

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

**Courses for Erasmus+ students**

**Academic year 2023/2024, Autumn semester 2023**

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

Autumn Semester 01.09.2023-28.01.2024

Exam period – January, 2024

Courses joining student groups (in English)

| B_Vz_P_Eng_1                              |    |      |
|---|----|------|
| Management - first year (Bachelor)        | KP | ECTS |
| Microeconomics                            | 4  | 6    |
| Labor, Environmental and Civil Protection | 2  | 3    |
| Legal Regulation of Entrepreneurship      | 6  | 9    |
| Management                                | 6  | 9    |
| Sociology                                 | 2  | 3    |

| B_Vz_P_ENG_2                        |    |      |
|-------------------------------------|----|------|
| Management - second year (Bachelor) | KP | ECTS |
| Financial Theory                    | 2  | 3    |
| Tax System                          | 4  | 6    |
| Cross-cultural Communication        | 2  | 3    |
| Management Information Systems      | 4  | 6    |
| Marketing                           | 4  | 6    |
| Professional Foreign language I     | 4  | 6    |

| B_Vz_P_ENG_3                       |    |      |
|------------------------------------|----|------|
| Management - third year (Bachelor) | KP | ECTS |
| Innovation Management              | 4  | 6    |
| Digital Marketing                  | 2  | 3    |
| Project Management                 | 4  | 6    |
| International Economics            | 4  | 6    |
| Leadership                         | 2  | 3    |
| International Marketing and Trade  | 2  | 3    |

| B_M_P_Eng_2                       |    |      |
|-----------------------------------|----|------|
| Marketing - first year (Bachelor) | KP | ECTS |
| Marketing planning                | 4  | 6    |
| Sales management                  | 4  | 6    |
| Marketing communication           | 4  | 6    |
| Branding                          | 4  | 6    |

| B_Ek_P_Eng_2                                |    |      |
|---|----|------|
| Business Economics - second year (Bachelor) | KP | ECTS |
| Transport logistics                         | 4  | 6    |
| Information science of economics            | 4  | 6    |
| Financial Accounting                        | 4  | 6    |

| M_Bv_P_Eng_1                     |    |      |
|----------------------------------|----|------|
| Business Administration (Master) | KP | ECTS |
| Intellectual Property Protection | 4  | 6    |
| Business Value Management        | 4  | 6    |
| Corporate Finance Management     | 4  | 6    |
| Start-ups Management             | 4  | 6    |
| Design Thinking                  | 4  | 6    |

| M_Bv_P_Eng_2                                       |    |      |
|--|----|------|
| Business Administration (Master)                   | KP | ECTS |
| Research Methods and Organization of Academic Work | 4  | 6    |
| Cross-cultural Communication                       | 4  | 6    |
| Digital economics and Society Index                | 4  | 6    |
| International Law                                  | 4  | 6    |
| Marketing Management                               | 4  | 6    |

| M_AE_P_Eng_2  |    |      |
|---|----|------|
| Circular economy and social entrepreneurship (Master) | KP | ECTS |
| Circular Economy                                      | 4  | 6    |
| Academic English                                      | 4  | 6    |

| M_Pv_P_1_Eng                                       |    |      |
|--|----|------|
| International cultural project management (Master) | KP | ECTS |
| International project management                   | 4  | 6    |
| International cultural policy                      | 4  | 6    |
| Strategical and change management                  | 4  | 6    |
| International Law                                  | 4  | 6    |
| Leadership and personal branding                   | 4  | 6    |

| M_Pv_P_2_Eng                                       |    |      |
|--|----|------|
| International cultural project management (Master) | KP | ECTS |
| Marketing Strategy and Competitive Positioning     | 4  | 6    |
| Intellectual Property Rights                       | 4  | 6    |

| PB_It_P_Eng_1                                  |    |      |
|--|----|------|
| Information Technologies - (Bachelor)          | KP | ECTS |
| Legal Regulation of Entrepreneurship           |    | 9    |
| Introduction to Entrepreneurship               |    | 3    |
| Computer systems organization and architecture |    | 5    |
| Foreign Language in Computer Science           |    | 4    |
| Application Software                           |    | 4    |
| Web Programming I                              |    | 5    |

| PB_It_P_Eng_2 |  |  |
|---------------|--|--|
|---------------|--|--|

| <b>Information Technologies - (Bachelor)</b> | <b>KP</b> | <b>ECTS</b> |
|--|-----------|-------------|
| E-business                                   |           | 3           |
| Research Methodology                         |           | 3           |
| Data Structures and Algorithms               |           | 4           |
| Programming II                               |           | 5           |

| <b>PB_It_P_Eng_3</b>                         |           |             |
|--|-----------|-------------|
| <b>Information Technologies - (Bachelor)</b> | <b>KP</b> | <b>ECTS</b> |
| Software Engineering                         | 4         | 6           |
| Mobile application development (iOS)         | 2         | 3           |
| Mobile application development (Android)     | 2         | 3           |
| System Modelling basics                      | 4         | 6           |
| WEB Content Management Systems               | 2         | 3           |
| Business Management basics                   | 2         | 3           |
| Presentation skills                          | 2         | 3           |

| <b>PB_It_P_Eng_4</b>                           |           |             |
|--|-----------|-------------|
| <b>Information Technologies - (Bachelor)</b>   | <b>KP</b> | <b>ECTS</b> |
| Programming Languages                          | 2         | 3           |
| System Modelling basics                        | 4         | 6           |
| Probability Theory and Mathematical Statistics | 4         | 6           |
| XML Tehnologies                                | 2         | 3           |

## Microeconomics

|   |  |
|---|--|
| Author/s of the course:   |  |
| Dr. oec. Anna Ābeltiņa  |  |
| Credit points (Latvian):  | ECTS credits:  |
| 4   | 6  |
| Final evaluation form:  |  |
| Examination   |  |
| Study course prerequisites:   |  |
| Knowledge at the secondary school level   |  |
| Study course aim:   |  |
| To provide students with the necessary knowledge, skills and competence acquisition about the substance of microeconomics and its role in the economy.  |  |
| Study course learning outcomes (knowledge, skills, competences):  |  |
| <div><div>1.</div><div>Know the substance, meaning and concepts of microeconomic theory.</div></div> <div><div>2.</div><div>Able to solve practical tasks in accordance with the acquired theoretical knowledge.</div></div> <div><div>3.</div><div>Able to critically analyze problems at the level of branch, company and household.</div></div> <div><div>4.</div><div>Able to provide arguments in discussion using microeconomic concepts and theory.</div></div> <div><div>5.</div><div>Able to apply microeconomic instruments in order to achieve various objectives.</div></div> |  |
| The required study course content to achieve the learning outcomes (Study course thematic plan):  |  |
| 1.  | Microeconomic theory: the substance and key concepts.                    |
| 2.  | Demand, supply and their types of flexibility.                           |
| 3.  | Consumer market behavior methodology.                                    |
| 4.  | Production theory. Costs and their types. Profit and the company's goal. |
| 5.  | Market and competition. Market forms.                                    |
| 6.  | Manufacturing resource (factor) market specifics.                        |

| <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.   | Microeconomic theory: the substance and key concepts. <ul style="list-style-type: none"> <li>• Economic theory as a science.</li> <li>• Necessities, product, factors of production.</li> <li>• Economic systems.</li> <li>• Economic turnover.</li> <li>• Economical principle.</li> </ul> | 8   | 4                 | 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* |
| 2.   | Demand, supply and their types of flexibility. <ul style="list-style-type: none"> <li>• Demand function. Demand factors.</li> <li>• Supply function. Supply factors.</li> <li>• Market balance.</li> <li>• Demand and supply elasticity analysis.</li> </ul>   | 8   | 4                 | 2   |
| 3.   | Consumer market behavior methodology. <ul style="list-style-type: none"> <li>• Utility of goods - total and marginal utility.</li> <li>• Cardinal and ordinal utility.</li> <li>• Gossen's laws.</li> <li>• Indifference curve and the budget line. Consumer choice.</li> </ul>  | 8   | 4                 | 1   |
| 4.   | Production theory. Costs and their types. Profit and the company's goal. <ul style="list-style-type: none"> <li>• Production function.</li> <li>• Manufacturer balance.</li> <li>• Cost theory. The short-term costs of production and their types.</li> <li>• Long-term production costs.</li> <li>• Practical application of costs.</li> </ul> | 10  | 4                 | 4   |
| 5.   | Market and competition. Market forms. <ul style="list-style-type: none"> <li>• Competition and market structure.</li> <li>• Perfect competition characteristics.</li> <li>• Market monopoly and monopolistic ways.</li> <li>• Monopolistic market.</li> <li>• Oligopoly: the essence, models, effects.</li> </ul>                                | 8   | 4                 | 2   |
| 6.   | Manufacturing resource (factor) market specifics. <ul style="list-style-type: none"> <li>• Labor market.</li> <li>• Capital market.</li> <li>• Land (natural factors) market.</li> </ul>   | 6   | 4                 | 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>All forms of studies</i>   | 1. The acquisition of microeconomic theory issues.<br>2. Find a solution for a given microeconomic problem/task, support the chosen solution with microeconomic theory conclusions.<br>3. Prepare discussion report on a certain microeconomic theory question, support opinion and critically substantiate the statements. | Presentation<br><br>2 quizzes<br><br>2 seminars |

|  |  |  |
|--|--|--|
|  | Read independently sources 1, 2, 3 from the mandatory literature list, and prepare a discussion report on the given issue of microeconomic theory. |  |
|--|--|--|

Structure of the study course:

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

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<br>(from 40% to 64%)                 | Average level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)   | Excellent level<br>(10)<br>(from 95% to 100%)                                     |
| 1.  | Understand the essence and basic concepts of microeconomics. | Independent work<br>Seminar<br>Examination | Understand 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 microeconomic indicators.                     | Independent work<br>Seminar<br>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 microeconomic indicators in problem-solving. | Have a good grasp of key microeconomic indicators                                 |
| 3.  | Able to solve practical tasks in accordance with the         | Independent work<br>Quizzes                | Able to apply the acquired knowledge independently | Able to apply the acquired knowledge independently in  | Able to deal with different level practical tasks independently.              | Able to solve practical tasks freely and creatively.                              |

|    |   |                                       |  |   |   |  |
|----|---|---------------------------------------|--|---|---|--|
|    | acquired theoretical knowledge.   | Examination                           | to solve certain microeconomic problems.   | solving microeconomic problems.   |   |  |
| 4. | Able to critically analyze problems at the levels of branch, company and household. | Discussion,<br>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 microeconomics.      | Discussion<br>Presentation<br>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 their views. | Excellent argumentative and oratorical skills.   |

#### Literature and other sources of information:

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

1. Krugman P., Wells R. (2018). *Microeconomics*. Macmillan Education, New – York.
2. Mankiw, N., G., Taylor M., P. (2017). *Economics*. Cengage Learning
3. Nešpors V. (2015). *Mikroekonomikasteorijaspamati*. RTU Izdevniecība, Rīga.

##### **Further reading**

1. Frank R. (2006). *Microeconomics and behavior*. McGraw-Hill/Irwin, London.
2. Gods U. (2008). *Mikroekonomika*. Biznesa augstskola Turība, Rīga.
3. Dzelmīte M., Volodina M. (2005). *Mikroekonomika*. Izglītības sōji, Rīga.
4. Fedotovs A. (2007). *Mikroekonomika*. BVK, Rīga.
5. Libermanis G. (2007). *Mikroekonomika*. Multineo, Rīga.

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

1. Centrālā statistiskā pārvalde. Electronic resource. Available: [www.csb.gov.lv](http://www.csb.gov.lv)
2. Latvijas Ekonomikas ministrija. Electronic resource. Available: [www.em.gov.lv](http://www.em.gov.lv)
3. Latvijas Finanšu ministrija. Electronic resource. Available: [www.fm.gov.lv](http://www.fm.gov.lv)
4. Latvijas Banka. Electronic resource. Available: [www.bank.lv](http://www.bank.lv)
5. Latvijas Nacionālā bibliotēka. Ekonomika. E- resursu avoti. Electronic resource. Available: <https://www.lnb.lv/lv/nozaru-celvedis/ekonomika>
6. Zinātnisko žurnālu datubāze EBSCO. Electronic resource. Available: [www.search.ebscohost.com](http://www.search.ebscohost.com)
7. Zinātnisko publikāciju, konferenču materiāli. Electronic resource. Available: <http://www.researchgate.net/>
8. Zinātnisko publikāciju, konferenču materiāli. LLU. Electronic resource. Available: <http://www.llu.lv/lv/konferences>



### Labor, environmental and civil protection

|   |  |
|---|--|
| <b>Author/s of the course:</b>  |  |
| Mg.da.,ing., adjunct lecturer Mārtiņš Pužuls  |  |
| <b>Credit points (Latvian):</b>   | <b>ECTS credits:</b>   |
| 2   | 3  |
| <b>Final evaluation form:</b>   |  |
| <b>Examination</b>  |  |
| <b>Study course prerequisites:</b>  |  |
| Secondary education requirements in physics, mathematics, biology, anatomy  |  |
| <b>Study course aim:</b>  |  |
| To provide students with the necessary knowledge, skills and competence acquired in the field of labor, environmental and civil protection.   |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>   |  |
| <ol style="list-style-type: none"> <li>1. Understand labor protection system in the EU and the country.</li> <li>2. Understand basic principles of the environmental and civil protection system.</li> <li>3. Able to create a labor protection system in the company.</li> <li>4. Able to perform the environmental risk assessment of their profession.</li> <li>5. Able to manage labor protection training processes in the company.</li> </ol> |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>   |  |
| 1.  | Labor protection laws and regulations. Situation in the country regarding the field of labor protection.         |
| 2.  | The internal monitoring of work environment. Identification and assessment of risks related to work environment. |
| 3.  | Action plan. Accidents at work and occupational diseases.  |
| 4.  | Electric safety. Fire protection.  |
| 5.  | Civil protection and disaster management.  |
| 6.  | Environmental protection basics.   |

| <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 * |
| 7.   | Labor protection laws and regulations. Situation in the country regarding the field of labor protection.        | 4   | 2                 |  |
| 8.   | The internal monitoring of work environment. Determination and assessment of risks related to work environment. | 12  | 6                 |  |
| 9.   | Action plan. Accidents at work and occupational diseases.   | 2   | 2                 |  |
| 10.  | Electric safety. Fire protection.   | 2   | 1                 |  |
| 11.  | Civil protection and disaster management.   | 3   | 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 * |
| 12.  | Environmental protection basics. | 1   | 1                 |  |
| <b>Total:</b>  |                                  | <b>24</b>   | <b>16</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><br>1. Labor protection situation in the student's chosen field or business or company.<br>2. Identifying risk factors in a particular work environment.  | Essay<br>Independent work |
|                               | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>Study the 1st, the 2nd, the 3rd sources from the mandatory source list and 1.-5. from the other sources of information list of specific topics.            |                           |
| Part-time studies             | <i>Independent / Practical assignment's brief description:</i><br>1. Labor protection situation in the student's chosen field or business or company.<br>2. Description and analysis of possible disasters in the student's place of residence.                   | Essay<br>Description      |
|                               | <i>Mandatory literature reading and/or audio and video material for listening/ watching brief description:</i><br>Study the 1st, the 2nd, the 3rd sources from the mandatory source list and 1.-5. from the other sources of information list of specific topics. |                           |

| 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                                      | 32    | 32                                 | 16  | 80                        |
| Part-time                      | 16  | 6   | 2                                      | 24    | 32                                 | 24  | 80                        |

| Evaluation of the study course learning outcomes:  |   |                                |   |  |   |  |
|--|---|--------------------------------|---|--|---|--|
| <p>Students, during the study course, successfully have to complete <b>two</b> independent work assignments, have to participate in <b>two</b> seminars, have to attend <b>70%</b> of the lectures and <b>have to pass</b> the exam.</p> <p>The final score is a combination of:</p> <ul style="list-style-type: none"> <li>30% of the total exam evaluation consisting of the average evaluation of the independent work done during the semester;</li> <li>70% of the total exam evaluation consists of the exam score.</li> </ul> |   |                                |   |  |   |  |
| No.  | Learning outcome:   | Evaluation method/s            | Evaluation criteria   |  |   |  |
|  |   |                                | Minimum level<br>(from 40% to 64%)  | Average level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)   | Excellent level (10)<br>(from 95% to 100%)   |
| 1.   | Understand labor protection system in the EU and the country.                     | Essay.<br>Practical work.      | Partly understand labor protection system.                                | Have mastery of the key system operating principles.                                 | Able to understand the key processes of the labor protection system. This is reflected in practical work. | Excellently done practical work. Completely understand the formation of labor protection system and the performance differences in the EU.                   |
| 2.   | Able to create a labor protection system in the company.                          | Discussion.                    | Partly understand labor protection system in the company.                 | Have mastery of the key labor protection system operating principles in the company. | Able to understand the key processes of the labor protection system. This is reflected in practical work. | Excellently done practical work. Completely understand the formation of labor protection system in the company.  |
| 3.   | Able to perform the environmental risk assessment of their profession.            | Practical work.<br>Seminar.    | Partly understand work environment risk nature and their evaluation.      | Have mastery of the main conditions to identify risks in work environment.           | Understand the work environment risk assessment processes. Can explain the substance of these processes.  | Understand the work environment risk detection techniques. Able to analyze and explain with supporting details the work environment risk assessment results. |
| 4.   | Able to manage labor protection training processes in the company.                | Practical work.<br>Discussion. | Partly understand the need for training in the field of labor protection. | Have mastery of the main principles of creating labor protection training system.    | Able to organize and write labor protection instructions for certain jobs.                                | Have mastery of training system's designing principles. Able to analyze flexibly and with supporting details the elements of the system.                     |
| 5.   | Understand the basic principles of the environmental and civil protection system. | Discussion.<br>Practical work. | Partially understand civil protection and disaster                        | Have understanding of civil  | Understand the basic principles of the civil  | Have mastery of civil protection system formation and its operational  |

|  |  |  |   |   |   |   |
|--|--|--|---|---|---|---|
|  |  |  | management principles and environmental principles. | protection processes. Have understanding of the basic principles of environmental protection. | protection system formation. Understand the basic principles of environmental protection. | procedures in the country. Can clarify with supporting details the operation of elements of the system. |
|--|--|--|---|---|---|---|

#### Literature and other sources of information:

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

1. Kaļķis V., Roja Ž., Kaļķis H. (2015). Arodveselība un riski darbā. Medicīnas apgāds. Rīga, 533
2. Darba drošība.(2010). LBAS.LM.,278
3. Ergonomika darbā.(2010). LBAS.LM.190
4. Kusiņš J., Kļava G. Civilā aizsardzība. (2011) SIA Drukātava, 124
5. Nikodemus O., Brumelis G. Dabas aizsardzība.(2015) LU Akadēmiskais apgāds, 288

##### **Further reading**

1. Darba higiēna.(2010) LBAS.LM., Rīga, 179
2. Psihosociālā darba vide.(2010) LBAS, LM,Rīga, 156
3. Darba apstākļi un veselība darbā. (2010) LBAS, LM,Rīga, 167
4. Darba aizsardzība uzņēmumā. Palīgs jaunajam komersantam.(2013) LDDK, Rīga, 48.lpp CD komplektā.

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

1. Darba aizsardzības likums (spēkā esošā redakcija). Passed: 20.06.2001. Published: Latvijas Vēstnesis, 06.07.2001. Nr.105(2492)
2. Likums "Civilās aizsardzības un katastrofas pārvaldīšanas likums" ( spēkā esošā redakcija) Passed: 05.05.2016. Published: Latvijas Vēstnesis 25.05.2016. Nr. 100(5672)
3. Ministru kabineta noteikumi Nr.238 "Ugunsdrošības noteikumi" (spēkā esošā redakcija) Passed: 19.04.2016. Published: Latvijas Vēstnesis 22.04.2016. Nr.78(5650)
4. [www.osha.lv](http://www.osha.lv)
5. [www.vdi.gov.lv](http://www.vdi.gov.lv)
6. [www.lm.gov.lv](http://www.lm.gov.lv)
7. [www.vugd.gov.lv](http://www.vugd.gov.lv)
8. [www.varam.gov.lv](http://www.varam.gov.lv)

## LEGAL REGULATION OF ENTREPRENEURSHIP

|   |   |
|---|---|
| <b>Author/-s of the study course:</b>   |   |
| Mg. iur., mg.oec.TatjanaDžugleja  |   |
| <b>Credits (Latvian):</b>   | <b>ECTS:</b>  |
| 6   | 9   |
| <b>Final evaluation form:</b>   |   |
| Exam  |   |
| <b>Study course prerequisites:</b>  |   |
| Not necessary.  |   |
| <b>Study course aim:</b>  |   |
| To provide students with the necessary knowledge, skills and competences on drafting of documents, legal force of documents, introduction into law system, labour law, social protection of employees and the essence of commercial law and create an understanding of the practical application of the law norms.  |   |
| <b>Study course learning outcomes (Knowledge, Skills, Competencies):</b>  |   |
| <ol style="list-style-type: none"> <li>1. Be able to draw up and prepare, analyse and use documents and also electronic documents. Be able to use computer programs and other information technologies.</li> <li>2. Understand the essence of introduction into Law, principles of law, methods and content. Understand the peculiarities of the translation of legal norms and their practical application in the legal field.</li> <li>3. Be able to realize the essence of introduction into labour and social law, principles, methods and content. Understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field.</li> <li>4. Understand the essence of commercial law, principles, methods and content. Be able to analyse, select and apply commercial normative legal acts in practice.Be guided in matters of commercial transactions and legal protection of commercial transactions.</li> <li>5. Be able to collect, select, summarize and analyse legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies.</li> <li>6. Be able to argue and present your point of view in legal issues.</li> </ol> |   |
| <b>Study course thematic plan:</b>  |   |
| 1.  | Introduction into drawing up and preparing documents.Legal force of documents. Working with documents. Electronic documents.                                      |
| 2.  | Introduction into law. Latvian law system.  |
| 3.  | Introduction into Labour law. Principles of labour legal relations. Employment contract. termination of an employment contract.                                   |
| 4.  | Latvian social law system. Social security and insurance.   |
| 5.  | Introduction into Commercial law. Commercial law system and its basic principles. The Register of Enterprises of the Republic of Latvia. Commercial Transactions. |

| <b>Study course calendar plan:</b> |   |  |                   |  |
|------------------------------------|---|--|-------------------|--|
| No.                                | Topic   | Lecture contacthours (incl. seminars, discussions) |                   |  |
|                                    |   | full-time studies                                  | part-time studies | part-time studies with e - learning elements |
| 13.                                | Introduction into drawing up and preparing documents. Legal force of documents. Working with documents. Electronic documents.                                     | 12   | 6                 | 3  |
| 14.                                | Introduction into law. Latvian law system.  | 16   | 8                 | 4  |
| 15.                                | Introduction into Labour law. Principles of labour legal relations. Employment contract. termination of an employment contract.                                   | 18   | 9                 | 4  |
| 16.                                | Latvian social law system. Social security and insurance.   | 6  | 3                 | 2  |
| 17.                                | Introduction into Commercial law. Commercial law system and its basic principles. The Register of Enterprises of the Republic of Latvia. Commercial Transactions. | 20   | 10                | 5  |
| <b>Total:</b>                      |   | <b>72</b>  | <b>36</b>         | <b>18</b>                                    |

| <b>Independent work description:</b> |   |  |
|--------------------------------------|---|--|
| Study form                           | Type of independent work  | Form of control                          |
| full-time studies                    | Work out independently various types of management and household documents.   | Individual work                          |
|                                      | Summarize information about essence, principles and content of legal system of Latvia.  | Tasks, team work, discussions            |
|                                      | Summarize information about establishment of employment legal relationships, preconditions for establishment of employment legal relationships, entering into an employment contract. | Tasks, discussions<br>Test               |
|                                      | Analyse the principles of operation of commercial companies, to identify problematic issues and their solutions in practice.  | Report (presentation)<br>Test<br>Seminar |
|                                      | Final practical work about study course (detailed answers and opinions on the questions asked).   | Individual work and exam                 |

|  |  |                                  |
|--|--|----------------------------------|
|  | <p>Reading:</p> <p>To study three sources from the list of compulsory sources, two sources from list of additional literature and at least one source from other information sources.</p> <p>Independently read Latvian normative legal acts from the list of these acts on relevant topics.</p> |                                  |
| part-time studies                          | Work out independently various types of management and household documents.  | Individual work                  |
|  | Summarize information about essence, principles and content of legal system of Latvia.   | Team work, discussions           |
|  | Summarize information about establishment of employment legal relationships, preconditions for establishment of employment legal relationships, entering into an employment contract.  | Tasks, discussions<br>Test       |
|  | Analyse the principles of operation of commercial companies, to identify problematic issues and their solutions in practice.   | Report (presentation)<br>Seminar |
|  | Final practical work about study course (detailed answers and opinions on the questions asked).  | Individual work and exam.        |
|  | <p>Reading:</p> <p>To study three sources from the list of compulsory sources, two sources from list of additional literature and at least one source from other information sources.</p> <p>Independently read Latvian normative legal acts from the list of these acts on relevant topics.</p> |                                  |
| part-time studies with e-learning elements | Work out independently various types of management and household documents.  | Individual work                  |
|  | Summarize information about essence, principles and content of legal system of Latvia.   | Tasks                            |

|  |  |                           |
|--|--|---------------------------|
|  | Summarize information about establishment of employment legal relationships, preconditions for establishment of employment legal relationships, entering into an employment contract.  | Test                      |
|  | Analyse the principles of operation of commercial companies, to identify problematic issues and their solutions in practice.   | Report (presentation)     |
|  | Final practical work about study course (detailed answers and opinions on the questions asked).  | Individual work and exam. |
|  | <p>Reading:</p> <p>To study three sources from the list of compulsory sources, two sources from list of additional literature and at least one source from other information sources.</p> <p>Independently read Latvian normative legal acts from the list of these acts on relevant topics.</p> |                           |



| <b>Structure of the study course:</b>      |  |   |                         |   |                           |
|--|--|---|-------------------------|---|---------------------------|
| <i>Study form</i>                          | 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, final evaluation in the course |                         |   |                           |
| full-time studies                          | 72   | 10  | 72                      | 86  | 240                       |
| part-time studies                          | 36   | 10  |                         | 122   |                           |
| part-time studies with e-learning elements | 18   | 10  |                         | 140   |                           |

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

The final assessment of the study course for **full-time students** consists of successfully passed two tests, presented report, participation in the seminar and successfully passed the exam. Final assessment is formed by: 30% assessment of tests, 40% evaluation of the report; 10% participation in the seminar; 20% exam evaluation.

The final evaluation of the study course for **part-time students** consists of successfully completed independent work – thereport, successfully passed onetest, participation in the seminar and successfully passed the exam. Final assessment is formed by: 40% evaluation of the report; 30% assessment of test; 10% participation in the seminar; 20% exam evaluation.

The final evaluation of the study course for **part-time students with e-learning elements** consists of successfully completed independent work – the report, successfully passed one test and successfully passed the exam. Final assessment is formed by: 40% evaluation of the report; 30% assessment of test, 30% exam evaluation.

| No. | Learning outcome  | Evaluation method/-s | Evaluation criteria  |  |   |  |
|-----|---|----------------------|--|--|---|--|
|     |   |                      | Minimum level (40%till64%)   | Average level (65% till 84%)   | High level (85% till 94%)   | Excellent level (95% till100%)   |
| 1.  | Be able to draw up and prepare, analyse and use documents and also electronic documents. Be able to use computer programs and other information technologies. | Individual work      | In general is able to draw up and prepare documents, but difficult to analyse documents, also electronic documents. Difficult to use computer programs and other information technologies. | Able to draw up, analyse and prepare documents, also electronic documents. Able to use computer programs and other information technologies. | Able to draw up, analyse in details and prepare documents, also electronic documents. Able to use computer programs and other information technologies. | Able to draw up, analyse in details and prepare documents, also electronic documents. Very high level of digital competences (using computer programs and other information technologies). |

|    |   |  |  |   |   |   |
|----|---|--|--|---|---|---|
| 2. | Understand the essence of introduction into Law, principles of law, methods and content. Understand the peculiarities of the translation of legal norms and their practical application in the legal field.   | Tasks, team work, discussions            | In general understand the essence of introduction into Law, able no name principles of law, methods and content, but difficult to understand the peculiarities of the translation of legal norms and their practical application in the legal field.                                   | Good understanding of the essence of introduction into Law, principles of law, methods and content. Good understanding of the peculiarities of the translation of legal norms and their practical application in the legal field.                             | Very good understanding of the essence of introduction into Law, principles of law, methods and content. Very good understanding of the peculiarities of the translation of legal norms and their practical application in the legal field.                   | Perfect understanding of the essence of introduction into Law, principles of law, methods and content. Perfect understanding of the peculiarities of the translation of legal norms and their practical application in the legal field.                     |
| 3. | Be able to realize the essence of introduction into labour and social law, principles, methods and content. Understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field.              | Tasks, discussions test                  | In general able realize the essence of introduction into labour and social law, principles, methods and content, but difficult to understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field.                 | Able to realize the essence of introduction into labour and social law, principles, methods and content. Understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field.                 | Able to realize the essence of introduction into labour and social law, principles, methods and content. Very good understanding of the peculiarities of the translation of legal labour and social norms and their practical application in the legal field. | Able to realize the essence of introduction into labour and social law, principles, methods and content. Perfect understanding of the peculiarities of the translation of legal labour and social norms and their practical application in the legal field. |
| 4. | Understand the essence of commercial law, principles, methods and content. Be able to analyse, select and apply commercial normative legal acts in practice. Be guided in matters of commercial transactions and legal protection of commercial transactions. | Report (presentation)<br>Test<br>Seminar | In general understands the essence of commercial law, principles, methods and content. Difficult to analyse, select and apply commercial normative legal acts in practice. In general is guided in matters of commercial transactions and legal protection of commercial transactions. | Good understanding of the essence of commercial law, principles, methods and content. Analyse, select and apply commercial normative legal acts in practice. Is guided in matters of commercial transactions and legal protection of commercial transactions. | Very good understanding of the essence of commercial law, principles, methods and content. Very good analysing, selecting and applying abilities of commercial normative legal acts in practice. Is guided in matters of commercial transactions and          | Perfect understanding of the essence of commercial law, principles, methods and content. Perfect analysing, selecting and applying abilities of commercial normative legal acts in practice. Is guided in matters of commercial transactions and            |

|    |   |                                |  |  |   |   |
|----|---|--------------------------------|--|--|---|---|
|    |   |                                |  |  | legal protection of commercial transactions.  | legal protection of commercial transactions.  |
| 5. | Be able to collect, select, summarize and analyse legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. | Individual work                | In general able to collect, select and summarize legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. Difficult to analyse collected information. | Good abilities of collecting, selecting, summarizing and analysing legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. | Very good abilities of collecting, selecting, summarizing and analysing legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. | Perfect abilities of collecting, selecting, summarizing and analysing legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. |
| 6. | Be able to argue and present your point of view in legal issues.  | Report (presentation), seminar | In general understands the essence of introduction into law, labour and social law, commercial law, but difficult to justify your point of view in some legal issues.  | Good understanding of the essence of introduction into law, labour and social law, commercial law. Able to argue your point of view in some legal issues.  | Very good understanding of the essence of introduction into law, labour and social law, commercial law. Able to argue your point of view in some legal issues.  | Perfect understanding of the essence of introduction into law, labour and social law, commercial law. Able to argue your point of view in some legal issues.  |

| Literature and information sources:                  |   |
|--|---|
| <i>Compulsory literature and information sources</i> |   |
| 1.   | Baikovs A. Introduction into law: lectures outline and control assignments for the non-law students (part-time and distance learning)/ A. Baikov, N. Nikiforov; Baltic International Academy. Riga: Baltic International Academy, 2007 (210 pages). |
| 2.   | Daniels K. Introduction to employment law. CIPD: Kogan Page, 2019 (287 pages).  |
| 3.   | English and European perspectives on contract and commercial law. Oxford and Portland, Oregon: Bloomsbury, 2017 (498 pages).  |
| 4.   | Flogaitis S. Oxford and Portland, Oregon: Hart Publishing, 2017 (105 pages).  |
| 5.   | Jones L. Introduction to business law. Oxford: University press, 2015 (680 pages).  |
| 6.   | Shirley T. Model business letters, e-mails & other business documents =Lietiškovēstuļu, e-pasta un citulietiškodokumentu paraugi. Rīga: Zvaigzne ABC, 2006 (496 pages).   |
| 7.   | Tāre I. Labour law in Latvia. 2nd edition. The Netherlands: Kluwer Law International, 2012 (130 pages).   |
| 8.   | Zasova A., Meļihovs A. Assessment of labour market elasticity in Latvia. Rīga, Latvijas banka, 2005 (59 pages).   |
| <i>Additional literature and information sources</i> |   |
| 1.   | Bingham T. The role of law. Penguin UK: Reprint edition, 2011 (213 pages).  |

