcomes:</b>						
In the framework of the study course, 4 individual tasks are to be completed, the developed project should be presented, and at least 20% of lectures must be attended and examination must be passed. The final assessment of the course of study was formed as an arithmetic mean of the assessment of independent works and exam.						
No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1	Understands the core issues regarding entrepreneurial skills and competence	Discussion	Understands the key terms of entrepreneurship	Understands the role of key entrepreneurial skills and competences, but has some difficulties to discuss about	Understands the role of key entrepreneurial skills and competences, and is able to discuss about in a well-argued manner	Understands the role of key entrepreneurial skills and competences, at the level to be able to explain them to others
2	Understands the principles of developing a new business and	Discussion	Understands the basic principles of developing a new business and entrepreneurial idea	Understands the principles, but has difficulties to put them into practice	Understands the principles and is able to put them into practice	Understands the principles of developing a new business and entrepreneurial idea at the level to be



	entrepreneurial idea					able to explain them to others
3	Is able to properly apply customer development method	Discussion Exam	Is able to apply basic customer development techniques, but sometimes has difficulties to apply them properly	Is able to properly apply basic customer development methods, but has difficulty interpreting results	Is able to properly apply advanced customer development methods, but has difficulty interpreting results	Is able to properly apply advanced customer development methods, and interprets results properly
4	Is able to properly apply minimum viable product development method	Discussion Exam	Is able to apply basic minimum viable product development methods, but sometimes has difficulties to apply them properly	Is able to properly apply basic minimum viable product development methods	Is able to properly apply advanced minimum viable product development methods	Is able to properly apply minimum viable product development method and explain it to others
5	Is able to develop a sustainable entrepreneurship idea individually or in team	Presentation Discussion Exam	Is able to develop a set of standard hypothesis to develop business	Is able to develop a set of standard hypothesis to develop business, but has some difficulties to assess them	Is able to develop a set of hypothesis to develop business and to assess them	Is able to develop a set of hypothesis to develop business, assess them and present to others
6	Is able to develop a business plan outline	Presentation Discussion	Is able to develop a business plan outline, but has difficulties to structure it properly	Is able to develop a structured business plan, but has difficulties with some core elements	Is able to develop a qualitative well-structured business plan outline	Is able to develop a qualitative well-structured business plan outline and explain it to others in a well-argued manner

<b>Literature and information sources:</b>	
<b><i>Compulsory literature and information sources</i></b>	
1	Reis, E. 2011. <i>Lean Startup</i> .
2	Godin, S. (2020). <i>The Practice: Shipping Creative Work</i> . Penguin Random House LLC
3	Rafinejad, D. (2017). <i>Sustainable Product Innovation</i> . J.Ross Publishing
<b><i>Additional literature and information sources</i></b>	
1	Fitzpatrick, R. (2013). <i>The Mom test</i>
2	Kawasaki G. (2004). <i>The Art of the Start</i>
<b><i>Other information sources</i></b>	
1	Stanford Entrepreneurship Corner. <a href="https://ecorner.stanford.edu/">https://ecorner.stanford.edu/</a>
2	The Lean Startup Methodology. <a href="http://theleanstartup.com/principles">http://theleanstartup.com/principles</a>

## DESIGN THINKING

<b>Author/-s of the study course:</b>	
Dr.sc.admin. Iveta CīrulePhD Elīna Miķelsone	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
-	
<b>Study course aim:</b>	
To provide students with knowledge, skills and competences in design thinking and innovation field,develop their skills to use design thinking tools and methodology in entrepreneurship to create newproducts and services or to improve existing products.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Understands the concept and stages of design thinking</li> <li>2. Understands the principles of design thinking</li> <li>3. Is able to put into practice the theory of design thinking</li> <li>4. Is able to apply design thinking digital tools</li> <li>5. Is able to create and develop an idea, based on design thinking stages</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Introduction “Basics of design thinking”
2.	Design thinking stage “Empathise”
3.	Design thinking stage “Define and go deeper”

4.	Design thinking stage “Ideate and create”
5.	Design thinking stage “Prototype and test”
6.	Design thinking stage “Implement”
7.	Design thinking stage “Communicate”

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
1.	Introduction “Basics of design thinking” <ul style="list-style-type: none"> <li>History and theory of design thinking</li> <li>Design thinking stages</li> <li>Application of design thinking</li> </ul>	4		
2.	Design thinking stage “Empathise” <ul style="list-style-type: none"> <li>User identification, user profile</li> <li>Context cards</li> <li>Research tools, observation methods, interview methods</li> <li>Introduction to the method “design probes”</li> </ul>	8		
3.	Design thinking stage “Define and go deeper” <ul style="list-style-type: none"> <li>SWOT analysis in the context of product or service</li> <li>Creation and visualisation of user scenario for own product/service</li> <li>Formulation of the statement</li> <li>Creation of target group for conducting a survey</li> <li>Mapping of stakeholders and eco-systems</li> </ul>	8		
4.	Design thinking stage “Ideate and create” <ul style="list-style-type: none"> <li>Brainstorming method and its effective application</li> <li>Role playing as an ideation technique</li> <li>Selection of ideas and testing</li> <li>Feedback getting technique</li> <li>Idea management as a tool in the innovation process</li> </ul>	8		
5.	Design thinking stage “Prototype and test” <ul style="list-style-type: none"> <li>Fast prototyping as a method, its goal</li> <li>Introduction to prototyping, its different methods and stages</li> <li>Prototyping with co-operation engagement</li> <li>Experience prototyping</li> <li>Testing method “test by standing in someone’s shoes”</li> <li>Different testing methods of prototypes</li> <li>Methods analysis of the prototype testing results</li> <li>Skills to accept and use criticism</li> </ul>	8		
6.	Design thinking stage “Implement” <ul style="list-style-type: none"> <li>Pilot project development</li> <li>Plan development</li> <li>Team creation to implement the solution</li> <li>Project communication, encouraging of mutual understanding</li> <li>Saving of modifications, adaptation solutions with a feedback</li> </ul>	6		

**Study course calendar plan:**

No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
7.	Design thinking stage “Communicate” <ul style="list-style-type: none"> <li>• Communication role in the process of design thinking</li> <li>• Learning of positive reaction on critics, application of critics in design thinking</li> <li>• Basics of presentation technique</li> <li>• Creation of own company’s story and story-telling pre-requisites</li> </ul>	6		
	<b>Total:</b>	<b>48</b>		

**Independent work description:**

Study form	Type of independent work	Form of control
full-time studies	1. Defining own idea  Compulsory literature: 2.	Individual work
	2. Research work / essay on design thinking-related topic  Compulsory literature: At least 5 scientific papers available in EBSCOdata basis, devoted to design thinking issues	Individual research work
	3. Analysis and presentation of international design thinking casestudies  Compulsory literature: 2.	Individual work  Presentation
	4. Observation of the development of own idea, based on design thinking stages. Students consequently develop the idea, adapting the experience acquired during the classes, creativity and digital tools.  Compulsory literature: 2. Additional literature: 1, 2.	Exam

**Structure of the study course:**

Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	<b>Total</b>			
full-time studies	48	12	4	<b>64</b>	64	32	<b>160</b>

**The evaluation of the study course learning outcomes:**

In the framework of the study course, 2 independent works must be successfully completed (30% of the assessment), 1 seminar must be attended (10% of the assessment), at least 70% of lectures must be attended (10% of the assessment), and examination must be passed (50% of the assessment). The final assessment of the course is formed as an arithmetic mean of the weighted assessment grades.

No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1	Understands the concept and stages of design thinking	Test Exam	Understands basic terms	Understands the core of the concept, but has some difficulties to discuss about	Understands the concept and is able to discuss about in a well-argued manner	Understands the concept at the level to be able to explain it to others
2	Understands the principles of design thinking	Test Exam	Understands the basic principles	Understands the principles, but has some difficulties to discuss about	Understands the principles and is able to discuss about in a well-argued manner	Understands the principles at the level to be able to explain them to others
3	Is able to put into practice the theory of design thinking	Eksāmens	Is able to put into practice the theory of design thinking partially	Is able to put into practice the theory of design thinking, but has difficulties to use it in development of own idea	Is able to put into practice the theory of design thinking	Is able to put into practice the theory of design thinking and explain it to others
4	Is able to apply design thinking digital tools	Test Exam	Is able to apply some of design thinking digital tools	Is able to apply design thinking digital tools, but has difficulties to use them in development of own idea	Is able to apply design thinking digital tools	Is able to apply design thinking digital tools and explain their application to others
5	Is able to create and develop an idea, based on design thinking stages	Test Exam	Is able to create idea, but has difficulties to explain it to others	Is able to create and explain idea, but has difficulties to develop idea further	Is able to create and develop idea, but has difficulties in some design thinking stages	Is able to create and develop idea, based on design thinking stages

**Literature and information sources:**

**Compulsory literature and information sources**

- |   |   |
|---|---|
| 1 | Toolkit: Creative problem solving and design thinking. Erasmus Plus project "InnovatiVET", 2017. Available: <a href="https://epale.ec.europa.eu/sites/default/files/io3_toolkit_cpsdt_en_final.pdf">https://epale.ec.europa.eu/sites/default/files/io3_toolkit_cpsdt_en_final.pdf</a> |
| 2 | Mueller-Roterberg, Ch. (2018). Handbook of Design Thinking. Available: <a href="https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking">https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking</a>                                    |

3	Busmane, E. (2019). <i>Design Thinking Toolkit</i> . Design Elevator. Available: <a href="https://designlevator.com/product/design-thinking-toolkit/">https://designlevator.com/product/design-thinking-toolkit/</a>
4	Oxman, R. (2017). <i>Thinking difference: Theories and models of parametric design thinking</i> . Available: <a href="https://doi.org/10.1016/j.destud.2017.06.001">https://doi.org/10.1016/j.destud.2017.06.001</a>
<b>Additional literature and information sources</b>	
1	Mikelsone, E. (2017). Bridging the Gap of Idea Management Systems Application and Organizational Effectiveness with Adaptive Structuration Theory, Contemporary Issues In Business, Management And Education, eISSN 2029-7963/eISBN 978-609-476-012- 9
2	Mikelsone, E. un Lielā, E. (2014). Virtual Idea Management Products: Use and Potentialities, <i>Journal of Business Management</i> ,8(1), 63-73.
3	Mikelsone, E. un Lielā, E. (2016). Web-based Idea Management Systems as a Tool to Solve Globalization Challenges Locally. In Proceedings of International Scientific Conference Globalization and Its Socio-Economic Consequences, 5th – 6th October 2016 in Rajecke Teplice in the Slovak Republic, 1370 -1377.
4	Ravasi, D., & Stigliani, I. (2012). Product design: A review and research agenda for management studies. <i>International Journal of Management Reviews</i> , 14, 464-488.
<b>Other information sources</b>	
1	<a href="http://www.creatingminds.org">www.creatingminds.org</a>
2	<a href="http://www.mindtools.com">www.mindtools.com</a>
3	<a href="http://www.edwardebono.com">www.edwardebono.com</a>
4	<a href="http://www.thinkingschool.co.uk/resources/thinkers-toolbox/">www.thinkingschool.co.uk/resources/thinkers-toolbox/</a>
5	<a href="http://www.mindwerx.com">www.mindwerx.com</a>
6	<a href="http://www.fivewhys.files.wordpress.com">www.fivewhys.files.wordpress.com</a>

## Marketing Management

<b>Author/s of the course:</b>	
Dr.oec., Professor Inga Shina	
<b>Credit points (Latvian):</b>	<b>ECTS credits:</b>
4	6
<b>Final evaluation form:</b>	
Examination	
<b>Study course prerequisites:</b>	
no	
<b>Study course aim:</b>	
To provide students with the necessary knowledge, skills and competence acquisition in the field of marketing strategy and competitive positioning.	
<b>Study course learning outcomes (knowledge, skills, competences):</b>	
<ol style="list-style-type: none"> <li>1. Understand the substance of the concept of "marketing strategy", marketing strategy types, tasks, stages (phases) of development and the place of positioning in them.</li> <li>2. Able to use primary and secondary data to determine competitive positioning.</li> <li>3. Able to prepare a budget for the implementation of marketing strategy.</li> <li>4. Able to develop marketing campaigns to achieve competitive positioning in accordance with the company's marketing strategy.</li> </ol>	
<b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>	
1.	Marketing strategy and positioning concepts, types and tasks.
2.	Marketing strategy development stages and implementation tools.
3.	Determination and management of competitive positioning.
4.	Marketing strategy's budgeting methods.
5.	Marketing activities for the positioning formation.