|                                     |  |
|-------------------------------------|--|
| 2.                                  | Burrows A. A casebook on contract. 6th Revised edition. Oxford, United Kingdom: <a href="#">Bloomsbury Publishing PLC</a> , 2018 (968 pages).  |
| 3.                                  | Glanville W. Learning the Law. Sweet & Maxwell; 16th edition, 2016 (304 pages).  |
| 4.                                  | Heredero, Ana Gómez. Social security as a human right: the protection afforded by the European Convention on Human Rights. Strasbourg: Council of Europe Publishing, 2007 (67 pages).  |
| 5.                                  | Heredero, Ana Gómez. Social security: protection at the international level and developments in Europe. Strasbourg: Council of Europe Publishing, 2009 (241 pages).  |
| 6.                                  | Kelsen H. General Theory of Law and State. Aldine Transaction, 2005 (556 pages).   |
| 7.                                  | Labour law reforms in Eastern and Western Europe/TomassDavulis. Brussels, Belgium: P.I.E. Peter Lang, 2017 (501 pages).  |
| 8.                                  | Reddy J., Canavan R. Commercial law. New edition. London, United Kingdom: <a href="#">Taylor &amp; Francis Ltd</a> , 2015 (207 pages).   |
| 9.                                  | Social security and the rule of law: [General Survey concerning social security instruments in light of the 2008 Declaration on Social Justice for a Fair Globalization: third item on the agenda: information and reports on the application of conventions and recommendations: report of the Committee of Experts on the Application of Conventions and Recommendations (articles 19, 22 and 35 of the Constitution)]. Geneva: International Labour Office, 2011 (279 pages). |
| 10.                                 | The law of social security. 5 <sup>th</sup> edition. London: Butterworths, 2002 (805 pages).   |
| <b>Latvian normative legal acts</b> |  |
| 1.                                  | 13.04.2000. Commercial Law. Available: <a href="https://likumi.lv/ta/en/id/5490-the-commercial-law">https://likumi.lv/ta/en/id/5490-the-commercial-law</a>   |
| 2.                                  | 14.10.1998. Civil Procedure Law. Available: <a href="https://likumi.lv/ta/en/en/id/50500">https://likumi.lv/ta/en/en/id/50500</a>  |
| 3.                                  | 31.10.2002. Electronic Documents Law. Available: <a href="https://likumi.lv/ta/en/en/id/68521">https://likumi.lv/ta/en/en/id/68521</a>   |
| 4.                                  | 04.11.1950. European Convention on Human rights. Available: <a href="https://www.echr.coe.int/Documents/Convention_ENG.pdf">https://www.echr.coe.int/Documents/Convention_ENG.pdf</a>  |
| 5.                                  | 23.03.2000. Group of Companies Law. Available: <a href="https://likumi.lv/ta/en/en/id/4423">https://likumi.lv/ta/en/en/id/4423</a>   |
| 6.                                  | 20.06.2001. Labour Law. Available: <a href="https://likumi.lv/ta/en/id/26019-labour-law">https://likumi.lv/ta/en/id/26019-labour-law</a>   |
| 7.                                  | 26.09.2002. Labour Dispute Law. Available: <a href="https://likumi.lv/ta/en/en/id/67361">https://likumi.lv/ta/en/en/id/67361</a>   |
| 8.                                  | 07.12.1984. Latvian Administrative Violations Code. Available: <a href="https://likumi.lv/ta/en/en/id/89648">https://likumi.lv/ta/en/en/id/89648</a>   |
| 9.                                  | 15.12.1992. Law On Judicial Power. Available: <a href="https://likumi.lv/ta/en/en/id/62847">https://likumi.lv/ta/en/en/id/62847</a>  |
| 10.                                 | 06.05.2010. Law On Legal Force of Documents. Available: <a href="https://likumi.lv/ta/en/en/id/210205">https://likumi.lv/ta/en/en/id/210205</a>  |
| 11.                                 | 31.05.2012. Law On Official Publications and Legal Information. Available: <a href="https://likumi.lv/ta/en/en/id/249322">https://likumi.lv/ta/en/en/id/249322</a>   |
| 12.                                 | 07.09.1995. Law On Social Security. Available: <a href="https://likumi.lv/ta/en/en/id/36850">https://likumi.lv/ta/en/en/id/36850</a>   |
| 13.                                 | 31.10.2002. Law On State Social Allowances. Available: <a href="https://likumi.lv/ta/en/en/id/68483">https://likumi.lv/ta/en/en/id/68483</a>   |
| 14.                                 | 01.10.1997. Law On State Social Insurance. Available: <a href="https://likumi.lv/ta/en/en/id/45466">https://likumi.lv/ta/en/en/id/45466</a>  |
| 15.                                 | 20.11.1990. Law On the Enterprise Register of the Republic of Latvia. Available: <a href="https://likumi.lv/ta/en/en/id/72847">https://likumi.lv/ta/en/en/id/72847</a>   |
| 16.                                 | 06.04.2006. Ombudsman Law. Available: <a href="https://likumi.lv/ta/en/en/id/133535">https://likumi.lv/ta/en/en/id/133535</a>  |
| 17.                                 | 06.11.1995. On Maternity and Sickness Insurance. Available: <a href="https://likumi.lv/ta/en/en/id/38051">https://likumi.lv/ta/en/en/id/38051</a>  |
| 18.                                 | 28.01.1937. The Civil Law. Available: <a href="https://likumi.lv/ta/en/en/id/225418">https://likumi.lv/ta/en/en/id/225418</a>  |
| 19.                                 | 15.02.1922. The Constitution of the Republic of Latvia. Available: <a href="https://likumi.lv/ta/en/en/id/57980">https://likumi.lv/ta/en/en/id/57980</a>   |
| 20.                                 | 17.06.1998. The Criminal Law. Available: <a href="https://likumi.lv/ta/en/en/id/88966">https://likumi.lv/ta/en/en/id/88966</a>   |
| <b>Other information sources</b>    |  |
| 1.                                  | Council Directive 91/383/EEC of 25 June 1991 supplementing the measures to encourage improvements in the safety and health at work of workers with a fixed- duration employment relationship or a temporary employment relationship.   |
| 2.                                  | Council Directive 91/533/EEC of 14 October 1991 on an employer's obligation to inform employees of the conditions applicable to the contract or employment relationship.   |
| 3.                                  | Council Directive 92/85/EEC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding (tenth individual Directive within the meaning of Article 16 (1) of Directive 89/391/EEC).  |
| 4.                                  | Council Directive 94/33/EC of 22 June 1994 on the protection of young people at work.  |
| 5.                                  | Directive 2014/67/EU of the European Parliament and of the Council of 15 May 2014 on the enforcement of Directive 96/71/EC concerning the posting of workers in the framework of the provision of services and amending Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System ('the IMI Regulation').  |

|     |   |
|-----|---|
| 18. | Directive 2014/54/EU of the European Parliament and of the Council of 16 April 2014 on measures facilitating the exercise of rights conferred on workers in the context of freedom of movement for workers.   |
| 7.  | Eleventh Council Directive 89/666/EEC of 21 December 1989 concerning disclosure requirements in respect of branches opened in a Member State by certain types of company governed by the law of another State.  |
| 8.  | Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on single-member private limited liability companies.  |
| 9.  | Failure of a Member State to fulfil obligations - Directive 2005/56/EC - Cross-border mergers of limited liability companies - Failure to transpose within the prescribed period.   |
| 10. | Directive 2001/29/EC of the European Parliament and of the Council of 22 May 2001 on the harmonisation of certain aspects of copyright and related rights in the information society.   |
| 11. | Directive 2001/84/EC on the resale right for the benefit of the author of an original work of art.  |
| 12. | Directive 2004/48/EC of the European Parliament and of the Council of 29 April 2004 on the enforcement of intellectual property rights.   |
| 13. | Directive 2011/77/EU of the European Parliament and of the Council of 27 September 2011 amending Directive 2006/116/EC on the term of protection of copyright and certain related rights.   |
| 14. | Directive 2012/28/EU of the European Parliament and of the Council of 25 October 2012 on certain permitted uses of orphan works Text with EEA relevance.  |
| 15. | Directive 2014/26/EU of the European Parliament and of the Council of 26 February 2014 on collective management of copyright and related rights and multi-territorial licensing of rights in musical works for online use in the internal market Text with EEA relevance.   |
| 16. | Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data.  |
| 17. | Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).   |
| 18. | Labour law: its role, trends and potential, source: <a href="https://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@actrav/documents/publication/wcms_111442.pdf">https://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@actrav/documents/publication/wcms_111442.pdf</a>   |
| 19. | Perspectives on labour economics for development, source: <a href="https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_190112.pdf">https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_190112.pdf</a>   |
| 20. | Shaw Malcolm N. International law. 5 <sup>th</sup> edition. <a href="http://pc-freak.net/international_university_college_files/Cambridge%20University%20Press%20-%20Malcolm%20N.%20Shaw%20-%20International%20Law,%205th%20Edition.pdf">http://pc-freak.net/international_university_college_files/Cambridge%20University%20Press%20-%20Malcolm%20N.%20Shaw%20-%20International%20Law,%205th%20Edition.pdf</a> |
| 21. | Termination of employment instruments, source: <a href="https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/meetingdocument/wcms_153602.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/meetingdocument/wcms_153602.pdf</a>  |

## 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>   |
| 6   | 9   |
| <b>Test form:</b>   |   |
| <b>Examination</b>  |   |
| <b>Study course prerequisites:</b>  |   |
| None  |   |
| <b>Course objectives are:</b>   |   |
| To provide the students the necessary knowledge, skills and competence in management.   |   |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |   |
| <ol style="list-style-type: none"> <li>1. Knows the key principles of organisation management and management theories</li> <li>2. Knows the choice of strategies, their economic preconditions, the feasibility of determining suitability and performance, the decision-making criteria</li> <li>3. Knows how to apply management science terminology to academic and professional needs</li> <li>4. Can find information on topical research in the field of management</li> <li>5. Knows how to obtain data on the management process and their quantitative and qualitative characteristics</li> <li>1. 6. Capable of identifying problems independently in the area of business management</li> <li>2. 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 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 nature and role of management in the function of the organisation, its main principles and processes. The nature of the organisation, its functional and developmental relationships.   |
| 2.  | The concept of efficiency of management, the nature of internal and external environmental analysis. Organisation management audit.   |
| 3.  | Management idea evolution and key authorities. Current trends in today's business environment.  |
| 4.  | The planning process in the company. Organisation and business strategy. Planning philosophy in a changing environment and its hierarchical levels.   |
| 5.  | The organising process in the company. Conceptual organisation and coordination of organisational resources. Forms and parameters of organisation structure. The size and life cycle of the organisation in its construction.   |
| 6.  | Motivation in the company, its importance, principles and methods. The essence and concepts of motivation. The essence of the motivation system and its analysis company X  |
| 7.  | The role of control and assessment processes in management, their nature, their organizational forms and methods. The target management approach.   |
| 8.  | The company's external environment, its elements and models. Outside business, external environmental research opportunities and company adaptation mechanisms.   |
| 9.  | The evolution of strategic leadership, strategy development phases and strategic decision parameters. The process of developing the strategy. Transforming strategy into the operational objectives.  |
| 10.   | The types of company's strategies, their advantages and risks, suitability detection options. Economic prerequisites for the competition and development strategy. Assessing business feasibility and perspectives. Analysis of market trends, supply and demand, price and cost analysis, risk assessment, success forecast. |
| 11.   | Target programme method. Goals tree. The principles and performance indicators of the targets. The decision tree. Decision making under conditions of uncertainty and probability, calculation of anticipated value. Network planning, its principles, development technique and graphical solution.                          |

|     |  |
|-----|--|
| 12. | Company internal environment, analysis and management of its elements. Power, ethics and policy in organisations, their main research.   |
| 13. | Manager's role in management. Leadership theories Management styles. The manager's more relevant competencies, functions and roles in the organisation.  |
| 14. | Organisational culture role in organisation functioning. The organization's cultural typologies, levels and elements, their research and management options.   |
| 15. | The role of communication in managing the company. Communication modes, channels and tools. Patterns of internal communication, typical shortcomings and ways to prevent them. Organisation structure from the perspective of information movements. |
| 16. | Team role in company management. The team types, principles for building and managing, and the criteria for effective functioning. The role of conflicts in organisations, their types, management and resolution options.                           |
| 17. | Managing time and stress in organisations. Stress reasons, phases and mitigation options. The nature and prevention of professional burn-out. Time management traditional and modern concepts, their features and effectiveness.                     |
| 18. | Organisation development and management of change. The strategic importance of change, its types, levels and phases. Organisational and communicative aspect of change, evaluation of their results.   |

#### 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* |
| 19. | The nature and role of management in the function of the organisation, its main principles and processes. The nature of the organisation, its functional and developmental relationships.                                     | 4  | 2                 | 1   |
| 20. | The concept of efficiency of management, the nature of internal and external environmental analysis. Organisation management audit.   | 4  | 2                 | 1   |
| 21. | Management idea evolution and key authorities. Current trends in today's business environment.  | 4  | 2                 | 1   |
| 22. | The planning process in the company. Organisation and business strategy. Planning philosophy in a changing environment and its hierarchical levels.   | 4  | 2                 | 1   |
| 23. | The organising process in the company. Conceptual organisation and coordination of organisational resources. Forms and parameters of organisation structure. The size and life cycle of the organisation in its construction. | 4  | 2                 | 1   |
| 24. | Motivation in the company, its importance, principles and methods. The essence and concepts of motivation. The essence of the motivation system and its analysis company X  | 4  | 2                 | 1   |
| 25. | The role of control and assessment processes in management, their nature, their organizational forms and methods. The target management approach.   | 4  | 2                 | 1   |
| 26. | The company's external environment, its elements and models. Outside business, external environmental research opportunities and company adaptation mechanisms.   | 4  | 2                 | 1   |



| 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* |
| 27.  | The evolution of strategic leadership, strategy development phases and strategic decision parameters. The process of developing the strategy. Transforming strategy into the operational objectives.  | 4  | 2                 | 1   |
| 28.  | The types of company's strategies, their advantages and risks, suitability detection options. Economic prerequisites for the competition and development strategy. Assessment of business feasibility and perspectives. Analysis of market trends, supply and demand, price and cost analysis, risk assessment, success forecast. | 4  | 2                 | 1   |
| 29.  | Target programme method. Goals tree. The principles and performance indicators of the targets. The decision tree. Decision making under conditions of uncertainty and probability, calculation of anticipated value. Network planning, its principles, development technique and graphical solution.                              | 4  | 2                 | 1   |
| 30.  | Company internal environment, analysis and management of its elements. Power, ethics and policy in organisations, their main research.  | 4  | 2                 | 1   |
| 31.  | Manager's role in management. Leadership theories Management styles. The manager's more relevant competencies, functions and roles in the organisation.   | 4  | 2                 | 1   |
| 32.  | Organisational culture role in organisation functioning. The organization's cultural typologies, levels and elements, their research and management options.  | 4  | 1                 | 0.5   |
| 33.  | The role of communication in managing the company. Communication modes, channels and tools. Patterns of internal communication, typical shortcomings and ways to prevent them. Organisation structure from the perspective of information movements.  | 4  | 1                 | 0.5   |
| 34.  | Team role in company management. The team types, principles for building and managing, and the criteria for effective functioning. The role of conflicts in organisations, their types, management and resolution options.  | 4  | 1                 | 0.5   |
| 35.  | Managing time and stress in organisations. Stress reasons, phases and mitigation options. The nature and prevention of professional burn-out. Time management traditional and modern concepts, their features and effectiveness.  | 4  | 1                 | 0.5   |
| 36.  | Organisation development and management of change. The strategic importance of change, its types, levels and phases. Organisational and communicative aspect of change, evaluation of their results.  | 4  | 2                 | 1   |
| Total:   |   | 72   | 32                | 16  |



| Description of the independent tasks: |  |  |
|---------------------------------------|--|--|
| Study form                            | Type of independent assignment   | Type of control  |
| <i>Full-time studies</i>              | 1) Analysis of an enterprise's internal and external environment in a real case with 3 strategic management tools<br><br>2) Audit of management processes following pre-defined parameters to one real case<br><br>3) Goal tree development<br><br>4) Analysis of problematic case in strategic management<br><br>5) Analysis of the current article from electronic databases in management (topic by student's choice)   | Presentation, discussion<br><br><br>Presentation, discussion<br><br>Submitting a task in a written form<br>Presentation, discussion<br>Presentation, discussion<br>Quiz, test            |
|                                       | Compulsory reading:<br>1) Source 1. (part 1, pp. 7 - 27; part 2, pp. 36 - 56; part 3, pp. 68 – 88; part 4, pp. 100 – 130, part 7, pp. 210 - 230)<br>2) Source 2 (part 1, pp. 4 - 37; part 7, pp. 243 - 281; part 13, pp. 498 - 533)<br>3) Source 3. (Section 1, pp. 1 -25, section 2, pp. 30 – 55, section 3, pp. 57 – 95, section 5, pp.124 - 157, section 6, pp. 161 – 181, section 7, pp. 184 – 205, section 8, pp. 208 - 228, section 9, pp. 230 - 255, section 13, pp. 359 – 397)   |  |
| <i>Part-time studies</i>              | 1) Analysis of an enterprise's internal and external environment in a real case with 3 strategic management tools<br><br>2) Audit of management processes following pre-defined parameters to one real case<br><br>3) Goal tree development<br><br>4) Analysis of problematic case in strategic management<br><br>5) Analysis of the current article from electronic databases in management (topic by student's choice)   | Presentation, discussion<br><br><br>Presentation, discussion<br><br>Submitting a task in a written form<br>Presentation, discussion<br>Submitting a task in a written form<br>Quiz, test |
|                                       | Compulsory reading:<br>1) Source 1. (Part 1, pp. 7 - 27; part 2, pp. 36 - 56; part 3, pp. 68 - 88; part 4, pp. 100 - 130; part 5, pp. 137 - 172; part 7, pp. 210 -230; part 8, pp. 240 - 270; part 9, pp. 271 – 307; part 11, pp. 341 - 370)<br>2) Part 2, pp. 2 - 1; part 4, pp. 37 - 2; part 40, pp. 70 - 7; part 243, pp. 281 - 10; part 366, pp. 396 - 12; part 453, pp. 483 -13; part 498, pp. 533 - 16; part 620, pp. 650 – 307; part 11, pp. 341 - 370)<br>3) Source 3. (Section 1, pp. 1 -25, section 2, pp. 30 – 55, section 3, pp. 57 – 95, section 5, pp.124 - 157, section 6, pp. 161 – 181, section 7, pp. 184 – 205, section 8, pp. 208 - 228, section 9, pp. 230 - 255, section 10, pp. 259 – 288, section 11, pp. 325 - 355, section 13, pp.359 - 397) |  |

|   |  |  |
|---|--|--|
| <i>Part-time studies with e-learning elements</i> | 1) Analysis of an enterprise's internal and external environment in a real case with 3 strategic management tools<br><br>2) Audit of management processes following pre-defined parameters to one real case<br><br>3) Goal tree development<br><br>4) Analysis of problematic case in strategic management<br><br>5) Analysis of the current article from electronic databases in management (topic by student's choice)   | Submitting a task in a written form<br><br>Presentation, discussion<br><br>Submitting a task in a written form<br><br>Submitting a task in a written form<br><br>Submitting a task in a written form. Quiz, test |
|   | Compulsory reading:<br>1) Source 1. (Part 1, pp. 7 - 27; part 2, pp. 36 - 56; part 3, pp. 68 - 88; part 4, pp. 100 - 130; part 5, pp. 137 - 172; part 7, pp. 210 -230; part 8, pp. 240 - 270; part 9, pp. 271 – 307; part 11, pp. 341 - 370)<br>2) Source 2 (part 1, pp. 4 - 37; part 2, pp. 40 - 70; part 7, pp. 243 - 281; part 10, pp. 366 - 396, part 12, pp. 453-483; part 13, pp. 498 - 533, part 15, pp. 573 – 619, part 16, 620 - 650, part 18, pp. 693 - 730, part 19, pp. 733 - 769)<br>3) Source 3. (Section 1, pp. 1 -25, section 2, pp. 30 – 55, section 3, pp. pp. 57 – 95, section 5, pp.124 - 157, section 6, pp. 161 – 181, section 7, pp. 184 – 205, section 8, pp. 208 - 228, section 9, pp. 230 - 255, section 10, pp. 259 – 288, section 11, pp. 325 - 355, section 13, pp.359 - 397) |  |

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 |                        |   |                           |
| Full-time                                  | 72   | 18   | 6                                | 96    | 96                     | 48  | 240                       |
| Part-time                                  | 36   | 30   | 6                                | 72    | 96                     | 72  | 240                       |
| Part-time studies with e-learning elements | 18   | 24   | 6                                | 48    | 96                     | 96  | 240                       |

Course acquisition requirements and evaluation of results:

For **full-time students** the requirements are to complete successfully and fully 5 classroom works, 5 independent works, take part in two seminars with presentations, attend a minimum of 50% of lectures, successfully fulfill a test and pass an exam. The final assessment in the course of study is the arithmetic mean of the assessments of independent works and the exam.

For **part-time students** the requirements are to complete successfully and fully 5 classroom works, 5 independent works, take part in two seminars with presentations, attend a minimum of 50% of lectures, successfully fulfill a test and pass an exam. The final assessment in the course of study is the arithmetic mean of the assessments of independent works and the exam.

For **part-time with e-learning elements course students** the requirements are to complete successfully and fully 5 classroom works, prepare 4 commented seminar presentations, attend a minimum of 50% of lectures, successfully fulfill a test and pass an exam. The final assessment in the course of study is the arithmetic mean of the assessments of independent works and the exam.

| No. | Learning outcomes   | Evaluation method           | Evaluation criteria  |  |  |  |
|-----|---|-----------------------------|--|--|--|--|
|     |   |                             | Minimal level (from 40% to 64%)  | Intermediate level (from 65% to 84%)   | High level (from 85% to 94%)   | With distinction (from 95% to 100%)  |
| 1.  | Knows the key principles of organisation management and management theories | Discussion, quiz, exam test | Knows the key principles of organisation management, but weak knowledge of management theories | Mostly knows the key principles and theories of company management, demonstrating slight shortcomings in their understanding | Knows the key principles and theories of company management, demonstrating their correct understanding | Understands in detail the principles of company management, can discuss the issues and aspects of historical development |

|    |  |  |  |  |  |   |
|----|--|--|--|--|--|---|
| 2. | Knows the choice of strategies, their economic preconditions, the feasibility of determining suitability and performance, the decision-making criteria | Discussion, quiz, exam test                        | Knows the choice of scientific strategies, with a negligently understanding of their economic preconditions, the possibilities for determining suitability and effectiveness, the decision-making criteria | In general, knows the choice of strategies, their economic preconditions, the feasibility of identifying suitability and effectiveness, the decision-making criteria | Knows the choice of strategies, their economic preconditions, the feasibility of determining suitability and performance, the decision-making criteria   | Knows the details of the choice of strategies, their economic preconditions, the feasibility of determining suitability and performance, the decision-making criteria                                   |
| 3. | Knows how to apply management terminology to academic and professional needs   | Independent work, classroom discussion, test, exam | Applies management terminology, allowing errors within the meaning of the individual concepts  | Mainly is able to use the knowledge of management terminology, negligent understanding of some terms is noticed  | Knows how to use management terminology, can identify the incorrect application of it  | Knows how to correctly use management terminology, demonstrating a rich and detailed understanding of terms   |
| 4. | Can find information on topical research in the field of management  | Independent work                                   | Can partially find out the information on current research in the field of management, with insufficient focus on the range of potential sources   | Knows how to find out about current research in the field of management , based on well-known sources and considering the range of available information carelessly  | Knows how to find information about current research in the field of management, based on different sources available and critically evaluating the range of available information and its quality | Knows how to find information about current research in the field of management, by expanding broad search and demonstrating a deep understanding of the range of available information and its quality |
| 5. | Is able to obtain data on the management processes of the company and on its quantitative and qualitative characteristics                              | Independent work                                   | Is able to obtain data on the management processes of the company and on its quantitative and qualitative characteristics with difficulty, negligently   | Is able to obtain data on the management processes of the company and on its quantitative and qualitative characteristics, without deep understanding                | Is able to obtain data on the management processes of the company and on its quantitative and qualitative characteristics  | Is able to obtain and analyse data on the management processes of the company and on its quantitative and qualitative characteristics   |

|    |   |                              |   |  |  |  |
|----|---|------------------------------|---|--|--|--|
|    |   |                              | judging their sufficiency   | of their meaning   |  |  |
| 6. | Capable of identifying problems independently in the area of business management  | Independent task, discussion | Can carelessly identify problems in company management without going into their deep analysis         | Partly able to identify problems in the management of the company  | Can identify problems in company management independently, partly explaining their reasons and ways of resolving them      | Can identify problems in company management independently, explaining their reasons and ways of resolving them   |
| 7. | Can develop solutions of identified problems in company management both independently and in a team                                     | Independent task, discussion | Can partly develop solutions of identified problems in company management                             | Can develop partly justified solutions of identified problems in company management both independently and in a team | Can develop justified solutions of identified problems in company management   | Is able to build justified and detailed solutions to address company management problems, both independently and in a team                                     |
| 8. | Is capable of arguing about the current events of the company's management, understanding its connection with the company's performance | Discussion                   | Can discuss topical issues of company management, but cannot provide arguments to justify own opinion | Can discuss topical issues of company management, but provides negligent arguments to justify own opinion            | Is able to reason in discussing the current events of the company management by providing reasonable questions and answers | Is able to reason convincingly in discussing the current events of the company management by putting forward reasoned questions and providing extended answers |

#### Literature and other sources of information:

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

1. Daft, R. L. (2015). *Organization theory and design*. Cengage learning.
2. Mullins, L.J. (2016). *Management and organisational behaviour*. Pearson.
3. Pitt, M., Koufopoulos, D. (2012). *Essentials of Strategic Management*. Sage Publications.

##### ***Recommended literature***

1. Adizes, I.(2018). *Prāsmīga pārmaiņu vadība*. Rīga, Zvaigzne ABC.
2. Adler, R., (2018). *Strategic performance management : accounting for organizational control*. NY, Routledge
3. Brunsson, N., & Olsen, J. P. (2018). *The Reforming organization: making sense of administrative change*. Routledge.

|                                     |   |
|-------------------------------------|---|
| 4.                                  | Caune, J., Dziedons A. (2009). <i>Stratēģiskā vadīšana</i> . Rīga: Lidojošā zivs.   |
| 5.                                  | Clegg, S. R., Kornberger, M., & Pitsis, T. (2015). <i>Managing and organizations: An introduction to theory and practice</i> . Sage.  |
| 6.                                  | Cunliffe, A. L. (2008). <i>Organization theory</i> . Sage.  |
| 7.                                  | Handbook of organizations (2015) Ed. March J., London, Routledge.   |
| 8.                                  | Hodgkinson, G.P., Starbuck, W.H. (2008) Organizational Decision Making. Oxford University Press.  |
| 9.                                  | Jeston, J. (2014). Business Process Management. Routledge.  |
| 10.                                 | Jones, G. R. (2013). Organizational theory, design, and change. Upper Saddle River, NJ: Pearson,.   |
| 11.                                 | Lasserre, P. (2017). <i>Global strategic management</i> . Macmillan International Higher Education.   |
| 12.                                 | Praude, V. (2012) <i>Menedžments (2.sejums)</i> . Rīga, Burtene.  |
| 13.                                 | Ruperte, I. (2010) <i>Uzņēmuma vadīšana :īsi par galveno teorijā un praksē</i> . Rīga, Jumava.  |
| <b>Other sources of information</b> |   |
| 1.                                  | Kurt, A., & Zehir, C. (2016). The relationship between cost leadership strategy, total quality management applications and financial performance.   |
| 2.                                  | Mphahlele, A., & Schachtebeck, C. (2018, September). Organisational structure and management style: Perceived effects on employee productivity at an urban university. In 30TH ANNUAL CONFERENCE OF THE SOUTHERN AFRICAN INSTITUTE OF MANAGEMENT SCIENTISTS (SAIMS) (p. 281). |
| 3.                                  | EBSCO HOST data base  |
| 4.                                  | RESEARCHGATE data base  |
| 5.                                  | EMERALD data base   |
| 6.                                  | Google Scholar data base  |

## Sociology

|   |  |
|---|--|
| <b>Author/s of the course:</b>  |  |
| <b>Lecturer, MBA Jeļena Budanceva</b>   |  |
| <b>Credit points (Latvian):</b>   | <b>ECTS credits:</b>   |
| <b>2</b>  | <b>3</b>   |
| <b>Final evaluation form:</b>   |  |
| <b>Examination</b>  |  |
| <b>Study course prerequisites:</b>  |  |
| Knowledge in cultural history and philosophy at the secondary school level                                    |  |
| <b>Study course aim:</b>  |  |
| To provide students with the necessary knowledge, skills and competence acquisition in the field of sociology |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>                                       |  |
| 1. Know and understand the emergence of sociology and its basic theories                                      |  |
| 2. Know and able to operate with the basic concepts of sociology  |  |
| 3. Know the problems and development processes of modern society  |  |
| 4. Able to obtain the necessary information and analyze it, developing independent work or research studies   |  |
| 5. Able to independently develop sociological research study  |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>       |  |
| 1.  | Sociology as the scientific study of society. The emergence of sociology and its founders. |
| 2.  | Classic, modern and postmodern theories of sociology.                                      |
| 3.  | Making of society. Social structures. Social problems.                                     |
| 4.  | Personality as a public relations subject and object. Socialization.                       |
| 5.  | Stratification, social mobility. Inequality. Deviation, control.                           |
| 6.  | Studies in sociology - the study types and specifics. Research methods and selection.      |

| <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* |
| 37.  | Sociology as the scientific study of society. The emergence and founders of sociology. | 2   | 2                 | 1   |
| 38.  | Classical theories of sociology - Marx, Weber, Durkheim.                               | 2   | 2                 | 1   |
| 39.  | Society creation. Social structures. social problems.                                  | 4   | 2                 | 1   |
| 40.  | Modern sociological theories.  | 4   | 3                 | 1   |
| 41.  | Personality as a public relations subject and object. Socialization.                   | 2   | 2                 | 1   |
| 42.  | Stratification, social mobility. Deviation, control.                                   | 2   | 1                 | 1   |
| 7.   | Studies in sociology - types and specifics.  | 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* |
| 8.   | Research methods and selection. | 4   | 2                 | 1   |
|  |                                 | 24  | 16                | 8   |

\* 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><br>1. presentation of a current social problem in the context of postmodern theory<br>2. combined task, covering sociological research unit   | 2 presentations - group and/or individual - during the classes<br>1 independent work assignment |
|  | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>To study at least one postmodern work of a sociological theoretician (as per the further reading list); to study the concepts related to social problems (at least two sources from 1 to 4); read and analyze at least one sociological research study. |   |
| Part-time studies                          | <i>Independent / Practical assignment's brief description:</i><br>1. presentation of a current social problem in the context of postmodern theory<br>2. combined task, covering sociological research unit   | 1 presentation - group and/or individual - during the classes<br>2 independent work assignments |
|  | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>To study at least one postmodern, sociological author (as per reading list, 10-19); to study the concepts related to social problems (at least two sources from 1 to 4); read and analyze at least one sociological research study.                     |   |
| Part-time studies with e-learning elements | <i>Independent / Practical assignment's brief description:</i><br>1. presentation of a current social problem in the context of postmodern theory<br>2. combined task, covering sociological research unit   | 1 presentation - group and/or individual - during the classes<br>2 independent work assignments |
|  | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>To study at least one postmodern, sociological author (as per reading list, 10-19); to study the concepts related to social problems (at least two sources from 1 to 4); read and analyze at least one sociological research study.                     |   |

| 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>                                  | 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:

*The final score is formed as the arithmetic average of all submitted and evaluated assignments during the semester and final test (examination) grade.*

The final evaluation of the course for **full-time students** is formed from completed **one** independent work assignment, **two** presentations, 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, **one** presentation, active participation in discussions during the classes, lecture attendance (at least 50% of the classes must be attended) and passed exam covering the studied topics of the course;

| 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.  | Know and understand the emergence of sociology and basic theories | Presentation               | Know and understand the substance and significance of sociological theories at the basic level | Know and understand the substance and significance of the most important sociological theories | Know and understand the substance and significance of the most important sociological theories, able to discuss | Know and understand the substance, significance and development trends of sociological theories, able to discuss them with supported arguments |
| 2.  | Know and able to operate with the basic concepts of sociology     | Quiz                       | Know and understand the concepts of sociology at the basic level                               | Know and understand the concepts of sociology and their role in sociology                      | Know and understand the basic concepts, their substance and significance in sociology, able to discuss          | Know and understand the substance, significance and development trends of sociological concepts, able  |

|    |  |   |  |   |   |   |
|----|--|---|--|---|---|---|
|    |  |   |  |   |   | to discuss them   |
| 3. | Know the social problems and development processes of modern society                                     | Independent work<br>Assignment 1        | Know some social problems and processes in society   | Know several social problems and processes in society                                 | Know social problems and processes in society, able to discuss  | Have a good grasp of social problems and processes in society as well as development trends, able to discuss about them |
| 4. | Able to obtain the necessary information and analyze it, developing independent work or research studies | Independent work<br>Assignments 1 and 2 | Able to barely independently obtain and analyze the information and data of social character | Able to independently obtain and analyze the information and data of social character | Able to independently obtain and analyze the information and data of social character, as well as discuss | Able to professionally obtain and analyze the information and data of social character, able to discuss                 |
| 5. | Able to independently develop sociological research study  | Independent work<br>Assignment 2        | Able to independently develop sociological research study at a basic level                   | Able to independently develop sociological research study                             | Able to independently develop sociological research study as well as defend it                            | Able to professionally develop sociological research study as well as defend it with supported arguments                |

#### Literature and other sources of information:

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

1. *Introduction to sociology.* (2014). London: W.W. Norton & Company.
2. Lakis, P. (2002). *Socioloģija*. Rīga: Zvaigzne ABC.
3. Ritzer, G. (2016). *Essentials of sociology*. Los Angeles: Sage
4. The Oxford Handbook Of Sociology, Social Theory and Organization Studies (2016). United Kingdom: Oxford University Press.

##### **Further reading**

1. Rifkins, Dž. (2004). *Jaunās ekonomikas laikmets*. Rīga: Jumava.
2. Corrigan, P. (1997). *The sociology of consumption: an introduction*. Sage Publications.
3. Mūrnieks, E. (2000). *Sabiedrības sociāli ekonomiskā stratifikācija*. Rīga: RTU izdevniecība.
4. Stigers, M. (2008). *Globalizācija: ļoti saistošs ievads*. Rīga: Satori.
5. Swedberg, R. (2003). *Principles of economic sociology*. Princeton University Press.
6. *Социология 2 половины XX-начала XXI века.* (2010). Ред. – Институт социологии Российской академии наук. Москва: Академический проект.
7. Волков, Ю.Г., Добренков, В.И., Нечипуренко, В.Н. и др. (2000). *Социология*. Издание 2. Москва: Гардарики.
8. Борzych, С. (2013). *Теория потребления*. Москва: ИНФРА-М.
9. Ritzer, G. (2001). *Explorations in the sociology of consumption: fast food, credit cards and casinos*. Sage.
10. Bauman, Z. (2001). *Liquid modernity*. Polity press.
11. Bauman, Z. (2007). *Consuming Life*. Cambridge: Polity.
12. Beck, U. (1986). *Risikogesellschaft: auf dem Weg in eine andere Moderne*. Frankfurt a.M.: Suhrkamp.
13. Burdjē, P. (2004). *Praktiskā jēga*. Rīga: Omnia Mea.

|                                     |  |
|-------------------------------------|--|
| 14.                                 | Ritzer, G. (2011). <i>The McDonaldization of society</i> . 6th ed. Sage Publications.                          |
| 15.                                 | Baudrillard, J. (1998). <i>The Consumer Society: Myths and Structures</i> . SAGE.                              |
| 16.                                 | Baudrillard, J. (1994). <i>Simulacra and Simulation</i> . University of Michigan Press.                        |
| 17.                                 | Fuko, M. (2001). <i>Uzraudzīt un sodīt</i> . Tulk. I. Geile-Sipolniece. Rīga: Omnia Mea.                       |
| 18.                                 | Castells, M. (1996). <i>The Rise of the Network Society</i> . Cambridge, Massachusetts; Oxford, UK: Blackwell. |
| 19.                                 | Sennett, R. (2006). <i>The Culture of the New Capitalism</i> , Yale books.                                     |
| 20.                                 | Mazika S. (2008). <i>Jaunā institucionālisma pazīmes kultūrā</i> . Liepāja.                                    |
| 21.                                 | Jones, A. (2006). <i>Dictionary of globalization</i> . Polity.   |
| 22.                                 | Fulcher, J., Scott, J. (2003). <i>Sociology</i> . Oxford University Press.                                     |
| <b>Other sources of information</b> |  |
| 1.                                  | Žurnāls „Biznesa psiholoģija”  |
| 2.                                  | Žurnāls „Социологический журнал  |
| 3.                                  | Žurnāls „Социологические исследования”   |

## FINANCIAL THEORY

|  |  |
|--|--|
| <b>Author/s of the course:</b>   |  |
| <b>Dr.oec., adjunct lecturer Aina Joppe</b>  |  |
| <b>Credit points (Latvian):</b>  | <b>ECTS credits:</b>   |
| <b>2</b>   | <b>3</b>   |
| <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 about the substance of finance and its role in the economy                                   |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>  |  |
| 6. Know and understand the substance and concepts of finance.  |  |
| 7. Know the substance, structure, functions of the financial system in a market economy.   |  |
| 8. Able to draw up a public institution budget estimate, the financing plan, reflecting the likely revenue and expenditure of the institution, as well as make budget amendments |  |
| 9. Able to express well-argued and supported opinion, as well as defend it   |  |
| 10. Able to obtain and analyze information about the financial sector  |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>  |  |
| 1.   | The role of the state in the economy and its impact on the financial system      |
| 2.   | The role, structure, functions, methods and institutions of the financial system |
| 3.   | The structure of the financial system  |
| 4.   | Financial management and control   |
| 5.   | Commercial finance basics  |
| 6.   | The essence, structure and meaning of budget                                     |
| 7.   | The substance and classification of the internal revenue of the state            |
| 8.   | State budget expenditure classification  |
| 9.   | Budget deficit, government borrowing   |
| 10.  | Local government finances  |
| 11.  | The EU budget, its objectives, the principles of its creating                    |

| <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* |
| 43.  | The role of the state in the economy and its impact on the financial system      | 1   | 1                 | 0.5   |
| 44.  | The role, structure, functions, methods and institutions of the financial system | 2   | 1                 | 0.5   |
| 3.   | The structure of the financial system  | 2   | 1                 | 0.5   |
| 46.  | Financial management and control   | 2   | 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* |
| 47.  | Commercial finance basics   | 4   | 2                 | 1   |
| 48.  | The essence, structure and meaning of budget                          | 1   | 1                 | 1   |
| 49.  | The substance and classification of the internal revenue of the state | 4   | 2                 | 0.5   |
| 50.  | State budget expenditure classification                               | 4   | 2                 | 0.5   |
| 9.   | Budget deficit, government borrowing                                  | 1   | 1                 | 1   |
| 52.  | Local government finances   | 2   | 2                 | 0.5   |
| 53.  | The EU budget, its objectives, the principles of its creating         | 1   | 1                 | 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> <ol style="list-style-type: none"> <li>The acquisition of financial theory issues</li> <li>The formation and launching of a company</li> <li>The development of budget estimates</li> <li>Prepare a presentation on local government finances</li> </ol>  | 2 independent work assignments;<br>2 quizzes |
|   | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> <ol style="list-style-type: none"> <li>Study sources 1, 2 from the mandatory list of sources on the topics acquired during the study course</li> <li>Present the lessons learned from reading a book (the book should be linked to the financial sector)</li> </ol>              |  |
| Part-time studies and<br>Part-time studies with e-learning elements | <i>Independent / Practical assignment's brief description:</i> <ol style="list-style-type: none"> <li>The acquisition of financial theory issues</li> <li>The development of budget estimates</li> <li>Prepare a presentation on local government finances</li> </ol>  | 2 independent work assignments;<br>2 quizzes |
|   | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i> <ol style="list-style-type: none"> <li>Study sources 1, 2 from the mandatory list of sources on the topics acquired during the study course</li> <li>Present the lessons learned from reading a book (the book of any genre should be linked to the financial sector)</li> </ol> |  |

| 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>                                  | 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:

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;

| No. | Learning outcome:   | Evaluation method/s         | Evaluation criteria   |  |  |   |
|-----|---|-----------------------------|---|--|--|---|
|     |   |                             | <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 and concepts of finance   | Quiz                        | 40-64% of tasks completed correctly                                 | 65-84% of tasks completed correctly  | 85-94% of tasks completed correctly                          | 95-100% of tasks completed correctly  |
| 2.  | Know the substance, structure, functions of the financial system in a market economy  | Practical work<br>Home work | 40-64% of tasks completed correctly                                 | 65-84% of tasks completed correctly  | 85-94% of tasks completed correctly                          | 95-100% of tasks completed correctly  |
| 3.  | Able to draw up a public institution budget estimate, the financing plan, reflecting the likely revenue and expenditure of the institution, as well as make budget amendments | Class discussion            | 40-64% of tasks and quizzes completed correctly                     | 65-84% of tasks and quizzes completed correctly  | 85-94% of tasks and quizzes completed correctly              | 95-100% of tasks and quizzes completed correctly  |
| 4.  | Able to express a well-argued and supported opinion, as well as able to defend it   | Practical work in groups    | Able to discuss the latest developments , unable to support opinion | Able to discuss the latest developments, but there are difficulties to support their viewpoint | Able to provide arguments to discuss the latest developments | Able to provide arguments to discuss the latest developments, to identify problems and solve them |

|    |   |            |   |   |   |   |
|----|---|------------|---|---|---|---|
| 5. | Able to obtain and analyze information about the financial sector | Class work | Able to obtain information about the financial sector | Able to obtain and analyze information about the financial sector | Able to obtain and analyze information about the financial sector, discern regularities | Able to obtain and analyze information about the financial sector, identify problems and offer solution |
|----|---|------------|---|---|---|---|

| Literature and other sources of information:        |  |
|---|--|
| <i>Mandatory literature and information sources</i> |  |
| 1.  | Ketners, K.(2018). Nodokļi un nodokļu plānošanas principi. Rīga: Tehnoinform Latvia  |
| 2.  | Leibus, I. (2016). Pirmie soļi komercdarbībā: darbības uzsākšana, grāmatvedība un nodokļi. Rīga: Lietišķās informācijas dienests.  |
| 3.  | Lukašina, O. (2019). Ceļvedis Latvijas nodokļu likumdošanā. Rīga: Tehnoinform Latvia.  |
| 4.  | Rurāne, M.(2019). Finanšu pārvaldība un analīze. Rīga: Avots.  |
| 5.  | Terence, C.M. (2018). Corporate Finance. London and New York: Routledge  |
| <i>Further reading</i>                              |  |
| 1.  | Bodie, E., Merton, R. (2010). Finance. M: Wiljams..  |
| 2.  | Brigsa, S. (2011). Publiskās finanses. Valmiera: Vidzemes augstskola..   |
| 3.  | Leibus, I. (2016). Pašnodarbināto grāmatvedība un nodokļi. Atkārtots un atjaunots 7. izdevums. Rīga, SIA „Lietišķās informācijas dienests  |
| 4.  | Sangster, A. (2018). Frank Wood's Business Accounting 1. Harlow: Pearson   |
| 5.  | Shefrin H. (2017). Behavioral corporate finance. New York, McGraw-Hill Education   |
| 6.  | Shields, G. (2018). Accounting Principles. The Ultimate Guide to Basic Accounting Principles, Gaap, Accrual Accounting, Financial statements, Double Entry Bookkeeping and More. Leipzig: Amazon                                 |
| 7.  | Sundukova, Z. (2011). Uzņēmējdarbības līdzekļu un to veidošanās avotu uzskaitē un novērtēšana. Rīga: RTU Izdevniecība.   |
| 8.  | Taillard, M. (2019). A Practical Guide to Personal Finance: Budget, Invest, Spend. London: Omnibus Business Centre   |
| <i>Other sources of information</i>                 |  |
| 1.  | Bilance: [žurnāls] – Rīga: SIA Lietišķās informācijas dienests   |
| 2.  | iFinances: [žurnāls] – Rīga: SIA Izdevniecība iŽurnāls   |
| 3.  | Eiropas Savienības fondu mājaslapa. Electronic resource [viewed on 25.12.2017]. Available: : <a href="http://www.esfondi.lv">http://www.esfondi.lv</a>   |
| 4.  | Likums “Par budžetu un finanšu vadību”, (spēkā esošā redakcija, 31.12.2018.). <i>Latvijas Vēstnesis</i> , [viewed on 20.02.2018]. Available: <a href="https://likumi.lv/doc.php?id=58057">https://likumi.lv/doc.php?id=58057</a> |
| 5.  | LETA. Electronic resource [viewed on 25.12.2018]. Available: <a href="http://www.diena.lv/bizness">http://www.diena.lv/bizness</a>   |
| 6.  | LR Finanšu ministrijas mājas lapa. Electronic resource [viewed on 25.12.2017]. Available: <a href="http://www.fm.gov.lv">http://www.fm.gov.lv</a>  |
| 7.  | VSIA „Latvijas Vēstnesis”. Electronic resource [viewed on 25.12.2018]. Available: <a href="http://www.likumi.lv">www.likumi.lv</a>   |
| 8.  | Žurnāls „Kapitāls”. Electronic resource [viewed on 25.12.2018]. Available: <a href="http://www.kapitals.lv">http://www.kapitals.lv</a>   |
| 9.  | Zinātnisko publikāciju, konferenču materiāli. Electronic resource [viewed on 25.12.2018]. Available: <a href="http://www.researchgate.net/">http://www.researchgate.net/</a>   |
| 10.   | Zinātnisko žurnālu datu bāze EBSCO. Electronic resource [viewed on 25.12.2018]. Available: <a href="http://www.search.ebscohost.com">http://www.search.ebscohost.com</a>   |

## TAX SYSTEM

|  |   |
|--|---|
| <b>Author/s of the course:</b>   |   |
| Mg.oec., Lecturer, Tatiana Daudiša   |   |
| <b>Credit points (Latvian):</b>  | <b>ECTS credits:</b>  |
| 4  | 6   |
| <b>Final evaluation form:</b>  |   |
| Examination  |   |
| <b>Study course prerequisites:</b>   |   |
| Business Economics and Planning, Financial Accounting, Microeconomics  |   |
| <b>Study course aim:</b>   |   |
| To provide students with the necessary knowledge, skills and competence acquisition in the field of tax system (taxation).   |   |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>  |   |
| 11. Understand the essence, principles and methods of the Latvian Republic's tax system.<br>12. Understand the Latvian normative documentation requirements regarding taxation.<br>13. Understand the concepts of tax objects, tax base, tax rates.<br>14. Understand the procedures of tax calculation, payment, administration.<br>15. Able to perform tax calculations, tax payments, completing tax documents.<br>16. Able to calculate the influence of tax burden on the company's economic performance. |   |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>  |   |
| 1.   | Latvian tax system, its substance and functions. Tasks and functions of the Ministry of Finance. The State Revenue Service's tasks, functions and responsibilities in relation to tax administration. |
| 2.   | The state budget, local budget, special budget. Budgeting and fiscal discipline conditions.   |
| 3.   | Objects of taxation, tax base, tax rate. Taxation, calculation and payment arrangements. Tax revenue distribution by budgets.   |
| 4.   | Compulsory social security contributions to the state. Solidarity tax.  |
| 5.   | Personal income tax.  |
| 6.   | Corporate income tax. Micro-enterprise tax.   |
| 7.   | Value added tax.  |
| 8.   | Excise tax.   |
| 9.   | Customs duty.   |
| 10.  | Property tax.   |
| 11.  | Natural resource tax. Lottery and gambling tax.   |
| 12.  | Vehicle operation tax. Company car tax.   |



| 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* |
| 54.  | Latvian tax system, its substance and functions. Tasks and functions of the Ministry of Finance. The State Revenue Service's tasks, functions and responsibilities in relation to tax administration. | 4   | 2                 | 1   |
| 55.  | The state budget, local budget, special budget. Budgeting and fiscal discipline conditions.   | 4   | 2                 | 1   |
| 56.  | Objects of taxation, tax base, tax rate. Taxation, calculation and payment arrangements. Tax revenue distribution by budgets.   | 4   | 2                 | 1   |
| 57.  | Compulsory social security contributions to the state. Solidarity tax.  | 6   | 3                 | 1   |
|  | Personal income tax.  | 6   | 3                 | 1   |
| 59.  | Corporate income tax.<br>Micro-enterprise tax.  | 6   | 3                 | 1   |
|  | Value added tax.  | 6   | 3                 | 1   |
| 61.  | Excise tax.   | 2   | 1                 | 1   |
| 62.  | Customs duty.   | 4   | 2                 | 1   |
|  | Property tax.   | 2   | 1                 | 1   |
| 64.  | Natural resource tax.<br>Lottery and gambling tax.  | 2   | 1                 | 1   |
| 65.  | Vehicle operation tax.<br>Company car tax.  | 2   | 1                 | 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             | <i>Independent / Practical assignment's brief description:</i>   |                  |
|                               | 1. State social contribution calculation for distribution depending on the type of insurance.  | Independent work |
|                               | 2. Personal income tax calculation depending on income size, income-generating place and differentiated exempt minimum size determination. | Independent work |
|                               | 3. Writing a tax invoice based on the Law on Value Added Tax.  |                  |
|                               | 4. Customs duty application and reporting arrangements, making the supply of goods from third countries.                                   | Independent work |

|                   |  |                                      |
|-------------------|--|--------------------------------------|
|                   | <p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <ol style="list-style-type: none"> <li>1. Law on Taxes and Duties</li> <li>2. Law on Personal Income Tax</li> <li>3. Enterprise Income Tax Law</li> <li>4. Law on Immovable Property Tax</li> <li>5. Law on Value Added Tax</li> <li>6. Law on Excise Duties</li> <li>7. Customs Tax Law</li> <li>8. Natural Resources Tax Law</li> <li>9. Law on Gambling and Lotteries</li> <li>10. Law on State Social Insurance</li> <li>11. Electricity Tax Law</li> <li>12. Micro-enterprise Tax Law</li> <li>13. Law on the Vehicle Operation Tax and Company Car Tax</li> <li>14. Solidarity Tax Law</li> <li>15. State Budget Law explanations</li> </ol> <p>(<a href="http://www.fm.gov.lv/files/valstsbudzets/FMPask_A_060319_proj2019.pdf">http://www.fm.gov.lv/files/valstsbudzets/FMPask_A_060319_proj2019.pdf</a>)</p> | Independent work                     |
| Part-time studies | <p><i>Independent / Practical assignment's brief description:</i></p> <ol style="list-style-type: none"> <li>1. State social contribution calculation for distribution depending on the type of insurance.</li> <li>2. Personal income tax calculation depending on income size, income-generating place and differentiated exempt minimum size determination.</li> <li>3. Writing a tax invoice based on the Law on Value Added Tax.</li> <li>4. Customs duty application and reporting arrangements, making the supply of goods from third countries.</li> </ol>   | Independent work<br>Independent work |
|                   | <p><i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i></p> <ol style="list-style-type: none"> <li>1. Law on Taxes and Duties</li> <li>2. Law on Personal Income Tax</li> <li>3. Enterprise Income Tax Law</li> <li>4. Law on Immovable Property Tax</li> <li>5. Law on Value Added Tax</li> <li>6. Law on Excise Duties</li> <li>7. Customs Tax Law</li> <li>8. Natural Resources Tax Law</li> <li>9. Law on Gambling and Lotteries</li> <li>10. Law on State Social Insurance</li> <li>11. Electricity Tax Law</li> <li>12. Micro-enterprise Tax Law</li> <li>13. Law on the Vehicle Operation Tax and Company Car Tax</li> <li>14. Solidarity Tax Law</li> <li>15. State Budget Law explanations</li> </ol> <p>(<a href="http://www.fm.gov.lv/files/valstsbudzets/FMPask_A_060319_proj2019.pdf">http://www.fm.gov.lv/files/valstsbudzets/FMPask_A_060319_proj2019.pdf</a>)</p> | Independent work<br>Independent work |

|  |  |  |
|--|--|--|
| Part-time studies with e-learning elements | <i>Independent / Practical assignment's brief description:</i><br>1. State social contribution calculation for distribution depending on the type of insurance.<br>2. Personal income tax calculation depending on income size, income-generating place and differentiated exempt minimum size determination.<br>3. Writing a tax invoice based on the Law on Value Added Tax.<br>4. Customs duty application and reporting arrangements, making the supply of goods from third countries.   | Independent work<br>Independent work<br><br>Independent work<br>Independent work |
|  | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>1. Law on Taxes and Duties<br>2. Law on Personal Income Tax<br>3. Enterprise Income Tax Law<br>4. Law on Immovable Property Tax<br>5. Law on Value Added Tax<br>6. Law on Excise Duties<br>7. Customs Tax Law<br>8. Natural Resources Tax Law<br>9. Law on Gambling and Lotteries<br>10. Law on State Social Insurance<br>11. Electricity Tax Law<br>12. Micro-enterprise Tax Law<br>13. Law on the Vehicle Operation Tax and Company Car Tax<br>14. Solidarity Tax Law<br>15. State Budget Law explanations<br>( <a href="http://www.fm.gov.lv/files/valstsbudzets/FMPask_A_060319_proj2019.pdf">http://www.fm.gov.lv/files/valstsbudzets/FMPask_A_060319_proj2019.pdf</a> ) |  |

| 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                       |
| Part-time                                  | 24  | 18  | 6                                      | 48    | 64                                 | 48  | 160                       |
| Part-time studies with e-learning elements | 12  | 16  | 4                                      | 32    | 64                                 | 64  | 160                       |

| Evaluation of the study course learning outcomes:   |
|---|
| <p>During the study course, 4 independent work assignments and 8 practical work assignments have to be successfully completed, at least 50% of the lectures have to be attended and the exam passed.</p> <p>The final grade for the course is the mean of combined average grades for the independent and practical work assignments and the exam evaluation.</p> |

| No. | Learning outcome:  | Evaluation method/s         | Evaluation criteria   |   |   |  |
|-----|--|-----------------------------|---|---|---|--|
|     |  |                             | Minimum level<br>(from 40% to 64%)  | Average level<br>(from 65% to 84%)  | High level<br>(from 85% to 94%)   | Excellent level<br>(10)<br>(from 95% to 100%)  |
| 1.  | Understand the substance, principles and methods of the Latvian Republic's tax system. | Individual work, the exam   | Understand the basic concepts   | Understand the most important concepts, but there are difficulties with perceiving regularities   | Understands the key concepts and regularities   | Freely able to analyze economic regularities   |
| 2.  | Understand the Latvian legal requirements regarding taxation.                          | Individual work, the exam   | Understand essential requirements of the Latvian normative documentation                      | Understand the Latvian normative documentation requirements regarding taxation, but there are difficulties discerning the regularities  | Understand the Latvian normative documentation requirements regarding taxation                    | Have a good grasp of the Latvian legal requirements regarding taxation                       |
| 3.  | Understand the concepts of tax objects, tax base, tax rates.                           | Individual work, the exam   | Understand the basic concepts   | Understand the most important concepts, but there are difficulties with perceiving regularities   | Understands the key concepts and regularities   | Freely able to analyze economic regularities   |
| 4.  | Understand the procedures of tax calculation, payment, administration.                 | Seminar, examination        | Understand the basic requirements of tax calculation, payment, administration                 | Understand the procedures of tax calculation, payment and administration, however, there is a difficulty in discerning the regularities | Understand the procedures of tax calculation, payment and administration.                         | Have a good grasp of the procedures of tax calculation, payment, administration              |
| 5.  | Able to perform tax calculations, tax payments, completing tax documents.              | Individual work, discussion | Know how to make tax calculation, document completion and tax payments according to a pattern | Know how to make tax calculation, document completion and tax payments, but there are difficulties with discerning regularities         | Know how to make tax calculation, document completion and tax payments                            | Have a good grasp of the procedures of tax calculation, document completion and tax payments |
| 6.  | Able to calculate the influence of tax burden on the company's economic performance.   | Group work, discussion.     | Able to calculate the influence of tax burden on the company's economic                       | Able to calculate the influence of tax burden on the company's economic performance   | Able to calculate the influence of tax burden on the company's economic performance and to make a | Have a good grasp of calculating the influence of tax burden on the company's economic       |

|  |  |  |   |  |   |   |
|--|--|--|---|--|---|---|
|  |  |  | performance, but there are difficulties discerning regularities |  | supported decision on the opportunity of tax optimization | performance and able to support decision making with arguments on the results of tax optimization |
|--|--|--|---|--|---|---|

| Literature and other sources of information: |  |
|--|--|
| Mandatory literature and information sources |  |
| 1.   | Krogzeme, H. (2010.). Finances un nodokļi. Rīga: RTU izdevniecība  |
| 2.   | Lukašina, O., Juhimeca, J. (2019). Komercdarījumu grāmatvedības uzskaitē un nodokļu piemērošana. Rīga: Lietišķās informācijas dienests.-192 lpp.   |
| 3.   | Leibus, I. (2016). Pašnodarbinātogrāmatvedība un nodokļi. Atkārtots un atjaunots 7.izdevums. Rīga: Lietišķās informācijas dienests.-143 lpp.   |
| 4.   | 3. Prohorovs, A. (2017.). Uzņēmuma ienākumu nodoklis Latvijā un Igaunijā: tāietekme uzņēmējdarbību, investīcijām, bezdarbā iemēni, nodokļu ienākumiem un valsts ekonomisko izaugsmi Rīga: Zinātne            |
| Further reading                              |  |
| 1.   | Andrejeva, V., Ketners, K. (2008.). Valsts ienākumu teorijas pamati. Rīga: RTU izdevniecība  |
| 2.   | Vītola, Ī., Leibus, I., Joma, D., Jakušonoka, I. (2012). Nodokļu problēmu risinājumu tautsaimniecības attīstībai Latvijā. Zinātniskā monogrāfija. Jelgava, Latvijas Lauksaimniecības universitāte.- 101 lpp. |
| 3.   | Krogzeme, H. (2011). Nodokļu un finanšu grāmatvedības pamati. Rīga: RTU izdevniecība, 392 lpp.   |
| 4.   | Urtāns, A., Ketners, K., Ankalniņš, M., Krastiņš, A. (2008.). Nodokļi, nodevas un muitas Latvijā. Rīga: RTU izdevniecība   |
| 5.   | VID metodiskais materiāls (2018.). Darbavērojumu ziņojuma un ziņu par darba ņēmēju ierakstīšanu un iesniegšanu Elektroniskās deklarēšanas sistēmā  |
| 6.   | VID metodiskais materiāls (2018.). Iedzīvotāju ienākumu nodokļa atvieglojumu piemērošana   |
| 7.   | VID metodiskais materiāls (2017.). Iedzīvotāju ienākumu nodokļa avansmaksājumi no saimnieciskās darbības ienākuma  |
| 8.   | VID metodiskais materiāls (2018.). Mikrouzņēmumu nodoklis  |
| 9.   | VID metodiskais materiāls (2018.). Par PVN piemērošanu preču eksportam/importam un ar tranzīta pārvadājumiem saistītiem pakalpojumiem  |
| 10.  | VID metodiskais materiāls (2018.). Par pievienotās vērtības nodokļa uzskaites kārtību grāmatvedībā personām, kuras grāmatvedības reģistrs kārtoti vienā kārtībā ierakstīti sistēmā                           |
| 11.  | VID metodiskais materiāls (2018.). Uzņēmumu ienākumu nodokļa deklarācijas aizpildīšanas kārtība  |
| Other sources of information                 |  |
| 1.   | Ketners, K., Titova, S. (2009). Nodokļu politika Eiropas Savienības vidē. Banku augstskola. Rīga: Banku augstskolas Biznesa un finanšu pētniecības centrs. 128 lpp.  |
| 2.   | Ketners, K. (2008). Nodokļi Eiropas Savienībā un Latvijā: salīdzinošā analīze un praktiski ieteikumi / Kārlis Ketners, Olga Lukašina. Rīga: Merkūrijs LAT. 237 lpp.  |
| 3.   | Ketners, K. (2008). Nodokļu optimizācijas principi / Kārlis Ketners. Rīga: Merkūrijs LAT. 116 lpp.   |
| 4.   | Rešina, G. (2003). Latvijas Republikas Budžets: vakar, šodien, rīt. Rīga.  |
| 5.   | Budžeta reformas. Valsts budžeta veidošanas attīstības tendences Latvijā un pasaulē. (2003). Valsts kanceleja. Politikas koordinācijas departaments. – 79 lpp.   |
| 6.   | Kodoliņa, I. (2002). Latvijas nodokļu rezidentiem. Rīga  |
| 7.   | Lukašina, O., Januška, M. (2002). Komercdarījumu aplikšana ar nodokļiem. Rīga  |
| 8.   | Baumel, W.J., Blinder, A.S. (1988). Economics, principles and policy. – Harcourt Brace Jovanovich  |

### Cross-cultural Communication (Bachelor – 3 ECTS)

|   |  |
|---|--|
| <b>Author/s of Study course:</b>  |  |
| Larisa Turuševa, Dr. paed., assoc., prof.   |  |
| <b>Credits (Latvian)</b>  | <b>Credit score in the ECTS system:</b>  |
| <b>2</b>  | <b>3</b>   |
| <b>Test form:</b>   |  |
| <b>Examination</b>  |  |
| <b>Study course prerequisites:</b>  |  |
| Management  |  |
| <b>Course objectives are:</b>   |  |
| Promote the development of students' competence in applied communication in the context of globalisation, enhancing the student's self-cognitive abilities in creative intercultural dialogue, as well as the holistic perception of essence in the interaction process. Provide a practical basis for effective partnership in a globalised environment.   |  |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |  |
| <ul style="list-style-type: none"><li>• Understands concepts in the communication area</li><li>• Understands the difference in communication between different cultures</li><li>• Knows the challenges in intercultural communication</li><li>• Knows intercultural leadership concepts and fundamentals</li><li>• Knows intercultural communication risks and their management</li><li>• Understands behavioural/cultural/tradition norms for different cultures</li><li>• Is able to communicate successfully in international environment</li><li>• Can find the required information independently and analyse it for solving a problem</li></ul> |  |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>   |  |
| 66.   | Stereotypes. Understanding of intercultural divergence and diversity.                      |
| 67.   | Other hierarchies, individualism, age, women and men roles, families, distance issues.     |
| 68.   | Multiplicity of communication. The techniques of persuasion and influence across cultures. |
| 69.   | Different cultures' attitude to time.  |
| 70.   | Tact and sensitivity in regards of religion, success and priorities.                       |
| 71.   | Decision making Meetings, conversations, presentations.                                    |

| <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.   | Topic  | Lecture hours (incl. seminars, discussion) |                   |   |
|   |  | full-time studies                          | full-time studies | part-time studies with e-learning elements* |
| 1.  | Stereotypes. Understanding of intercultural divergence and diversity.                      | 6  |                   |   |
| 2.  | Other hierarchies, individualism, age, women and men roles, families, distance issues.     | 6  |                   |   |
| 3.  | Multiplicity of communication. The techniques of persuasion and influence across cultures. | 4  |                   |   |
| 4.  | Different cultures' attitude to time.  | 12   |                   |   |

| 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.  | Topic  | Lecture hours (incl. seminars, discussion) |                   |   |
|  |  | full-time studies                          | full-time studies | part-time studies with e-learning elements* |
| 5.   | Tact and sensitivity in regards of religion, success and priorities. | 8  |                   |   |
| 6.   | Decision making Meetings, conversations, presentations.              | 12   |                   |   |
| <b>Total:</b>  |  | <b>48</b>                                  |                   |   |

| Description of the independent tasks: |  |                        |
|---------------------------------------|--|------------------------|
| Study form                            | Type of independent assignment   | Type of control        |
| Full-time studies                     | Collect information on at least 3 different management types in the international environment  | Presentation           |
|                                       | Analyse the differences in communication in three different cultures (time, woman, hierarchy, etc.)  | Presentation           |
|                                       | To do Moodle test and analyse one's own mistakes.  | Independent assignment |
|                                       | Preparation and delivering of a presentation related to the study field of the course<br>Compulsory literature:<br>1. <i>International Journal of Communication</i> . (retrieved 27.07.2019). Available at: <a href="http://ijoc.org">http://ijoc.org</a> .<br>2. DuPraw M. E. and Axner M. <i>Working on Common Cross-cultural Communication Challenges. Toward a More Perfect Union in an Age of Diversity</i> . (Retrieved on 29.08.2019) <a href="http://www.pbs.org/ampu/crosscult.html">http://www.pbs.org/ampu/crosscult.html</a><br>3. Lewis R. (2006). <i>When Cultures Collide: leading across cultures</i> . 3rd ed.,. ISBN -13. 9781904838029.<br>4. <i>Cross-Cultural Communication   InterNations Magazine</i> . (Retrieved on 29.08.2019) <a href="https://www.internations.org/magazine/11-cross-cultural-communication">https://www.internations.org/magazine/11-cross-cultural-communication</a><br>5. Thill J., Courtland B. (2007). <i>Excellence in business communication</i> . Upper Saddle River, N.J.: Pearson Prentice Hall. 2007-1 vol. (split pagination). ISBN: 0131870769.<br>6. <i>Cross-Cultural Communication. Communication Journals</i> . (Retrieved on 9.08.2019) <a href="http://www.questia.com/library/p436938/cross-cultural-communication">www.questia.com/library/p436938/cross-cultural-communication</a><br>7. Finnegan R. (2002). <i>Communicating. The multiple modes of human interconnection</i> . London and New York: Routledge, 2002. 306 pp. ISBN: 0-415<br>8. FitzPatrick L., Valskov K. and Mounter P. <i>Internal Communications</i> . (2014). A manual for practitioners. London: Kogan Page. 2014.272 pp. ISBN13: 9780749469320 | Presentation           |

| Study course organisation and the volume of the course: |               |  |  |  |
|---|---------------|--|--|--|
| Study form  | Contact hours |  |  |  |

|                  | Lecture hours<br>(incl. seminars,<br>discussion) | Consultations,<br>guest lectures,<br>conferences,<br>study tours,<br>applied games,<br>etc. | Final Test<br>(exam, test,<br>defence) | <b>Total</b> | Individual<br>work hours | Compulsory<br>reading<br>and/or audio<br>and video<br>material<br>listening/watching | <b>Total</b><br>course<br>credit<br>hours |
|------------------|--|---|--|--------------|--------------------------|--|---|
| <i>Full-time</i> | 48   | 12  | 4                                      | <b>64</b>    | 64                       | 32   | <b>160</b>                                |