<b>Study course calendar plan:</b>				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
200.	Marketing strategy and positioning concepts, types and tasks. <ul style="list-style-type: none"> <li>• The substance of marketing strategy and peculiarities of its tasks.</li> <li>• The hierarchy of the marketing strategies' conceptual types.</li> <li>• The integration of marketing strategy in the company's strategy.</li> <li>• The place of positioning in marketing strategies and tactics and its objectives.</li> <li>• The classification of competitors and their impact on the formation of positioning.</li> <li>• Marketing ethics and laws and regulations affecting the brand positioning.</li> </ul>	10		

**Study course calendar plan:**

*In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.*

No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
201.	<p>Marketing strategy development stages and implementation tools.</p> <ul style="list-style-type: none"> <li>• Aims and differences of various marketing strategies.</li> <li>• Marketing strategy's development process phases, tools and software.</li> <li>• Marketing strategy's automation capabilities and its necessity.</li> <li>• Key performance indicators (KPI) of marketing strategy's implementation and competitive positioning achievement.</li> <li>• Marketing tools for strategy and positioning implementation.</li> </ul>	12		
202.	<p>Competitive positioning determination and management.</p> <ul style="list-style-type: none"> <li>• Data collection and use for competitive positioning determination.</li> <li>• The alignment of the development phases (stages) of positioning with the marketing strategy.</li> <li>• Positioning peculiarities of B2B/B2C segments and mass/premium markets.</li> <li>• Positioning alignment with the characteristics of the target audience, product, distribution, pricing policy, promotion and competitors' strategies.</li> <li>• Planning, organizing, controlling and involved employee motivational characteristics of positioning.</li> <li>• Positioning planning characteristics of a new product.</li> </ul>	8		
203.	<p>Marketing strategy's budgeting methods.</p> <ul style="list-style-type: none"> <li>• Marketing strategy's budget items and variables.</li> <li>• Marketing strategy's budgeting methods according to prices, costs, demand and competitors.</li> <li>• Pricing strategies in different markets and niches.</li> <li>• Marketing strategy's budgeting software.</li> <li>• The impact of positioning on marketing strategy's implementation objectives.</li> </ul>	6		
204.	<p>Marketing activities for the positioning formation.</p> <ul style="list-style-type: none"> <li>• Marketing campaign creation and mutual adjustment to achieve positioning.</li> <li>• The development and choice of communication with target audience channels.</li> <li>• The role of price in shaping the process of positioning.</li> <li>• Product distribution channel development and choice.</li> <li>• Target audience outreach forecasting methods.</li> </ul>	12		



Study course calendar plan:				
<i>In view of the study group's/students' needs, interests, previous knowledge and the level of understanding, the plan can be adjusted in terms of the number of contact hours and the thematic sequence.</i>				
No.	Topic	Lecture contact hours (including seminars, discussions)		
		Full-time studies	Part-time studies	Part-time studies with e-learning elements*
<b>Total:</b>		<b>48</b>		

Independent work description:		
Study form	Type of independent work	Form of control
<i>Full-time studies</i>	1. Read the assigned mandatory literature and understand the substance of the concept of "marketing strategy", marketing strategy types, objectives, phases of development and the place of positioning in them. Mandatory literature: 1., 2., 3. Further reading: 1., 4., 6., 8., 9., 10., 11., 12. Other sources of information: 2., 5., 6., 7., 9., 12., 16.	Seminar
	2. Develop guidelines for the creation of competitive positioning strategy and integrate them in the company's marketing strategy Mandatory literature: 1., 2., 3. Further reading: 1., 3., 4., 5., 6., 7., 8., 10. Other sources of information: 2., 5., 6., 7., 8., 10., 16.	Seminar, quiz
	3. Develop the marketing strategy's implementation budget for two years according to three methods Mandatory literature: 1., 2., 3. Further reading: 1., 4., 7., 8. Other sources of information: 2., 12., 16.	Quiz
	4. Develop the marketing campaign plan to achieve a competitive positioning in accordance with the company's marketing strategy Mandatory literature: 1, 2 Further reading: 2., 4., 5., 7., 8., 10., 11., 12., 13. Other sources of information: 1., 3., 4., 5., 7., 11., 14., 15.	Presentation
<i>Part-time studies</i>		
<i>Part-time studies with e-learning elements</i>		

Structure of the study course:				
Study form	Contact hours			

	<i>Lecture contact hours (including seminars, discussions)</i>	<i>Consultations, guest lectures, conferences, field trips, business games, etc.</i>	<i>Final evaluation (exam, test, defense)</i>	<b>Total</b>	<i>Independent work (number of hours)</i>	<i>Mandatory reading and/or audio and video material watching/ listening</i>	<i>Total hours of the course</i>
<i>Full-time</i>	48	8	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>							
<i>Part-time studies with e-learning elements</i>							

#### Evaluation of the study course learning outcomes:

During the study course, 3 independent work assignments have to be successfully completed, 2 seminars have to be participated in, at least 50% of the lectures have to be attended and the exam passed. The final grade for the course is formed as the mean of combined average grades for the independent work assignments and the exam.

No.	<i>Learning outcome:</i>	<i>Evaluation method/s</i>	<i>Evaluation criteria</i>			
			<i>Minimum level (from 40% to 64%)</i>	<i>Intermediate level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>Excellent level (from 95% to 100%)</i>
1.	Understand the substance of the concept of "marketing strategy", marketing strategy types, tasks, stages of development and the place of positioning in them.	Seminar, examination	Understand the key concepts, but there are difficulties with the differentiation between sales and marketing strategy	Understand the conceptual form hierarchy of marketing strategies and the effects of competition on positioning formation	Understand the development process phases of marketing strategy	Have a good grasp of key performance indicators of marketing strategy implementation and positioning
2.	Able to use primary and secondary data to determine competitive positioning.	Seminar, quiz	Understand the methods of data collection, but there are difficulties with their use in determining competitive positioning	Able to determine a competitive position in the market, using at least two positioning matrices	Able to develop guidelines for a competitive positioning strategy creation	Able to integrate positioning strategy in the company's marketing strategy
3.	Able to prepare a budget for the implementation of marketing strategy.	Quiz, examination	Able to identify the marketing strategy's budget items, but there are difficulties with acknowledging of budget affecting factors	Able to identify budget influencing factors, but have difficulty with applying methods	Able to develop a marketing budget for one year according to two methods	Able to develop a marketing budget for two years according to three methods

4.	Able to develop marketing campaigns to achieve competitive positioning in accordance with the company's marketing strategy.	Presentation, game, examination	Able to set the campaign's aim, objectives and KPIs, but there are difficulties with their integration in the campaign's planning	Able to develop a single marketing campaign's plan to achieve positioning	Able to determine the place of a marketing campaign in the marketing strategy	Able to calculate the effectiveness of a marketing campaign
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#### Literature and other sources of information:

##### Mandatory literature and information sources

1. Foxall, G. (2015). *Strategic Marketing Management*. London and New York: Routledge.
2. Percy, L. (2018). *Strategic Integrated Marketing Communications*. London and New York: Routledge.
3. Witcher, B., Chau, V. (2014). *Strategic Management*. Australia, Brazil, Japan, Korea: Cengage Learning.

##### Further reading

1. Aaker, A, David, A. (2005). *Strategic market management*. Hoboken, NJ: John Wiley & Sons.
2. Autoru kopums (2008). *Stratēģiskā pārdošanas vadība*. Rīga: Lietišķās informācijas dienests.
3. Baack, D., Czarnecka, B., Baack, D. (2019). *International marketing*. Los Angeles: Sage Publications.
4. Chaffey, D., Chadwick, F.E. (2016). *Digital Marketing Strategy, Implementation and Practice*. UK: Pearson Education.
5. Godins, S. (2014). *Kā veicināt sava zīmola, produktu un pakalpojumu atpazīstamību*. Rīga: Zoldnera izdevniecība.
6. Hall, S. (2017). *Innovative B2B Marketing New Models, Processes and Theory*. UK: Kogan Page.
7. Kingsnorth, S. (2019). *Digital marketing strategy*. New York: Kogan page.
8. Kumar, V. , Reinartz, W. (2012). *Customer relationship management: concept, strategy, and tools*. Heidelberg: Springer.
9. Leventhal, B. (2018). *Predictive Analytics for Marketers*. UK: Kogan Page.
10. Mahoney, L., Tang, T. (2017). *Strategic social media*. West Sussex: Wiley Blackwell.
11. Mooij, M. (2019). *Consumer behavior & culture*. Los Angeles: Sage Publications.
12. Shimp, T. , Anrews, C. (2013). *Advertising, promotion, and other aspects of integrated marketing communications*. Australia: South-Western.
13. Wang, B. (2017). *Creativity and Data Marketing A practical guide to data innovation*. UK: Kogan Page.

##### Other sources of information

1. Blānčards, K. , Boulss Š. (2013). *Sajūsminātie klienti: ģeniāla pieeja klientu apkalpošanai*. Rīga: Zvaigzne ABC.
2. Elliot, R., Percy, L. (2007). *Strategic brand management*. Oxford: Oxford University Press.
3. Godin, S. (2019). Time and money. [viewed on 18.03.2019]. Available at: <https://seths.blog/2019/03/time-and-money/>
4. Grose, V. (2012). *Concept to customer*. Lausanne: AVA Academia.
5. Ithia, A. (2019). *Product management*. United Kingdom: Matador.
6. Jansons, V., Kozlovskis, K. (2012). *Ekonomiskā prognozēšana SPSS 20 vidē: mācību grāmata*. Rīga: Rīgas Tehniskā universitāte.
7. Jones, R.(2017). *Branding. A very Short Introduction*. UK: Oxford University Press.
8. Kadens, R. (2008). *Partizānu mārketinga tirgus izpēte: tirgus izpētes tehnikas ikvienam uzņēmumam*. Rīga: Lietišķās informācijas dienests.
9. Praude, V. (2011). *Mārketings: teorija un prakse*. Rīga: Burtene.
10. Praude, V., Šalkovska, J. (2015). *Integrētā mārketinga komunikācija 1. Un 2. sēj.* Rīga: Burtene.
11. Silvermans, Dž. (2008). *Mutvārdu atsauksmju mārketinga noslēpumi: kā panākt pārdošanas pieaugumu, izmantojot mutvārdu atsauksmes*. Rīga: Lietišķās informācijas dienests.
12. Stone, M. , McCall, J. (2004). *International strategic marketing: a European perspective*. New York: Routledge.
13. Šķiltere, D. (2001). *Pieprasījuma prognozēšana: mācību līdzeklis*. Rīga: Latvijas Universitāte.
14. Untāls, E. (2011). *Pārdošanas burvis*. Rīga: Zvaigzne ABC.
15. Untāls, E. (2013). *Nelieciet man domāt*. Rīga: ZvaigzneABC.
16. Vestvuds, Dž. (2008). *Kā rakstīt mārketinga plānu*. Rīga: Zvaigzne ABC.



## INTELLECTUAL CAPITAL MANAGEMENT

<b>Author/-s of the study course:</b>	
Asoc.prof. Dr.oec. Oksana Lentjušenkova	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
Management theories	
<b>Study course aim:</b>	
Provide students with knowledge and to develop students' skills and competence in the field of intellectual capital management.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Understands the concept of intellectual capital and related concepts.</li> <li>2. Understands the principles of the intellectual capital management.</li> <li>3. Is able to define main directions of the intellectual capital development strategy in enterprise.</li> <li>4. Is able to calculate return on the intellectual capital investments.</li> <li>5. Is able to analyze situation, based on available information and using research methods, and to define problems.</li> <li>6. Is able to discuss about certain questions in the field of intellectual capital management.</li> </ol>	
<b>Study course thematic plan:</b>	
1.	The concept of intellectual capital
2.	Intellectual capital management
3.	Intellectual capital influence on entrepreneurship and economic performance
4.	Return on the intellectual capital investments

<b>Study course calendar plan:</b>				
<i>The number of contact hours could be changed due to students prerequisites, interests and needs</i>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
205.	The concept of intellectual capital <ul style="list-style-type: none"> <li>• The formation and development of the concept of intellectual capital</li> <li>• Related concepts and theories to intellectual capital</li> <li>• Intellectual capital in modern management theory</li> <li>• The structure of intellectual capital</li> </ul>	12		
206.	Intellectual capital management <ul style="list-style-type: none"> <li>• The concept of intellectual capital management</li> <li>• Intellectual capital management strategies</li> <li>• The concept of intellectual capital investments</li> <li>• Classification of intellectual capital investments</li> <li>• Factors influencing intellectual capital in enterprises</li> </ul>	12		

**Study course calendar plan:**

The number of contact hours could be changed due to students prerequisites, interests and needs

No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
207.	Intellectual capital influence on entrepreneurship and economic performance <ul style="list-style-type: none"> <li>Necessary amount of intellectual capital in enterprise</li> <li>Predicted outcomes form intellectual capital investments: financial and non - financial outcomes.</li> <li>The global trends of intellectual capital from macroeconomic perspective</li> </ul>	12		
208.	Return on the intellectual capital investments <ul style="list-style-type: none"> <li>Methods of return from the intellectual capital investments calculation</li> <li>Financial return on the investments</li> <li>Non – financial return on the investments</li> </ul>	12		
<b>Total:</b>		<b>48</b>		

**Independent work description:**

Study form	Type of independent work	Form of control
full-time studies	1. Read scientific articles published in the Moodle and prepare critical analysis of concept of intellectual capital Compulsory literature: 1, 3, 4, 5	Essay, Seminar, Discussion
	2. Define directions of intellectual capital development strategy at enterprise Compulsory literature: 2, 10 Additional literature: 4 Other information sources: 1	Presentation, Seminar, Discussion
	3. Describe types of intellectual capital in enterprise and evaluate amount of it. Explain what are main factors influencing decision about intellectual capital investments in the enterprise Compulsory literature: 2, 7, 8 Additional literature: 9	Presentation, Seminar, Discussion
	4. Calculate non-financial return from the intellectual capital investments. Compulsory literature: 9 Other information sources: 3, 4	Workshop