| <b>Course acquisition requirements and evaluation of results:</b>   |   |                       |   |   |  |   |
|---|---|-----------------------|---|---|--|---|
| <ul style="list-style-type: none"> <li>At least 70% of class attendance, performing practical tasks, analysing own and team's performance and progress</li> <li>4 independent tasks successfully completed (see "Description of the independent tasks")</li> <li>Successfully fulfilled Moodle test</li> <li>Successful exam (presentation on selected topic, related to course)</li> </ul> |   |                       |   |   |  |   |
| No.   | Learning outcomes   | Evaluation method     | Evaluation criteria                                 |   |  |   |
|   |   |                       | Minimal level<br>(from 40% to 64%)                  | Intermediate level<br>(from 65% to 84%)             | High level<br>(from 85% to 94%)                      | with distinction<br>(from 95% to 100%)  |
| 1.  | Understands concepts in the communication area                          | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows and understands concepts in the communication area  |
| 2.  | Understands the difference in communication between different cultures  | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | knows and understands the difference in communication between different cultures                    |
| 3.  | Knows the challenges in intercultural communication                     | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows the challenges in intercultural communication   |
| 4.  | Knows intercultural leadership concepts and fundamentals                | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows and understands intercultural management concepts and principles                              |
| 5.  | Knows intercultural communication risks and their management            | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows and understands intercultural communication risks and their management                        |
| 6.  | Understands behavioural/cultural/tradition norms for different cultures | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Manages and understands behavioral/cultural/tradition norms for different cultures and knows how to |



|    |   |   |  |  |   |   |
|----|---|---|--|--|---|---|
|    |   |   |  |  |   | use own knowledge in business relationship  |
| 7. | Is able to communicate successfully in international environment  | Classroom discussion                                      | Minimal skill to argue about intercultural communication issues                                      | Can discuss legal issues, however there are difficulties to support one's own opinion with arguments   | Is able to argue in the debate on intercultural communication issues  | Can demonstrate the understanding of the key concepts and rules of communication                                |
| 8. | Can find the required information independently and analyse it for solving a problem                            | Independent homework. Results summary in a written report | Minimal ability to find the necessary information independently, minimal use of information obtained | Can find the required information independently, but cannot demonstrate a deep understanding about using the obtained information; there are difficulties to analyse information independently | Can select and analyse the required information independently in order to find an answer to complex and specific questions  | Can find the required information independently and analyse it for solving a problem                            |
| 9. | Is able to analyse the situation in the field of intercultural communication and solves problems independently. | Independent homework.                                     | Minimal understanding of the situation analysed, there are difficulties in identifying problems      | Can independently identify the problems in intercultural communication, but lacks deep understanding of the problem  | Is able to identify the problems of intercultural communication independently, able to demonstrate deep understanding of the problem, can find ways to solve problems | Is able to analyse the situation in the field of intercultural communication and solves problems independently. |

| Literature and other sources of information:                  |  |
|---|--|
| <b>Compulsory literature and other sources of information</b> |  |
| 1.  | <i>International Journal of Communication</i> . (retrieved 27.07.2019). Available at: <a href="http://ijoc.org">http://ijoc.org</a> .  |
| 2.  | DuPraw M. E. and Axner M. <i>Working on Common Cross-cultural Communication Challenges. Toward a More Perfect Union in an Age of Diversity</i> . (Retrieved on 29.08.2019) <a href="http://www.pbs.org/ampu/crosscult.html">http://www.pbs.org/ampu/crosscult.html</a> |
| 3.  | Lewis R. (2006). <i>When Cultures Collide: leading across cultures</i> . 3rd ed., ISBN -13. 9781904838029.   |
| 4.  | <i>Cross-Cultural Communication   InterNations Magazine</i> . (Retrieved on 29.08.2019) <a href="https://www.internations.org/magazine/11-cross-cultural-communication">https://www.internations.org/magazine/11-cross-cultural-communication</a>                      |
| 5.  | Thill J., Courtland B. (2007). <i>Excellence in business communication</i> . Upper Saddle River, N.J.: Pearson Prentice Hall. 2007-1 vol. (split pagination). ISBN: 0131870769.  |
| 6.  | <i>Cross-Cultural Communication</i> . Communication Journals. (Retrieved on 9.08.2019) <a href="http://www.questia.com/library/p436938/cross-cultural-communication">www.questia.com/library/p436938/cross-cultural-communication</a>                                  |

|                                     |   |
|-------------------------------------|---|
| 7.                                  | Finnegan R. Communicating. (2002). <i>The multiple modes of human interconnection</i> . London and New York: Routledge, 2002. 306 pp. ISBN: 0-415   |
| 8.                                  | FitzPatrick L., Valskov K. and Mounter P. <i>Internal Communications</i> . (2014). A manual for practitioners. London: Kogan Page. 2014. 272 pp. ISBN13: 9780749469320                            |
| <b>Recommended literature</b>       |   |
| 1.                                  | <i>Multicultural Communication and the Process of Globalisation</i> . (2003). Proceedings of the International Scientific Conference 25 - 26 April 2003. LLU: Jelgava, 2003. ISBN: 9984-596-73-7. |
| 2.                                  | Smith S. (2004). <i>Business Communication Strategies in the International Business World – Brattleboro</i> . Pro Lingua Associates. 247 pp. ISBN: 0-86647-314-9.                                 |
| 3.                                  | <i>The Cambridge Business English Dictionary</i> . (2011). Cambridge University. ISBN: 0-86647-314-9.   |
| <b>Other sources of information</b> |   |
| 1.                                  | <i>Advanced Communication Skills</i> . (2010). MTD Training-Book Boon. 58 pp. ISBN-13:9788776816612.  |
| 2.                                  | Dahl Ø., Jensen I., Nynäs P. (2006). <i>Bridges of understanding perspectives of Intercultural communication</i> . Oslo Academic Press. 7-21 pp. ISBN: 8274772695, 9788274772694.                 |
| 3.                                  | Duck S., McMahan D. (2009). <i>The basics of communication: a relational perspective</i> . London: Sage. -1 vol. Dal. Pag. ISBN: 9781412941532 (pbk.)   |
| 4.                                  | <i>International Journal of Communication</i> . (retrieved 27.05.2018). Available at: <a href="http://ijoc.org">http://ijoc.org</a> .   |
| 5.                                  | MSG (retrieved 27.08.2019.), available at: <a href="http://www.managementstudyguide.com/business_communication.html">http://www.managementstudyguide.com/business_communication.html</a>          |

## MANAGEMENT INFORMATION SYSTEMS

|   |   |
|---|---|
| <b>Author/s of Study course:</b>  |   |
| Dr.sc.admin., assoc. professor Ināra Kantāne  |   |
| <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, the business basics, informatics in the volume of a secondary school  |   |
| <b>Course objectives are:</b>   |   |
| Provide students with the necessary knowledge, skills and competences in management information systems and their application   |   |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |   |
| <ol style="list-style-type: none"> <li>1. Knows and understands the basic concepts of the information system, understands the role of information systems in organisations.</li> <li>2. Understands the role of management information systems in management processes, knows information systems, modern tendencies of development.</li> <li>3. Knows information systems components.</li> <li>4. Manages information systems security and data protection issues.</li> <li>5. Knows and understands cloud usage opportunities in management processes.</li> <li>6. Understands the opportunities of the use of e-commerce.</li> <li>7. Able to find the necessary information independently, process it, analyse, evaluate and reflect it. Can present the results of work</li> <li>8. Able to prepare and execute electronic documents.</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 to management information systems. Importance of information systems, key concepts.                            |
| 2.  | Use of management information systems in management processes, modern development tendencies. Types of information systems. |
| 3.  | Information systems components.   |
| 4.  | Information systems security and data protection.   |
| 5.  | Use of cloud computing in management processes.   |
| 6.  | E-commerce.   |
| 7.  | Compilation, processing, analysis, reflection and presentation of information.  |
| 8.  | Electronic document preparation. E-signature and e-identity.  |

| <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* |
| 72.   | Introduction to management information systems. Importance of information systems, key concepts.                            | 4  | 2                 | 1   |
| 73.   | Use of management information systems in management processes, modern development tendencies. Types of information systems. | 4  | 2                 | 1   |
| 74.   | Information systems components.   | 10   | 5                 | 2.5   |
| 75.   | Information systems security and data protection.   | 2  | 1                 | 0.5   |
| 76.   | Use of cloud computing in management processes.   | 2  | 1                 | 0.5   |
| 77.   | E-commerce.   | 2  | 1                 | 0.5   |
| 78.   | Compilation, processing, analysis, reflection and presentation of information.  | 22   | 11                | 5.5   |
| 79.   | Electronic document preparation. E-signature and e-identity.  | 2  | 1                 | 0.5   |
|   | <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>                     | A brief description of the Independent/practical task:<br>1 Research, description and presentation of the management Information system.<br>2. Data processing and analysis using Microsoft Excel.<br>3. Data processing and analysis using Microsoft Access.<br>4. Preparing and designing documents. | 4 independent works |
|  | A brief description of the compulsory reading and/or audio and video media:<br>Study sources 1, 2, 3 from the list of compulsory literature and information sources  |                     |
| <i>Part-time studies</i>                     | A brief description of the Independent/practical task:<br>1 Research, description and presentation of the management Information system.<br>2. Data processing and analysis using Microsoft Excel.<br>3. Data processing and analysis using Microsoft Access.<br>4. Preparing and designing documents. | 4 independent works |

|   |  |                     |
|---|--|---------------------|
|   | A brief description of the compulsory reading and/or audio and video media:<br>Study sources 1, 2, 3 from the list of compulsory literature and information sources  |                     |
| <i>Part-time studies with e-learning elements</i> | A brief description of the Independent/practical task:<br>1 Research, description and presentation of the management Information system.<br>2. Data processing and analysis using Microsoft Excel.<br>3. Data processing and analysis using Microsoft Access.<br>4. Preparing and designing documents. | 4 independent works |
|   | A brief description of the compulsory reading and/or audio and video media:<br>Study sources 1, 2, 3 from the list of compulsory literature and information sources  |                     |

#### Organisation and volume of independent work:

| <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  | 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:

Course acquisition requirements and evaluation of results: The final evaluation of the course of study for full-time students consists of successfully completed four independent works, successfully executed practical work and successful completion of the exam. The final assessment is formed by: 40% of the overall examination score is the average of the results of independent work carried out during semester, 40% - average of practical work developed during the semester, 20% - examination.

The final assessment of the study for part-time and part-time with e-elements for the students consists of successfully completed four independent works, successfully completed practical work and successfully passed exam. The final assessment is formed by: 40% of the overall examination score is the average of the results of independent work carried out during semester, 40% - average of practical work developed during the semester, 20% - examination.

| 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 understands the basic concepts of the information system, understands the role of information systems in organisations.                     | Discussion Test   | Knows and understands the basic concepts of information systems. | Knows and understands partly the concepts of the information systems and their meaning.                           | Knows and understands the concepts of the information systems and their meaning. | Knows and understands the nature, concepts of the information systems and their meaning. |
| 2. | Understands the role of management information systems in management processes, knows types of information systems, modern tendencies of development. | Independent work. Test  | 40-64% of tasks are executed correctly                           | 65-84% of tasks are executed correctly  | 85-94% of tasks are executed correctly   | 95-100% of tasks are executed correctly  |
| 3. | Knows information systems components.   | Independent work. Test  | 40-64% of tasks are executed correctly                           | 65-84% of tasks are executed correctly  | 85-94% of tasks are executed correctly   | 95-100% of tasks are executed correctly  |
| 4. | Manages information systems security and data protection issues.  | Independent work. Test  | 40-64% of tasks are executed correctly                           | 65-84% of tasks are executed correctly  | 85-94% of tasks are executed correctly   | 95-100% of tasks are executed correctly  |
| 5. | Knows and understands cloud usage opportunities in management processes.  | Practical assignment Test                                     | 40-64% of tasks are executed correctly                           | 65-84% of tasks are executed correctly  | 85-94% of tasks are executed correctly   | 95-100% of tasks are executed correctly  |
| 6. | Understands the opportunities of the use of e-commerce.   | Practical assignment Test                                     | 40-64% of tasks are executed correctly                           | 65-84% of tasks are executed correctly  | 85-94% of tasks are executed correctly   | 95-100% of tasks are executed correctly  |
| 7. | Able to prepare and execute electronic documents.   | Practical assignment  | 40-64% of tasks are executed correctly                           | 65-84% of tasks are executed correctly  | 85-94% of tasks are executed correctly   | 95-100% of tasks are executed correctly  |
| 8. | Able to find the necessary information independently, process it, analyse, evaluate and reflect it.   | Practical assignment<br>Independent work                      | 40-64% of tasks are executed correctly                           | 65-84% of tasks are executed correctly  | 85-94% of tasks are executed correctly   | 95-100% of tasks are executed correctly  |
| 9. | Can summarise and present the results of work   | Presentation of the results of practical task and examination | Can summarise the results of work                                | Can present the results of their own work, however, it is difficult to do it in a manner understandable to others | Can present the results of their own work  | Able to present their results intelligibly and confidently                               |

#### Literature and other sources of information:

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

|                                     |   |
|-------------------------------------|---|
| 1.                                  | Kenneth, J.S., Effy, O. (2015). Management Information Systems, 7th edition. Stamford, CT, USA: Cengage Learning. Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="http://www.ebook3000.com/Management-Information-Systems_471056.html">http://www.ebook3000.com/Management-Information-Systems_471056.html</a>  |
| 2.                                  | Kenneth, C.L., Laudon, J.P. (2012). <i>Management Information Systems Managing the Digital Firm</i> , 13th edition. Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="http://www.icto.info/laudon-management-information-systems-13th-global-edition-c2014-1.pdf">www.icto.info/laudon-management-information-systems-13th-global-edition-c2014-1.pdf</a>   |
| 3.                                  | Brown, C.V., DeHayes, D.W., Hoffer, J.A., Martin, W.E., Perkins, W.C. (2012). <i>Managing Information Technology</i> , 7th edition. Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="https://bayanbox.ir/view/1605660057609727211/Brown-2012-Managing-information-technology.pdf">https://bayanbox.ir/view/1605660057609727211/Brown-2012-Managing-information-technology.pdf</a>  |
| <b>Recommended literature</b>       |   |
| 1.                                  | Valacich, J., Schneider, C. (2018). <i>Information Systems Today: Managing in the Digital World</i> , 8th edition, Harlow : Pearson.  |
| 2.                                  | Šmits, Ē., Koens, Dž. (2017). <i>Jaunais digitālais laikmets: kā nākotnē mainīsies mūsu dzīve, valstis un bizness</i> . Rīga: Zvaigzne ABC  |
| 3.                                  | Rainer, K.R., Cegielski, C.G. (2011). <i>Introduction to Information Systems</i> , 3rd Edition. Jon Willey and Sons. Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="https://books.google.lv/books/about/Introduction_to_Information_Systems.html?id=maK8xskEduYC&amp;printsec=frontcover&amp;source=kp_read_button&amp;redir_esc=y#v=onepage&amp;q&amp;f=false">https://books.google.lv/books/about/Introduction_to_Information_Systems.html?id=maK8xskEduYC&amp;printsec=frontcover&amp;source=kp_read_button&amp;redir_esc=y#v=onepage&amp;q&amp;f=false</a> |
| 4.                                  | Kroenke, D. (1989). <i>Management information systems</i> . Santa Cruz, Mitchell.   |
| 5.                                  | Kleiders, J. (2018). <i>Datorzinības Microfot Office 2013/2016</i> . Rīga: Juridiskā koledža.   |
| 6.                                  | Mika, V. (2008). <i>Access pamati</i> . Rīga: Biznesa augstskola Turība.  |
| 7.                                  | Augucēvičs, J. (2015). <i>Word. MS Office 2013</i> . Rīga: Biznesa augstskola Turība.   |
| 8.                                  | Ringe, E. (2009). <i>Excel. Strādāsimātrāk, ērtāk un efektīvāk</i> . Rīga: Biznesa augstskola Turība  |
| 9.                                  | Microsoft Office palīdzība un apmācība. (2018). Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="https://support.office.com/lv-lv/?legRedir=true&amp;CTT=97&amp;CorrelationId=a2751d65-c74b-4783-b44c-2b044c8db41b">https://support.office.com/lv-lv/?legRedir=true&amp;CTT=97&amp;CorrelationId=a2751d65-c74b-4783-b44c-2b044c8db41b</a>  |
| 10.                                 | GCFLearnFree.org (2018). [skatīts 30.11.2018]. Pieejams: <a href="https://edu.gcfglobal.org/en/">https://edu.gcfglobal.org/en/</a> .  |
| <b>Other sources of information</b> |   |
| 1.                                  | Eiropas komisija. Mākoņdatošanas potenciāla atraisīšana Eiropā — kas ir mākoņdatošana un kā tā attiecas uz mani? (2012). Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="http://europa.eu/rapid/press-release_MEMO-12-713_lv.htm">http://europa.eu/rapid/press-release_MEMO-12-713_lv.htm</a>   |
| 2.                                  | E-komercija – iespējas biznesa idejām. (2009). Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="http://www.lvportals.lv/visi/likumi-prakse/193910-e-komercija-iespejas-biznesa-idejam/">http://www.lvportals.lv/visi/likumi-prakse/193910-e-komercija-iespejas-biznesa-idejam/</a>   |
| 3.                                  | Tehnoloģiju jaunumu portāls. (2018). Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="http://www.datuve.lv">http://www.datuve.lv</a>   |
| 4.                                  | Esi drošs. (2018). Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="http://www.esidross.lv">http://www.esidross.lv</a>   |
| 5.                                  | Drošība internetā. (2015). Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="http://eprasmes.lv/wp-content/uploads/2015/08/Drosiba_interneta_eScouts_final.pdf">http://eprasmes.lv/wp-content/uploads/2015/08/Drosiba_interneta_eScouts_final.pdf</a>   |
| 6.                                  | LATVIJAS REPUBLIKAS tiesību akti. Elektroniskais resurss [skatīts 30.11.2018]. Pieejams: <a href="https://likumi.lv/">https://likumi.lv/</a>  |

## Marketing

|   |  |
|---|--|
| <b>Author/s of the course:</b>  |  |
| Dr. oec., Adjunct Lecturer Anna Ābeltiņa  |  |
| <b>Credit points (Latvian):</b>   | <b>ECTS credits:</b>   |
| 4   | 6  |
| <b>Final evaluation form:</b>   |  |
| Examination   |  |
| <b>Study course prerequisites:</b>  |  |
| Business Basics (Fundamentals of entrepreneurship), Microeconomics, Macroeconomics  |  |
| <b>Study course aim:</b>  |  |
| To provide students with the necessary knowledge, skills and competence acquisition in the field of marketing.  |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>   |  |
| <div><div></div><div><div>1.</div><div>Understand the substance and role of marketing in company's activities and development directions.</div></div><div><div>2.</div><div>Understand the set of marketing elements.</div></div><div><div>3.</div><div>Understand the planning processes of marketing management.</div></div><div><div>4.</div><div>Able to identify the target market, segment the market and to plan marketing mix and activities.</div></div><div><div>5.</div><div>Able to solve practical tasks in accordance with the acquired theoretical knowledge.</div></div><div><div>6.</div><div>Able to critically analyze problems in the field of marketing.</div></div><div><div>7.</div><div>Able to provide arguments to discuss the fundamental issues of marketing.</div></div></div> |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>   |  |
| 1.  | The substance and significance of marketing in achieving the company's objectives. Marketing history and development directions. |
| 2.  | Marketing environment, management process, marketing research and information systems.   |
| 3.  | Consumer, demand research, market segmentation and target market identification.   |
| 4.  | Product, brand, product life cycle and assortment creation.  |
| 5.  | Pricing, pricing policy, distribution channels, promotion strategy.  |

| <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* |
| 80.  | The substance and significance of marketing in achieving the company's objectives. Marketing history and development directions. <ul style="list-style-type: none"> <li>• The substance and goals of marketing.</li> <li>• Concepts for activities on the market.</li> </ul> | 4   | 2                 | 1   |



| 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* |
| 81.   | Marketing environment, marketing research and information systems. <ul style="list-style-type: none"> <li>The substance of marketing environment.</li> <li>Marketing environment composition.</li> <li>The role of marketing research in company's activities.</li> <li>Information-gathering techniques, evaluation, processing and analysis.</li> <li>Marketing information systems.</li> </ul> | 12  | 6                 | 3   |
| 82.   | Consumer, demand research, market segmentation and target market identification. <ul style="list-style-type: none"> <li>Consumer behavior in the market.</li> <li>Demand research.</li> <li>The substance and objectives of market segmentation.</li> <li>Market segmentation process, segment evaluation and analysis.</li> <li>Marketing strategies in the target market.</li> </ul>            | 12  | 6                 | 3   |
| 83.   | Product, brand, product life cycle and assortment creation. <ul style="list-style-type: none"> <li>The substance of the product from the marketing point of view.</li> <li>Product description.</li> <li>Brand and branding.</li> <li>Product life cycle.</li> </ul>  | 10  | 4                 | 2   |
| 84.   | Pricing, pricing policy, product distribution channels, promotion strategy. <ul style="list-style-type: none"> <li>The concept and stages of price formation.</li> <li>Pricing method.</li> <li>Pricing strategies.</li> <li>The substance, functions, types of distribution channel.</li> <li>The creation, management and development of distribution channel.</li> </ul>                       | 10  | 6                 | 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>All forms of studies</i> | 1. The learning of marketing theory questions.<br>2. Find a solution to a specific/given marketing problem/task, to support the chosen solution with the marketing theory ideas.<br>3. Prepare discussion report on a certain marketing theory question, support opinion and critically substantiate the statements. | 2 presentations<br><br>Quiz<br><br>2 seminars |
|                             | Independently read sources 1, 2 and 3 from the mandatory literature list, and prepare a discussion report on the given issue of marketing theory.  | Independent work                              |

Structure of the study course:

| <i>Study form</i>                                 | <i>Contact hours</i>   |  |   |              | <i>Independent work<br/>(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<br/>(including seminars, discussions)</i> | <i>Consultations, guest lectures, conferences, field trips, business games, etc.</i> | <i>Final evaluation<br/>(exam, test, defense)</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>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 independent work assignment have to be successfully completed, 2 presentations have to be made, 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. | <i>Learning outcome:</i>                                  | <i>Evaluation method/s</i>                         | <i>Evaluation criteria</i>                  |   |   |  |
|-----|---|--|---|---|---|--|
|     |   |  | <i>Minimum level<br/>(from 40% to 64%)</i>  | <i>Average level<br/>(from 65% to 84%)</i>  | <i>High level<br/>(from 85% to 94%)</i>                                   | <i>Excellent level<br/>(10)<br/>(from 95% to 100%)</i>                             |
| 1.  | Understand the substance and basic concepts of marketing. | Independent work<br><br>Seminar<br><br>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 marketing indicators.                      | Independent work<br><br>Seminar                    | Understand the substance of key indicators. | Understand the substance of key indicators, but there are difficulties in                               | Understand and able to apply key marketing indicators in problem-solving. | Have a good grasp of key marketing indicators.                                     |

|    |  |  |  |   |   |  |
|----|--|--|--|---|---|--|
|    |  | Examination                                |  | formulating regularities.   |   |  |
| 3. | Able to solve practical tasks in accordance with the acquired theoretical knowledge. | Independent work<br>Quizzes<br>Examination | Able to apply the acquired knowledge independently to solve certain marketing problems.            | Able to apply the acquired knowledge independently in solving marketing problems.                     | Able to deal with different level practical tasks independently.                    | Able to solve practical tasks freely and creatively.   |
| 4. | Able to critically analyze problems in the field of marketing.                       | Discussion,<br>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 marketing.            | Discussion<br>Presentation<br>Seminar      | Able to discuss current events, unable to formulate opinion.                                       | Able to discuss current events, but there are difficulties to support opinion.                        | Able to provide arguments to discuss current events, formulate and support opinion. | Excellent argumentative and oratorical skills.   |

#### Literature and other sources of information:

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

1. Armstrong G., Kotler P., Harker M., Brennan R. (2015). *Marketing an Introduction. 3Edition*. London: Pearson Education Limited
2. Blythe J., Martin J. (2019). *Essentials of marketing*. Harlow: Pearson Education.
3. Kotler P., Keller K., L. (2016). *Marketing Management 15th Edition*. UK: Pearson Education.
4. Praude V. (2011). *Mārketing. Teorija un prakse 1, 2*. Rīga: Burtene.

##### **Further reading**

1. Bax St., Meyer K., Wilkinson N. (2013). *Cambridge Marketing Handbook: Digital Marketing*. USA: Cambridge marketing press.
2. Jones R. (2017). *Brending. A very short introduction*. UK: Oxford University Press.
3. Shimp T., Anrews C. (2013). *Advertising, promotion and other aspects of integrated marketing communications*. Australia: South-Western.
4. Fisks P. (2010). *Klientu apkalpošanas gēnijs: kļūt par biznesu, kas orientēts uz klientu*. Rīga: Lietišķās informācijas dienests.
5. Fisks P. (2010). *Klientu apkalpošanas gēnijs: kļūt par biznesu, kas orientēts uz klientiem*. Rīga: Lietišķās informācijas dienests

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

1. Anything Research. Electronic source. Available at: [www.anythingresearch.com](http://www.anythingresearch.com)
2. Marketing Teacher's Store. Electronic source. Available at: [www.marketingteacher.com](http://www.marketingteacher.com)
3. Amerikasmārketinga asociācija. Electronic resource. Available: <https://www.ama.org/Pages/default.aspx>
4. EMERALD. Electronic resource. Available:

|    |   |
|----|---|
|    | <a href="http://info.emeraldinsight.com/about/contact.htm?PHPSESSID=crejvr034ms787olds">http://info.emeraldinsight.com/about/contact.htm?PHPSESSID=crejvr034ms787olds</a> |
| 5. | Scientific journal database EBSCO Electronic resource. Available: <a href="http://www.search.ebscohost.com">www.search.ebscohost.com</a>                                  |

## 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 |
| 85.                                | Introducing oneself. CV. Motivational letter  | 6   |                   |  |
| 86.                                | Business travel.  | 4   |                   |  |
| 87.                                | People and organizations. Types of organizations and management styles. Career opportunities  | 4   |                   |  |
| 88.                                | Human Resources: recruitment and management   | 4   |                   |  |
| 89.                                | Intercultural and interpersonal communication. Communication management. Negotiating  | 6   |                   |  |
| 90.                                | Advertising and brands  | 4   |                   |  |
| 91.                                | Marketing   | 4   |                   |  |
| 92.                                | Money and finance   | 6   |                   |  |
| 93.                                | International markets, production and trade   | 6   |                   |  |
| 94.                                | Business ethics and cultures  | 4   |                   |  |
| 95.                                | Management and leadership   | 4   |                   |  |
| 96.                                | Effective business communication: oral and written (telephoning, letter and email writing, formal presentations), incl., grammar issues | 6   |                   |  |
| 97.                                | Student presentations   | 4   |                   |  |
| 98.                                | 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   |

|  |   |                          |
|--|---|--------------------------|
|  | 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<br>- follow a formal presentation style and structure, including standard presentation phrases<br>- contain professional vocabulary covered during this course (business, finance, communication, organizations, advertising etc.). | Presentation, discussion |
| part-time studies                          |   |                          |
| part-time studies with e-learning elements |   |                          |

#### 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                          | 64   | 12   | 4                              | 80    | 48                      | 32  | 160                       |
| 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 4 independent work assignments (see *Independent work description* table) meeting the requirements for B2 level;
- deliver a successful presentation on one of the topics of this course (see *Independent work description* table for general requirements for the presentation) and participate in a discussion meeting the requirements for B2 level;
- pass interim test and final test.

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.

| No. | Learning outcome   | Evaluation method/-s   | Evaluation criteria   |  |  |   |
|-----|--|--|---|--|--|---|
|     |  |  | Minimum level<br>(40% till 64%)   | Average level<br>(65% till 84%)  | High level<br>(85% till 94%)   | Excellent level<br>(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 |

| Literature and information sources:                  |  |
|--|--|
| <b>Compulsory literature and information sources</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>Additional literature and information sources</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>Other information sources</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>   |

## INNOVATION MANAGEMENT

|   |  |
|---|--|
| <b>Author/s of the course:</b>  |  |
| Adjunct lecturer, Mag.oec. Vita Brakovska   |  |
| <b>Credit points (Latvian):</b>   | <b>ECTS credits:</b>   |
| <b>4</b>  | <b>6</b>   |
| <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>   |  |
| <div><div>1.</div><div>Understand the concept, the substance and the role of innovation in a company.</div></div> <div><div>2.</div><div>Know about the available innovation support tools (grant programs, etc.) in Latvia.</div></div> <div><div>3.</div><div>Able to provide an evaluative review of the innovation processes in the country and in the company/organization represented by the student.</div></div> <div><div>4.</div><div>Able to use creative thinking techniques that focus on strengthening the competitiveness of the company.</div></div> |  |
| <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   |

| 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* |
| 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>                                   |

| Independent work description:              |  |  |
|--|--|--|
| Study form                                 | Type of independent work   | Form of control  |
| Full-time studies                          | 1. Innovation process, its formation<br>2. Innovation processes in the country and in a company<br>3. Available innovation support tools in Latvia<br>4. Social entrepreneurship | 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 |  |
| Part-time studies                          | 1. Innovation process, its formation<br>2. Innovation processes in the country and in a company<br>3. Available innovation support tools in Latvia<br>4. Social entrepreneurship | 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 |  |
| Part-time studies with e-learning elements | 1. Innovation process, its formation<br>2. Innovation processes in the country and in a company<br>3. Available innovation support tools in Latvia<br>4. Social entrepreneurship | 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 |  |

| 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   | 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/organization 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 |  |  |  |
|--|--|--|--------------------|--|--|--|

| Literature and other sources of information:        |  |
|---|--|
| <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.  | Krippendorff, K. (2019). <i>Driving Innovation from Within: A Guide for Internal Entrepreneurs</i> . USA: Columbia University Press.   |
| 5.  | Kuratko, D.F., Goldsby, M.G., Hornsby, J.S. (2018). <i>Corporate Innovation</i> . 1st Edition. UK: Routledge   |
| 6.  | Rafinejad, D. (2017). <i>Sustainable Product Innovation: Entrepreneurship for Human Well-being</i> . J. Ross Publishing.   |
| <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>  |

## 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* |
| 99.  | 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* |
| 100.          | 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   |
| 101.          | 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   |
| 102.          | 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   |
| 103.          | 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   |
| 104.          | 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 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 | 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                                     |

| Literature and other sources of information:        |  |
|---|--|
| <i>Mandatory literature and information sources</i> |  |
| 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.  |
| <i>Further reading</i>                              |  |
| 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). Mārketinga no A līdz Z. Jumava, Rīga.   |
| 5.  | Praude, V. (2011). Mārketinga 1.grāmata. Burtene, Rīga.  |
| <i>Other sources of information</i>                 |  |
| 1.  | <a href="https://digitalmarketinginstitute.com/">https://digitalmarketinginstitute.com/</a>                                  |
| 2.  | <a href="https://digijourney.com/">https://digijourney.com/</a>  |

## PROJECT MANAGEMENT

|  |   |
|--|---|
| <b>Author/-s of the study course:</b>  |   |
| Mg.oec. Aija Staškeviča  |   |
| <b>Credits (Latvian):</b>  | <b>ECTS:</b>  |
| <b>4</b>   | <b>6</b>  |
| <b>Final evaluation form:</b>  |   |
| Examination  |   |
| <b>Study course prerequisites:</b>   |   |
| Management, Accounting   |   |
| <b>Study course aim:</b>   |   |
| The aim of the course is to give students knowledge, skills and competencies in project management field.  |   |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>  |   |
| <ol style="list-style-type: none"> <li>1. Student knows and understands the essence and concepts of project management.</li> <li>2. Student is able to calculate and use the evaluation of effectiveness of project investments.</li> <li>3. Student is able to find a solution to a specific problem in the industry, preparing the project within the sector.</li> <li>4. Student is able to independently find needed information and analyze it to gain knowledge about a particular topic in the field of project management.</li> <li>5. Student is able to prepare the application for the project according to determined structure;</li> <li>6. Student is able to present the results of independent work.</li> <li>7. Student knows current events in project management sector.</li> <li>8. Student is familiar with preparation of project proposal and implementation stages.</li> <li>9. Student understands project management concepts and main regulations.</li> </ol> |   |
| <b>Study course thematic plan:</b>   |   |
| 1.   | Introduction to project management                  |
| 2.   | Definition of project problem and objective         |
| 3.   | Analysis of project environment                     |
| 4.   | Analysis of project alternatives                    |
| 5.   | Definition of project solution and project proposal |
| 6.   | Concept of project life cycle. Structure plan.      |
| 7.   | Analysis of project risks                           |
| 8.   | Planning of project resources, costs and revenues   |
| 9.   | Management of project team                          |
| 10.  | Control of 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 |
| 105.                               | Introduction to project management                  | 4   |                   |  |
| 106.                               | Definition of project problem and objective         | 4   |                   |  |
| 107.                               | Analysis of project environment                     | 6   |                   |  |
| 108.                               | Analysis of project alternatives                    | 4   |                   |  |
| 109.                               | Definition of project solution and project proposal | 6   |                   |  |
| 110.                               | Concept of project life cycle. Structure plan.      | 6   |                   |  |
| 111.                               | Analysis of project risks                           | 4   |                   |  |
| 112.                               | Planning of project resources, costs and revenues   | 8   |                   |  |
| 113.                               | Management of project team                          | 2   |                   |  |
| 114.                               | Control of 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                    | To formulate a project idea, based on official sources of information, a project goal and tasks, to justify the need for a project, and to make environmental analysis. | Independent work in form of report and presentation. Discussion with audience. |
|                                      | Compulsory literature: sources No. 2, 6, 8.   |  |
|                                      | To analyse environment and stakeholders, to design structural plan of a project.  | Independent work in form of report and presentation. Discussion with audience. |
|                                      | Compulsory literature: sources No. 1, 3.  |  |
|                                      | To analyse risks and design financial plan of a project.  | Work in groups   |
|                                      | Compulsory literature: sources No. 3, 4, 9.   |  |
|                                      | Based on the theoretical knowledge, to develop a project application.   | Presentation, seminar  |
|                                      | Compulsory literature: sources No. 4, 5.  |  |
| Part-time studies                    |   |  |
|                                      |   |  |
|                                      |   |  |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Part-time studies with e-learning elements |  |  |

**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, 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                          |  |   |                                |       |                         |   |                           |
| part-time studies with e-learning elements |  |   |                                |       |                         |   |                           |

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

The structure of final grade: Test -20%; Practical tasks at seminars - 20%; Independent work - 30%; Exam: 30%.

| 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.  | Student knows and understands the essence and concepts of project management   | Test                 | 40-64% of tasks performed correctly                                      | 65-84% of tasks performed correctly   | 85-94% of tasks performed correctly   | 95-100% of tasks performed correctly  |
| 2.  | Student is able to calculate and use the evaluation of effectiveness of project investments; is able to find a solution to a specific problem in the industry, | Practical tasks      | 40-64% of tasks performed correctly. Student has difficulties to offer a | 65-84% of tasks performed correctly. Student is able to offer a solution to the | 85-94% of tasks performed correctly. Student is able to offer a solution to the | 95-100% of tasks performed correctly. Student is able to offer a reasonable |

|    |  |                                    |   |  |  |   |
|----|--|------------------------------------|---|--|--|---|
|    | preparing the project within the sector.   |                                    | solution to the identified problem, lack of understanding of a project preparation.   | identified problem, has difficulties with a project preparation.   | identified problem and is able to prepare a project.   | solution to the identified problem and is able to prepare project.  |
| 3. | Student is able to independently find needed information and analyze it to gain knowledge about a particular topic in the field of project management; is able to prepare the application for the project according to determined structure; is able to present the results of independent work. | Independent work with presentation | 40-64% of application of project performed correctly.   | 65-84% of application of project performed correctly.  | 85-94% of application of project performed correctly.  | 95-100% of application of project performed correctly.  |
| 4. | Student knows current events in project management sector; is familiar with preparation of project proposal and implementation stages; understands project management concepts and main regulations.   | Examination                        | Student knows 40-64 % of stages of preparation and implementation of project application. Lack of understanding of the essential concepts and regularities of project management. | Student knows 65-84 % of stages of preparation and implementation of project application. Student understands the essential concepts of project management, but has difficulties with understanding of regularities of project management. | Student knows 85-94 % of stages of preparation and implementation of project application. Student understands the essential concepts and regularities of project management. | Student knows 95-100 % of stages of preparation and implementation of project application. Student understands exceptionally the essential concepts and regularities of project management. |

#### Literature and information sources:

##### Compulsory literature and information sources

|    |   |
|----|---|
| 1. | <b>Crowe Andy</b> (2016). Alpha Project Managers: What the Top 2% Know That Everyone Else Does Not. Velociteach; None edition, 208 p. ISBN: 978-0990907411                    |
| 2. | <b>Džounss R.</b> (2008). <i>Projektu vadības pamati: praktisks ceļvedis projektu vadībā un izpildē</i> . Rīga : Lietišķās informācijas dienests, 222 lpp. ISBN 9789984826059 |

|   |   |
|---|---|
| 3.  | <b>Ezerarslan, A.S., Koc Aytekin, G.</b> (2018). The Effectiveness of Cost-Oriented Project Management Process in Businesses. International Journal of Eurasia Social Sciences / Uluslararası Avrasya Sosyal Bilimler Dergisi, Vol. 9 Issue 33, p1452-1487. 36p.  |
| 4.  | <b>Hugo, F. D., Pretorius, L., Benade, S. J.</b> (2018). Some Aspects of the Use and Usefulness of Quantative Risk Analysis Tools in Project Management. South African Journal of Industrial Engineering, Vol. 29 Issue 4, p116-128. 13p.   |
| 5.  | <b>Jangs L. T.</b> (2009) Kā vadīt projektu. Rīga: Zvaigzne ABC, 152 lpp. ISBN 978-9934-0-0232-8  |
| 6.  | Projektu vadītāja profesijas standarts. APSTIPRINĀTS ar Izglītības un zinātnes ministrijas 2003.gada 29.decembra rīkojumu Nr. 649. [tiešsaiste] [skatīts 10.07.2019.] Pieejams: <a href="http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0222.pdf">http://visc.gov.lv/profizglitiba/dokumenti/standarti/ps0222.pdf</a> |
| 7.  | <b>Ranf, D.E., Herman, R.</b> (2018) Knowledge Managements Contributions in Project Management, Revista Academiei Fortelor Terestre, Vol. 23 Issue 4, p288-293. 6p.   |
| 8.  | Rokasgrāmata Eiropas Savienības projektu izveidē un vadībā, Rucavas novads, 2012. 116 lpp.  |
| 9.  | <b>Savescu, D.</b> (2018). Project's Management. Some Aspects. Fiability & Durability / Fiabilitate si Durabilitate, Issue 1, p299-304. 6p.   |
| <b><i>Additional literature and information sources</i></b> |   |
| 1.  | <b>Barker S.</b> (2014), Brilliant Project Management (Brilliant Business) 3rd Revised edition Edition, Trans-Atlantic Publications, 200 p., ISBN: 978-1292083230   |
| 2.  | <b>Ferguson R.</b> (2014) Finally! Performance Assessment That Works: Big Five Performance Management, 134 p.   |
| 3.  | <b>Fried J., Heinemeier Hansson D.</b> (2013) Remote: Office Not Required. London: Ebury Publishing, 256 pages. ISBN 0091954673   |
| 4.  | <b>Graham N.</b> (2015) Project Management For Dummies. New York: John Wiley & Sons Inc, 424 pages. ISBN 1119025737   |
| 5.  | <b>Kerzner, H.</b> (2013) Project management: a systems approach to planning, scheduling, and controlling, 11th Edition, John Wiley & Sons, 2013. 1296 p.   |

## INTERNATIONAL ECONOMICS

|  |   |
|--|---|
| <b>Author/s of the course:</b>   |   |
| Lecturer,Mg.sc.soc. Edgars Čerkovskis  |   |
| <b>Credit points (Latvian):</b>  | <b>ECTS credits:</b>  |
| 4  | 6   |
| <b>Final evaluation form:</b>  |   |
| <b>Examination</b>   |   |
| <b>Study course prerequisites:</b>   |   |
| Macroeconomics   |   |
| <b>Study course aim:</b>   |   |
| Provide the students with the necessary knowledge, skills and competences in the field of international economics  |   |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>  |   |
| <div><div>1.</div><div>Understand the concept and substance of international economics.</div></div> <div><div>2.</div><div>Understand international economic theories and models.</div></div> <div><div>3.</div><div>Understand the substance and activities of international organizations.</div></div> <div><div>4.</div><div>Able to determine the exchange rate, value and the international currency systems.</div></div> <div><div>5.</div><div>Able to analyze the pricing mechanism of international trade and the world market.</div></div> <div><div>6.</div><div>Able to critically analyze the state economic policy in relation to international trade.</div></div> <div><div>7.</div><div>Able to discuss the key issues of international economics.</div></div> |   |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>  |   |
| 1.   | The basic principles of the functioning of the international economy. |
| 2.   | Models of international trade and economics.                          |
| 3.   | Exchange rate, currency value and the international currency systems. |
| 4.   | International economic policy.  |
| 5.   | International trade and currency organizations and funds.             |

| <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* |
| 115.   | The basic principles of the functioning of the international economy. <ul style="list-style-type: none"> <li>• Basic terms of international economics.</li> <li>• The basic principles of international economics.</li> <li>• Key indicators of international economics.</li> <li>• Alternative theories of international trade.</li> </ul> | 10  | 5                 | 3   |



| 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* |
| 116.   | Models of international trade and economics. <ul style="list-style-type: none"> <li>The use and importance of the Ricardian model.</li> <li>The Heckscher-Ohlin model application.</li> <li>General (equilibrium) trade model.</li> <li>International (foreign) trade model.</li> </ul>   | 10  | 5                 | 3   |
| 117.   | Exchange rate, currency value and the international currency systems. <ul style="list-style-type: none"> <li>Gold standard system.</li> <li>The Bretton Woods system of monetary management.</li> <li>Jamaican currency system.</li> <li>Global foreign exchange market.</li> <li>Ways of setting the exchange rate.</li> </ul> | 10  | 5                 | 2   |
| 118.   | International economic policy. <ul style="list-style-type: none"> <li>State and an open economy.</li> <li>National trade policy.</li> <li>Monetary policy.</li> <li>Fiscal policy</li> </ul>  | 10  | 5                 | 2   |
| 119.   | International trade and currency organizations and funds. <ul style="list-style-type: none"> <li>The International Monetary Fund.</li> <li>The World Trade Organization.</li> <li>The Organisation for Economic Co-operation and Development.</li> </ul>  | 8   | 4                 | 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                      |
| All forms of studies          | Read the assigned book on international economics and prepare a seminar with presentation and discussion elements.                               | Presentation, seminar                |
|                               | Read the assigned scientific article on international economics events during the last 3 months, and develop a forecast of further developments. | Essay, presentation                  |
|                               | Formulate possible Latvian international economic development scenarios.   | Presentation, seminar                |
|                               | Simulation game "International commercial transactions"  | Group work (e-students individually) |

| 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   | 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>                       |

| <b>Evaluation of the study course learning outcomes:</b>   |  |   |  |   |  |   |
|--|--|---|--|---|--|---|
| During the study course, 4 independent work assignments 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.  | <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 and substance of international economics.                   | Presentation, seminar, discussion, examination. | Understand the basic concepts.                           | Understand the basic concepts and terms, but there are difficulties in formulating definitions.                         | Understand the most important concepts, terms and definitions.                                 | Have a good grasp of the substance, concepts, terms and definitions.                              |
| 2.   | Understand international economic theories and models.                             | Presentation, seminar, discussion, examination. | Understand regularities.                                 | Understand the regularities, but there are difficulties with understanding the models and the theories.                 | Understand the most important models, theories and regularities.                               | Have a good grasp of the models, theories and regularities of international economics.            |
| 3.   | Understand the substance and activities of international organizations.            | Test, exam.                                     | Understand the substance of international organizations. | Understand the substance of international organizations, however, there are difficulties in defining their activities.  | Understand the substance and the principles of operation of major international organizations. | Have a good grasp of operations of international organizations and funds.                         |
| 4.   | Able to determine the exchange rate, value and the international currency systems. | Test, simulation game, exam.                    | Know how to set exchange rates.                          | Able to determine the exchange rates, however, there are difficulties having a grasp of international currency systems. | Able to determine the exchange rate, its value and the international currency system.          | Able to freely determine the exchange rate, value and analyze the international currency systems. |

|    |  |  |  |  |   |  |
|----|--|--|--|--|---|--|
| 5. | Able to analyze the pricing mechanism of international trade and the world market.       | Test, essay, exam.                                     | Able to determine pricing mechanisms.  | Able to determine the pricing mechanism, but there are difficulties in the calculation of the pricing mechanism. | Able to determine the pricing mechanism, able to do the calculations.               | Freely able to determine the pricing mechanism, to do the calculations and analyze international pricing mechanisms. |
| 6. | Able to critically analyze the state economic policy in relation to international trade. | Presentation, essay, seminar, discussion, examination. | 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 obtained information critically, formulate conclusions.         | Able to analyze the obtained information critically, draw conclusions and propose solutions.                         |
| 7. | Able to discuss the key issues of international economics.                               | Presentation, seminar, examination.                    | Able to discuss current events, unable to formulate opinion.                                       | Able to discuss current events, but there are difficulties to support opinion.                                   | Able to provide arguments to discuss current events, formulate and support opinion. | Excellent argumentative and oratorical skills.   |

| <b>Literature and other sources of information:</b>        |  |
|--|--|
| <b><i>Mandatory literature and information sources</i></b> |  |
| 1.   | Krugman, P. R. (2015). <i>International economics : theory &amp; policy</i> . Harlow: Pearson.   |
| 2.   | Appleyard, D. R. (2014). <i>International economics</i> . New York: McGraw-Hill Companies.   |
| 3.   | Зубко, Н. М. (2012). <i>Международная экономика: ответы на экзаменационные вопросы</i> . Москва: Тетрасистемс.   |
| 4.   | Acharyya, R. (2014). <i>International trade and economic development</i> . Oxford: Oxford University Press.  |
| 5.   | Feenstra, R. C. (2014). <i>International trade</i> . New York: Worth Publishers, a Macmillan Higher Education Company.   |
| <b><i>Further reading</i></b>                              |  |
| 1.   | Ehrenberg, R., Smith, R. (2018). <i>Modern Labor Economics : theory and public policy</i> . Harlow: Pearson.   |
| 2.   | Langdana, F., Murphy, P. (2014). <i>International Trade and Global Macropolicy</i> . London ; New York : Routledge   |
| 3.   | Matsushita, M., Schoenbaum, T., Mavroidis, P., Hahn, M. (2015). <i>The World Trade Organization : law, practice, and policy</i> . Oxford, United Kingdom : Oxford University Press |
| 4.   | Mishkin, F. (2013). <i>The economics of money, banking, and financial markets</i> . Harlow : Pearson. New York : Springe.  |
| 5.   | Vogenauer, S., Weatherill, S. (2017). <i>General principles of law : European and comparative perspectives</i> . Oxford ;Portland, Oregon : Hart Publishing                        |
| <b><i>Other sources of information</i></b>                 |  |
| 1.   | Hartley, J. (2015). <i>Creative economy and culture : challenges, changes and futures for the creative industries</i> . London: Thousand Oaks, California Sage Publications.       |
| 2.   | Tapscott, D. (2015). <i>The digital economy : rethinking promise and peril in the age of networked intelligence</i> . New York : McGraw-Hill.                                      |
| 3.   | Hanley, N., Jason F., Shogren, B. (2013). <i>Introduction to Environmental Economics</i> . Oxford: Oxford university press.  |

## LEADERSHIP

|  |   |
|--|---|
| <b>Author/-s of the study course:</b>  |   |
| Mag. sc. pol., guest lecturer I. Āboliņa   |   |
| <b>Credits (Latvian):</b>  | <b>ECTS:</b>  |
| <b>2</b>   | <b>3</b>  |
| <b>Final evaluation form:</b>  |   |
| <b>Exam</b>  |   |
| <b>Study course prerequisites:</b>   |   |
| Not applicable   |   |
| <b>Study course aim:</b>   |   |
| To provide knowledge and create understanding about theoretical and practical leadership aspects.<br>Aim of the course for practical classes - extension of knowledge, development of leadership skills. |   |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>  |   |
| 1. Acquire theories and terminology.   |   |
| 2. Demonstrates leadership.  |   |
| 3. Creates verbal and non-verbal communication, listens, asks questions, answers questions.  |   |
| 4. Presents successful, result oriented, leadership.   |   |
| 5. Communicate in groups.  |   |
| 6. Public speaking.  |   |
| 7. Data analysis.  |   |
| 8. Presents and discusses the results of the independent work.   |   |
| 9. Critical assessment of leadership strategies.   |   |
| <b>Study course thematic plan:</b>   |   |
| 1.   | Introduction to the course. Leadership.                           |
| 2.   | Leader. The essence of being the leader.                          |
| 3.   | Decision-making.  |
| 4.   | Leader’s impact on communication. The creation of leader's image. |
| 5.   | Rhetoric.   |

| <b>Study course calendar plan:</b>  |   |   |                   |  |
|---|---|---|-------------------|--|
| <i>Taking into account needs of the students, the interests, the level of previous knowledge and understanding, the number of contact hours and the sequence of topics can be adjusted in the plan.</i> |   |   |                   |  |
| No.   | Topic   | Lecture contact hours (incl. seminars, discussions) |                   |  |
|   |   | full-time studies                                   | part-time studies | part-time studies with e - learning elements |
| 120.  | Introduction to the course. Leadership.                           | 5   |                   |  |
| 121.  | Leader. The essence of being the leader.                          | 4   |                   |  |
| 122.  | Decision-making.  | 5   |                   |  |
| 123.  | Leader's impact on communication. The creation of leader's image. | 5   |                   |  |

| <b>Study course calendar plan:</b>  |               |  |                   |  |
|---|---------------|--|-------------------|--|
| <i>Taking into account needs of the students, the interests, the level of previous knowledge and understanding, the number of contact hours and the sequence of topics can be adjusted in the plan.</i> |               |  |                   |  |
| No.   | Topic         | Lecture contacthours (incl. seminars, discussions) |                   |  |
|   |               | full-time studies                                  | part-time studies | part-time studies with e - learning elements |
| 124.  | Rhetoric.     | 5  |                   |  |
|   | <b>Total:</b> | <b>24</b>  |                   |  |

| <b>Independent work description:</b>        |  |  |
|---|--|--|
| Study form                                  | Type of independent work   | Form of control  |
| full-time studies                           | Individually create a presentation on the result-oriented leadership, in accordance with the given task during the course. | Speaking to the audience.  |
|   | To interview at least 3 leaders.   | To present interview outcome.  |
|   | Read the compulsory literature<br>Listen to audio files and watch videos   | Usage of references<br>To control the acquired skills and competences in the individual work and demonstrate knowledge in full-time classes. |
| part-time studies                           |  |  |
| part-time studies with e -learning elements |  |  |

| <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                           | 24   | 6  | 2                              | 32    | 32                      | 16  | 80                        |
| part-time studies                           |  |  |                                |       |                         |   |                           |
| part-time studies with e -learning elements |  |  |                                |       |                         |   |                           |

| <b>The evaluation of the study course learning outcomes:</b>  |
|---|
| <i>Active participation in classes.</i><br><i>Presentation during the course / e-learning (PT with e-learning elements).</i><br><i>Interview presentation.</i><br><i>Exam</i> |

| No. | Learning outcome   | Evaluation method/-s                                  | Evaluation criteria   |  |  |  |
|-----|--|---|---|--|--|--|
|     |  |   | Minimum level<br>(40%till64%)   | Average level<br>(65% till 84%)  | High level<br>(85% till 94%)   | Excellent level<br>(95% till100%)  |
| 1.  | Presentation during the course / e-learning (PT with e-learning elements). | Presentation  | Insufficient understanding of the most important leadership consequences    | Understanding the most important achievement of the result, however, there are difficulties in understanding consequences of successful leadership | Understands the most important leadership tactics and reaches the result | Extra mile taken for presentation excellence   |
| 2.  | Interview presentation.  | Questions/answers discussion                          | Insufficient understanding of the information obtained and its consequences | Understands the information obtained, however, it is difficult to see the consequences   | Understands the information and consequences                             | Additional activities in the interpretation of research data for creating excellence |
| 3.  | Understanding of leadership strategies.                                    | Search and selection of information, reasoned opinion | Insufficient understanding of the leadership strategies                     | Understands situations, however, there are difficulties to see the consequences  | Understands situations and consequences                                  | Extra mile for explanations of leadership strategies                                 |

| Literature and information sources:           |   |
|---|---|
| Compulsory literature and information sources |   |
| 1.  | Northouse, P. (2016). <i>Leadership: Theory and practise</i> . London: Sage Publications.   |
| 2.  | Bennis, W. G., & Townsend, R. (1995). <i>Reinventing Leadership: Strategies to Empower the Organisation</i> . New York: Morrow.   |
| 3.  | Crawford, M. (2012). Solo and distributed leadership definitions and dilemmas. <i>Educational Management Administration and Leadership</i> .  |
| 4.  | Haslam, S. A., & Platow, M. J. (2001). The link between leadership and followership: how affirming a social identity translates vision into action. <i>Personality and Social Psychology Buletin</i> , 27, 1469-79. |
| 5.  | Nahavandi, A. (2009). <i>The art and science of leadership</i> . 5th ed. Upper Saddle River, New Jersey, United States of America : Pearson Prentice Hall.  |
| Additional literature and information sources |   |
| 1.  | Hahn, L.K. & Paynton, S.T. (2014). <i>Survey of Communication study</i> . <a href="http://en.wikibooks.org/wiki/Survey_of_Communication_Study">http://en.wikibooks.org/wiki/Survey_of_Communication_Study</a>       |
| 2.  | Merchant, K. (2012). <i>How Men And Women Differ: Gender Differences in Communication Styles, Influence Tactics, and Leadership Styles</i> . Claremont McKenna College.   |
| 3.  | Wawra D. (2009). <i>Social Intelligence: The key to intercultural communication</i> . <i>European Journal of English Studies</i> Vol. 13, No. 2, August, pp. 163–177.   |
| 4.  | Smith, A., (2010). <i>Leadership in 20th Century</i> (2nd izd.). NY: Sage.  |

|   |  |
|---|--|
| 5.                                      | Hahn, L.K. & Paynton, S.T. (2014). <i>Survey of Communication study</i> .<br><a href="http://en.wikibooks.org/wiki/Survey_of_Communication_Study">http://en.wikibooks.org/wiki/Survey_of_Communication_Study</a> |
| <b><i>Other information sources</i></b> |  |
| 1.                                      | Training and Development Journal   |
| 2.                                      | Academic text data bases: Scopus, Web of Science, Springer, etc.   |

## International marketing and trade

|  |  |   |                   |   |
|--|--|---|-------------------|---|
| Author/s of the course:  |  |   |                   |   |
| Dr.oec., Assistant Professor Ksenijaljevļeva   |  |   |                   |   |
| Credit points (Latvian):   |  | ECTS credits:   |                   |   |
| 2  |  | 3   |                   |   |
| Final evaluation form:   |  |   |                   |   |
| Examination  |  |   |                   |   |
| Study course prerequisites:  |  |   |                   |   |
| Microeconomics, Macroeconomics, Management Basics, Marketing   |  |   |                   |   |
| Study course aim:  |  |   |                   |   |
| To provide students with the necessary knowledge, skills and competence acquisition in the field of international marketing and trade.   |  |   |                   |   |
| Study course learning outcomes (knowledge, skills, competences):   |  |   |                   |   |
| 1. Understand the substance of the concepts "marketing" and "trade" in the context of the international commerce.<br>2. Understand the substance of the international division of labor and the reasons of global trade existence.<br>3. Able to analyze the company's strategies in order to penetrate the foreign markets.<br>4. Able to use pricing methods in foreign markets.<br>5. Able to analyze the types of international promotion of products and trade communication. |  |   |                   |   |
| The required study course content to achieve the learning outcomes (Study course thematic plan):   |  |   |                   |   |
| 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.   |   |                   |   |
| 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* |
| 125.   | 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   |



| 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* |
| 126.   | 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   |
| 127.   | 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   |
| 128.   | 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   |
| 129.   | 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>                                    |

| Independent work description: |  |                 |
|-------------------------------|--|-----------------|
| Study form                    | Type of independent work   | Form of control |
| Full-time studies             | 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.                       |                 |
| Full-time studies             | 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.               |                 |

|                          |  |               |
|--------------------------|--|---------------|
| <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.<br>Further reading: 1., 7., 8., 9., 10., 11., 12.<br>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.<br>Further reading: 3., 4., 5., 6., 12.<br>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<br/>(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<br/>(including seminars, discussions)</i> | <i>Consultations, guest lectures, conferences, field trips, business games, etc.</i> | <i>Final evaluation<br/>(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<br/>(from 40% to 64%)</i>                         | <i>Average level<br/>(from 65% to 84%)</i>  | <i>High level<br/>(from 85% to 94%)</i>   | <i>Excellent level<br/>(10)<br/>(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). *Saturamārketinga interneta*. 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). *Kā veicināts savāzīmola, produktu un pakalpojumu atpazīstamību*. Rīga: Zolnēraizdevniecība.
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 izstrādājot tirdzniecības darījumu noformēšanai*. Rīga: Merkūrijs LAT.
8. Oļevskis, G. (2003). *Starptautiskā tirdzniecība*. Rīga: RSEBAA.
9. Praude, V. (2009). *Mārketinga*. Rīga: Izglītības solis.
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>Darījumu attiecības ar pircējiem</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. |

## MARKETING PLANNING

|   |  |
|---|--|
| <b>Author/s of Study course:</b>  |  |
| Mg. sc. soc., visiting teacher, Marta Kontiņa   |  |
| <b>Credit points:</b>   | <b>Credit score in the ECTS system:</b>  |
| <b>2</b>  | <b>3</b>   |
| <b>Test form:</b>   |  |
| <b>Examination</b>  |  |
| <b>Study course prerequisites:</b>  |  |
| Marketing   |  |
| <b>Course objectives are:</b>   |  |
| Provide students with knowledge, competencies and skills in the field of marketing planning   |  |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |  |
| <div>1. Understand the importance of developing product value proposition in marketing planning.</div> <div>2. Can analyse the organization's marketing environment and performance.</div> <div>3. Understands and can plan marketing activities in the organisation.</div> <div>4. Can develop a marketing budget.</div> |  |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>   |  |
| 1.  | Consumer needs. The value of the products/services.                                |
| 2.  | Marketing environment analysis, marketing audit.                                   |
| 3.  | Principles of market segmentation and positioning.                                 |
| 4.  | Pricing strategies.  |
| 5.  | Marketing objectives and strategy. Product lifecycle impact on marketing strategy. |
| 6.  | Types of marketing plans, their structure.   |
| 7.  | Marketing research and its impact on the development of a marketing plan.          |
| 8.  | Marketing planning at the company.   |
| 9.  | Marketing budget development.  |
| 10.   | Non-traditional marketing methods.   |

| <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* |
| 130.  | Consumer needs. The value of the products/services.                                | 4  | 2                 | 1   |
| 131.  | Marketing environment analysis, marketing audit.                                   | 8  | 4                 | 2   |
| 132.  | Principles of market segmentation and positioning.                                 | 8  | 4                 | 2   |
| 133.  | Pricing strategies.  | 4  | 2                 | 1   |
| 134.  | Marketing objectives and strategy. Product lifecycle impact on marketing strategy. | 4  | 2                 | 1   |
| 135.  | Types of marketing plans, their structure.   | 4  | 2                 | 1   |
| 136.  | Marketing research and its impact on the development of a marketing plan.          | 4  | 2                 | 1   |
| 137.  | Marketing planning at the company. Marketing budget development.                   | 8  | 4                 | 2   |

| <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* |
| 138.  | Non-traditional marketing methods. | 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. Analysis of the value of three organisations, showing examples of marketing materials.       | Individual independent work                           |
|  | 2. One product/service market segment determination and consumer profile development.           | Individual independent work, discussion               |
|  | 3. Develop a marketing plan and budget using a template. The task given by the employer.        | Individual independent work, presentation             |
| <i>Part-time studies</i>                     | 1. Analysis of the value of three organisations, showing examples of marketing materials.       | Individual independent work                           |
|  | 2. 2. One product/service market segment determination and consumer profile development.        | Individual independent work                           |
|  | 3. Analysis of three products/services pricing strategies with examples of marketing materials. | Individual independent work, discussion               |
|  | 4. Develop a marketing plan and budget using a template. The task given by the employer.        | Individual independent work, presentation at the exam |

| <b>Study course organisation and the volume of the course:</b> |  |  |                                  |       |                        |   |                           |
|--|--|--|----------------------------------|-------|------------------------|---|---------------------------|
| 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   | 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                       |

| <b>Course acquisition requirements and evaluation of results:</b>   |
|---|
| <p><b>Full-time studies.</b> In order to successfully pass the course, the student must attend at least 50% of the lectures, submit and receive a positive assessment of all their independent works, and pass the exam. At the exam, it is allowed to use a calculator.</p> <p>50% of the overall examination mark is the average of the individual home works carried out during the semester.</p> <p>50% of the overall exam mark is the examination assessment.</p> <p><b>Full-time studies.</b> In order to successfully pass the course, the student must attend at least 50% of the lectures, submit and receive a positive assessment of all their independent works, and pass the exam. At the exam it is allowed to use a calculator.</p> |

50% of the overall examination mark is the average of the individual home works carried out during the semester.

50% of the overall exam mark is the examination assessment.

| No. | Learning outcomes  | Evaluation method  | Evaluation criteria  |   |  |   |
|-----|--|--|--|---|--|---|
|     |  |  | Minimal level<br>(from 40% to 64%)   | Intermediate level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)  | With distinction<br>(from 95% to 100%)  |
| 1.  | Understand the importance of developing product value proposition in marketing planning. | Exam, individual homework  | Understands the concepts of the value of the offer, but it is difficult to see regularities in the marketing planning process.   | Understands the notion of value offer and sees simple regularities, but there is difficulty in seeing patterns that are more complex.   | Understands the importance of developing product value offer and its importance in marketing planning.   | Understands the concept of developing product value offer and its importance in marketing planning, can explain it to others.   |
| 2.  | Can analyse the organization's marketing environment and performance.                    | Exam, individual homework, discussion                                | Understands the most important marketing environment and activities concepts, but it is difficult to see the regularities.   | Understands the most important concepts and sees simple regularities, but there is difficulty in seeing more complex patterns.  | Understands the key concepts and regularities  | Understands the key concepts and regularities, and can explain them to others.  |
| 3.  | Understands and can plan marketing activities in the organisation.                       | Exam, individual homework, presentation, discussion, work in groups. | Understands the structure of the marketing plan, the basic principles of planning, but there is difficulty in seeing regularities and independently developing tactical solutions. | Understands the structure of the marketing plan, the basic principles of planning, and is able to offer simple tactical solutions independently. However, there are difficulties in developing solutions that are more complex. | Understands the structure of the marketing plan, the basic principles of planning, and is able to offer simple tactical solutions independently. | Understands the structure of the marketing plan, the basic principles of planning, and is able to offer sophisticated tactical solutions independently, can explain them to others. |
| 4.  | Can develop a marketing budget.  | Exam, individual homework, work in groups.                           | Understands the most important marketing budget lines, but does not demonstrate a precise cost   | Understands the most important marketing budget lines and is able to develop a  | Understands the most important marketing budget lines and is able to develop a   | Understands the most important marketing budget lines, is able to develop a   |

|  |  |  |                            |  |                   |   |
|--|--|--|----------------------------|--|-------------------|---|
|  |  |  | calculation understanding. | simple marketing budget, but there is difficulty in calculating positions that are more complex. | marketing budget. | marketing budget, as well as explain it to the others |
|--|--|--|----------------------------|--|-------------------|---|

| Literature and other sources of information:                  |   |
|---|---|
| <b>Compulsory literature and other sources of information</b> |   |
| 1.  | Kotler K., Keller K. (2016). Marketing Management, Pearson Education.   |
| 2.  | Leventhal B. (2018). Predictive Analytics for Marketers, Kogan Page, UK.  |
| 3.  | Percy L. (2018). Strategic Integrated Marketing Communications, Routledge, London and New York.                                 |
| <b>Recommended literature</b>                                 |   |
| 1.  | Praude V., Šalkovska J. (2015). Integrētā mārketinga komunikācija 1.sēj., Burtene, Rīga.  |
| 2.  | Praude V., Šalkovska J. (2015). Integrētā mārketinga komunikācija 2.sēj., Burtene, Rīga.  |
| 3.  | Wang B. (2017). Creativity and Data Marketing: A practical guide to data innovation, Kogan Page.                                |
| 4.  | Flores L. (2014). How to Measure Digital Marketing, Palgrave Macmillan, New York.   |
| 5.  | Hall S. (2017). Innovative B2B Marketing New Models, Processes and Theory, Kogan Page, UK.                                      |
| 6.  | Gr.Hooley, N.F. Piercy (2012). Marketing Strategy & Competitive Positioning, Pearson Education, UK.                             |
| 7.  | Pearson D. (2014). The 20 Ps of marketing: a complete guide to marketing strategy, Kogan Page, London, Philadelphia, New Delhi. |
| <b>Other sources of information</b>                           |   |
| 1.  | <a href="http://www.marketingjournal.org/">http://www.marketingjournal.org/</a><br>Mārketinga nozares aktualitātes              |
| 2.  | ASV Mārketing Asociācija, mārketinga nozares aktualitātes<br><a href="http://www.ama.org">www.ama.org</a>                       |
| 3.  | <a href="https://www.behance.net/">https://www.behance.net/</a><br>Grafiskā dizaina piemēru datubāze                            |
| 4.  | <a href="https://www.branding.news/">https://www.branding.news/</a><br>Mārketinga nozares aktualitātes                          |