**Structure of the study course:**

Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	12	4	64	64	32	160

**The evaluation of the study course learning outcomes:**

Students have to attend 50% of online lectures, 2 seminars, 1 workshop and prepare 3 tasks according requirements. The final mark consists of: student's activity during the lectures and seminars, marks for tasks and final exam.						
No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Understands the concept of intellectual capital and related concepts.	Essay, seminar, exam	Understands of main concepts	Understands main concepts, but has difficulties with understanding of relationships among different concepts	Understands main concepts and relationships among them	Could explain and analyze relationships among concepts
2.	Understands the principles of the intellectual capital management.	Presentation seminar, exam	Understands of main principles	Understands main principles, but has difficulties with understanding of relationships among different concepts	Understands main Principles and relationships among them	Could explain and analyze relationships among principles
3.	Is able to define main directions of the intellectual capital development strategy in enterprise.	Presentation seminar	Is able to define main directions of intellectual capital development	Is able to define strategic directions, but has difficulties with definition of the predicted outcomes	Is able to define strategic directions and predicted outcomes	Is able to prepare intellectual capital development strategy
4.	Is able to calculate return on the intellectual capital investments.	Workshop, exam	Is able to calculate return on investments, but has difficulties with definition of predicted outcomes and usage of methods	Is able to define some outcomes and calculate return on investments	Is able to calculate return on investments using certain methods and to define predicted outcomes	Is able to calculate return on investments, to define predicted outcomes and to analyze results
5.	Is able to analyze situation, based on available information and using research methods, and to define problems.	Discussion	Is able to analyze information, but has difficulties with application of research methods and problem definition	Is able to analyze information, to apply research methods, but has difficulties with problem definition	Is able to analyze information and define problems	Is able to analyze information and to define problems and propose solutions
6.	Is able to discuss about certain questions in the field of intellectual capital management.	Discussion	Can discuss about actualities, but cannot argue own opinion	Can discuss about actualities, but has difficulties with reasoning	Can discuss about actualities and argue own opinion	Excellent rhetoric skills

#### Literature and information sources:

##### Compulsory literature and information sources

1.	Andriessen, D. (2006). On the Metaphorical Nature of Intellectual Capital: a Textual Analysis. <i>Journal of Intellectual Capital</i> , 7 (1), 93-109.
2.	Canibano, L., Sánchez, M. P., García-Ayuso, M. and Chaminade, C. (2002). Guidelines for Managing and Reporting on Intangibles: Intellectual Capital Report [skatits 20.02.2018.]. Pieejams: <a href="http://www.pnbukh.com/files/pdf_filer/MERITUM_Guidelines.pdf">http://www.pnbukh.com/files/pdf_filer/MERITUM_Guidelines.pdf</a>
3.	Dumay, J., Garanina, T. (2013). Intellectual Capital Research: a Critical Examination of the Third Stage. <i>Journal</i>

	<i>of Intellectual Capital</i> , 14 (1), 10-25.
4.	Edvinsson, L. (2013). IC 21: Reflections from 21 Years of IC Practice and Theory. <i>Journal of Intellectual Capital</i> , 14 (1), 163-172.
5.	Inkinen, H., Kianto, A., Vahala, M., Ritala, P. (2017). Structure of Intellectual Capital an International Comparison. <i>Accounting, Auditing&amp;Accountability Journal</i> , 30 (5), 1160 – 1183.
6.	Lentjušenkova, O., Lapiņa, I. (2014). Intellectual Capital Investments Influence on Entrepreneurship and Economics Performance. In: <i>Business and Management: 8th International Scientific Conference</i> , Lithuania, Vilnius, 15-16 May, 2014. Conference Proceedings, 93-100.
7.	Lentjušenkova, O., Lapiņa, I. (2015). Factors Influencing Investments in Intellectual Capital: Case of Latvia. In: <i>Proceedings of the 19th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2015)</i> , Vol. 1, United States of America, Orlando, 12–15 July, 2015. Conference Proceedings, 82–87.
8.	Lentjušenkova, O., Titko, J., Lapiņa, I. (2016). Intellectual Capital Investments: Analysis of the Predicted Outcomes. In: 21st International Scientific Conference, Economics and Management 2016 (ICEM 2016) "SMART and Efficient Economy: Preparation for the Future Innovative Economy" Proceedings, Czech Republic, Brno, May 19-20. Conference proceeding, 94-101.
9.	Ordóñez de Pablos, P., Edvinsson, L. (2018). <i>Intellectual Capital in Organizations: Non-Financial Reports and Accounts</i> . New York: Routledge.
10.	Roos, G., Pike, S. (2018). <i>Strategic Management of Intellectual Capital. 2nd Edition</i> . New York: Routledge.
<b>Additional literature and information sources</b>	
1.	Asiaei, K., Jusoh, R., Bontis, N. (2018). Intellectual capital and performance measurement systems in Iran. <i>Journal of Intellectual Capital</i> , 19 (2), 294-320.
2.	Dumay, J. (2009). Intellectual capital measurement: a critical approach. <i>Journal of Intellectual Capital</i> , 10 (2), 190–210.
3.	Dumay, J. (2012). Grand theories as barriers to using IC concepts. <i>Journal of Intellectual Capital</i> , 13 (1), 4-15.
4.	Gogan, L.M., Rennung, F., Istis, G., Drahici, A. (2014). A proposed tool for managing intellectual capital in small and medium size enterprises. <i>Procedia Technology</i> , 16, 728-736.
5.	Jordão, R. V. D., Novas, J. C. (2017). Knowledge management and intellectual capital in networks of small and medium-sized enterprises. <i>Journal of Intellectual Capital</i> , 18 (3), 667-692.
6.	Kianto, A., Andreeva, T., Pavlov J. (2013). The impact of intellectual capital management on company competitiveness and financial performance. <i>Knowledge Management Research and Practice</i> , 11, 12-22.
7.	Lapiņa I., Borkus I., Stariņeca O. (2012). Corporate Social Responsibility and Creating Shared Value: Case of Latvia. <i>World Academy of Science, Engineering and Technology: Special International Journal Issues</i> , 68, 1886-1892.
8.	Lentjušenkova, O., Lapina, I. (2016). The transformation of the organization's intellectual capital: from resource to capital. <i>Journal of Intellectual Capital</i> , 17 (4), 610-631.
9.	Lentjušenkova, O., Lapiņa, I. (2015). Intellectual Capital Investments: Company's Additional Expenditures or Creating Shared Value? In: <i>Perspectives of Business and Entrepreneurship Development: Economic, Management, Finance and System Engineering from the Academic and Practitioners Views: Proceedings of Selected Papers</i> , Czech Republic, Brno, 28-29 May, 2015. Conference Proceeding, 207-216.
10.	Petty, R., Guthrie, J. (2000). Intellectual capital literature review: measurement, reporting and management. <i>Journal of Intellectual Capital</i> , 1 (2), 155-176.
11.	Piekkola, H. (2011). Intangible capital: The key to growth in Europe. <i>Intereconomics</i> , 4 (4), 222-228.
12.	Zéghal, D., Maaloul, A. (2011). The accounting treatment of intangibles – A critical review of the literature. <i>Accounting Forum</i> , 35, 262–274.
13.	Zéghal, D., Maaloul, A. (2010). Analyzing value added as an indicator of intellectual capital and its consequences on company performance. <i>Journal of Intellectual Capital</i> , 11 (1), 39 – 60.
14.	Viedma, J.M. (2001). ICBS Intellectual Capital Benchmarking System. <i>Journal of Intellectual Capital</i> , 2 (2), 148-164.
<b>Other information sources</b>	
1.	Confédération Européenne des Associations de Petites et Moyennes Entreprises (CEA-PME), Fraunhofer Institut für Produktionsanlagen und Konstruktionstechnik (Fraunhofer IPK), London School of Economics and Political Sciences (LSE) (2007). Intellectual capital statement - Made in Europe (InCaS). [skatīts 12.01.2019.] Pieejams: <a href="http://www.psych.lse.ac.uk/incas/page114/files/page114_1.pdf">http://www.psych.lse.ac.uk/incas/page114/files/page114_1.pdf</a>
2.	OECD (2013). Supporting Investment in Knowledge Capital, Growth and Innovation. [skatīts 12.01.2019.]. Pieejams: doi:10.1787/9789264193307-ne
3.	Social Value UK (2012). A Guide to Social Return on Investment. [skatīts 12.01.2019.]. Pieejams: <a href="http://www.socialvalueuk.org/resources/sroi-guide/">http://www.socialvalueuk.org/resources/sroi-guide/</a>
4.	Sveiby, K.E. (2001b). Methods for Measuring Intangible Assets. [Skatīts 12.01.2019.]. Pieejams: <a href="http://www.sveiby.com/articles/InvisibleBalance.html">http://www.sveiby.com/articles/InvisibleBalance.html</a>



## HUMAN RESOURCES AND LEADERSHIP

<b>Author/-s of the study course:</b>	
Dr. sc. pol. I. Āboliņa	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
-	
<b>Study course aim:</b>	
Provide knowledge and understanding of human resource management, its functions and leadership within an organization and raise awareness of systemic, coordinated and targeted approaches to human resource management and leadership.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Know Human Resource management models, functions and their implementation in organizations.</li> <li>2. Is able to evaluate the efficiency of Human Resource management in the company by determining its improvement possibilities according to the needs of the company.</li> <li>3. Is able to choose and use different methods of Human Resource planning, selection, work analysis, motivation and evaluation.</li> <li>4. Leadership skills and competencies.</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Introduction to the course. Aspects and tasks of Human Resource Management. Company strategy, mission and vision. Human Resource policy. Strategic Human Resource management.
2.	Human Resource planning. Employee search and selection process. Functions and types of Human Resource planning. Job analysis and evaluation. Competency Model development. Employee search methods. Employee selection and evaluation.
3.	Development of employee motivation and remuneration system.
4.	Employee evaluation, its role in ensuring the competitiveness of the company.
5.	Human resource development and process management. Leadership. Leadership skills and competences.

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
209.	Introduction to the course. Aspects and tasks of Human Resource Management. Company strategy, mission and vision. Human Resource policy. Strategic Human Resource management.	10		

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
210.	Human Resource planning. Employee search and selection process. Functions and types of Human Resource planning. Job analysis and evaluation. Competency Model development. Employee search methods. Employee selection and evaluation.	8		
211.	Development of employee motivation and remuneration system.	10		
212.	Employee evaluation, its role in ensuring the competitiveness of the company.	10		
213.	Human resource development and process management. Leadership. Leadership skills and competences.	10		
<b>Total:</b>		<b>48</b>		

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
full-time studies	To create and develop a Presentation on a topic: Different aspects of Human Resources Management. Evaluation of Case studies	Presentation Seminars References in the presentation Discussion in the seminar
	Read the literature.	

<b>Structure of the study course:</b>							
Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	<b>Total</b>			
full-time studies	48	12	4	<b>64</b>	64	32	<b>160</b>

**The evaluation of the study course learning outcomes:**

15% Attendance at classes  
35% Presentation on the topic: Different aspects of human resource management  
35% Seminars: case study evaluation and analysis  
15% Exam

No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Knows Human Resource management models, functions and their implementation in organizations.	Discussion of HR, case analysis	Basic understanding of the most important components of Human Resource	Understands Human Resource management, however, there are	Understands the most important Human Resource management	In addition, activities have been performed to create excellence in

			management theories	difficulties with the formulation of the theory	theories and can formulate the achievement of the result	the theory cognition
2.	Is able to evaluate the efficiency of Human Resource management in the company by determining its improvement possibilities according to the needs of the company.	Presentation	The presentation reflects the understanding about the effectiveness of Human Resource management in the company, but is created on a basic level without proposals	During the presentation, student understands the information obtained, but there are difficulties with the formulation	During the presentation, student understands the information obtained and the determination of the efficiency of Human Resource management	In addition, activities have been presented by interpretation of research data and the creation of a presentation for excellence
3.	Is able to choose and use different methods of Human Resource planning, search, selection, work analysis, motivation and evaluation.	Discussion	Basic understanding of key Human Resource planning, search, selection, job analysis, motivation, and evaluation methods	Can choose but is not able to use different methods of Human Resource planning, search, selection, work analysis, motivation and evaluation.	Understands how to choose and use different methods of Human Resource planning, search, selection, job analysis, motivation and evaluation.	In addition, explanations for excellence have been made
4.	Have developed leadership skills and competences.	Discussion	Basic understanding of the development of leadership skills and competences	Understands how the result should be obtained, but there is a difficulty in practicing leadership skills and competences	Understands the most important leadership skills and competences and can show them in practice	In addition, outstanding leadership skills and competences have been recognized in practice

**Literature and information sources:**

**Compulsory literature and information sources**

1.	Hollenbeck, J.R., Noe, R.A., Wright, P.M. and Gerhart, B. (2018). <i>Human Resource Management. 11Th Edition.</i> McGraw Hill
2.	Lussier, R.N., Hendon, J.R. (2019). <i>Fundamentals of Human Resource Management: Functions, Applications, and Skill Development Second Edition.</i> SAGE Publications Ltd.
3.	Navin, P. (2018). <i>The CMO of People: Manage Employees Like Customers with an Immersive Predictable Experience that Drives Productivity and Performance.</i> De G Press
4.	Northouse, P. (2016). <i>Leadership: Theory and practice.</i> London: SAGE Publications.
5.	<b>Sengupta, A. (2019).</b> <i>Human Resource Management: Concepts, Practices, and New Paradigms.</i> SAGE Publications Pvt. Ltd.