## Sales Management

|  |  |
|--|--|
| <b>Author/s of Study course:</b>   |  |
| Dr. oec., assist.prof. Ksenija Ijevleva  |  |
| <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, project management, marketing  |  |
| <b>Course objectives are:</b>  |  |
| To provide students with the acquisition of necessary knowledge, skills and competence in the field of sales management.   |  |
| <b>Course outcomes (knowledge, skills, competencies):</b>  |  |
| 1. Understands the nature of the concept of "sales management", its functions and related concepts.<br>2. Understands sales management in the company.<br>3. Can forecast sales.<br>4. Knows how to use sales methods. |  |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>  |  |
| 1.   | The concepts, functions and environment of sales and its management. |
| 2.   | Sales management in the company.                                     |
| 3.   | Identification and management of sales channels.                     |
| 4.   | Sales forecasting.   |
| 5.   | Sales methods and their use characteristics.                         |

| <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* |
| 139.  | The concepts, functions and environment of sales and its management. <ul style="list-style-type: none"> <li>• Nature and functions of sales management.</li> <li>• Integrating sales and marketing functions into the enterprise strategy.</li> <li>• Stages of the decision-making process and its participants.</li> <li>• The role of emotional intelligence for sale.</li> <li>• Market niche and identification of its audience characteristics.</li> <li>• Ethics and legislation, influencing sales.</li> </ul> | 8  | 4                 | 2   |

| 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* |
| 140.   | Sales management in the company. <ul style="list-style-type: none"> <li>• Creating a sales system.</li> <li>• Identification and management of sales channels.</li> <li>• Special features of planning, organising, controlling and motivating the employees involved in the sales process.</li> <li>• Evaluation of the sales process efficiency and risk.</li> <li>• The Sales Manager role.</li> </ul>          | 14   | 6                 | 3   |
| 141.   | Identification and management of sales channels. <ul style="list-style-type: none"> <li>• Database creation and use.</li> <li>• Creation and choice of product distribution channels.</li> <li>• The sales process management features in retail and wholesale.</li> <li>• Creation and choice of channels for communicating with the audience.</li> <li>• Determining the budget for sales activities.</li> </ul> | 8  | 4                 | 2   |
| 142.   | Sales forecasting. <ul style="list-style-type: none"> <li>• The need for forecasts and prerequisites.</li> <li>• Predictive variables.</li> <li>• Sales forecasting methods.</li> </ul>  | 6  | 4                 | 2   |
| 143.   | Sales methods and their use characteristics. <ul style="list-style-type: none"> <li>• The essence of SPIN, SNAP and AIDA sales models.</li> <li>• The peculiarities of cross-sell and more expensive upsell methods.</li> <li>• Direct Selling methods (customer-oriented, advisory, conceptual, challenging).</li> <li>• Price role in the sales process.</li> </ul>  | 12   | 6                 | 3   |
|  | <b>Total:</b>  | <b>48</b>  | <b>24</b>         | <b>12</b>                                   |

| Description of the independent tasks: |   |                 |
|---------------------------------------|---|-----------------|
| Study form                            | Type of independent assignment  | Type of control |
| Full-time studies                     | 1. Read the established scientific literature and understand the sales and sales management functions, types, ethical and legal standards | Seminar         |
|                                       | Compulsory literature: 1, 2, 3  |                 |
|                                       | Recommended literature: 1, 2, 8, 9, 13  |                 |
|                                       | Other sources of information: 2, 5, 7, 10, 12, 14.  | Test, seminar   |
|                                       | 2. Develop guidelines for improving the efficiency of the sales process   |                 |
|                                       | Compulsory literature: 1, 2, 3  |                 |
|                                       | Recommended literature: 1, 3, 4, 6, 11, 14.   | Test            |
|                                       | Other sources of information: 2, 4, 6, 11, 15.  |                 |
|                                       | 3. Develop a plan for the sales team based on forecast results  | Test            |

|   |   |               |
|---|---|---------------|
|   | Compulsory literature: 1, 2.<br>Recommended literature: 1, 7, 8, 10, 13.<br>Other sources of information: 6.                              |               |
|   | 4. Develop direct sales guidelines for two product categories   | Presentation  |
|   | Compulsory literature: 1, 3.<br>Recommended literature: 3, 4, 5, 9, 12.<br>Other sources of information: 1, 2, 3, 4, 8, 9, 13, 14, 16.    |               |
| <i>Part-Time Studies</i>                          | 1. Read the established scientific literature and understand the sales and sales management functions, types, ethical and legal standards | Seminar       |
|   | Compulsory literature: 1, 2, 3<br>Recommended literature: 1, 2, 8, 9, 13<br>Other sources of information: 2, 5, 7, 10, 12, 14.            |               |
|   | 2. Develop guidelines for improving the efficiency of the sales process   | Test, seminar |
|   | Compulsory literature: 1, 2, 3<br>Recommended literature: 1, 3, 4, 6, 11, 14.<br>Other sources of information: 2, 4, 6, 11, 15.           |               |
|   | 3. Develop a plan for the sales team based on forecast results  | Test          |
|   | Compulsory literature: 1, 2.<br>Recommended literature: 1, 7, 8, 10, 13.<br>Other sources of information: 6.                              |               |
|   | 4. Develop direct sales guidelines for two product categories   | Presentation  |
|   | Compulsory literature: 1, 3.<br>Recommended literature: 3, 4, 5, 9, 12.<br>Other sources of information: 1, 2, 3, 4, 8, 9, 13, 14, 16.    |               |
| <i>Part-time studies with e-learning elements</i> | 1. Read the established scientific literature and understand the sales and sales management functions, types, ethical and legal standards | Seminar       |
|   | Compulsory literature: 1, 2, 3<br>Recommended literature: 1, 2, 8, 9, 13<br>Other sources of information: 2, 5, 7, 10, 12, 14.            |               |
|   | 2. Develop guidelines for improving the efficiency of the sales process   | Test, seminar |
|   | Compulsory literature: 1, 2, 3<br>Recommended literature: 1, 3, 4, 6, 11, 14.<br>Other sources of information: 2, 4, 6, 11, 15.           |               |
|   | 3. Develop a plan for the sales team based on forecast results  | Test          |
|   | Compulsory literature: 1, 2.<br>Recommended literature: 1, 7, 8, 10, 13.<br>Other sources of information: 6.                              |               |
|   | 4. Develop direct sales guidelines for two product categories   | Presentation  |
|   | Compulsory literature: 1, 3.<br>Recommended literature: 3, 4, 5, 9, 12.<br>Other sources of information: 1, 2, 3, 4, 8, 9, 13, 14, 16.    |               |

Study course organisation and the volume of the course:

|                   |                      |  |  |  |
|-------------------|----------------------|--|--|--|
| <i>Study form</i> | <i>Contact hours</i> |  |  |  |
|-------------------|----------------------|--|--|--|

|   | <i>Lecture hours<br/>(incl. seminars,<br/>discussion)</i> | <i>Consultations,<br/>guest lectures,<br/>conferences,<br/>study tours,<br/>applied games,<br/>etc.</i> | <i>Final Test<br/>(exam, test,<br/>defence)</i> | <b>Total</b> | <i>Independent<br/>work hours</i> | <i>Compulsory<br/>reading<br/>and/or audio<br/>and video<br/>material<br/>listening/watching</i> | <b>Total<br/>course<br/>credit<br/>hours</b> |
|---|---|---|---|--------------|-----------------------------------|--|--|
| <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<br/>studies with<br/>e-learning<br/>elements</i> | 12  | 16  | 4   | <b>32</b>    | 64                                | 64   | <b>160</b>                                   |

| <b>Course acquisition requirements and evaluation of results:</b>  |  |                          |   |  |   |   |
|--|--|--------------------------|---|--|---|---|
| <i>During the course of study, 3 independent assignments must be successfully completed, participation in 2 seminars, no less than 50% of lectures visited and the exam must be passed. The final assessment in the course of study is the arithmetic mean of the assessments of independent works and the exam.</i> |  |                          |   |  |   |   |
| No.  | <i>Learning outcomes</i>   | <i>Evaluation method</i> | <i>Evaluation criteria</i>  |  |   |   |
|  |  |                          | <i>Minimal level<br/>(from 40% to 64%)</i>  | <i>Intermediate level<br/>(from 65% to 84%)</i>  | <i>High level<br/>(from 85% to 94%)</i>   | <i>With distinction<br/>(from 95% to 100%)</i>  |
| 1.   | Understands the nature of the concept of "sales management", its functions and related concepts. | Seminar; exam            | Understands basic concepts, but it is difficult to distinguish between sales and marketing functions                            | Understands key concepts, classifications and diversity of functions   | Understands the factors influencing market niches and segments formation and the ones influencing audience purchasing decisions | Free orientation in the ethical aspects of sales and legislation  |
| 2.   | Understands sales management in the company.   | Test, seminar, exam      | Understands the sales management functions, but there is difficulty in understanding the building of a sales system or "funnel" | Understands the formation of a sales system or "funnel", but it is difficult to detect and choose the sales channels | Freely orientated into sales channels, but has difficulties in assessing the efficiency of the sales process                    | Able to develop guidelines for improving the efficiency of the sales process on the basis of its assessment |
| 3.   | Can forecast sales.  | Test                     | Understands the prerequisites for the forecasting of sales, but it is difficult to understand and choose predictive methods     | Able to select forecasting method according to the sales system  | Can forecast sales by a single method   | Able to develop a plan for sales based on forecast results  |
| 4.   | Knows how to use sales methods.  | Presentation, game, exam | Can detect sales models according   | Able to appeal to potential  | Able to justify the choice of   | Able to develop direct  |

|  |  |  |                           |  |                     |   |
|--|--|--|---------------------------|--|---------------------|---|
|  |  |  | to situation requirements | buyers by combined sales and more expensive non-pressure selling methods | direct sales method | sales guidelines for two product categories |
|--|--|--|---------------------------|--|---------------------|---|

#### Literature and other sources of information:

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

1. Jobber, D., Lancaster G. (2015). *Sellingandsalesmanagement*. Harlow: PearsonEducation.
2. Panda, T., Sahadev, S. (2019). *Salesanddistributionmanagement*. NewDelhi: OxfordUniversityPress.
3. Praude, V., Liniņa, I. (2018). *Pārdošanas vadība*. Rīga: Turības mācību centrs.

##### Recommended literature

1. Autoru kopums (2008). *Stratēģiskā pārdošanas vadība*. Rīga: Lietišķās informācijas dienests.
2. Autoru kopums (2010). *Pārdošana*. Rīga: Lietišķās Informācijas dienests.
3. Blānčards, K., Boulss Š. (2013). *Sajūsminātie klienti: ģeniāla pieeja klientu apkalpošanai*. Rīga: Zvaigzne ABC.
4. Godins, S. (2014). *Kā veicināt sava zīmola, produktu un pakalpojumu atpazīstamību*. Rīga: Zoldnera izdevniecība.
5. Grose, V. (2012). *Concept to customer*. Lausanne: AVA Academia.
6. Hall, S. (2017). *Innovative B2B MarketingNewModels, ProcessesandTheory*. UK: KoganPage.
7. Jansons, V., Kozlovskis, K. (2012). *Ekonomiskā prognozēšana SPSS 20 vidē: mācību grāmata*. Rīga: Rīgas Tehniskā universitāte.
8. Leventhal, B. (2018). *PredictiveAnalyticsforMarketers*. UK: KoganPage.
9. Podniece, L. (2012). *Pārdevējs no biroja*. Rīga: Jūsu aģentūra.
10. Praude, V., Šalkovska, J. (2015). *Integrētā mārketinga komunikācija 1. Un 2. sēj.* Rīga: Burtene.
11. Reilijs, D., Giboss, D. (2001). *Darījumu attiecības ar pircējiem*. Rīga: Turība.
12. Rekhems, N. (2017). *SPIN pārdošana*. Rīga: Avots.
13. Šķiltere, D. (2001). *Pieprasījuma prognozēšana: mācību līdzeklis*. Rīga: Latvijas Universitāte.
14. Zavadskis, M. (2017). *Pārdošanas meistarība*. Rīga: Jumava.

##### Other sources of information

1. DeVintere, K. (2007). *Pārdošana pa telefonu*. Rīga: Lietišķās informācijas dienests.
2. Denijs, R. (2004). *Māksla pārdot: praktiski padomi*. Rīga: Kamene.
3. Fisks, P. (2010). *Klientu apkalpošanas ģēnijs: kļūt par biznesu, kas orientēts uz klientiem*. Rīga: Lietišķās informācijas dienests.
4. Frīmentls, D. (2006). *Aktīva klientu apkalpošana*. Rīga: Zvaigzne ABC.
5. Godin, S. (2019). Time and money. [Skatīts 18.03.2019]. Pieejams:<https://seths.blog/2019/03/time-and-money/>
6. Godins, S. (2010). *Pievienotā vērtība: idejas nākotnes mārketingam*. Jelgava: Zoldnera izdevniecība.
7. Hansen, J. (2015). *SalePresenationsforDummies*. USA: JohnWiley&Sons.
8. Heppell, M. (2010). *Piezvaigžņu serviss*. Rīga: Zvaigzne ABC.
9. Kimeiša, L. (2013). *Pārdotspējīgi teksti interneta mājaslapām*. Rīga: Zvaigzne ABC.
10. Misners I., Mogans D. (2008). *Pārdošanas meistari: labāko pārdošanas profesionāļu noslēpumi, kas jums palīdzēs kļūt par pasaules klases pārdevējiem*. Rīga: Lietišķās informācijas dienests.
11. O'Reilijs, D., Gibass, Dž. (2001). *Darījumu attiecības ar pircējiem: veiksmīga pārdošana un mārketinga organizētājā tirgū*. Rīga: Biznesa augstskola Turība.
12. Praude, V. (2011). *Mārketinga teorija un prakse*. Rīga: Burtene.
13. Silvermans, Dž. (2008). *Mutvārdu atsauksmju mārketinga noslēpumi: kā panākt pārdošanas pieaugumu, izmantojot mutvārdu atsauksmes*. Rīga: Lietišķās informācijas dienests.
14. Untāls, E. (2011). *Pārdošanas burvis*. Rīga: Zvaigzne ABC.

## Marketing communication

|   |  |
|---|--|
| <b>Author/s of the course:</b>  |  |
| Mg.sc.soc. Inga Oliņa   |  |
| <b>Credit points (Latvian):</b>   | <b>ECTS credits:</b>   |
| 4   | 6  |
| <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 marketing communication principles.   |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>   |  |
| <ol style="list-style-type: none"> <li>1. Know the principles of marketing communication.</li> <li>2. Able to identify the target audience.</li> <li>3. Able to apply SCRUM approach to achieve marketing communication results.</li> <li>4. Able to develop marketing communication plan.</li> </ol> |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>   |  |
| 1.  | Substance, aim, tasks and types of marketing communication.  |
| 2.  | The invisible part of the marketing iceberg. The less visible instruments of marketing communication.                                    |
| 3.  | Marketing communication mix.   |
| 4.  | Preconditions for identifying the target audience. Brains. Sociocultural context.  |
| 5.  | Determining marketing communication tasks, identifying instruments and channels.<br>Marketing communication crises and their management. |
| 6.  | Using the SCRUM approach in marketing communication.   |

| <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* |
| 144.                               | Substance, aim, tasks and types of marketing communication.  | 6   | 4                 | 2   |
| 145.                               | The invisible part of the marketing iceberg. The less visible instruments of marketing communication.                                    | 6   | 4                 | 2   |
| 146.                               | Marketing communication mix.   | 6   | 4                 | 2   |
| 147.                               | Preconditions for identifying the target audience. Brains. Sociocultural context.  | 6   | 4                 | 2   |
| 148.                               | Determining marketing communication tasks, identifying instruments and channels.<br>Marketing communication crises and their management. | 6   | 4                 | 2   |
| 149.                               | Using the SCRUM approach in marketing communication.   | 6   | 4                 | 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> | 1. Work in groups on the analysis of activities of various marketing communication mixes.<br><br>2. The application of the scrum approach in the development of group work. Deliverable - presentation.<br><br>3. Work in groups or individually. Service design for the examples provided by the lecturer. Presentation of the project idea, expert engagement, finishing the project in accordance with the expert comments. Development of project marketing communication instruments. Presentation of the project. | 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                                      | 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                       |

| 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 the principles of marketing communication | Examination, group work | Know the principles of marketing communication | Know the principles of marketing communication, understanding interrelationships | Know marketing communication principles, possibilities of their application | Good grasp of the application of marketing communication principles |
| 2.   | Able to identify the target audience           | Exam, presentation      | Able to identify the target audience           | Know how to identify the target audience   | Know how to determine the target audience for                               | Know how to identify the target audience by                         |

|    |   |                         |   |  |  |  |
|----|---|-------------------------|---|--|--|--|
|    |   |                         |   | and analyze its needs  | different communication purposes, indicating a more effective communication channel                | offering innovative solutions for communication  |
| 3. | Able to apply SCRUM approach to achieve marketing communication results | Examination, group work | Able to apply SCRUM approach to achieve marketing communication results, but there are difficulties with certain elements | Able to apply SCRUM approach to achieve marketing communication results      | Able to apply SCRUM approach to achieve marketing communication results and perform their analysis | Able to apply SCRUM approach to achieve marketing communication results, analyze them and offer suggestions for work improvement |
| 4. | Able to develop marketing communication plan                            | Examination, group work | Able to develop marketing communication plan  | Able to develop marketing communication plan, offering alternative solutions | Able to develop marketing communication plan, including the analysis of expected outcomes          | Able to develop marketing communication plan, using innovative solutions   |

| Literature and other sources of information: |   |
|--|---|
| <b>Mandatory literature and sources</b>      |   |
| 1.   | Percy, L. (2018). Strategic Integrated Marketing Communications 3rd Edition. Routledge.   |
| 2.   | Praude, V., Šalkovska, J. (2015). <i>Integrētā mārketinga komunikācija 1. Un 2. sēj.</i> Rīga: Burtene.   |
| 3.   | Ripley, R., Miller, T. (2020). Fixing Your Scrum: Practical Solutions to Common Scrum Problems 1st Edition. Pragmatic Bookshelf.  |
| 4.   | Smith, P.R., Zook, Z. (2019). Marketing Communications: Integrating Online and Offline, Customer Engagement and Digital Technologies 7th Edition. Kogan Page.   |
| <b>Further reading</b>                       |   |
| 1.   | Grose, V. (2012). <i>Concept to customer</i> . Lausanne: AVA Academia.  |
| 2.   | Hall, S. (2017). <i>Innovative B2B Marketing New Models, Processes and Theory</i> . UK: Kogan Page.   |
| 3.   | Leventhal, B. (2018). <i>Predictive Analytics for Marketers</i> . UK: Kogan Page.   |
| 4.   | Sutherland, J., Sutherland, J.J. (2014.). SCRUM. The art of doing twice the work in half the time. Random House Audio.  |
| <b>Other sources of information</b>          |   |
| 1.   | <a href="https://www.scrum.org/">https://www.scrum.org/</a>   |
| 2.   | <a href="https://www.economicdiscussion.net/marketing-2/marketing-communication-meaning-purpose-role-process-and-strategies/31623">https://www.economicdiscussion.net/marketing-2/marketing-communication-meaning-purpose-role-process-and-strategies/31623</a> |
| 3.   | <a href="https://www.professionalacademy.com/blogs-and-advice/marketing-theories---the-communications-mix">https://www.professionalacademy.com/blogs-and-advice/marketing-theories---the-communications-mix</a>   |
| 4.   | <a href="https://scielo.conicyt.cl/scielo.php?script=sci_arttext&amp;pid=S0718-18762013000100006">https://scielo.conicyt.cl/scielo.php?script=sci_arttext&amp;pid=S0718-18762013000100006</a>   |
| 5.   | <a href="https://www.researchgate.net/publication/292952356_Essentials_Of_Service_Design/link/56befe8a08aee5caccf4b278/download">https://www.researchgate.net/publication/292952356_Essentials_Of_Service_Design/link/56befe8a08aee5caccf4b278/download</a>     |
| 6.   | <a href="http://www.jecr.org/sites/default/files/06_3_p01.pdf">http://www.jecr.org/sites/default/files/06_3_p01.pdf</a>   |



## Branding

|  |  |
|--|--|
| <b>Author/s of the course:</b>   |  |
| Dr.phil., Professor Velga Vēvere   |  |
| <b>Credit points (Latvian):</b>  | <b>ECTS credits:</b>   |
| 4  | 6  |
| <b>Final evaluation form:</b>  |  |
| Examination  |  |
| <b>Study course prerequisites:</b>   |  |
| N/A  |  |
| <b>Study course aim:</b>   |  |
| Raise awareness of branding and its role in social, political and business processes, as well as of brand management principles while developing professional competence in brand building and management.   |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>  |  |
| <ol style="list-style-type: none"> <li>1. Understand the concept of "brand", brand types, the latest trends in branding</li> <li>2. Understand brand building and promotion principles in different cultures</li> <li>3. Able to perform brand element analysis using statistical and empirical data</li> <li>4. Able to develop and present the brand development strategy taking into account the international dimension</li> </ol> |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>  |  |
| 1.   | Brand concept, definition. Brand difference from such marketing categories as trade mark, etc. Historical formation and development trends of brand. Brand classification. |
| 2.   | Economic, legal, social and cultural factors of brand. Positioning as a basis of brand and branding.   |
| 3.   | Brand identity, structure and key elements.  |
| 4.   | Life-cycle of brand and its management. Branding strategies (brand extension, expansion, rehabilitation, repositioning, elimination, etc.). Internal branding.             |
| 5.   | Brand promotion on the market and brand audit. Global brands.  |

| <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* |
| 150.   | Brand concept and brand essence <ul style="list-style-type: none"> <li>• Definitions and models</li> <li>• Historical formation of brands</li> <li>• Brand or trade mark</li> <li>• Brand classification (manufacturer, retailer, service brands)</li> <li>• Innovative brands</li> </ul> | 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* |
| 151.   | Economic, legal, social and cultural factors of brand <ul style="list-style-type: none"> <li>• Legal protection of brands (registration, the fight against brand counterfeiting)</li> <li>• Brand influence on consumer behavior, taking into account the economic situation in the country</li> <li>• Brand's social message</li> <li>• Cultural differences in the perception of brand</li> </ul> | 8   |                   |   |
| 152.   | Brand identity and key elements <ul style="list-style-type: none"> <li>• Brand identity system</li> <li>• External identifiers of a brand</li> <li>• Brand values</li> <li>• Aspects of brand (reputation, loyalty, competitiveness, associations, quality)</li> </ul>  | 10  |                   |   |
| 153.   | Life-cycle of brand and its management <ul style="list-style-type: none"> <li>• Development strategy of brand</li> <li>• Brand extension/expansion</li> <li>• Brand revitalization and repositioning</li> <li>• Brand elimination</li> <li>• Internal branding</li> </ul>   | 12  |                   |   |
| 154.   | Brand promotion on the market <ul style="list-style-type: none"> <li>• Brand communication strategy development</li> <li>• Identification of brand value and brand audit</li> <li>• Global brands</li> </ul>  | 10  |                   |   |
|  | <b>Total:</b>   | <b>48</b>   |                   |   |

| Independent work description: |  |                      |
|-------------------------------|--|----------------------|
| Study form                    | Type of independent work   | Form of control      |
| Full-time studies             | 1. Read the assigned scientific literature and understand the concept of "brand", brand types                      | Seminar              |
|                               | Mandatory literature: 1., 2., 3.<br>Further reading: 3., 4., 5.<br>Other sources of information:                   |                      |
|                               | 2. Conduct brand analysis according to the criteria (loyalty, recognition, competitiveness, associations, quality) |                      |
|                               | Mandatory literature: 1, 2, 3<br>Further reading: 3., 4., 7.<br>Other sources of information: 7., 10., 11., 12.    | Presentation<br>Quiz |
|                               | 3. Role of social media, influencers in promoting brand  |                      |

|  |   |              |
|--|---|--------------|
|  | Mandatory literature: 1, 2<br>Further reading: 2., 8., 9., 11.<br>Other sources of information: 3, 9                                | Presentation |
|  | 4. Develop new innovative brand identity and promotion strategy   |              |
|  | Mandatory literature: 1, 2, 3<br>Further reading: 1., 3., 4., 5., 10., 11., 12.<br>Other sources of information: 1., 4., 5., 6., 7. |              |

#### Structure of the study course:

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

#### 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. | Learning outcome:   | Evaluation method/s  | Evaluation criteria  |   |   |   |
|-----|---|----------------------|--|---|---|---|
|     |   |                      | Minimum level<br>(from 40% to 64%)   | Intermediate level<br>(from 65% to 84%)                                   | High level<br>(from 85% to 94%)   | Excellent level<br>(from 95% to 100%)   |
| 1.  | Understand the essence of "brand" concept, brand types, the latest trends in branding | Seminar, examination | Understand the key concepts, but there are difficulties with the differentiation between brand types | Understand the key concepts, able to distinguish between types of brands  | Understand the essence of brand, able to distinguish between brand types and focus current trends | Good grasp of brand typology and current trends, able to make forecasts                         |
| 2.  | Understand key brand building and promotion principles                                | Quiz, examination    | Able to identify brand-building steps and key principles   | Able to identify and describe the brand-building steps and key principles | Able to identify and describe the brand-building steps and key principles, apply them in practice | Able to identify and describe the branding principles and stages, develop a new brand concept   |
| 3.  | Can perform brand element analysis using statistical and empirical data               | Presentation         | Able to identify the brand elements  | Able to identify the brand elements, describe and analyze them            | Able to identify the brand elements, describe them and conduct a study                            | Able to carry out in-depth research study on the brand and its elements, generalize conclusions |

|    |  |                           |   |                                  |  |   |
|----|--|---------------------------|---|----------------------------------|--|---|
| 4. | Able to develop and present the brand development strategy taking into account the international dimension | Presentation, examination | Able to identify strategy objectives, tasks, but there are difficulties in planning | Able to develop strategic vision | Able to develop a new brand development strategy | Able to develop a new brand development strategy, tactical and operational plan |
|----|--|---------------------------|---|----------------------------------|--|---|

#### Literature and other sources of information:

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

1. Beverland, M.. (2018). *Brand Management*. Los Angeles: Sage.
2. Godins, S. (2014). *Kā veicināt sava zīmola, produktu un pakalpojumu atpazīstamību*. Rīga: Zolnera izdevniecība.
3. Wheeler, A. (2018). *Designing Brand Identity*. Hoboken, NJ: Jon Wiley.

##### **Further reading**

1. Abbing, E. R. (2010). *Brand- driven innovation*. AVA Published SA
2. Brito, M. (2013). *Your brand, the next media company :how a social business strategy can enable better content, smarter marketing and deeper customer relationships*. Indianapolis: Que Pub.
3. Chernev, A. (2017). *Strategic brand management*. USA: Cerebellum Press.
4. Kapferer, J. (2012). *The new strategic brand management :advanced insights and strategic thinking*. Philadelphia: Kogan Page.
5. Keller, K.L. (2013). *Strategic brand management*. Boston: Pearson.
6. Landa, R. (2013). *Build your own brand. Strategies, prompts and exercises for marketing yourself*. Cincinnati, OH: HOW books.
7. Leland, K. T. (2016). *The brand mapping strategy*. USA: EP.
8. Levin, A. (2020). *Influencer Marketing for Brands: What YouTube and Instagram Can Teach You About the Future of Digital Advertising*. New York: Apress.
9. Marwick, A. (2013). *Status update :celebrity, publicity, and branding in the social media age*. London: Yale university press.
10. Miller, D. (2017). *Building a storybrand*. New York: HarperCollins.
11. O'Guinn, T. C. (2009). *Advertising and integrated brand promotion*. Eagan, MN: Cengage Learning - South-Western.
12. Walter, E., Gioglio, J. (2014). *The power of visual storytelling*. New York: McGraw Hill.

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

1. Boienko, O., Susidenko, O. (2019). Market niche as a method of brand promotion. *Baltic Journal of Economic Studies*, 5, (1), 15-20.
2. Durana, P., Klietkovs, J., Kovacova, M. (2019). The quality of brand products: expected attributes vs. Perceived reality. *Economics and Culture*, 16(1).
3. Elanjickal, T. J. (2019). Increasing brand awareness through the use of social media. *Research and Technology. Step into the Future*, 14 (1), 21-22.
4. Elliot, R., Percy, L. (2007). *Strategic brand management*. Oxford: Oxford University Press.
5. Glanfield, K. (2018). *Brand transformation : transforming firm performance by disruptive, pragmatic and achievable brand*. London ;New York, NY : Routledge, Taylor & Francis Group.
6. Heding, T. (2020). *Brand management : mastering research, theory and practice*. London ;New York : Routledge.
7. Kosteljik, E. (2020). *Brand Positioning : connecting marketing strategy and communications*. Abingdon, UK ;New York, USA : Routledge.
8. Kral, P., Janoskova, K., Duran, P. (2019). Linear model for brand portfolio optimization. *Economics and Culture*, 16 (1), 32-39.
9. Legzdina, A., Sperlina, A., Rukers, I. (2019). The importance of brand for influencing consumer behaviour in social network platforms. *International Scientific Conference "New Challenges of Economic and Business Development - 2019: Incentives for Sustainable Economic Growth"*, 507-518.
10. *NACIONĀLĀ IDENTITĀTE: Zīmolu un patērētāju identitātes*. Rakstu krājums. (2012). Rīga: LU SPPI.
11. Olinss, V. (2005). *Par zīmolu*. Rīga: Neputns.
12. Praude, V. (2011). *Mārketings : teorija un prakse*. Rīga: Burtene.

## Transport logistics

|   |  |
|---|--|
| <b>Author/s of the course:</b>  |  |
| Assistant Professor, Mg.paed. Inga Brasla   |  |
| <b>Credit points (Latvian):</b>   | <b>ECTS credits:</b>   |
| 4   | 6  |
| <b>Final evaluation form:</b>   |  |
| examination   |  |
| <b>Study course prerequisites:</b>  |  |
| The Economics of Logistics  |  |
| <b>Study course aim:</b>  |  |
| To provide students with a set of knowledge, skills and competencies in transport logistics   |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>   |  |
| <ol style="list-style-type: none"> <li>1. Know and understand the national and international law, Conventions, which regulate the transport operations</li> <li>2. Understand the importance of transport in company's total supply chain</li> <li>3. Able to calculate the tax weight for each mode of transport to make the shipment cost estimates</li> <li>4. Able to apply the rules of INCOTERMS2010 in practice</li> <li>5. Know and able to use specialized terminology (in the state language and a foreign language)</li> <li>6. Able to obtain and analyze information in order to select the most suitable mode of transport in a particular case</li> <li>7. Able to provide arguments to discuss the company's own transport and the use of outsourced services</li> <li>8. Able to use various types of information in decision-making on the optimal cost of the service</li> </ol> |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>   |  |
| 1.  | Role of transportation in the company's supply chain and transport tasks in various sectors of the economy   |
| 2.  | The EU and the Latvian laws and regulations governing the transport business   |
| 3.  | International trade terms (Incoterms 2010)   |
| 4.  | The mutual relationship among the market subjects of freight transport services; freight contract completion   |
| 5.  | The basic principles of forwarding business; The commercial law in relation to freight forwarding.   |
| 6.  | International transport conventions (CMR Convention, the Warsaw Convention, the Hague-Visby Rules, etc.).  |
| 7.  | Required vehicle and load documents, their types and functions (CMR, Bill of Lading, AWB, Rail Waybill, CARNET, TIR, permits, licenses, cards, etc.).  |
| 8.  | Delivery methods and rules, pricing mechanism of transport operations; the company's own transport as compared to third-party services.  |
| 9.  | Transport processes regarding the use of warehouses. Shipment operations (load packing provisions, marking, weighing, measuring, weight and size calculation, strengthening rules), vehicle performance technical indicators, including requirements for EURO safety vehicles. |
| 10.   | Container transport, container types and standards. Multimodal and intermodal transport organization.  |
| 11.   | Special cargo transportation (dangerous, bulky/heavy, thermal, etc.), ADR rules.   |

| 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* |
| 155.   | Role of transportation in the company's supply chain and transport tasks in various sectors of the economy   | 2   | 1                 | 0.5   |
| 156.   | The EU and the Latvian laws and regulations governing the transport business   | 1   | 1                 | 0.5   |
| 157.   | International trade terms (Incoterms 2010)   | 2   | 2                 | 1   |
| 158.   | The mutual relationship among the market subjects of freight transport services; freight contract completion   | 2   | 1                 | 0.5   |
| 159.   | The basic principles of forwarding business; The commercial law in relation to freight forwarding  | 2   | 1                 | 0.5   |
| 160.   | International transport conventions (CMR Convention, the Warsaw Convention, the Hague-Visby Rules, etc.)   | 4   | 2                 | 1   |
| 161.   | Required vehicle and load documents, their types and functions (CMR, Bill of Lading, AWB, Rail Waybill, CARNET, TIR, permits, licenses, cards, etc.).                              | 6   | 3                 | 1   |
| 162.   | Delivery methods and rules, pricing mechanism of transport operations for different modes of transportation  | 6   | 2                 | 1   |
| 163.   | The company's own transport as compared to third-party services  | 2   | 1                 | 1   |
| 164.   | Transport processes regarding the use of warehouses. Shipment operations (load packing provisions, marking, weighing, measuring, weight and size calculation, strengthening rules) | 4   | 2                 | 1   |
| 165.   | Vehicle performance technical indicators, including requirements for EURO safety vehicles  | 2   | 0.5               | 0.5   |
| 166.   | Container transport, container types and standards   | 4   | 2                 | 1   |
| 167.   | Multimodal and intermodal transport organization   | 4   | 2                 | 1   |
| 168.   | Special cargo transportation (dangerous, bulky/heavy, thermal, etc.), ADR rules  | 6   | 3                 | 1   |
| 169.   | Drawing up the claim letter and compensation estimates for damaged goods   | 1   | 0.5               | 0.5   |
| <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             | Theory summary "Containerization and intermodal transport"      | Synopsis<br>Quiz<br>Discussion<br>Presentation |
|                               | Waybill preparation for different modes of transport            |  |
|                               | The company's own transport as compared to third-party services |  |
|                               | Special cargo types   |  |
| Part-time studies             | Theory summary "Containerization and intermodal transport"      | Synopsis<br>Quiz<br>Discussion<br>Presentation |
|                               | Waybill preparation for different modes of transport            |  |
|                               | The company's own transport as compared to third-party services |  |
|                               | Special cargo types   |  |

|   |   |  |
|---|---|--|
| <i>Part-time studies with e-learning elements</i> | Theory summary "Containerization and intermodal transport"      | Synopsis<br>Quiz<br>Discussion<br>Presentation |
|   | Waybill preparation for different modes of transport            |  |
|   | The company's own transport as compared to third-party services |  |
|   | Special cargo types   |  |

| 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  | 8   | 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                       |

| 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 national and international law, Conventions, which regulate the transport operations and the responsibility of the carrier | Seminar             | Understand the topic  | Able to discuss and defend opinion on the topic  | Able to discuss, support and defend opinion   | Able to discuss, support and analyze the laws and regulations   |
| 2.  | Understand the importance of transport in company's total supply chain  | Presentation        | Prepared and presented the assigned research study, able to tell about the comparisons made, able to answer at least on key questions | Prepared and presented research study, able to tell about the conducted research studies and comparisons , able to answer to the majority of questions | Well-presented research study, able to tell about the conducted research studies and comparisons , also taxation, provide good answers to the questions | Well-argued and well supported research study presentation, freely able to talk about the research studies carried out, provide exhaustive answers to the questions |
| 3.  | Able to apply the rules of INCOTERMS 2010 in practice   | Quiz                | 40- 64% of tasks  | 65- 84% of tasks   | 85- 94% of tasks  | 95- 100% of tasks   |

|    |  |   |   |  |  |  |
|----|--|---|---|--|--|--|
|    |  |   | completed correctly   | completed correctly  | completed correctly  | completed correctly  |
| 4. | Able to obtain and analyze information in order to select the most suitable mode of transport in a particular case | Discussion                                  | Know advantages and disadvantages of each mode of transport   | Know advantages and disadvantages of each mode of transport, able support opinion  | Know advantages and disadvantages of each mode of transport, able support opinion  | Able to discuss using supporting information the advantages and disadvantages of each mode of transport  |
| 5. | Able to provide arguments to discuss the company's own transport and the use of outsourced services                | Seminar                                     | Able to name and describe the most important aspects to support the use of outsourced transport service | Able to describe the most important aspects to justify the use of outsourced transport service and support opinion           | Able to describe in detail and support opinion and participate in discussions to justify the use of either own or outsourced transport service | Able to provide arguments to discuss either the use of company's own transport or outsourced services    |
| 6. | Able to use various types of information in decision-making on the optimal cost of the service                     | Quiz  | Understand the cost structure; 40- 64% of tasks completed correctly                                     | Understand the cost structure well, able basically to support the impact on performance 65- 84% of tasks completed correctly | Understand the cost structure well, able to support the impact on performance well 85- 94% of tasks completed correctly                        | Understand the cost structure, the impact on performance very well 95- 100% of tasks completed correctly |
| 7. | Know and able to use specialized terminology (in the national/state language and a foreign language)               | In any written assignment/presentation/quiz | Understand the terminology in the state language  | Understand and practically apply terminology in the state language   | Understand and use the terminology in the state language and a foreign language  | Have a good grasp of terminology in the state language and two foreign languages                         |



## INFORMATION SCIENCE OF ECONOMICS

|   |   |
|---|---|
| <b>Author/s of the course:</b>  |   |
| Dr. sc. admin., Associate Professor Ināra Kantāne   |   |
| <b>Credit points (Latvian):</b>   | <b>ECTS credits:</b>  |
| 4   | 6   |
| <b>Final evaluation form:</b>   |   |
| <b>Examination</b>  |   |
| <b>Study course prerequisites:</b>  |   |
| Informatics secondary school level course.  |   |
| <b>Study course aim:</b>  |   |
| To provide students with the necessary knowledge, skills and competence acquisition on the use of information technologies in the chosen profession.  |   |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>   |   |
| <ol style="list-style-type: none"> <li>1. Understand the substance of database management system. Able to use software application Microsoft Access for gathering information, performing calculations, analysis and reporting</li> <li>2. Able to work with Windows 10 operating system</li> <li>3. Able to use software application Microsoft Excel for calculations and visual presentation of data</li> <li>4. Able to use spreadsheet application Microsoft Excel for data management</li> <li>5. Able to use spreadsheet application Microsoft Excel for data analysis</li> <li>6. Able to use a word processor Microsoft Word to prepare business documents</li> <li>7. Able to use a presentation program Microsoft PowerPoint for preparing business presentations</li> <li>8. Able to find necessary information, to work with the official economic, financial and statistical data sources on the Internet</li> </ol> |   |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>   |   |
| 1.  | The role of information technology in processing, analysis and dissemination of economic data. Current developments in the area of information technology. Data protection and safe work on the Internet. |
| 2.  | Operating systems, applications. Windows 10 operating system opportunities, changing of the operating system parameters   |
| 3.  | The use of Microsoft Excel application in information management, calculations, analyses and reporting  |
| 4.  | The concept and application of database and database management system. The use of Microsoft Access application in big data information management, calculations, analyses and reporting                  |
| 5.  | The use of Microsoft Word application for preparing business documents  |
| 6.  | The use of Microsoft PowerPoint application for preparing business presentations, effective presentation  |
| 7.  | Finding information on the Internet, its transfer, processing and analysis with the applications  |
| 8.  | The use of cloud computing at work  |

| <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* |
| 170.   | The role of information technology in processing, analysis and dissemination of economic data. Current developments in the area of information technology. Data protection and safe work on the Internet | 2   | 1                 | 1   |
| 171.   | Operating systems, applications. Windows 10 operating system opportunities, changing of the work-related parameters  | 1   | 1                 | 1   |
| 172.   | The use of Microsoft Excel application in information management, calculations, analyses and reporting   | 22  | 12                | 2   |
| 173.   | The concept and application of database and database management system. The use of Microsoft Access application in information management, calculations, analysis  | 8   | 4                 | 2   |
| 174.   | The use of Microsoft Word application for preparing business documents   | 12  | 4                 | 2   |
| 175.   | The use of Microsoft PowerPoint application for preparing business presentations, effective presentation   | 0.5   | 0.5               | 2   |
| 176.   | Search for information on the Internet. Working with the official economic, financial, statistical data sources, obtained data transfer to the applications, data processing and analysis                | 2   | 1                 | 1   |
| 177.   | The use of cloud computing   | 1   | 0.5               | 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                    | <i>Independent / Practical assignment's brief description:</i><br>1. Using the appropriate software and methods, prepare and format documents according to the record-keeping laws and regulations, set up document protection, save in different file formats, enable sharing options<br>2. Perform data processing and analysis, using appropriate formulas, functions and data analysis tools. Create charts with the most significant results | 2 independent work assignments<br>1 quiz |
|                                      | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>Study sources 1, 2, 3 and 4 from the mandatory source list and sources 6, 7 from the further reading source list   |  |

|   |   |  |
|---|---|--|
| <i>Part-time studies</i>                          | <i>Independent / Practical assignment's brief description:</i><br>1. Using the appropriate software and methods, prepare and format documents according to the record-keeping laws and regulations, set up document protection, save in different file formats, enable sharing options<br>2. Perform data processing and analysis, using appropriate formulas, functions and data analysis tools. Create charts with the most significant results | 2 independent work assignments<br>1 quiz |
|   | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>Study sources 1, 2, 3 and 4 from the mandatory source list and sources 6, 7 from the further reading source list   |  |
| <i>Part-time studies with e-learning elements</i> | <i>Independent / Practical assignment's brief description:</i><br>1. Using the appropriate software and methods, prepare and format documents according to the record-keeping laws and regulations, set up document protection, save in different file formats, enable sharing options<br>2. Perform data processing and analysis, using appropriate formulas, functions and data analysis tools. Create charts with the most significant results | 2 independent work assignments<br>1 quiz |
|   | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br>Study sources 1, 2, 3 and 4 from the mandatory source list and sources 6, 7 from the further reading source list   |  |

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

| Evaluation of the study course learning outcomes:   |   |                            |   |   |   |  |
|---|---|----------------------------|---|---|---|--|
| <p>The final evaluation of the course for full-time students consists of completed two independent work assignments, a successfully passed quiz, completed 70% of the practical work and a successfully passed exam. The final score consists of: 20% of the total exam evaluation consists of independent work average earned during the semester; 10% of the quiz result, 50% of the practical assignments done during the semester; 20% of the exam score.</p> <p>The final evaluation of the course for part-time students consists of completed two independent work assignments, a successfully passed quiz, completed 70% of the practical work and a successfully passed exam. The final score consists of: 20% of the total exam evaluation consists of independent work average earned during the semester; 10% of the quiz result, 50% of the practical assignments done during the semester; 20% of the exam score.</p> |   |                            |   |   |   |  |
| 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.  | Able to work with Windows 10 operating system | Practical work             | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly       |

|    |  |                                    |   |   |   |  |
|----|--|------------------------------------|---|---|---|--|
| 2. | Able to use software application Microsoft Excel for calculations and visual presentation of data  | Practical work<br>Independent work | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly |
| 3. | Able to use spreadsheet application Microsoft Excel for data management  | Practical work                     | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly |
| 4. | Able to use spreadsheet application Microsoft Excel for data analysis  | Practical work                     | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly |
| 5. | Understand the substance of database management system. Able to use software application Microsoft Access for gathering information, performing calculations, analysis and reporting | Practical work                     | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly |
| 6. | Able to use a word processor Microsoft Word to prepare business documents  | Practical work<br>Independent work | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly |
| 7. | Able to use a presentation program Microsoft PowerPoint for preparing business presentations   | Practical work                     | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly |
| 8. | Able to find necessary information, to work with the official economic, financial and statistical data sources on the Internet   | Practical work                     | 40-64% of tasks are completed correctly | 65-84% of tasks are completed correctly | 85-94% of tasks are completed correctly | 95-100% of tasks are completed correctly |

#### Literature and other sources of information:

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

1. Kleiders J. (2018). Datorzinības Microfot Office 2013/2016. Rīga: Juridiskākoledža
2. Mika V. (2008). Access pamati. Rīga: Biznesa augstskola Turība
3. Augučēvičs J. (2015). Word. MS Office 2013. Rīga: Biznesa augstskola Turība
4. Ringe E. (2009). Excel. Strādāsimātrāk, ērtāk un efektīvāk. Rīga: Biznesa augstskola Turība

##### **Further reading**

1. Dukulis I. (2004). Apgūsimjauno Excel! Microsoft Office Excel 2003. Rīga: Biznesa augstskola Turība

|                                     |  |
|-------------------------------------|--|
| 2.                                  | Dukulis I. (2005). <i>Apgūsimjauno Word! Microsoft Office Word 2003</i> . Rīga: BiznesaapgūstskolaTurība   |
| 3.                                  | Dukulis I. (2006). <i>Apgūsimjauno PowerPoint! Microsoft Office PowerPoint 2003</i> . Rīga: BiznesaapgūstskolaTurība   |
| 4.                                  | Nāgelis J. (2000). <i>Microsoft Access 2000 no A līdz Z</i> . Mācību līdzeklis. Rīga: DatorzinībuCentrs  |
| 5.                                  | Autorukolektīvs. (2001). <i>Angļu – latviešu – krievu informātikas vārdnīca. Datori, datu apstrāde un pārraide</i> . Rīga: Avots   |
| 6.                                  | Microsoft Office palīdzība un apmācība. (2018). [viewed on 30.11.2018]. Available: <a href="https://support.office.com/lv-lv/?legRedirect=true&amp;CTT=97&amp;CorrelationId=a2751d65-c74b-4783-b44c-2b044c8db41b">https://support.office.com/lv-lv/?legRedirect=true&amp;CTT=97&amp;CorrelationId=a2751d65-c74b-4783-b44c-2b044c8db41b</a> |
| 7.                                  | GCFLearnFree.org (2018). [viewed on 30.11.2018]. Available: <a href="https://edu.gcfglobal.org/en/">https://edu.gcfglobal.org/en/</a>  |
| 8.                                  | Walkenbach. J. (2015). <i>Microsoft Excel 2016 Bible</i> . Canada: John Wiley and Sons Inc.  |
| 9.                                  | Ageloff, R., Carey, P., Parsons, J. J., Oja, D., DesJardins, C. (2014). <i>New Perspectives on Microsoft Excel 2013. Comprehensive Enhanced Edition</i> (Microsoft Office 2013 Enhanced Editions) 1st Edition, Cengage Learning  |
| 10.                                 | Vermaat, M., E. (2013). <i>Microsoft Word 2013: Introductory</i> . 1st Edition, Cengage Learning   |
| <b>Other sources of information</b> |  |
| 1.                                  | Tehnoloģiju jaunumu portāls. (2018). [viewed on 30.11.2018]. Available: <a href="http://www.datuve.lv">http://www.datuve.lv</a>  |
| 2.                                  | Esidrošs. (2018). [viewed on 30.11.2018]. Available: <a href="http://www.esidross.lv">http://www.esidross.lv</a>   |
| 3.                                  | Drošība internetā. (2015). [viewed on 30.11.2018]. Available: <a href="http://eprasmes.lv/wp-content/uploads/2015/08/Drosiba_interneta_eScouts_final.pdf">http://eprasmes.lv/wp-content/uploads/2015/08/Drosiba_interneta_eScouts_final.pdf</a>  |

## Financial accounting

|   |  |
|---|--|
| <b>Author/s of the course:</b>  |  |
| Dr.oec. Professor 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, Accounting  |  |
| <b>Study course aim:</b>  |  |
| To provide students with the necessary knowledge, skills and competence acquisition in the field of financial accounting.   |  |
| <b>Study course learning outcomes (knowledge, skills, competences):</b>   |  |
| 17. Know and understand the guidelines of financial accounting practice in commercial companies<br>18. Know the most recent changes in laws and regulations governing financial accounting<br>19. Know the organization of accounting work in a commercial company<br>20. Able to apply the acquired knowledge to manage the records of assets and liabilities in commercial companies<br>21. Able to express and support opinions<br>22. Able to analyze and evaluate accounting records in commercial companies |  |
| <b>The required study course content to achieve the learning outcomes (Study course thematic plan):</b>   |  |
| 1.  | Fixed asset accounting for financial needs.                          |
| 2.  | The valuation of inventories in warehouse and in trade outlets.      |
| 3.  | Accounting of money assets.  |
| 4.  | Settlement accounts with the settlement parties. Debts for supplies. |
| 5.  | Salaries, sickness payment, vacation calculation and record keeping. |
| 6.  | The record keeping of company's revenues and expenses.               |
| 7.  | Tax settlements with budget.   |
| 8.  | Preparing the annual report.   |

| <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* |
| 3.1.   | Fixed asset accounting, evaluation.   | 8   | 4                 | 2   |
| 3.2.   | The valuation of inventories in warehouse and in trade outlets.               | 6   | 4                 | 1   |
| 3.3.   | Accounting of money assets.   | 2   | 1                 | 1   |
| 3.4.   | Settlement accounts with the settlement parties. Debts for supplies. Savings. | 8   | 4                 | 2   |
| 3.5.   | Salaries, sickness payment, vacation calculation and record keeping.          | 4   | 2                 | 1   |
| 3.6.   | The record keeping of company's revenues and expenses.                        | 8   | 4                 | 2   |
| 3.7.   | Tax settlements with budget.  | 4   | 1                 | 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* |
| 5.8.   | Preparing the annual report. | 8   | 4                 | 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

| Independent work description:              |  |   |
|--|--|---|
| Study form                                 | Type of independent work   | Form of control                           |
| Full-time studies                          | <i>Independent / Practical assignment's brief description:</i><br>1. performing pay-related calculations and record keeping.<br>2. performing the complex task of annual report.   | 2 independent work assignments; 2 quizzes |
|  | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br><i>To study sources 1 and 2 from the mandatory list of sources and sources 1, 2 and 3 from the list of further reading as well as laws and regulations 1, 2 and 3</i> |   |
| Part-time studies                          | <i>Independent / Practical assignment's brief description:</i><br>1. performing pay-related calculations and record keeping.<br>2. performing the complex task of annual report.   | 2 independent work assignments; 2 quizzes |
|  | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br><i>To study sources 1 and 2 from the mandatory list of sources and sources 1, 2 and 3 from the list of further reading as well as laws and regulations 1, 2 and 3</i> |   |
| Part-time studies with e-learning elements | <i>Independent / Practical assignment's brief description:</i><br>1. performing pay-related calculations and record keeping.<br>2. performing the complex task of annual report.   | 2 independent work assignments; 2 quizzes |
|  | <i>Mandatory reading and/or audio and video material for listening/ watching brief description:</i><br><i>To study sources 1 and 2 from the mandatory list of sources and sources 1, 2 and 3 from the list of further reading as well as laws and regulations 1, 2 and 3</i> |   |

| 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  | 8   | 4                                      | 64    | 64                                 | 32  | 160                       |
| Part-time                                  | 24  | 18  | 6                                      | 48    | 64                                 | 48  | 160                       |
| Part-time studies with e-learning elements | 12  | 16  | 4                                      | 32    | 64                                 | 64  | 160                       |

### 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 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 successfully completed two independent work assignments, two passed quizzes, 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 successfully completed two independent work assignments, two passed quizzes, active participation in discussions during the classes and passed exam covering the studied topics of the course;

| No. | Learning outcome:   | Evaluation method/s          | Evaluation criteria  |   |   |  |
|-----|---|------------------------------|--|---|---|--|
|     |   |                              | Minimum level<br>(from 40% to 64%)   | Average level<br>(from 65% to 84%)  | High level<br>(from 85% to 94%)   | Excellent level<br>(10)<br>(from 95% to 100%)  |
| 1.  | Know and understand the guidelines of financial accounting practice in commercial companies | Independent work, discussion | Know the guidelines of financial accounting practice in companies                        | Know, but do not always understand the most important financial accounting guidelines for accounting records                  | Know and understand the most important financial accounting practice guidelines in companies, their substance in accounting records | Know and understand the guidelines of financial accounting practice in companies   |
| 2.  | Know the most recent changes in laws and regulations governing financial accounting         | Quiz, discussion             | Know the most substantial changes in laws and regulations governing financial accounting | Know the most recent changes in laws and regulations governing financial accounting, understand how to apply that in practice | Know and able to clarify the most recent changes in laws and regulations governing financial accounting, their application          | Know and able to clarify the most recent changes in laws and regulations governing financial accounting and their impact on record keeping and reports   |
| 3.  | Know the organization of accounting work in a commercial company                            | Independent work             | Know the process of accounting work organization in a company                            | Know the process of accounting work organization in a company, have a good grasp of document flow                             | Know the process of accounting work organization in a company, have a good grasp of document flow, can offer the necessary changes  | Fluent knowledge of the process of accounting work organization in a company, able to create new and complete existing documents and able to offer recommendations for the improvement of work |
| 4.  | Able to apply the acquired knowledge to manage the records of assets                        | Practical work, discussion   | Able to apply knowledge to manage the records of assets                                  | Able to apply independently the managing of records of assets   | Able to apply the acquired knowledge to manage assets   | Able to apply professionally the acquired knowledge to   |



|    |   |                  |   |   |   |  |
|----|---|------------------|---|---|---|--|
|    | and liabilities in commercial companies                                 |                  | and liabilities in companies  | and liabilities in companies  | and liabilities records in companies, understand the regularities and know how to use them  | manage assets and liabilities records in companies, understand the regularities, able to offer the best solutions to the company   |
| 5. | Able to express and support opinion                                     | Discussion       | Able to express and support opinion                                       | Able to express well-argued and supported opinions  | Able to express well-argued and supported opinion, but have difficulties to defend it with arguments  | Able to express well-argued and supported opinion, as well as discuss and defend them  |
| 6. | Able to analyze and evaluate accounting records in commercial companies | Discussion, quiz | Able to analyze and evaluate accounting records organization in companies | Able to analyze and evaluate accounting records organization in companies, however, there are difficulties in problem identification and in the use of research methods | Able to analyze and evaluate accounting records organization in companies, identify problems, and using a variety of research methods, to find possible solutions | Able to analyze and evaluate accounting records organization in companies independently, to see the problems and, using different research methods, to find solutions for the improvement of accounting work |

| Literature and other sources of information:        |   |
|---|---|
| <i>Mandatory literature and information sources</i> |   |
| 1.  | Leibus, I., Pētersone, I., Jesemčika, A., Svarinska, A., Grigorjeva, R., (2016). Finanšgrāmatvedība. Rīga: Lietišķās informācijas dienests, 326 lpp                                     |
| 2.  | Grebenko, M., (2018) Darbalikums un grāmatvedība. Rīga: Lietišķās informācijas dienests, 173 lpp  |
| 3.  | Shields, G. (2017). Bookkeeping and Accountings. The Ultimate Guide to Basic Bookkeeping and Basic Accounting Principles For Small Business. Leipzig: Amazon.                           |
| <i>Further reading</i>                              |   |
| 1.  | Matule, I. Grāmatvedības organizācijas dokumenti – izstrādāšanas rokasgrāmata. Rīga: Lietišķās informācijas dienests, 152 lpp   |
| 2.  | Krogzeme, H. (2011). Nodokļu un finanšgrāmatvedības pamati. Rīga: RTU izdevniecība, 392 lpp.  |
| 3.  | Jaunzeme, J. S., (2016) Starptautiskie finanšu pārskatu standarti: standartu apkopojums un pielietojuma piemēri. Rīga: Lietišķās informācijas dienests, (Balances bibliotēka), 256 lpp. |
| 4.  | Terence, C.M. (2018). Corporate Finance. London and New York: Routledge.  |
| <i>Other sources of information</i>                 |   |
| 1.  | Likums "Par grāmatvedību". Pieņemts 14.10.1992. Publicēts: Ziņotājs, 12.11.1992. Nr. 44/45.   |
| 2.  | Gadapārskatu un konsolidēto gadapārskatu likums. Pieņemts 22.10.2015. Publicēts: Latvijas Vēstnesis, 12.11.2015. Nr. 222.   |
| 3.  | LR MK 2003. gada 21. oktobra noteikumi Nr. 585. „Noteikumi par grāmatvedības kārtošānu un organizāciju”.  |

|    |  |
|----|--|
| 4. | Bilance: [žurnāls] – Rīga, SIA Lietišķā informācijas dienests                  |
| 5. | iFinances: [žurnāls] – Rīga, SIA Izdevniecība iŽurnāls                         |
| 6. | <a href="http://www.likumi.lv">www.likumi.lv</a> – BO SIA „Latvijas vēstnesis” |
| 7. | <a href="http://www.vid.gov.lv">www.vid.gov.lv</a> – Valsts ieņēmumu dienests  |

## INTELLECTUAL PROPERTY RIGHTS PROTECTION

|  |  |
|--|--|
| <b>Author/-s of the study course:</b>  |  |
| Assist.professor, Mg.iur. Inese Stankeviča   |  |
| <b>Credits (Latvian):</b>  | <b>ECTS:</b>   |
| <b>4</b>   | <b>6</b>   |
| <b>Final evaluation form:</b>  |  |
| Exam   |  |
| <b>Study course prerequisites:</b>   |  |
|  |  |
| <b>Study course aim:</b>   |  |
| To provide knowledge of intellectual property protection law.  |  |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>  |  |
| <ol style="list-style-type: none"> <li><b>1. 1. To approve research and writing skills.</b></li> <li><b>2. To develop student's ability to collect, compile and analyse the information required for the project.</b></li> <li><b>3. To find and understand differences between industrial property and copyright.</b></li> <li><b>4. To develop student's practical skills in use of IP objects.</b></li> <li><b>5. To develop student's ability to argue and present their views.</b></li> </ol> |  |
| <b>Study course thematic plan:</b>   |  |
| 1.   | Intellectual property - introduction.  |
| 2.   | Intellectual property - introduction.  |
| 3.   | Trade marks, introduction.   |
| 4.   | Trade marks.   |
| 5.   | Copyright. Protected works, unprotected works, subjects of copyright.        |
| 6.   | Copyright. Author's personal (moral) rights un economic rights.              |
| 7.   | Right's of use of a work. Restrictions.                                      |
| 8.   | Neighboring rights. Collective management organisations.                     |
| 9.   | Seminar - individual work.   |
| 10.  | Seminar- tangible and intangible assets                                      |
| 11.  | Seminar – tasks given during the seminar, discussion on copyright protection |

| <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 |
| 186.                               | Introduction in intellectual property.                                | 8   |                   |  |
| 187.                               | Trademarks, introduction.   | 8   |                   |  |
| 188.                               | Copyright. Author's personal (moral) rights un economic rights.       | 8   |                   |  |
| 189.                               | Copyright. Protected works, unprotected works, subjects of copyright. | 8   |                   |  |
| 190.                               | Neighboring rights. Collective management organizations.              | 8   |                   |  |
| 191.                               | Seminars  | 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. How do I meet with IP in my everyday life? Is IP and it's protection important and shall it be protected?   | Individual home work, discussion.                      |
|                                      | 2. How can a trade mark be protected in difference from a copyright protected work?  | Individual home work, discussion.                      |
|                                      | 3. There is a different terminology in the legal acts regarding IP terms. An analyses shall be carried out and suggestions given.  |  |
| full-time studies                    | 4. How can enterprises protect their intel.property – trademarks, patents, copyright, computer programs? An analyses of an enterprise shall be carried out, taking into consideration the protected IP objects as well as indicating what else could be protected as well as what are the reasons that IP objects are not protected – no knowledge, no resources, etc. | Individual home work or work in groups 2 – 3 students. |
|                                      | Obligatory reading: norādīt avotus, kuri nepieciešami darbu izpildei (no saraksta)   | Presentation, work in groups.                          |

| <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>                |

| <b>The evaluation of the study course learning outcomes:</b> |  |                      |  |  |  |   |
|--|--|----------------------|--|--|--|---|
| <i>Kā veidojas gala vērtējums</i>                            |  |                      |  |  |  |   |
| 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 and understand the basic principles of intellectual property law | exam                 | Has a knowledge of basic terms   | Understands the essence of intellectual property rights, but has difficulty distinguishing intel. Types of property rights | Understands the essence of intellectual property rights and is able to give reasoned examples of each type of right, giving examples | Understand the essence of intellectual property rights at a level that can explain it to others and participate in arguments in discussions |
| 2.   | To see the difference between copyright and industrial property          | exam                 | Is able to understand the differences between copyright and industrial property, but sometimes comparisons are incorrect | Able to understand the differences between copyright and industrial property, but may have difficulty in applying this     | Able to understand the differences between copyright and industrial property   | Able to understand the differences between copyright and industrial property as well as explain   |

|     |   |  |   |   |  |   |
|-----|---|--|---|---|--|---|
|     |   |  |   | knowledge in practice   |  | differences and give examples   |
| 3.  | To know and understand where to seek information and when to look for further legal guidance if necessary | exam                                     | Knows and understands where and how to look for information and seek further legal assistance, but sometimes these skills are misused | Knows and understands where and how to look for information and seek further legal assistance, but there are difficulties in interpreting the results | Knows and understands where and how to look for information and seek further legal assistance, can interpret and understand the proposed results | Knows and understands where and how to search for information and seek further legal assistance, evaluate given offers, and if necessary, supplement and improve them |
| 4.  | Ability to present theoretical and practical answers to different questions in IP field.                  | Work in groups. Presentation. Discussion | Can only discuss basic issues in the field of intellectual property rights  | Can only discuss basic issues in the field of intellectual property rights, but has difficulty finding arguments                                      | Able to reasonably discuss basic issues in the field of intellectual property rights   | Is able to reasonably discuss basic issues in the field of intellectual property rights, to make proposals for solving problems                                       |
| ... |   |  |   |   |  |   |

**Literature and information sources:**

***Compulsory literature and information sources***

|   |  |
|---|--|
| 1.  | Grudulis Māris, Ievads autortiesībās, Latvijas Vēstnesis, 2006                                       |
| 2.  | Rozenfelds, Jānis, Intelektuālais īpašums, Zvaigzne ABC,   |
| <b><i>Additional literature and information sources</i></b> |  |
| 1.  | Autortiesības. Rokasgrāmata, Sorosa fonds Latvija, Izdevniecība AGB, Rīga 1997                       |
| 2.  | Pētersone Zane, Intelektuālā īpašuma civiltiesiskās aizsardzības līdzekļi, Tiesu namu aģentūra, 2013 |
| 3.  | Ovena Linete, Literāro darbu autortiesības un licencēšana, Zvaigzne ABC, 2007                        |
| 4.  | Veikša Ingrida, Kas ir autortiesības, Biznesa augstskola Turība, Rīga, 2007                          |
| <b><i>Other information sources</i></b>                     |  |

## BUSINESS VALUE MANAGEMENT

|   |   |
|---|---|
| <b>Author/-s of the study course:</b>   |   |
| Associate Professor, Dr.oec., Jelena Titko  |   |
| <b>Credits (Latvian):</b>   | <b>ECTS:</b>  |
| <b>4</b>  | <b>6</b>  |
| <b>Final evaluation form:</b>   |   |
| <b>Exam</b>   |   |
| <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>                             |   |
| 1. Understands the core of the value-related concepts.  |   |
| 2. Understands the principles of valuation fundamental approaches.                                    |   |
| 3. Is able to apply valuation techniques to perform business valuation.                               |   |
| 4. Is able to determine cost of capital.  |   |
| 5. Is able to discuss value-related issues in well-argued manner.                                     |   |
| <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 |
| 192.                               | Concept of Value and Value-based Management (VBM)      | 4   |                   |  |
| 193.                               | 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 |
| 194.                               | 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   |                   |  |
| 195.                               | 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   |                   |  |
| 196.                               | 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   |                   |  |
| 197.                               | Cost of capital <ul style="list-style-type: none"> <li>• Cost of equity</li> <li>• Cost of debt</li> </ul>   | 8   |                   |  |
| 198.                               | 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<br>Compulsory literature: At least 10 scientific papers available in EBSCO data basis devoted to the value-related issues | Individual home task               |
|                                      | 2. Cost of equity calculation, applying Capital Asset Pricing Model (CAPM)<br>Compulsory literature: No. 4<br>Additional literature: No. 3<br>Other information sources: No. 1       | Individual home task               |
|                                      | 3. Cost of capital calculation, applying build-up approach<br>Compulsory literature: No. 6   | Presentation<br>In-class reporting |
|                                      | 4. Investigation of value drivers in the selected industry/field;<br>Creating Balanced Scorecard   | Group work<br>Presentation         |
|                                      |  |                                    |
|                                      |  |                                    |

|  |   |                    |
|--|---|--------------------|
|  | Compulsory literature: No. 1<br>Additional literature: No. 1, No. 2, No. 4, No. 5 | In-class reporting |
|--|---|--------------------|

**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:**

| 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<br>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<br>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 business valuation | Tests<br>Exam        | Is able to apply basic valuation techniques, but sometimes has difficulties to apply them properly | Is able to apply valuation techniques, but has some difficulties to interpret the results   | Is able to apply various valuation techniques and interpret the results                   | Is able to apply various valuation techniques, interpret the results and suggest application improvements |
| 4   | Is able to determine cost of capital                                | Tests<br>Exam        | Is able to apply basic techniques to determine cost of capital, but sometimes has                  | Is able to apply various techniques to determine cost of capital, but has some difficulties | Is able to apply various techniques to determine cost of capital and                      | Is able to apply various techniques to determine cost of capital, interpret the results and suggest       |

|   |   |  |  |  |   |   |
|---|---|--|--|--|---|---|
|   |   |  | difficulties to apply them properly                | to interpret the results   | interpret the results   | application improvements  |
| 5 | Is able to discuss value-related issues in well-argued manner | Group work<br>Presentation<br>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:                  |  |
|--|--|
| <b>Compulsory literature and information sources</b> |  |
| 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.   |
| <b>Additional literature and information sources</b> |  |
| 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.   |
| <b>Other information sources</b>                     |  |
| 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>   |

## Corporate Financial Management

|  |  |
|--|--|
| <b>Author/-s of the study course:</b>  |  |
| Dr.oec. Vita Zarina  |  |
| <b>Credits (Latvian):</b>  | <b>ECTS:</b>   |
| 4  | 6  |
| <b>Final evaluation form:</b>  |  |
| <b>Exam</b>  |  |
| <b>Study course prerequisites:</b>   |  |
| Microeconomic, Accounting, Entrepreneurship  |  |
| <b>Study course aim:</b>   |  |
| To provide students with the knowledge, skills and competences required in corpotrte financial management  |  |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>  |  |
| 1. Define the types of costs and their impact on the performance<br>2. Be able to calculate the cost and price of a product / service<br>3. Be able to analyze financial information of the company for evaluating business performance<br>4. Be able to Prepare company budget<br>5. Be able to argue to present your point |  |
| <b>Study course thematic plan:</b>   |  |
| 1.   | Revenues, costs, its types, impact on performance    |
| 2.   | Cost calculation methods, cost price calculations    |
| 3.   | Financial statements, structure, information         |
| 4.   | Financial ratios , structure, information            |
| 5.   | Investments, repayment periods, methods              |
| 6.   | Budget of the company, structure, way of compilation |

| <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 |
| 199.                               | Revenues, costs, types, impact on performance | 6   | 3                 | 1  |

| <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 |
| 200.                               | Cost calculation methods, cost price calculations    | 6   | 3                 | 2  |
| 201.                               | Financial statements, structure, information         | 4   | 2                 | 1  |
| 202.                               | Financial ratios , structure, information            | 12  | 6                 | 3  |
| 203.                               | Investments, repayment periods, methods              | 8   | 4                 | 2  |
| 204.                               | Budget of the company, structure, way of compilation | 12  | 6                 | 3  |
|                                    | <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                            |
| full-time studies                    | Preparing an investment project by calculating the payback period with at least three methods to justify your choice and choose one of the most appropriate for a particular project. Estimation of the business activity of a particular company by calculating the financial ratios, explaining them | Presentation<br><br>2 tests<br><br>seminar |
|                                      | Reading:<br><br>To study three sources from the list of compulsory sources, 1st and 3rd additional literature<br><br>Independently read material about evaluation of investment projects and preparation of budget   |  |
| part-time studies                    | Preparing an investment project by calculating the payback period with at least three methods to justify your choice and choose one of the most appropriate for a particular project. Estimation of the business activity of a particular company by calculating the financial ratios, explaining them | Presentation<br><br>2 tests<br><br>seminar |

|  |   |                                    |
|--|---|------------------------------------|
|  | <p>Reading:<br/>To study three sources from the list of compulsory sources, 1st and 3rd additional literature</p> <p>Independently read material about evaluation of investment projects and preparation of budget</p>  |                                    |
| part-time studies with e-learning elements | <p>Preparing an investment project by calculating the payback period with at least three methods to justify your choice and choose one of the most appropriate for a particular project. Estimation of the business activity of a particular company by calculating the financial ratios, explaining them</p> | <p>Presentation</p> <p>2 tests</p> |
|  | <p>Reading:<br/>To study three sources from the list of compulsory sources, 1st and 3rd additional literature</p> <p>Independently read material about evaluation of investment projects and preparation of budget</p>  |                                    |

**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                          | 52   | 8  | 4                              | <b>64</b> | 64                      | 32  | <b>160</b>                |
| part-time studies                          | 24   | 8  | 4                              | <b>36</b> | 64                      | 60  | <b>160</b>                |
| part-time studies with e-learning elements | 12   | 16   | 4                              | <b>32</b> | 64                      | 64  | <b>120</b>                |

**The evaluation of the study course learning outcomes:** The final assessment of the study course for full-time students consists of successfully passed 2 tests, presented budget, participation in the seminar and successfully passed the exam. Final assessment is formed by: 30% assessment of tests, 40% evaluation of the budget; 10% participation in the seminar; 20% exam evaluation.