**Additional literature and information sources**

1.	Kellerman, B. (2012). <i>The End of Leadership.</i> Harper Collins Publishers.
2.	Wilton, N. (2011). <i>An introduction to Human Resource Management.</i> London, Sage.
3.	Keohane, N. & Keohane, R. (2010). <i>Thinking about Leadership.</i> Princeton University Press.
4.	Rees, G., & Smith, P. (Eds.). (2017). <i>Strategic human resource management: An international perspective.</i> Sage.
5.	Pearce, C., Wassenaar, C. L., & Manz, C. C. (2014). <i>Is shared leadership the key to responsible leadership?</i> Academy of Management Executive, 28(3), 275-288.

6.	Robbins, S. P. (2019). Organizational Behavior. Pearson.
7.	Snell, S. (2015). Managing Human Resources. Cengage Learning; 17 ed.
<b><i>Other information sources</i></b>	
1.	Journal of Occupational and Organizational Psychology.
2.	Journal of Organizational Behavior.
3.	European Association for People Management, <a href="http://www.eapm.org/">http://www.eapm.org/</a>

## STRATEGIC AND CHANGE MANAGEMENT

<b>Author/-s of the study course:</b>	
Dr.oec. Kaspars Šteinbergs	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
Management theories	
<b>Study course aim:</b>	
To provide students with in-depth knowledge and research capabilities in the field of strategic and change management.	
<b>Study course learning outcomes (Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. To know main concepts of strategic and change management theories</li> <li>2. To know analysis of strategic direction and its elements</li> <li>3. To be able to use analysis tools of external environment of a company</li> <li>4. To be able to use analysis tools of internal environment of a company</li> <li>5. To be able to analyse change process and its management of a company</li> <li>6. To be able to analyse scientific publications of strategic and change management</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Strategic management theories, current development tendencies
2.	Strategic direction, its elements
3.	External environment: macroenvironment, industry environment, competitor's analysis
4.	Internal environment
5.	Strategy types, implementation and control
6.	Change and change management

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e - learning elements
214.	Strategic management theories, current development tendencies	8		
215.	Strategic direction, its elements	6		
216.	External environment: macroenvironment, industry environment, competitor's analysis	8		
217.	Internal environment	8		
218.	Strategy types, implementation and control	4		
219.	Change and change management	12		
	<b>Total:</b>	<b>48</b>		

**Independent work description:**

Study form	Type of independent work	Form of control
full-time studies	Strategic management case study	Report, presentation
	Change management case study	Report, presentation
	Review of academic publication on the topic of strategic and change management	Review, seminar, presentation
	Analysis of strategic and change management issues in audiovisual work	Essay, seminar
	Literature studies: <ul style="list-style-type: none"> <li>Hill, C. W., Jones, G. R., Schilling, M. A. (2019). <i>Strategic Management: Theory &amp; Cases: An Integrated Approach 13th Edition</i>. South-Western College Pub. (Chapter 1– 4)</li> <li>Kotter, J. P. (2017). <i>Our Iceberg is Melting: Changing and Succeeding Under Any Conditions</i>. Macmillan.</li> <li>Scientific articles about strategic and change management from Ebsco database</li> </ul>	Test, exam

Structure of the study course:							
Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	8	4	64	64	32	160

**The evaluation of the study course learning outcomes:**

The final grade of the course will be calculated as follows:

- grade for strategic management case study x 0.20
- + grade for change management case study x 0.20
- + grade for review x 0.25
- + grade essay x 0.10
- + average grade of two tests x 0.10
- + grade for the exam x 0.15

All assignments must be graded “4” or more – that allows to pass the exam. All assignments must be passed by the deadline otherwise they will receive – 2 points. Participation at 75% of all lectures and seminars is mandatory.

No.	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	To know main concepts of strategic and change management theories	Essay, presentation, test, exam	Demonstrates a superficial understanding of strategic and change management theoretical guidelines and definitions, and is able to appraise gaps in the knowledge	Demonstrates a superficial understanding of strategic and change management theoretical guidelines and definitions, and understands their correlations in a wider context	Demonstrates an in-depth understanding of strategic and change management theoretical guidelines and definitions, and understands their correlations in a wider context	Demonstrates an in-depth understanding of strategic and change management theoretical guidelines and definitions. Has an understanding of its historical development and its contemporary trends

2.	To know analysis of strategic direction and its elements	Report, presentation	An analysis has been carried out only with some conditions being observed and some information provided being used. The results of the analysis are provided in a structured presentation. The student is partly able to perform the necessary calculations, draw conclusions, and propose practical solutions	An analysis has been carried out with all conditions being observed and the information provided being used. The results of the analysis are provided in a structured presentation. The student is able to perform the necessary calculations, draw conclusions, and propose practical solutions	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The results of the analysis are provided in a comprehensive and reasoned presentation. The student has the ability to provide detailed calculations, draw conclusions, make practical propositions, base them on justified grounds, and to clarify them when necessary	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The analysis is based on the research and its results are provided in a detailed and reasoned presentation. The student has the ability to perform detailed calculations, draw conclusions, make practical propositions and base them on justified grounds, and to clarify them when necessary
3.	To be able to use analysis tools of external environment of a company	Report, presentation	An analysis has been carried out only with some conditions being observed and some information provided being used. The results of the analysis are provided in a structured presentation. The student is partly able to perform the necessary calculations, draw conclusions, and propose practical solutions	An analysis has been carried out with all conditions being observed and the information provided being used. The results of the analysis are provided in a structured presentation. The student is able to perform the necessary calculations, draw conclusions, and propose practical solutions	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The results of the analysis are provided in a comprehensive and reasoned presentation. The student has the ability to provide detailed calculations, draw conclusions, make practical propositions, base them on justified grounds, and to clarify them when necessary	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The analysis is based on the research and its results are provided in a detailed and reasoned presentation. The student has the ability to perform detailed calculations, draw conclusions, make practical propositions and base them on justified grounds, and to

						clarify them when necessary
4.	To be able to use analysis tools of internal environment of a company	Report, presentation	An analysis has been carried out only with some conditions being observed and some information provided being used. The results of the analysis are provided in a structured presentation. The student is partly able to perform the necessary calculations, draw conclusions, and propose practical solutions	An analysis has been carried out with all conditions being observed and the information provided being used. The results of the analysis are provided in a structured presentation. The student is able to perform the necessary calculations, draw conclusions, and propose practical solutions	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The results of the analysis are provided in a comprehensive and reasoned presentation. The student has the ability to provide detailed calculations, draw conclusions, make practical propositions, base them on justified grounds, and to clarify them when necessary	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The analysis is based on the research and its results are provided in a detailed and reasoned presentation. The student has the ability to perform detailed calculations, draw conclusions, make practical propositions and base them on justified grounds, and to clarify them when necessary
5.	To be able to analyse change process and its management of a company	Report, presentation, essay	An analysis has been carried out only with some conditions being observed and some information provided being used. The results of the analysis are provided in a structured presentation. The student is partly able to perform the necessary calculations, draw conclusions, and propose practical solutions	An analysis has been carried out with all conditions being observed and the information provided being used. The results of the analysis are provided in a structured presentation. The student is able to perform the necessary calculations, draw conclusions, and propose practical solutions	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The results of the analysis are provided in a comprehensive and reasoned presentation. The student has the ability to provide detailed calculations, draw conclusions, make practical propositions, base them on justified grounds, and to	An in-depth analysis is performed with all of the conditions being complied with and the available information widely used. The analysis is based on the research and its results are provided in a detailed and reasoned presentation. The student has the ability to perform detailed calculations, draw conclusions, make practical propositions and base them



					clarify them when necessary	on justified grounds, and to clarify them when necessary
6.	To be able to analyse scientific publications of strategic and change management	Review, presentation, seminar	The review is rather descriptive, and the presentation contains little substance. The information analysis is sufficient, but not always critical and reasoned	The review is analytical and in presentation the student shows a superficial knowledge. Information analysis provided is somewhat reasoned and comparative	The review is analytical and in presentation the student shows an in-depth knowledge. Information analysis provided is reasoned and comparative	The review is analytical, and its presentation reflects a wide view. The information analysis carried out is reasoned and critical

<b>Literature and information sources:</b>	
<b><i>Compulsory literature and information sources</i></b>	
1.	Hill, C. W., Jones, G. R., Schilling, M. A. (2019). <i>Strategic Management: Theory &amp; Cases: An Integrated Approach 13th Edition</i> . South-Western College Pub.
2.	Kotter, J. P. (2017). <i>Our Iceberg is Melting: Changing and Succeeding Under Any Conditions</i> . Macmillan.
3.	Freedman, L. (2017). <i>Strategy: A history</i> . Oxford University Press.
<b><i>Additional literature and information sources</i></b>	
1.	Harris, J. D., Lenox, M. J. (2013). <i>The Strategist's Toolkit</i> . Charlottesville. VA: Darden Business Publishing.
2.	Kotter, J. P. (2012). <i>Leading change</i> . Harvard Business Press.
3.	Pitt, M. R., Koufopoulos, D. (2012). <i>Essentials of strategic management</i> . Sage.
4.	Lasserre, P. (2012). <i>Global strategic management</i> . Palgrave Macmillan.
5.	Dess, G. G., Lumpkin, G. T., Eisner, A. B., McNamara, G., Kim, B. (2012). <i>Strategic Management: Text and Cases</i> . Six Edition (Global Edition).
6.	Porter, M. (1996). <i>What is Strategy</i> . Harvard Business Review.
<b><i>Other information sources</i></b>	
1.	Journal of Competitiveness
2.	Baltic Journal of Management
3.	Journal of Business Management

## MANAGEMENT THEORIES

<b>Author/-s of the study course:</b>	
Dr.oec., assistant professor Anna Svirina	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
Exam	
<b>Study course prerequisites:</b>	
-	
<b>Study course aim:</b>	
To ensure the course outcomes, which include in-depth theoretical knowledge and research skills development in the field of management theories	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Knowledge of contemporary management theories and approaches</li> <li>2. Knowledge of the limitations for management theories implementation in practice of management</li> <li>3. Ability to distinguish system and process management approaches</li> <li>4. Ability to assess managerial decisions on the basis of management theories</li> <li>5. Ability to implement decision-making algorithm</li> <li>6. Ability to assess the quality of management functions performance</li> <li>7. Ability to assess managerial situation and define key factors</li> <li>8. Competence to independently define the core research question in management research, and to acquired and evaluate relevant information</li> <li>9. Competence in managerial situation analysis and tactics/strategy creation on the basis of factor evaluation</li> <li>10. Competence is choosing appropriate management style and tools</li> </ol>	
<b>Study course thematic plan:</b>	
1	gement
2	Management theory deveopment directions
3	System management approach
4	Process management approach
5	Management culture and art
6	Management system research
7	Management levels
8	Management styles, management tools
9	Decisions, decision-making process
10	Management functions: planning, organization, motivation, control
11	Manager
12	Psycology of organizations
13	Information management process
14	Conflict management

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e -learning elements
220.	gement	4		
221.	Management theory deveopment directions	4		
222.	System management approach	2		
223.	Process management approach	2		
224.	Management culture and art	2		

<b>Study course calendar plan:</b>				
No.	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	part-time studies with e-learning elements
225.	Management system research	4		
226.	Management levels	2		
227.	Management styles, management tools	4		
228.	Decisions, decision-making process	4		
229.	Management functions: planning, organization, motivation, control	8		
230.	Manager	2		
231.	Psychology of organizations	2		
232.	Information management process	4		
233.	Conflict management	4		
<b>Total:</b>		<b>48</b>		

<b>Independent work description:</b>		
Study form	Type of independent work	Form of control
full-time studies	Information collection and analysis	In-class discussion Assignments
	Case studies	
	Problem assessment	
	Obligatory reading: Daft R., Benson A. (2016) Management. Cengage Learning.	

<b>Structure of the study course:</b>							
Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions etc.)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	12	4	64	64	32	160

<b>The evaluation of the study course learning outcomes:</b>						
Students have to prepare 4 individual tasks, attend 50% of lectures. Final evaluation mark for the course: 50% assignments for the tasks; 10% attendance; 40% exam.						
No.	Learning outcome	Evaluation method/s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Knowledge of contemporary management theories and approaches	Practical work	40-64% of tasks are fulfilled correctly	65-84% of tasks are fulfilled correctly	85-94% of tasks are fulfilled correctly	95-100% of tasks are fulfilled correctly
2.	Knowledge of the limitations for management theories implementation in practice of management	Independent work	40-64% of tasks are fulfilled correctly	65-84% of tasks are fulfilled correctly	85-94% of tasks are fulfilled correctly	95-100% of tasks are fulfilled correctly

3.	Ability to distinguish system and process management approaches	Case study evaluation	Lack of the understanding of more than 51-64% of system and process management tools	Lack of the understanding of more than 65-84% of system and process management tools	Understanding of 85-94% of system and process management tools	Understanding of 95% or more of system and process management tools
4.	Ability to assess managerial decisions on the basis of management theories	Discussion at the lecture	Is capable to discuss current management theories, unable to argue own views	Lack of skills to discuss current management theories, but is able to argue own views	Able to discuss current management theories, but there are difficulties in arguing own views	Able to provide arguments when discussing current management theories, formulate and justify own views
5.	Ability to implement decision-making algorithm	Practical work	Able to implement decision-making algorithm only in typical managerial situations	Able to implement decision-making algorithm, but is not able to justify priority approach to make decisions in exact situation	Able to implement decision-making algorithm, but has difficulty justifying priority approach to make decisions in exact situation	Able to implement decision-making algorithm, and to justify priority approach to make decisions in exact situation
6.	Ability to assess the quality of management functions performance	Practical work, case study	Lack of the understanding of more than 51-64% of management functions quality evaluation instruments	Lack of the understanding of more than 65-84% of management functions quality evaluation instruments	Understanding of 85-94% of management functions quality evaluation instruments	Understanding of 95% or more of management functions quality evaluation instruments
7.	Ability to assess managerial situation and define key factors	Practical work, case study	Able to assess 40-64% of factors relevant to managerial situation	Able to assess 65-84% of factors relevant to managerial situation and define the most significant ones	Able to assess 85-94% of factors relevant to managerial situation and define the most significant ones	Able to assess more than 95% of factors relevant to managerial situation and define the most significant ones
8.	Competence to independently define the core research question in management research, and to acquired and evaluate relevant information	Independent work	Noticeable difficulty in independent defining necessary information and in analyzing it	Some difficulty in independent defining necessary information and in analyzing it	Able to define and find the necessary information, but there are difficulties in analyzing it	Able to define and find the necessary information and analyze it
9.	Competence in managerial situation analysis and tactics/strategy creation	Practical work, case study	Able to analyze certain management situation, but is	Able to analyze certain management	Able to analyze certain management	Able to analyze certain management

	on the basis of factor evaluation		not able to assess decision making process and evaluating organizational specific features, unable to suggest a solution	situation, has difficulties in assessing decision making process and evaluating organizational specific features, unable to suggest a solution	situation, assess decision making process and evaluate organizational specific features, but has difficulties to suggest a solution	situation, assess decision making process and evaluate organizational specific features, and to suggest a solution
10.	Competence is choosing appropriate management style and tools	Practical work, case study	Is able to choose and implement appropriate management style in certain management situation, but lacks the ability to assess possible tools	Has difficulties in choosing and implementing appropriate management style in certain management situation	Able to choose and implement appropriate management style in certain management situation, but has difficulty justifying the proposed solution	Able to choose and implement appropriate management style in certain management situation, can justify the proposed solution

<b>Literature and information sources:</b>	
<b><i>Compulsory literature and information sources</i></b>	
1.	<b>Adizes, I. (2016). <i>Mastering Change - Introduction to Organizational Therapy</i>. Adizes Institute.</b>
2.	<b>Adizes, I. (2014). <i>Managing Corporate Lifecycles (2nd edition)</i>. Embassy Books.</b>
3.	Daft R., Benson A. (2016). <i>Management</i> . Cengage Learning.
4.	Michel, L. (2015). <i>Management design</i> . LID Publishing Ltd. London, New York.
<b><i>Additional literature and information sources</i></b>	
1.	Clegg Stewart R. (2011). <i>Managing &amp; organizations: an introduction to theory &amp; practice</i> . Thousand Oaks, CA. SAGE Publications.
2.	<b>Hatch, M. (2018). <i>Organization Theory: Modern, Symbolic, and Postmodern Perspectives</i>. Oxford University Press.</b>
3.	Scott, Jonathan. (2005). <i>The concise handbook of management :a practitioner's approach</i> . Haworth Business Press. Binghamton, NY.
4.	Academy of Management Journal
5.	Academy of Management Perspectives
6.	Academy of Management Annals
<b><i>Other information sources</i></b>	
1.	Industrial Marketing Management (Open Access Articles). Electronic source [26.09.2019]. Available at: <a href="http://www.journals.elsevier.com/industrial-marketing-management/open-access-articles/">http://www.journals.elsevier.com/industrial-marketing-management/open-access-articles/</a>
2.	<b>Journal of Co-operative Organization and Management Open Access Articles. Electronic source [26.09.2019]. Available at: <a href="http://www.journals.elsevier.com/journal-of-co-operative-organization-and-management/open-access-articles">http://www.journals.elsevier.com/journal-of-co-operative-organization-and-management/open-access-articles</a></b>
3.	<b>Human Resource Management Review. Electronic source [26.09.2019]. Available at: <a href="http://www.journals.elsevier.com/human-resource-management-review/open-access-articles">http://www.journals.elsevier.com/human-resource-management-review/open-access-articles</a></b>
4.	<b>Business Research. Electronic source [26.09.2019]. Available at: <a href="http://link.springer.com/journal/40685">http://link.springer.com/journal/40685</a></b>

## WEB PROGRAMMING II

<b>Author/-s of the study course:</b>	
Mg.sc.ing., Mg.math., docent, Patriks Morevs	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Web programming I, Programming	
<b>Study course aim:</b>	
To provide knowledge about website creation methods and user interface creation principles, and also to provide acquisition of practical skills in creation of websites.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Knows PHP language syntax and operators.</li> <li>2. Is able to write PHP scripts to access database and use such scripts for creation of website content.</li> <li>3. Is able to write PHP scripts for using cookies. Is able to use server session parameters.</li> <li>4. Is able to demonstrate own grounded opinion when creating website server scripts, data model and functionality.</li> <li>5. Is able to find, select, evaluate and fully use the information for fulfilment of website creation tasks.</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Introduction into server script based website development technologies.
2.	PHP script language syntax, operators, constructions.
3.	Paradigms of Object Oriented Programming of PHP script language. Classes, properties, methods.
4.	Application of database technologies in the process of website creation.
5.	Use of cookies and sessions when developing websites.
6.	Server-client interaction and implementation in websites.
7.	Principles of website content and design localization and implementation using PHP scripts

<b>Study course calendar plan:</b>				
<i>Taking into account the needs of the group/students, interests, previous and existing level of knowledge and understanding, the number of contact hours and sequence of topic can be adjusted in the plan</i>				
No	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	distance learning
234.	Introduction into server script based website development technologies.	4	2	1
235.	PHP script language syntax, operators, constructions.	8	4	2
236.	Paradigms of Object Oriented Programming of PHP script language. Classes, properties, methods.	8	4	2
237.	Application of database technologies in the process of website creation.	10	4	2

<b>Study course calendar plan:</b>				
<i>Taking into account the needs of the group/students, interests, previous and existing level of knowledge and understanding, the number of contact hours and sequence of topic can be adjusted in the plan</i>				
No	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	distance learning
238.	Use of cookies and sessions when developing websites.	6	4	2
239.	Server-client interaction and implementation in websites.	8	4	2
240.	Principles of website content and design localization and implementation using PHP scripts	4	2	1
<b>Total:</b>		<b>48</b>	<b>24</b>	<b>12</b>

<b>Independent work description:</b>			
Study form	Type of independent work	Form of control	
<i>full-time studies</i>	1) Elaboration of an object oriented data model of a website in PHP language. Compulsory reading according to the topic. Reading of the indicated internet resources.	Written project	
	2) Development of websites with database support: database creation according to indications, embedding database API in the Object Oriented Model of the site, creation connections to the database, data processing and mapping in websites. Compulsory reading according to the topic. Reading of the indicated internet resources.		Written project
	3) Development of website forms. Data uploading to the server, saving in a database, validation of data. The task according to specifications.	Written project	
	<i>part-time studies</i>	1) Elaboration of an object oriented data model of a website in PHP language. Compulsory reading according to the topic, reading of the indicated internet resources.	Written project
		2) Development of websites with database support: database creation according to indications, embedding database API in the Object Oriented Model of the site, creation connections to the database, data processing and mapping in websites. Compulsory reading according to the topic. Reading of the indicated internet resources.	
3) Development of website forms. Data uploading to the server, saving in a database, validation of data. The task according to specifications. Compulsory reading according to the topic. Reading of the indicated internet resources.		Written project	
<i>distance learning</i>		1) Elaboration of an object oriented data model of a website in PHP language. Compulsory reading according to the topic. Reading of the indicated internet resources.	Written project

	2) Development of websites with database support: database creation according to indications, embedding database API in the Object Oriented Model of the site, creation connections to the database, data processing and mapping in websites.	Written project
	Compulsory reading according to the topic. Reading of the indicated internet resources.	
	3) Development of website forms. Data uploading to the server, saving in a database, validation of data. The task according to specifications.	Written project
	Compulsory reading according to the topic. Reading of the indicated internet resources.	

Structure of the study course:

Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	12	4	<b>64</b>	64	32	<b>160</b>
part-time studies	24	18	6	<b>48</b>	64	48	<b>160</b>
distance learning	12	16	4	<b>32</b>	64	64	<b>160</b>

The evaluation of the study course learning outcomes:

During the course it is necessary to fulfil 3 independent works, attendance shall be not less than 50% (e-lectures) and examination shall be passed.

The final grade is composed in the same manner for all study forms: full-time studies, part-time studies and e-learning. It is composed of marks for two independent works and the examination with such weights:

- The first independent work – 20%
- The second independent work – 20%
- The third independent work – 20%
- Examination – 40%

All works shall be passed (at least at the minimum level).

No	Learning outcome	Evaluation method/s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Knows PHP language syntax and operators.	Independent works, examination	Shows weak orientation in PHP language operators and application. There is an understanding of the principles of Object Oriented Programming.	Understands application of various PHP functions, knows syntax and operators.  Knows basics of Object Oriented Programming.	Understands application of various PHP functions well, knows syntax and nuances of application of operators.  Knows and understands	Is able to use various PHP language constructions freely. Freely created object hierarchies, excellently understands paradigms of object



					paradigms of Object Oriented Programming.	oriented programming.
2.	1. Is able to write PHP scripts to access database and use such scripts for creation of website content.	Independent works, seminars	With some difficulties is able to use PHP scripts in order to access the database.	Is able to use PHP scripts in order to access the database. Is able to perform simple operations with the database.	Is able to use PHP scripts to access database and use such scripts for website content. Is able to use the website data model.	Freely uses database technologies with PHP language opportunities. Is able to use the website data model.
3.	2. Is able to write PHP scripts for using cookies. Is able to use server session parameters.	Independent works	With difficulties is able to use PHP scripts for working with the server session.	Is able to develop the simplest PHP scripts for using cookies. Is able to use server session parameters for the simplest tasks.	Is able to write PHP scripts for using cookies. Is able to use server session parameters.	Is able to write complicated PHP scripts for using cookies and server session parameters.
4.	Is able to demonstrate own grounded opinion when creating website server scripts, data model and functionality.	Independent works, discussion	Not sufficient ability to substantiate own opinion when creating website server scripts data model and functionality.	Partially is able to substantiate own opinion when creating website server scripts data model and functionality.	Is able to substantiate own opinion when creating website server scripts data model and functionality.	Is able to substantiate and defend own opinion when creating website server scripts data model and functionality.
5.	Is able to find, select, evaluate and fully use the information for fulfilment of website creation tasks.	Independent works, discussion	Is able to find, but is not able to critically evaluate and fully use the information for fulfilment of website creation tasks.	Is able to find and use information for fulfilment of website creation tasks. There are difficulties in evaluation of the found information.	Is able to find, select, evaluate and fully use the information for fulfilment of website creation tasks.	Is able to find, select, evaluate and fully use the information for fulfilment of non-standard website creation tasks.

**Literature and information sources:**

***Compulsory literature and information sources***

1.	Kevin Tatroe, Peter MacIntyre, (2020), Programming PHP, 4th Edition, Publisher(s): O'Reilly Media, Inc., ISBN: 9781492054139
2.	Robin Nixon, (2021), Learning PHP, MySQL & JavaScript, 6th Edition, Publisher(s): O'Reilly Media, Inc., ISBN: 9781492093824

3.	Jon Duckett, (2022), PHP & MySQL: Server–side Web Development, Wiley; 1st edition, 672 pages, ISBN-10 : 1119149223
<b><i>Additional literature and information sources</i></b>	
1.	Jon Duckett, (2022), Front–End Back–End Development with HTML, CSS, JavaScript, jQuery, PHP, and MySQL, Wiley, 1824 pages, ISBN-10:1119813093
<b><i>Other information sources</i></b>	
1.	w3schools, [seen 06.2022]. Available: <a href="https://www.w3schools.com/php/">https://www.w3schools.com/php/</a>
2.	w3schools, [seen 06.2022], <a href="https://www.tutorialspoint.com/php/index.htm">https://www.tutorialspoint.com/php/index.htm</a>
3.	PHP net, [seen 06.2022], <a href="https://www.php.net/manual/en/tutorial.php">https://www.php.net/manual/en/tutorial.php</a>

## HIGHER MATHEMATICS

<b>Author/-s of the study course:</b>	
Mg.sc.ing., Mg.math., docent, Patriks Morevs	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
<b>3</b>	<b>4.5</b>
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Course of Mathematics in the secondary school	
<b>Study course aim:</b>	
To provide to students the necessary information, knowledge, skills and competencies in application of Mathematics in Computer Science, in Linear Algebra, Functions, Derivatives and Integrals.	
<b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>1. Knows principles of Linear Algebra, is able to solve Systems of Linear Equations</li> <li>2. Understands the definition of function and is able to study behaviour of functions. Knows the definition of the limit of the function. Is able to determine limits of elementary functions. Is able to draw graphs of functions, knows the meaning of the function increment</li> <li>3. Is able to explain the meaning of function derivative and to find derivatives of elementary functions and compositions thereof</li> <li>4. Knows the definition of the primitive function Is able to find the primitive function of elementary functions</li> <li>5. Is able to explain the meaning of integral and applications thereof (at least two). Is able to find definite and indefinite integral of elementary functions</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Linear Algebra. Matrices, determinants and systems of linear equations
2.	Function. Function limits
3.	Derivative. Derivatives of elementary and composed functions
4.	Primitive function
5.	Integral. Definite and indefinite integral.

<b>Study course calendar plan:</b>				
<i>Taking into account the needs of the group/students, interests, previous and existing level of knowledge and understanding, the number of contact hours and sequence of topic can be adjusted in the plan</i>				
No	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	distance learning
241.	Linear Algebra <ul style="list-style-type: none"> <li>• Matrices</li> <li>• Determinants</li> <li>• Systems of Linear Equations</li> <li>• Gauss Method</li> </ul>	8	4	2

Study course calendar plan:				
Taking into account the needs of the group/students, interests, previous and existing level of knowledge and understanding, the number of contact hours and sequence of topic can be adjusted in the plan				
No	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	distance learning
242.	Functions <ul style="list-style-type: none"> <li>Limits</li> <li>Graphs</li> <li>Break Points</li> </ul>	8	4	2
243.	Differential calculus <ul style="list-style-type: none"> <li>Differential</li> <li>Function Derivative</li> <li>Formulae</li> </ul>	8	4	2
244.	<ul style="list-style-type: none"> <li>Primitive function</li> </ul>	4	4	2
245.	Integral <ul style="list-style-type: none"> <li>Definite Integral</li> <li>Area</li> <li>Indefinite Integral</li> <li>practical tasks</li> </ul>	8	4	2
<b>Total:</b>		<b>36</b>	<b>20</b>	<b>10</b>

Independent work description:		
Study form	Type of independent work	Form of control
<i>full-time studies</i>	Calculations in Linear Algebra	Solving tasks
	Compulsory literature: sources	
	Computation of functions and derivatives	Solving tasks
	Compulsory literature: sources	
	Computations - Integral	Solving tasks
	Compulsory literature: sources	
<i>part-time studies</i>	Calculations in Linear Algebra	Solving tasks
	Compulsory literature: sources	
	Computation of functions and derivatives	Solving tasks
	Compulsory literature: sources	
	Computations - Integral	Solving tasks
	Compulsory literature: sources	
<i>distance learning</i>	Calculations in Linear Algebra	Solving tasks
	Compulsory literature: sources	
	Computation of functions and derivatives	Solving tasks

	Compulsory literature: sources	
	Computations - Integral	Solving tasks
	Compulsory literature: sources	

Structure of the study course:

Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	36	8	4	48	48	24	120
part-time studies	20	12	4	36	48	36	120
distance learning	10	12	2	24	48	48	120

The evaluation of the study course learning outcomes:

No	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Knows principles of Linear Algebra, is able to solve Systems of Linear Equations	Self-check test, discussion, solution of tasks	Is able to explain with examples	Is able to explain with examples, is able to solve standard tasks	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises, is able to apply the obtained knowledge in other spheres

2.	Understands the definition of function and is able to study behaviour of functions. Knows the definition of the limit of the function. Is able to determine limits of elementary functions. Is able to draw graphs of functions, knows the meaning of the function increment	Self-check test, discussion, solution of tasks	Is able to explain with examples	Is able to explain with examples, is able to solve standard tasks	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises, is able to apply the obtained knowledge in other spheres
3.	Is able to explain the meaning of function derivative and to find derivatives of elementary functions and compositions thereof	Self-check test, discussion, solution of tasks	Is able to explain with examples	Is able to explain with examples, is able to solve standard tasks	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises, is able to apply the obtained knowledge in other spheres
4.	Knows the definition of the primitive function Is able to find the primitive function of elementary functions	Self-check test, discussion, solution of tasks	Is able to explain with examples	Is able to explain with examples, is able to solve standard tasks	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises, is able to apply the

						obtained knowledge in other spheres
5.	Is able to explain the meaning of integral and applications thereof (at least two). Is able to find definite and indefinite integral of elementary functions	Self-check test, discussion, solution of tasks	Is able to explain with examples	Is able to explain with examples, is able to solve standard tasks	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises	Is able to explain with examples, is able to solve simple tasks, is able to analyse and solve non-standard exercises, is able to apply the obtained knowledge in other spheres

<b>Literature and information sources:</b>	
<b><i>Compulsory literature and information sources</i></b>	
1.	Chris McMullen, Calculus with Multiple Variables Essential Skills Workbook: Includes Vector Calculus and Full Solutions, Publisher: Zishka Publishing (June 29, 2021), Language : English, Paperback: 173 pages, ISBN-10: 1941691374, ISBN-13: 978-1941691373
2.	Elizabeth S. Meckes, Mark W. Meckes, Linear Algebra (Cambridge Mathematical Textbooks), Publisher: Cambridge University Press; 1st edition (May 24, 2018), Language: English, Hardcover: 442 pages, ISBN-10: 9781107177901, ISBN-13: 978-1107177901
3.	David Bock M.S., Dennis Donovan M.S., Shirley O. Hockett Ph.D., AP Calculus Premium, 2022-2023: 12 Practice Tests + Comprehensive Review, Publisher: Barrons Educational Services; Sixteenth edition (January 4, 2022), Language: English, Paperback: 672 pages, ISBN-10: 1506263941, ISBN-13: 978-1506263946
<b><i>Additional literature and information sources</i></b>	
1.	
2.	
3.	
<b><i>Other information sources</i></b>	
1.	<a href="http://www.geogebra.org">www.geogebra.org</a>
2.	<a href="https://www.wolframalpha.com">https://www.wolframalpha.com</a>
...	

## PROGRAMMING I

<b>Author/s of Study course:</b>	
Mg.sc.comp., docent, Andrejs Liepiņš	
<b>Credit points:</b>	<b>Credit score in the ECTS system:</b>
4	6
<b>Test form:</b>	
Examination	
<b>Study course prerequisites:</b>	
None	
<b>Course objectives are:</b>	
To acquire basic knowledge of algorithms, the process of program development, as well as to acquire skills and competences in program development in the programming language C++.	
<b>Course outcomes (knowledge, skills, competencies):</b>	
<ol style="list-style-type: none"> <li>4. Knows the syntax of the programming language C++</li> <li>5. Able to practically develop simple programs in C++, debug them and analyse the program code even if the program has not been developed by him/ her.</li> <li>6. Able to find and justify a solution to the problem according to the wording of the task</li> <li>7. Able to independently find, evaluate and creatively use information for the implementation of tasks and solutions to problems</li> </ol>	
<b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>	
1.	Introduction. Programming environment.
2.	C++ basics. The structure of a simple C++ program. Compilation and execution of the program, correction of errors. Comments.
3.	Algorithms. Descriptions of algorithms.
4.	Branching. Branching operators
5.	Loops. Types of loops and syntax.
6.	Random number generator
7.	Functions. Arguments and parameters for the function.
8.	References, types of variables, structured variables.
9.	Arrays. Multidimensional arrays.
10.	Strings of symbols. Functions that manipulate strings of symbols.
11.	Modules. Definition and use of modules.
12.	Files. Operations on files.



<b>Study course schedule:</b>				
<i>Taking into account the needs of the study group/learners, the interests, the level of existing knowledge and understanding, the plan may adjust the number of contact hours and the order of topics</i>				
No.	Theme	Lectures (incl. workshops, discussions) number of contact hours		
		full-time studies	part-time studies	distance learning
246.	Introduction. Programming environment.	2	1	1
247.	C++ basics. The structure of a simple C++ program. Compilation and execution of the program, correction of errors. Comments.	6	3	1
248.	Algorithms. Descriptions of algorithms.	2	1	1
249.	Branching. Branching operators	3	2	1
250.	Loops. Types of loops and syntax.	4	2	1
251.	Random number generator	2	1	1
252.	Functions. Arguments and parameters for the function.	6	3	1
253.	Indications, types of variables, structured variables.	4	2	1
254.	Arrays. Multidimensional arrays.	5	2	1
255.	Strings of symbols. Functions that manipulate strings of symbols.	5	2	1
256.	Modules. Definition and use of modules.	3	2	1
257.	Files. Operations on files.	6	3	1
	<b>Total:</b>	<b>48</b>	<b>24</b>	<b>12</b>
<b>Description of the independent tasks:</b>				
Study form	Type of independent assignment		Type of control	
<i>Full-time studies</i>	1) 5 programming independent works: <ol style="list-style-type: none"> <li>1. Use of basic operators</li> <li>2. Solving tasks using functions.</li> <li>3. Using two-dimensional arrays</li> <li>4. Using string type variables</li> <li>5. File based, simple database implementation</li> </ol> 5-10 additional programming tasks for each topic.		Written work, discussion Tasks of self-testing	
	Compulsory reading according to the topics of the study course			
<i>Part-Time Studies</i>	2) 5 programming independent works: <ol style="list-style-type: none"> <li>1. Use of basic operators</li> <li>2. Solving tasks using functions.</li> <li>3. Using two-dimensional arrays</li> <li>4. Using string type variables</li> <li>5. File based, simple database implementation</li> </ol> 5-10 additional programming tasks for each topic.		Written work, discussion Tasks of self-testing	
	Compulsory reading according to the topics of the study course			

<i>Distance learning</i>	3) 5 programming independent works: <ol style="list-style-type: none"> <li>1. Use of basic operators</li> <li>2. Solving tasks using functions.</li> <li>3. Using two-dimensional arrays</li> <li>4. Using string type variables</li> <li>5. File based, simple database implementation</li> </ol> 5-10 additional programming tasks for each topic.	Written work, discussion Tasks of self-testing
	Compulsory reading according to the topics of the study course	

**Study course organisation and the volume of the course:**

<i>Study form</i>	<i>Contact hours</i>				<i>Independent work hours</i>	<i>Compulsory reading and/or audio and video material listening/watching</i>	<i>Total course credit hours</i>
	<i>Lecture hours (incl. seminars, discussion)</i>	<i>Consultations, guest lectures, conferences, study tours, applied games, etc.</i>	<i>Final Test (exam, test, defence)</i>	<i>Total</i>			
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Distance learning</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

**Course acquisition requirements and evaluation of results:**

No.	<i>Learning outcomes</i>	<i>Evaluation method</i>	<i>Evaluation criteria</i>			
			<i>Minimal level (from 40% to 64%)</i>	<i>Intermediate level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>With distinction (from 95% to 100%)</i>
1.	Knows the syntax of the programming language C++	Programming tasks, exam	Demonstrates understanding of C++ syntax according to lecture materials, but is unable to explain it and is not always able to justify its application.	Demonstrates understanding of C++ syntax according to lecture materials, but is unable to explain it.	Demonstrates understanding of C++ syntax according to lecture materials, is able to justify its application.	Demonstrates a deep understanding of C++ syntax, is able to justify its application. Able to analyse the code of a complex program even if the program itself has not been developed by himself/herself.
2.	Able to practically develop simple programs in C++, debug them and analyse the program code even if	Programming tasks, exam	Knows how to develop quite simple programs in	Knows how to develop simple programs in	Able to practically develop simple	Able to practically develop simple

	the program has not been developed by him/ her.		C++, is not able to debug and analyse programs that s/ he has not developed himself.	C++, is able to debug them or analyse program code, but is not able to analyse programs that s/ he has not developed himself/ herself.	programs in C++, debug them and analyse the program code even if the program has not been developed by him/ herself.	programs in C++, debug them and analyse the program code even if the program has not been developed by him/ herself.
3.	Able to find and justify a solution to the problem according to the wording of the task	Programming tasks, exam	Is able to find and justify a solution only using literature or Internet resources, if the wording of the task gives instructions for execution.	Is able to independently find and justify a solution using literary or Internet resources even if the wording of the task does not give instructions for execution.	Is able to independently find and justify a solution using literary or Internet resources if the wording of the task gives instructions for execution.	Is able to independently find and justify a solution to more complex problems without the use of literature or Internet resources, even if the wording of the task does not give instructions for execution.
4.	Able to independently find, evaluate and creatively use information for the implementation of tasks and solutions to problems	Programming tasks, exam	Is able to find and use information for the execution of a task and solutions to problems, if instructions are given, but is not able to assess the reliability / relevance of the information found.	Able to independently find, evaluate and creatively use information for the implementation of tasks and solutions to problems	Able to independently find, evaluate and creatively use information for the implementation of tasks and solutions to problems	Able to independently find, evaluate and creatively use information for the implementation of tasks and solutions to problems outside the topics covered in the course.

**Literature and other sources of information:**

***Compulsory literature and other sources of information***

1. Deitel H.M., Deitel P.J. (2016). C++ How to Program (10th Edition). United States of America: Pearson

<b>Recommended literature</b>	
1.	Stroustrup B. (2014). Programming - Principles and Practice Using C++. Addison-Wesley Professional.
2.	Stroustrup B. (1994). The Design and Evolution of C++. Addison-Wesley Professional.
<b>Other sources of information</b>	
1.	C++ Language Tutorial [skatīts 06.2019]. Pieejams: <a href="http://www.cplusplus.com/doc/tutorial/">http://www.cplusplus.com/doc/tutorial/</a>
2.	C++ Tutorial, C++ Made Easy: Learning to Program in C++ [skatīts 06.2019]. Pieejams: <a href="https://www.cprogramming.com/tutorial.html">https://www.cprogramming.com/tutorial.html</a>
3.	C++ Tutorial [skatīts 06.2019]. Pieejams: <a href="https://www.tutorialspoint.com/cplusplus/index.htm">https://www.tutorialspoint.com/cplusplus/index.htm</a>
4.	Free interactive C++ tutorial [skatīts 06.2019]. Pieejams: <a href="https://www.learn-cpp.org/">https://www.learn-cpp.org/</a>
5.	C++ Coding Standard [skatīts 06.2019]. Pieejams: <a href="https://users.ece.cmu.edu/~eno/coding/CppCodingStandard.html">https://users.ece.cmu.edu/~eno/coding/CppCodingStandard.html</a>
6.	Niranjan Kumar P. (2013). Impact Of Indentation In Programming. International Journal of Programming Languages and Applications ( IJPLA ) Vol.3, No.4.
7.	JTC1/SC22/WG21 - The C++ Standards Committee – ISO C++ [skatīts 06.2019]. Pieejams: <a href="http://www.open-std.org/jtc1/sc22/wg21/">http://www.open-std.org/jtc1/sc22/wg21/</a>

## DATABASE TECHNOLOGIES I

<b>Author/s of Study course:</b>	
Mg.sc.comp., docent, Andrejs Liepiņš	
<b>Credit points:</b>	<b>Credit score in the ECTS system:</b>
4	6
<b>Test form:</b>	
Examination	
<b>Study course prerequisites:</b>	
Secondary school informatics course knowledge	
<b>Course objectives are:</b>	
To provide students with the necessary knowledge about the operation and benefits of using database management systems (DBMS), to provide insight into various relational DBMS that are popular today, to teach students how to create databases using both SQL language and graphical user interface, as well as to learn how to create queries in SQL language.	
<b>Course outcomes (knowledge, skills, competencies):</b>	
<ul style="list-style-type: none"> <li>8. Knows and is able to explain the basics of the structure and functioning of relational DBMS.</li> <li>9. Knows the stages of database development.</li> <li>10. Is able to collect and apply the acquired knowledge by designing and implementing the structure of a simple database in accordance with the requirements of the project.</li> <li>11. Able to practically develop the structure of a simple database using the SQL language or graphical user interface.</li> <li>12. Able to engage in software development projects, with the use of DBMS.</li> </ul>	
<b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>	
13.	Introduction. Database management systems. Relational model.
14.	Insight into DBMS. Access, Oracle, MySQL.
15.	SQL Language Basics
16.	Aggregate functions.
17.	Table joins.
18.	Subqueries.
19.	Data operations.
20.	Creating and modifying DB objects.
21.	DB design basics.
22.	Development of the DB structure and interface.

<b>Study course schedule:</b>				
<i>Taking into account the needs of the study group/learners, the interests, the level of existing knowledge and understanding, the plan may adjust the number of contact hours and the order of topics</i>				
No.	Theme	Lectures (incl. workshops, discussions) number of contact hours		
		full-time studies	part-time studies	distance learning
258.	Introduction. Database management systems. Relational model.	4	2	1

<b>Study course schedule:</b>				
<i>Taking into account the needs of the study group/learners, the interests, the level of existing knowledge and understanding, the plan may adjust the number of contact hours and the order of topics</i>				
No.	Theme	Lectures (incl. workshops, discussions) number of contact hours		
		full-time studies	part-time studies	distance learning
259.	Insight into DBMS. Access, Oracle, MySQL.	4	2	1
260.	SQL Language Basics	4	2	1
261.	Aggregate functions.	4	2	1
262.	Table joins.	4	2	1
263.	Subqueries.	4	2	1
264.	Data operations. Modifying DB content.	4	2	1
265.	Creating and modifying DB objects.	6	3	2
266.	DB design basics.	4	2	1
267.	Development of the DB structure and interface.	10	5	2
	<b>Total:</b>	<b>48</b>	<b>24</b>	<b>12</b>

<b>Description of the independent tasks:</b>		
Study form	Type of independent assignment	Type of control
<i>Full-time studies</i>	4 independent works 6. Basics of using the SQL language 7. Creating and modifying DB objects. 8. Development of the DB structure and interface. 9. Design and implementation of a simple database	Practical work, discussion Tasks of self-testing
	Compulsory reading according to the topics of the study course	
<i>Part-Time Studies</i>	4 independent works 1. Basics of using the SQL language 2. Creating and modifying DB objects. 3. Development of the DB structure and interface. 4. Design and implementation of a simple database	Practical work, discussion Tasks of self-testing
	Compulsory reading according to the topics of the study course	
<i>Distance learning</i>	4 independent works 1. Basics of using the SQL language 2. Creating and modifying DB objects. 3. Development of the DB structure and interface. 4. Design and implementation of a simple database	Practical work, discussion Tasks of self-testing
	Compulsory reading according to the topics of the study course	

<b>Study course organisation and the volume of the course:</b>				
Study form	Contact hours			

	<i>Lecture hours (incl. seminars, discussion)</i>	<i>Consultations, guest lectures, conferences, study tours, applied games, etc.</i>	<i>Final Test (exam, test, defence)</i>	<b>Total</b>	<i>Independent work hours</i>	<i>Compulsory reading and/or audio and video material listening/watch ing</i>	<b>Total course credit hours</b>
<i>Full-time</i>	48	12	4	<b>64</b>	64	32	<b>160</b>
<i>Part-time</i>	24	18	6	<b>48</b>	64	48	<b>160</b>
<i>Distance learning</i>	12	16	4	<b>32</b>	64	64	<b>160</b>

**Course acquisition requirements and evaluation of results:**

No.	<i>Learning outcomes</i>	<i>Evaluation method</i>	<i>Evaluation criteria</i>			
			<i>Minimal level (from 40% to 64%)</i>	<i>Intermediate level (from 65% to 84%)</i>	<i>High level (from 85% to 94%)</i>	<i>With distinction (from 95% to 100%)</i>
1.	Knows and is able to explain the basics of the structure and functioning of relational DBMS.	DBMS use, DB design and formation tasks, exam.	Knows and understands the basics of the structure and functioning of DBMS, but does not know how to apply them.	Knows and understands the basics of the structure and functioning of DBMS, has difficulties with their application.	Knows and understands the basics of the construction and functioning of DBMS, and knows how to apply them.	Perfectly understands the basics of the structure and functioning of the DBMS, and knows how to apply them.
2.	Knows the stages of database development.	DBMS use, DB design and formation tasks, exam.	There are difficulties with understanding and using the stages of database development.	Knows the stages of database development, however, there are difficulties with understanding the individual stages.	Knows the stages of database development.	Freely orients himself at the stages of database development, is able to apply them in practice.
3.	Is able to collect and apply the acquired knowledge by designing and implementing the structure of a simple database in accordance with the requirements of the project.	DBMS use, DB design and formation tasks, exam.	There are difficulties with the design and implementation of DB structures.	Able to design and implement the DB structure, but not always completely in accordance with the	Able to design and implement the DB structure in accordance with the requirements of the project.	Able to design and implement the DB structure in accordance with the requirements of the project, taking into account the

				requirements of the project.		possibilities of expanding the project.
4.	Able to practically develop the structure of a simple database using the SQL language or graphical user interface.	DBMS use, DB design and formation tasks, exam.	There are difficulties with assessing the problem, choosing the right structures and elements, practical use of DB objects.	Able to assess the problem and choose the right DB constructions and elements.	Able to assess the problem and choose the right DB constructions and elements. Able to develop simple databases.	Able to practically develop complex databases. Demonstrates excellent knowledge of SQL language and DBMS interface.
5.	Able to engage in software development projects, with the use of DBMS.	DBMS use, DB design and formation tasks, exam.	There are difficulties with engaging in software development projects with the use of DBMS.	Able to participate in software development projects with the use of DBMS, but there are problems with the use of individual components.	Able to engage in software development projects with the use of DBMS.	Able to engage in software development projects with the use of DBMS. Able to offer options for improving the structure and implementation of the project.

**Literature and other sources of information:**

***Compulsory literature and other sources of information***

1. Alan Beaulieu (2022), Learning SQL: Generate, Manipulate, and Retrieve Data (3rd Edition), O'Reilly Media

***Recommended literature***

1. Walter Shields (2019), SQL QuickStart Guide: The Simplified Beginner's Guide to Managing, Analyzing, and Manipulating Data With SQL, ClydeBank Media LLC; Illustrated edition

2. Julie Meloni (2017), PHP, MySQL & JavaScript All in One, Sams Teach Yourself (6th Edition), Sams Publishing

***Other sources of information***

1. Ben Brumm (2019), Beginning Oracle SQL for Oracle Database 18c: From Novice to Professional (1st Edition), Apress

2. SQL Tutorial [skatits 07.2022] Pieejams: <https://www.w3schools.com/sql/>

3. SQL Tutorial [skatits 07.2022] Pieejams: <https://www.tutorialspoint.com/sql/index.htm>

4. SQL Tutorial [skatits 07.2022] Pieejams: <https://www.sqltutorial.org>

5. MySQL Tutorial [skatits 07.2022] Pieejams: <https://www.mysqltutorial.org>

6. MySQL Tutorial [skatits 07.2022] Pieejams: <https://www.w3schools.com/mysql/default.asp>



## COMPUTER NETWORKS I

<b>Study course author (s):</b>	
Mg.sc.ing., visiting teacher, Maksims Žigunovs	
<b>Credit points:</b>	<b>Number of credits in the ECTS system:</b>
3	4.5
<b>Evaluation form:</b>	
Exam	
<b>Required prior knowledge:</b>	
Applications, Operating systems, Computer system structure and computer architecture	
<b>Aim/s of the study course:</b>	
To provide practical work skills and knowledge of computer network technologies, principles of computer network operation.	
<b>Study course results ( Knowledge , skills , competences ):</b>	
<ol style="list-style-type: none"> <li>1) Understands the general principles of computer network functioning, computer network technologies, computer network terminology and regulatory acts of industry law,</li> <li>2) Understands computer network standardization and protocols,</li> <li>3) Knows computer network addressing and routing,</li> <li>4) Knows the use of passive and active computer network hardware,</li> <li>5) Knows the use of computer network monitoring and management software, computer network security solutions,</li> <li>6) Can install and configure simple computer network services.</li> </ol>	
<b>The content of the study course necessary to achieve the study results (thematic plan of the study course):</b>	
1	<p><b>Basic concepts of computer networks.</b>            General characteristics, definition and classification of computer networks according to criteria.            The need for computer networks, the general principles of their operation, benefits and threats.            Normative regulation in computer networks (international and LR laws, standards, organizations - ISO, IEEE).            Laws governing the operation of Internet Service Providers (IPS).            Computer network related concepts: architecture, technology, topology (logical and physical), class, organization, etc</p>
2	<p><b>Standardization in computer networks, protocols.</b>            Standards, protocols (IP, TCP, UDP, FTP, ARP, RARP, HTTP, SMTP, DHCP, POP, IMAP, DNS, NetBIOS, IPX/SPX, etc.) OSI model. Data formats and their change in the process of data circulation (at the levels of the OSI model).            Units of data transfer speed, measurement methodology.</p>
3	<p><b>Computer network addressing, routing, technologies.</b> Addressing in computer networks: MAC, IP. Protocols ARP and IP. Reserved IP addresses, their use. Subnet routing. Ethernet, FDDI, WiFi , ISDN, 2G-5G, etc</p>
4	<p><b>Passive and active computer network hardware.</b> Cables (BASE standards), connections, contact connections, etc. Connectors, multipliers, switches, concentrators, routers, amplifiers, etc.</p>
5	<p><b>Computer network monitoring and management.</b> Computer network monitoring and management solutions included in hardware software and Operating Systems (OS utilities: ping, ipconfig, arp , tracert , netstat , nslookup , route print , Remote Desktop , etc.) Specialized computer network management programs            (Winbox , Dude, CiscoNetwork *, nmap , tcpview , NetTools , etc.)</p>

6	<b>Computer network services.</b> Web services (IIS, Apache), FTP, CMS, VPN, Cloud Disks, etc
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**Study course calendar plan:**

*Taking into account the needs, interests, previous existing knowledge and level of understanding of the study group/students, the plan may adjust the number of contact hours and the sequence of topics*

No.	Topic	Number of contact hours of lectures (including seminars, discussions).		
		full time studies	part-time studies	distance learning
268.	Basic concepts of computer networks.	4	2	1
269.	Standardization in computer networks, protocols.	4	2	1
270.	Computer network addressing, routing, technologies.	6	4	2
271.	Passive and active computer network hardware.	6	4	2
272.	Computer network monitoring and management.	8	4	2
273.	Computer network services.	8	4	2
<b>Together:</b>		<b>36</b>	<b>20</b>	<b>10</b>

**Characteristics of independent tasks:**

Study form	Type of self-employment	Type of control
<i>Full time studies</i>	Working with video/text material	Test, practical/homework
<i>Part-time studies</i>	Working with video/text material	Test, practical/homework
<i>Distance learning</i>	Working with video/text material	Test, practical/homework

and scope of the study course:

Study form	Contact hours				Number of hours of independent work	Mandatory reading and/or watching/listening to audio/video material	Total hours per study course
	Number of contact hours of lectures (including seminars, discussions).	Consultations, guest lectures, conferences, study tours, practical games, etc.	Final exam (exam, test, defense)	Total			
<i>Full time</i>	36	8	4	<b>48</b>	48	24	<b>120</b>
<i>Part time</i>	20	12	4	<b>36</b>	48	36	<b>120</b>
<i>Distance learning</i>	10	12	2	<b>24</b>	48	48	<b>120</b>

**Study course requirements and evaluation of results:**

No.	The result of the study course	Evaluation method/s	Evaluation criteria			
			Minimum level	average level	High level	Excellent

			(from 40% to 64%)	(from 65% to 84%)	(from 85% to 94%)	(from 95% to 100%)
1.	Understands the general principles of computer network functioning, computer network technologies, computer network terminology and regulatory acts of industry law.	Practical/ homework/ test	40-64% of tasks performed correctly	65-84% of tasks performed correctly	94-95% of tasks performed correctly	95-100% of tasks performed correctly
2.	Understands computer network standardization and protocols,	Practical/ homework/ test	40-64% of tasks performed correctly	65-84% of tasks performed correctly	94-95% of tasks performed correctly	95-100% of tasks performed correctly
3.	Knows computer network addressing and routing,	Practical/ homework/ test	40-64% of tasks performed correctly	65-84% of tasks performed correctly	94-95% of tasks performed correctly	95-100% of tasks performed correctly
4.	Knows the use of passive and active computer network hardware,	Practical/ homework/ test	40-64% of tasks performed correctly	65-84% of tasks performed correctly	94-95% of tasks performed correctly	95-100% of tasks performed correctly
5.	Knows the use of computer network monitoring and management software, computer network security solutions,	Practical/ homework/ test	40-64% of tasks performed correctly	65-84% of tasks performed correctly	94-95% of tasks performed correctly	95-100% of tasks performed correctly
6.	Can install and configure simple computer network services	Practical/ homework/ test	40-64% of tasks performed correctly	65-84% of tasks performed correctly	94-95% of tasks performed correctly	95-100% of tasks performed correctly

#### Literature and other sources of information:

##### **Mandatory literature and sources of information**

1. Olifer V., Olifer N., Computer Networks: Principles Technologies and Protocols for Network Design, ISBN: 978-0-470-86982-6, Wiley, 2006
2. Olifer V., Olifer N., Computer networks : principles , technologies , protocols , 5th edition , ISBN: 978-5-496-01967-5, Peter , 2016
3. O'Reilly , TCP/IP Network Administration , ISBN 1-56592-322-7, 630 pages , 1997

##### **Additional literature**

1. Information Society Services Law: Law of the Republic of Latvia. Adopted on 04.11.2004. Published: [www.likumi.lv](http://www.likumi.lv)
2. Information Technology Security Law: Law of the Republic of Latvia. Adopted on 28.10.2010. Published: [www.likumi.lv](http://www.likumi.lv) 3. Electronic Communications Law: Law of the Republic of Latvia. Adopted on 28.10.2004. Published: [www.likumi.lv](http://www.likumi.lv)
3. The law on the processing of data of natural persons: the law of the Republic of Latvia. Adopted on 21.06.2018 Published: [www.likumi.lv](http://www.likumi.lv)
4. Behrouz A. Forouzan . TCP/IP protocol suite - 4th ed . 2010
5. Tutorialspoint.com e-book, Data communication and computer network, 2014.
6. Hunt C., TCP/IP Network Administration. Third Edition, O'Reilly & Associates. 2008.

##### **Other sources of information**

1. Learning materials, links and directions to Internet resources [viewed 14.06.2022]  
Available: <http://www.glis.lv/p/computer-networks.html>
2. Mikrotik computer network training course [viewed 10.06.2022]

	Available: <a href="https://mikrotik.com/training/academy">https://mikrotik.com/training/academy</a>
3.	Cisco Networking Training Resource [viewed 22.03.2022] Available: <a href="http://www.freecnastudyguide.com">http://www.freecnastudyguide.com</a>
4.	Software and hardware user instructions and tutorials.

## THE OPERATING SYSTEMS

<b>Author/-s of the study course:</b>	
Mg.sc.ing., Mg.math., docent, Patriks Morevs	
<b>Credits (Latvian):</b>	<b>ECTS:</b>
4	6
<b>Final evaluation form:</b>	
<b>Examination</b>	
<b>Study course prerequisites:</b>	
Computer Science and Informatics Course in the Secondary School, the course Computer System Organization and Architecture	
<b>Study course aim:</b>	
To provide students with the necessary information, knowledge, skills and competences when working with operating systems, starting from choosing the operating system, finishing with installation, practical use and configuration thereof.	
<b>Study course learning outcomes (Knowledge, Skills, Competencies):</b>	
<ol style="list-style-type: none"> <li>6. Knows modern operating systems, types, principles thereof, file systems, licensing</li> <li>7. Knows principles of hardware and drivers, is able to install operating systems and configure them, knows software applications and how they interact with the operating systems</li> <li>8. Is able to configure user and group policies, is able to install operating systems</li> <li>9. Is able to look for errors, determine problems in operating systems and eliminate them by cooperating with other colleagues</li> <li>10. Is able to independently configure and adjust operating systems and to evaluate efficiency thereof, is able to perform system audit and compose documents on such audit</li> </ol>	
<b>Study course thematic plan:</b>	
1.	Operating system classification and development tendencies
2.	Conditions for usage of operating systems, licences and installation, hardware drivers
3.	Software and applications, interaction thereof with the OS, file systems, data management and organization
4.	Users of operating systems, user environment and policies, user management
5.	Maintenance of operating systems, security and audits Energy efficiency.

**Study course calendar plan:**

*Taking into account the needs of the group/students, interests, previous and existing level of knowledge and understanding, the number of contact hours and sequence of topic can be adjusted in the plan*

No	Topic	Lecture contact hours (incl. seminars, discussions)		
		full-time studies	part-time studies	distance learning
274.	Operating system classification and development tendencies <ul style="list-style-type: none"> <li>• Introduction to OS,</li> <li>• OS components.</li> <li>• OS classification</li> </ul>	8	4	2
275.	Conditions for usage of operating systems, licences and installation, hardware drivers <ul style="list-style-type: none"> <li>• Usage conditions</li> <li>• OS installation</li> <li>• OS structure</li> <li>• OS licences</li> <li>• Hardware drivers</li> <li>• Driver installation</li> <li>• Basic computer components</li> <li>• Problems with drivers</li> </ul>	10	5	2
276.	Software and applications, interaction thereof with the OS, file systems, data management and organization <ul style="list-style-type: none"> <li>• System memory</li> <li>• OS structure</li> <li>• File systems</li> <li>• Data management</li> <li>• Data organization</li> <li>• Parameters</li> </ul>	10	5	2
277.	Users of operating systems, user environment and policies, user management <ul style="list-style-type: none"> <li>• User policies</li> <li>• User rights</li> <li>• User registration tools</li> <li>• User management</li> <li>• Quotas</li> <li>• Problems</li> <li>• Maintenance</li> </ul>	10	5	3
278.	Maintenance of operating systems, security and audits Energy efficiency <ul style="list-style-type: none"> <li>• OS maintenance</li> <li>• Connection of external devices</li> <li>• Parameters</li> <li>• Energy efficiency</li> <li>• Workstations and servers, mainframes and supercomputers</li> <li>• Adjustment of the OS to the computer</li> </ul>	10	5	3
	<b>Total:</b>	<b>48</b>	<b>24</b>	<b>12</b>

Independent work description:		
Study form	Type of independent work	Form of control
<i>full-time studies</i>	To prepare information about the requirements of the given operating system by summarizing the data in the given table. To prepare information about software usage conditions and licences for various fields of activities - education, private use and commercial use	Theses
	Compulsory literature: sources	
	To install the given operating system by performing the set of defined actions and to configure the system according to the sample	Theses
	Compulsory literature: sources	
<i>part-time studies</i>	To prepare a report on two various architectures of the chosen operating systems according to the sample, by filling in the given table	Theses
	Compulsory literature: sources	
	To prepare information about the requirements of the given operating system by summarizing the data in the given table. To prepare information about software usage conditions and licences for various fields of activities - education, private use and commercial use	Theses
	Compulsory literature: sources	
<i>distance learning</i>	To install the given operating system by performing the set of defined actions and to configure the system according to the sample	Theses
	Compulsory literature: sources	
	To prepare a report on two various architectures of the chosen operating systems according to the sample, by filling in the given table	Theses
	Compulsory literature: sources	
<i>distance learning</i>	To prepare information about the requirements of the given operating system by summarizing the data in the given table. To prepare information about software usage conditions and licences for various fields of activities - education, private use and commercial use	Theses

	Compulsory literature: sources	
	To install the given operating system by performing the set of defined actions and to configure the system according to the sample	Theses
	Compulsory literature: sources	
	To prepare a report on two various architectures of the chosen operating systems according to the sample, by filling in the given table	Theses
	Compulsory literature: sources	

Structure of the study course:

Study form	Contact hours				Individual work (hours)	Compulsory reading and/or audio and video material listening/watching	Total course credit hours
	Lecture contact hours (incl. seminars, discussions)	Consultations, guest lectures, conferences, study visits, workshops, business games and simulations etc.	Final evaluation in the course	Total			
full-time studies	48	12	4	64	64	32	160
part-time studies	24	18	6	48	64	48	160
distance learning	12	16	4	32	64	64	160

The evaluation of the study course learning outcomes:

No	Learning outcome	Evaluation method/-s	Evaluation criteria			
			Minimum level (40% till 64%)	Average level (65% till 84%)	High level (85% till 94%)	Excellent level (95% till 100%)
1.	Knows modern operating systems, types, principles thereof, file systems, licensing	Self-check test, discussion, theses	Understands the basic definitions, basic elements of OS, file systems	Is able to analyse and independently determine OS settings, file systems, OS configurations on the computer	Is able to deeply analyse computer OS, is able to determine, which OS settings work together better and is able to explain this	In addition to the above criteria, there was experience in working with computer OS



2.	Knows principles of hardware and drivers, is able to install operating systems and configure them, knows software applications and how they interact with the operating systems	Self-check test, discussion, theses	Is able to explain OS principles and basics of configuration	Knows the reasons why and in which directions the new Operating Systems have to develop	Is able to analyse, explain and make forecast for development tendencies, regularly renews own knowledge	Is able to show how the obtained knowledge can be use in practice
3.	Is able to configure user and group policies, is able to install operating systems	Self-check test, discussion, theses	Understands what are user and group policies	Is able to configure user and group policies	Is able to use creative approach for OS configuration . Shows alternative solutions and explains them.	In addition to the items above there was practical experience
4.	Is able to look for errors, determine problems in operating systems and eliminate them by cooperating with other colleagues	Self-check test, discussion, theses	Is able to perform simple works and understands what to do in order to solve the situation in more complicated cases	Is able to analyse and elaborate solutions for elimination of OS malfunctions and faults	Shows excellent ability to perform diagnostics and eliminate problems.	There has been practical experience, which can be shared
5.	Is able to independently configure and adjust operating systems and to evaluate efficiency thereof, is able to perform system audit and compose documents on such audit	Self-check test, discussion, theses	Is able to adjust the OS according to the standards	Is able to configure computer for any purpose	Is able to use creative approach for OS configuration . Shows alternative solutions and explains them.	In addition to the items above there was practical experience in configuration of computer systems

**Literature and information sources:**

***Compulsory literature and information sources***

- |    |   |
|----|---|
| 1. | Abraham Silberschatz, Peter B. Galvin and, Greg Gagne, Operating System Concepts, tenth edition, February 9, 2021, 1040 pages; ISBN-10: 1119800366; ISBN-13: 978-1119800361 |
| 2. | Greg Tomsho, Guide to Operating Systems, June 18, 2020, 608 pages;  |

3.	Andrew S Tanenbaum, Modern Operating Systems, March 25, 2016, 1136 pages; ISBN-10: 9789332575776; ISBN-13: 978-9332575776;
<b><i>Additional literature and information sources</i></b>	
1.	Dr. William Stallings, Operating Systems: Internals and Design Principles, March 13, 2017, 800 pages, Publisher : Pearson India; 9th edition (October 3, 2018), ISBN-10: 9352866711; ISBN-13: 978-9352866717
2.	
3.	
...	
<b><i>Other information sources</i></b>	
1.	<a href="http://www.logic.ly">www.logic.ly</a>
2.	
...	