The final evaluation of the study course for part-time students consists of successfully completed independent work - a budget, a successfully passed test and a successfully passed exam. Final assessment is formed by: 30% assessment of tests, 40% evaluation of the business plan developed during the semester; 10% participation in the seminar; 20% exam evaluation.

| No. | Learning outcome  | Evaluation method/-s       | Evaluation criteria   |   |  |   |
|-----|---|----------------------------|---|---|--|---|
|     |   |                            | Minimum level<br>(40% till 64%)                                 | Average level<br>(65% till 84%)   | High level<br>(85% till 94%)   | Excellent level<br>(95% till 100%)  |
| 1.  | Define the types of costs and their impact on the performance                               | test                       | Understand cost structure                                       | Has good understanding of the cost structure, is able to justify mainly impact on performance                       | Good understanding of the cost structure, can well justify the impact on performance   | Very well understood cost structure, impact on performance  |
| 3.  | Be able to calculate the cost and price of a product / service                              | test                       | Understands costing methodologies, able to name pricing methods | Good understanding of costing methods, the ability to choose the most suitable, is able to name the pricing methods | Good understanding of costing methods, ability to choose the most suitable and apply in the calculation of cost, well able to offer pricing methods, choose the most appropriate | Understands the cost-costing methods very well, they are able to choose the most suitable and apply in the cost calculation, are very well able to offer pricing methods, choose the most appropriate |
| 3.  | Be able to analyze financial information of the company for evaluating business performance | test                       | Knows the main types of financial ratios and can calculate them | Knows the main types of financial ratios and can calculate them and explain the result                              | Knows most of the financial ratios to be acquired in the study course, can calculate them and explain the result   | Know most of the financial ratios you can learn in the study course, can calculate them and explain the result, the impact on the company's overall performance                                       |
| 4.  | Be able to Prepare a budget for the company   | Presentation<br>discussion | Are able to prepare at least the main components budget         | Is able to prepare the main components of the budget, understands the flow of information in them                   | Able to prepare a full company budget plan, can explain, can work independently or in the team work  | Perfectly able to prepare a full company budget, all budget components are properly prepared and properly calculated, is able to work   |

|    |  |              |   |  |  |  |
|----|--|--------------|---|--|--|--|
|    |  |              |   |  |  | independently and in a group   |
| 5. | Be able to argue to present your point | presentation | Company budget prepared and presented, able to tell about the calculations made, is able to answer at least the most important issues | Company budget prepared and presented, able to tell about the research done and calculations, is mostly able to answer questions | Well-prepared and presented company budget, able to tell about the research done and calculations, well answered questions | Well-grounded and well-presented presentation of the prepared company budget, free to tell about the researches and calculations carried out, comprehensive answers to questions |

#### Literature and information sources:

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

1. *Shefrin H.* , Behavioral corporate finance , McGraw-Hill Education, 2017 (300 lpp.)
2. *Terence C.M.* , Corporate Finance , Routledge, London and New York, 2018 (137 pp)
3. *Drury C.* , Management and Cost Accounting , Cengage , 2018 (842 lpp)
4. *Atrill P.* , Financial Management for Decision Makers, Pearson, 2017 (655 p.)

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

1. *Jones C.* , Investments :principles and concepts, Wiley, Hoboken, N.J., 2010 (608 pp)
2. *Bittlestone R.*, Financial management for business :cracking the hidden code , Cambridge University Press, 2010 (201 pp.)
3. *Houston, Joel F.* , Fundamentals of financial management :study guide , South-Western Cengage Learning, 2013 (422 pp.)
4. *Eun C.,Resnick B.* , International financial management , McGraw-Hill/Irwin, 2007 (536 pp.)
5. *Arnold G.*, Corporate financial management, Financial Times Prentice Hall, 2008 (996 lpp.)

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

1. Budget, sources: <https://www.entrepreneur.com/article/247574> [used 28.11.2018]
2. Costs, cost behavior, source: <https://www.investopedia.com/terms/v/variablecost.asp> [used 28.11.2018]
3. Costs behavior, source: <https://www.accountingcoach.com/blog/what-is-cost-behavior> [used 28.11.2018]
4. Capital budgeting, source: <https://www.investopedia.com/terms/c/capitalbudgeting.asp> [used 28.11.2018]



## 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>  |  |
| <b>Exam</b>  |  |
| <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                      |

**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 |
| 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<br>Compulsory literature: 1, 3  | Individual home task   |
|                                      | 2. Minimum viable product description<br>Compulsory literature: No. 1<br>Additional literature: No. 1<br>Other information sources: No. 1                        | Individual home task   |
|                                      | 3. Customer development interview<br>Compulsory literature: No. 1<br>Additional literature: Robert Fitzpatrick. The Mom test<br>Other information sources: No. 1 | Individual home task   |
|                                      | 4. Business plan development<br>Compulsory literature: No. 1, No. 2  | Individual home task or group work<br>Presentation, In-class reporting<br>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<br>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<br>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<br>Discussion<br>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<br>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 |

| Literature and information sources:           |   |
|---|---|
| Compulsory literature and information sources |   |
| 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                                       |
| Additional literature and information sources |   |
| 1   | Fitzpatrick, R. (2013). <i>The Mom test</i>   |
| 2   | Kawasaki G. (2004). <i>The Art of the Start</i>   |
| Other information sources                     |   |
| 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<br>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   |                   |  |

| <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 |
| 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>   |                   |  |

| <b>Independent work description:</b> |  |                                     |
|--------------------------------------|--|-------------------------------------|
| Study form                           | Type of independent work   | Form of control                     |
| full-time studies                    | 1. Defining own idea<br><br>Compulsory literature: 2.  | Individual work                     |
|                                      | 2. Research work / essay on design thinking-related topic<br><br>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 case studies<br><br>Compulsory literature: 2.  | Individual work<br><br>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.<br><br>Compulsory literature: 2. Additional literature: 1, 2. | Exam                                |

| <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:**

*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<br>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<br>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<br>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<br>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://designelevator.com/product/design-thinking-toolkit/">https://designelevator.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 Rajecké 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>   |

## RESEARCH METHODS AND ORGANIZATION OF ACADEMIC WORK

|  |  |
|--|--|
| <b>Author/-s of the study course:</b>  |  |
| Associate Professor, Dr.oec., Jelena Titko   |  |
| <b>Credits (Latvian):</b>  | <b>ECTS:</b>   |
| <b>4</b>   | <b>6</b>   |
| <b>Final evaluation form:</b>  |  |
| <b>Exam</b>  |  |
| <b>Study course prerequisites:</b>   |  |
| -  |  |
| <b>Study course aim:</b>   |  |
| To provide students with knowledge, skills and competences to conduct a research and properly apply research methods |  |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>  |  |
| 1. Understands the core issues regarding research ethics   |  |
| 2. Understands the principles of research planning and structuring   |  |
| 3. Is able to properly apply data collection methods for a selected research topic                                   |  |
| 4. Is able to properly apply data processing methods to analyse collected data                                       |  |
| 5. Is able to analyse the research results   |  |
| 6. Is able to develop a qualitative research report  |  |
| <b>TOStudy course thematic plan:</b>   |  |
| 1.   | Introduction. Research ethics.   |
| 2.   | Research process and its planning  |
| 3.   | Research design  |
| 4.   | Data collection methods  |
| 5.   | Data processing methods  |
| 6.   | Analysis and interpretation of the research results. Reliability of the research results |
| 7.   | Development of the research report   |

| <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 |
| 205.                               | Introduction. Research ethics | 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 |
| 206.                               | Research process and its planning <ul style="list-style-type: none"> <li>Choice of research topic</li> <li>Research relevance and problem statement</li> <li>Research goal and tasks, object and subject</li> <li>Development of research hypothesis</li> </ul> | 4   |                   |  |
| 207.                               | Research design <ul style="list-style-type: none"> <li>Research structure</li> <li>Choice of research methods</li> </ul>  | 4   |                   |  |
| 208.                               | Data collection methods <ul style="list-style-type: none"> <li>Data sources and overview of data collection methods</li> <li>Methods and techniques of sampling</li> <li>Survey, interview</li> </ul>   | 8   |                   |  |
| 209.                               | Data processing methods <ul style="list-style-type: none"> <li>Content analysis</li> <li>Descriptive statistics</li> <li>Correlation and regression analysis</li> <li>Factor analysis</li> </ul>  | 16  |                   |  |
| 210.                               | Analysis and interpretation of the research results.<br>Reliability of the research results   | 4   |                   |  |
| 211.                               | Development of the research report <ul style="list-style-type: none"> <li>Development of a scientific paper</li> <li>Development of a Master Thesis</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 MS topic-related text information.<br>Development of a reference list | Individual home task |
|                                      | Compulsory literature: At least 10 scientific papers available in EBSCO data basis               |                      |
|                                      | 2. Search for MS topic related keywords in data bases  | Individual home task |
|                                      | Other information sources: Data bases available at EKA library or others                         |                      |

|  |  |  |
|--|--|--|
|  | 3. Development of a questionnaire. Data analysis<br><br>Compulsory literature: No. 2<br>Additional literature: No. 1<br>Other information sources: No. 1   | Group work<br>Presentation<br>In-class reporting           |
|  | 4. Regression analysis, based on industry data in a selected country. Work in Excel<br><br>Compulsory literature: No. 1, No. 2<br>Additional literature: No. 2<br>Other information sources: No. 2 | Individual home task                                       |
|  | 5. Development of a research (Master Thesis) presentation<br><br>Compulsory literature: No. 1, No. 2, No. 3  |  |
|  |  | Individual home task<br>Presentation<br>In-class reporting |
|  |  |  |

**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, 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:**

| 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 research ethics (issues)               | Discussion           | Understands the meaning of basic terms | Understands the issues, but has some difficulties to discuss about                          | Understands the issues, and is able to discuss about in a well-argued manner | Understands the issues, at the level to be able to explain them to others    |
| 2   | Understands the principles of research planning and structuring (principles) | Discussion           | Understands the basic principles       | Understands the principles, but has some difficulties to apply them in the research process | Understands the principles and is able to apply them in the research process | Understands the principles at the level to be able to explain them to others |

|   |   |  |  |  |  |   |
|---|---|--|--|--|--|---|
| 3 | Is able to properly apply data collection methods for a selected research topic | Presentation<br>Discussion<br>Test<br>Exam | Is able to apply basic techniques, but sometimes has difficulties to apply them properly | Is able to properly apply basic data collection methods  | Is able to properly apply advanced data collection methods                         | Is able to properly apply advanced data collection methods and to adapt them to meet the research needs |
| 4 | Is able to properly apply data processing methods to analyse collected data     | Presentation<br>Discussion<br>Test<br>Exam | Is able to apply basic techniques, but sometimes has difficulties to apply them properly | Is able to properly apply basic data processing methods  | Is able to properly apply advanced data processing methods                         | Is able to properly apply advanced data processing methods and to adapt them to meet the research needs |
| 5 | Is able to analyse the research results   | Presentation<br>Discussion<br>Test<br>Exam | Is able to provide a basic research results' analysis with no interpretation             | Is able to analyse the research results, but has some difficulties to interpret them                   | Is able to analyse the research results and interpret them in a well-argued manner | Is able to analyse the research results, interpret them and test the reliability                        |
| 6 | Is able to develop a qualitative research report                                | Presentation<br>Discussion                 | Is able to develop a research report, but has difficulties to structure it properly      | Is able to develop a structured research report, but has difficulties with some core report's elements | Is able to develop a qualitative well-structured research report                   | Is able to develop a research report that meets standards of high-quality research publications         |

| Literature and information sources:                  |   |
|--|---|
| <b>Compulsory literature and information sources</b> |   |
| 1  | Fisher, C. (2010). <i>Researching and Writing Dissertation: An Essential Guide for Business Students</i> . Harlow: Pearson Education Ltd.   |
| 2  | Kothari, C. R. (2004). <i>Research Methodology: Methods and Techniques</i> . New Delhi: New Age International   |
| 3  | Ragin, C.C. & Amoroso, L.M. (2019). <i>Constructing Social Research: The Unity and Diversity of Methods</i> . Thousand Oaks: Sage Publication   |
| <b>Additional literature and information sources</b> |   |
| 1  | Walliman, N. (2006). <i>Social Research Methods</i> . New Delhi: SAGE Publications  |
| 2  | Gill, J. & Johnson, P. (2010). <i>Research Methods for Managers</i> . Los Angeles: SAGE Publications  |
| <b>Other information sources</b>                     |   |
| 1  | CLES (2011). <i>Research Methods Handbook: Introductory guide to research methods for social research</i> . [viewed 03.05.2019]. Available: <a href="http://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods-Handbook.pdf">http://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods-Handbook.pdf</a> |

|   |   |
|---|---|
| 2 | Flynn, D. (n. d.) <i>Student Guide to SPSS</i> . [viewed 03.05.2019]. Available:<br><a href="https://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf">https://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf</a> |
|---|---|

### Cross-cultural Communication (Master – 6 ECTS)

|   |  |
|---|--|
| <b>Author/s of Study course:</b>  |  |
| Larisa Turuševa, Dr. paed., assoc., prof.   |  |
| <b>Credits (Latvian)</b>  | <b>Credit score in the ECTS system:</b>  |
| 4   | 6  |
| <b>Test form:</b>   |  |
| <b>Examination</b>  |  |
| <b>Study course prerequisites:</b>  |  |
| Management theories   |  |
| <b>Course objectives are:</b>   |  |
| Promote the development of master students' competence in applied communication in the context of globalisation, enhancing the master student's self-cognitive abilities in creative intercultural dialogue, as well as the holistic perception of essence in the interaction process. Provide a practical basis for effective partnership in a globalised environment.   |  |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |  |
| <ul style="list-style-type: none"><li>• Understands concepts in the communication area</li><li>• Understands the difference in communication between different cultures</li><li>• Knows the challenges in intercultural communication</li><li>• Knows intercultural leadership concepts and fundamentals</li><li>• Knows intercultural communication risks and their management</li><li>• Understands behavioural/cultural/tradition norms for different cultures</li><li>• Is able to communicate successfully in international environment</li><li>• Can find the required information independently and analyse it for solving a problem</li></ul> |  |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>   |  |
| 212.  | Stereotypes. Understanding of intercultural divergence and diversity.                      |
| 213.  | Other hierarchies, individualism, age, women and men roles, families, distance issues.     |
| 214.  | Multiplicity of communication. The techniques of persuasion and influence across cultures. |
| 215.  | Different cultures' attitude to time.  |
| 216.  | Tact and sensitivity in regards of religion, success and priorities.                       |
| 217.  | Decision making Meetings, conversations, presentations.                                    |

| <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.   | Topic  | Lecture hours (incl. seminars, discussion) |                   |   |
|   |  | full-time studies                          | full-time studies | part-time studies with e-learning elements* |
| 7.  | Stereotypes. Understanding of intercultural divergence and diversity.                      | 6  |                   |   |
| 8.  | Other hierarchies, individualism, age, women and men roles, families, distance issues.     | 6  |                   |   |
| 9.  | Multiplicity of communication. The techniques of persuasion and influence across cultures. | 4  |                   |   |
| 10.   | Different cultures' attitude to time.  | 12   |                   |   |

| 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.  | Topic  | Lecture hours (incl. seminars, discussion) |                   |   |
|  |  | full-time studies                          | full-time studies | part-time studies with e-learning elements* |
| 11.  | Tact and sensitivity in regards of religion, success and priorities. | 8  |                   |   |
| 12.  | Decision making Meetings, conversations, presentations.              | 12   |                   |   |
| <b>Total:</b>  |  | <b>48</b>                                  |                   |   |

| Description of the independent tasks: |  |                        |
|---------------------------------------|--|------------------------|
| Study form                            | Type of independent assignment   | Type of control        |
| Full-time studies                     | Collect information on at least 3 different management types in the international environment  | Presentation           |
|                                       | Analyse the differences in communication in three different cultures (time, woman, hierarchy, etc.)  | Presentation           |
|                                       | To do Moodle test and analyse one's own mistakes.  | Independent assignment |
|                                       | Preparation and delivering of a presentation related to the study field of the course<br>Compulsory literature:<br>1. <i>International Journal of Communication</i> . (retrieved 27.07.2019). Available at: <a href="http://ijoc.org">http://ijoc.org</a> .<br>2. DuPraw M. E. and Axner M. <i>Working on Common Cross-cultural Communication Challenges. Toward a More Perfect Union in an Age of Diversity</i> . (Retrieved on 29.08.2019) <a href="http://www.pbs.org/ampu/crosscult.html">http://www.pbs.org/ampu/crosscult.html</a><br>3. Lewis R. (2006). <i>When Cultures Collide: leading across cultures</i> . 3rd ed.,. ISBN -13. 9781904838029.<br>4. <i>Cross-Cultural Communication   InterNations Magazine</i> . (Retrieved on 29.08.2019) <a href="https://www.internations.org/magazine/11-cross-cultural-communication">https://www.internations.org/magazine/11-cross-cultural-communication</a><br>5. Thill J., Courtland B. (2007). <i>Excellence in business communication</i> . Upper Saddle River, N.J.: Pearson Prentice Hall. 2007-1 vol. (split pagination). ISBN: 0131870769.<br>6. <i>Cross-Cultural Communication. Communication Journals</i> . (Retrieved on 9.08.2019) <a href="http://www.questia.com/library/p436938/cross-cultural-communication">www.questia.com/library/p436938/cross-cultural-communication</a><br>7. Finnegan R. (2002). <i>Communicating. The multiple modes of human interconnection</i> . London and New York: Routledge, 2002. 306 pp. ISBN: 0-415<br>8. FitzPatrick L., Valskov K. and Mounter P. <i>Internal Communications</i> . (2014). A manual for practitioners. London: Kogan Page. 2014.272 pp. ISBN13: 9780749469320 | Presentation           |

| Study course organisation and the volume of the course: |               |  |  |  |
|---|---------------|--|--|--|
| Study form  | Contact hours |  |  |  |



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

| <b>Course acquisition requirements and evaluation of results:</b>   |   |                       |   |   |  |   |
|---|---|-----------------------|---|---|--|---|
| <ul style="list-style-type: none"> <li>At least 70% of class attendance, performing practical tasks, analysing own and team's performance and progress</li> <li>4 independent tasks successfully completed (see "Description of the independent tasks")</li> <li>Successfully fulfilled Moodle test</li> <li>Successful exam (presentation on selected topic, related to course)</li> </ul> |   |                       |   |   |  |   |
| No.   | Learning outcomes   | Evaluation method     | Evaluation criteria                                 |   |  |   |
|   |   |                       | Minimal level<br>(from 40% to 64%)                  | Intermediate level<br>(from 65% to 84%)             | High level<br>(from 85% to 94%)                      | with distinction<br>(from 95% to 100%)  |
| 1.  | Understands concepts in the communication area                          | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows and understands concepts in the communication area  |
| 2.  | Understands the difference in communication between different cultures  | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | knows and understands the difference in communication between different cultures                    |
| 3.  | Knows the challenges in intercultural communication                     | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows the challenges in intercultural communication   |
| 4.  | Knows intercultural leadership concepts and fundamentals                | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows and understands intercultural management concepts and principles                              |
| 5.  | Knows intercultural communication risks and their management            | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Knows and understands intercultural communication risks and their management                        |
| 6.  | Understands behavioural/cultural/tradition norms for different cultures | Theory knowledge test | 40-69% test questions and tasks completed correctly | 70-89% test questions and tasks completed correctly | 90-100% test questions and tasks completed correctly | Manages and understands behavioral/cultural/tradition norms for different cultures and knows how to |

|    |   |   |  |  |   |   |
|----|---|---|--|--|---|---|
|    |   |   |  |  |   | use own knowledge in business relationship  |
| 7. | Is able to communicate successfully in international environment  | Classroom discussion                                      | Minimal skill to argue about intercultural communication issues                                      | Can discuss legal issues, however there are difficulties to support one's own opinion with arguments   | Is able to argue in the debate on intercultural communication issues  | Can demonstrate the understanding of the key concepts and rules of communication                                |
| 8. | Can find the required information independently and analyse it for solving a problem                            | Independent homework. Results summary in a written report | Minimal ability to find the necessary information independently, minimal use of information obtained | Can find the required information independently, but cannot demonstrate a deep understanding about using the obtained information; there are difficulties to analyse information independently | Can select and analyse the required information independently in order to find an answer to complex and specific questions  | Can find the required information independently and analyse it for solving a problem                            |
| 9. | Is able to analyse the situation in the field of intercultural communication and solves problems independently. | Independent homework.                                     | Minimal understanding of the situation analysed, there are difficulties in identifying problems      | Can independently identify the problems in intercultural communication, but lacks deep understanding of the problem  | Is able to identify the problems of intercultural communication independently, able to demonstrate deep understanding of the problem, can find ways to solve problems | Is able to analyse the situation in the field of intercultural communication and solves problems independently. |

#### Literature and other sources of information:

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

|    |  |
|----|--|
| 1. | <i>International Journal of Communication</i> . (retrieved 27.07.2019). Available at: <a href="http://ijoc.org">http://ijoc.org</a> .  |
| 2. | DuPraw M. E. and Axner M. <i>Working on Common Cross-cultural Communication Challenges. Toward a More Perfect Union in an Age of Diversity</i> . (Retrieved on 29.08.2019) <a href="http://www.pbs.org/ampu/crosscult.html">http://www.pbs.org/ampu/crosscult.html</a> |
| 3. | Lewis R. (2006). <i>When Cultures Collide: leading across cultures</i> . 3rd ed., ISBN -13. 9781904838029.   |
| 4. | <i>Cross-Cultural Communication</i> / <i>InterNations Magazine</i> . (Retrieved on 29.08.2019) <a href="https://www.internations.org/magazine/11-cross-cultural-communication">https://www.internations.org/magazine/11-cross-cultural-communication</a>               |
| 5. | Thill J., Courtland B. (2007). <i>Excellence in business communication</i> . Upper Saddle River, N.J.: Pearson Prentice Hall. 2007-1 vol. (split pagination). ISBN: 0131870769.  |
| 6. | <i>Cross-Cultural Communication</i> . Communication Journals. (Retrieved on 9.08.2019) <a href="http://www.questia.com/library/p436938/cross-cultural-communication">www.questia.com/library/p436938/cross-cultural-communication</a>                                  |

|                                     |   |
|-------------------------------------|---|
| 7.                                  | Finnegan R. Communicating. (2002). <i>The multiple modes of human interconnection</i> . London and New York: Routledge, 2002. 306 pp. ISBN: 0-415   |
| 8.                                  | FitzPatrick L., Valskov K. and Mounter P. <i>Internal Communications</i> . (2014). A manual for practitioners. London: Kogan Page. 2014. 272 pp. ISBN13: 9780749469320                            |
| 9.                                  | Warren T. (2017). <i>Cross-cultural communication</i> . London and New York: Routledge  |
| <b>Recommended literature</b>       |   |
| 1.                                  | <i>Multicultural Communication and the Process of Globalisation</i> . (2003). Proceedings of the International Scientific Conference 25 - 26 April 2003. LLU: Jelgava, 2003. ISBN: 9984-596-73-7. |
| 2.                                  | Smith S. (2004). <i>Business Communication Strategies in the International Business World – Brattleboro</i> . Pro Lingua Associates. 247 pp. ISBN: 0-86647-314-9.                                 |
| 3.                                  | <i>The Cambridge Business English Dictionary</i> . (2011). Cambridge University. ISBN: 0-86647-314-9.   |
| <b>Other sources of information</b> |   |
| 1.                                  | <i>Advanced Communication Skills</i> . (2010). MTD Training-Book Boon. 58 pp. ISBN-13:9788776816612.  |
| 2.                                  | Dahl Ø., Jensen I., Nynäs P. (2006). <i>Bridges of understanding perspectives of Intercultural communication</i> . Oslo Academic Press. 7-21 pp. ISBN: 8274772695, 9788274772694.                 |
| 3.                                  | Duck S., McMahan D. (2009). <i>The basics of communication: a relational perspective</i> . London: Sage. -1 vol. Dal. Pag. ISBN: 9781412941532 (pbk.)   |
| 4.                                  | <i>International Journal of Communication</i> . (retrieved 27.05.2018). Available at: <a href="http://ijoc.org">http://ijoc.org</a> .   |
| 5.                                  | MSG (retrieved 27.08.2019.), available at: <a href="http://www.managementstudyguide.com/business_communication.html">http://www.managementstudyguide.com/business_communication.html</a>          |

## INTERNATIONAL LAW

|   |  |
|---|--|
| <b>Author/-s of the study course:</b>   |  |
| Mg. iur., Mg.oec.Tatjana Džugleja   |  |
| <b>Credits (Latvian):</b>   | <b>ECTS:</b>   |
| <b>4</b>  | <b>6</b>   |
| <b>Final evaluation form:</b>   |  |
| <b>Exam</b>   |  |
| <b>Study course prerequisites:</b>  |  |
| Introduction into Law, European Union Law   |  |
| <b>Study course aim:</b>  |  |
| To provide students with the knowledge, skills and competences required in basic issues of international law in commercial, trade and labour field.   |  |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>   |  |
| 1. Understand the essence of International Law and make out the demarcation of International Law from National Law and European Union Law.<br>2. Is able to identify subjects of International Law and characterize general and sectoral legal personality.<br>3. Is able to realize the essence of Principles of International Competition Law.<br>4. Understand international aspects of consumer protection.<br>5. IS able to analyse advertising regulatory framework (International advertising self-regulation).<br>6. Is guided in matters of international transactions and legal protection of international transactions.<br>7. Understand the scope and competences of international organizations in trade field.<br>8. Is able to analyse international agreements in trade field.<br>9. Is able to determine the difference between National and International Labour Law, understand the role, trends and potential of International Labour Law.<br>10. Know the main aims, mission and impact of the International Labour Organization.<br>11. Is able to analyse International Labour Conventions and Recommendations.<br>12. Is able to argue your point of view in issues of international financial operations. |  |
| <b>Study course thematic plan:</b>  |  |
| 1.  | Introduction to international law.   |
| 2.  | The subjects of international law (legal persons and individuals).   |
| 3.  | Competition, international aspects of consumer protection and advertising regulatory framework.  |
| 4.  | International transactions.  |
| 5.  | Legal protection of international transactions.  |
| 6.  | International Trade legislation. International organizations (WTO, UNIDROIT, UNCITRAL) and international agreements (GATT, Incoterms). |
| 7.  | International Labour law. International Labour Organization (ILO).   |
| 8.  | International financial operations.  |

| <b>Study course calendar plan:</b> |  |  |                   |  |
|------------------------------------|--|--|-------------------|--|
| No.                                | Topic  | Lecture contacthours (incl. seminars, discussions) |                   |  |
|                                    |  | full-time studies                                  | part-time studies | part-time studies with e - learning elements |
| 218.                               | Introduction to international law.   | 4  |                   |  |
| 219.                               | The subjects of international law (legal persons and individuals).   | 4  |                   |  |
| 220.                               | Competition, international aspects of consumer protection and advertising regulatory framework.  | 8  |                   |  |
| 221.                               | International transactions.  | 4  |                   |  |
| 222.                               | Legal protection of international transactions.  | 4  |                   |  |
| 223.                               | International Trade legislation. International organizations (WTO, UNIDROIT, UNCITRAL) and international agreements (GATT, Incoterms). | 12   |                   |  |
| 224.                               | International labour law. International Labour Organization (ILO).   | 8  |                   |  |
| 225.                               | International financial operations.  | 4  |                   |  |
| <b>Total:</b>                      |  | <b>48</b>  |                   |  |

| <b>Independent work description:</b> |  |   |
|--------------------------------------|--|---|
| Study form                           | Type of independent work   | Form of control   |
| full-time studies                    | Analyse the activities of international organization in trade field by specific criteria.<br>Studying and analysing one Convention or Agreement in international trade field by preparing a report about it.<br>Studying and analysing one Convention of International Labour Organization and comparing it's regulation with national labour law. | Report (presentation)<br>Tasks, discussions<br>2 tests<br>Seminar |
|                                      | Reading:<br><br>To study three sources from the list of compulsory sources, two sources from list of additional literature and at least one source from other information sources.   |   |
|                                      | Independently read material about International business transactions and international financial operations.  |   |

| <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                       |

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

The final assessment of the study course for **full-time students** consists of successfully passed 2 tests, presented report, participation in the seminar and successfully passed the exam. Final assessment is formed by: 30% assessment of tests, 40% evaluation of the report; 10% participation in the seminar; 20% exam evaluation.

| No. | Learning outcome  | Evaluation method/-s | Evaluation criteria   |  |   |   |
|-----|---|----------------------|---|--|---|---|
|     |   |                      | Minimum level<br>(40% till 64%)   | Average level<br>(65% till 84%)  | High level<br>(85% till 94%)  | Excellent level<br>(95% till 100%)  |
| 1.  | Understand the essence of International Law and make out the demarcation of International Law from National Law and European Union Law. | Test                 | In general understands the essence of international Law, but difficult to make out the demarcation of International Law from National Law and European Union Law. | Good understanding of essence of International Law, is able to make out the demarcation of International Law from National Law and European Union Law. | Very good understanding of essence of International Law, is able to make out the demarcation of International Law from National Law and European Union Law.       | Perfect understanding of essence of International Law, is able to make out the demarcation of International Law from National Law and European Union Law. Can well justify the impact of International Law on global legal and economic issues. |
| 2.  | Is able to identify subjects of International Law and characterize general and sectoral legal personality.                              |                      | Able to name subjects of International Law, but difficult to characterize general and sectoral legal personality.   | Able to identify subjects of International Law and understand general and sectoral legal personality.  | Able to identify subjects of International Law and compare them with National Law system's subjects of law and understand general and sectoral legal personality. | Able to identify subjects of International Law and compare them with National Law system's subjects of law and characterize in details general and sectoral legal personality.  |
| 3.  | Is able to realize the essence of Principles of International Competition Law.  | Test                 | Knows in general the Principles of International Competition Law.   | Able to realize the essence of Principles of International Competition Law.  | Able to realize the essence of Principles of International Competition Law and compare them with National Law system's Competition Law.                           | Able to realize the essence of Principles of International Competition Law and compare them with National Law system's Competition Law and European Competition Law.  |
| 4.  | Understand international aspects of consumer protection.  |                      | Knows consumer rights regulation aspects in International Law.  | Good understanding of consumer rights regulation and consumer protection in International Law.   | Very good understanding of consumer rights regulation and consumer protection in International Law.   | Perfect understanding of consumer rights regulation and consumer protection in International Law.   |
| 5.  | Is able to analyse advertising regulatory framework (International advertising self-regulation).  |                      | In general is able to analyse advertising regulatory framework (International   | Good analysing abilities of advertising regulatory framework (International  | Very good analysing abilities of advertising regulatory framework (International  | Perfect analysing abilities of advertising regulatory framework. Understanding the role of  |

|     |   |                                   |  |   |  |   |
|-----|---|-----------------------------------|--|---|--|---|
|     |   |                                   | advertising self-regulation).  | advertising self-regulation).   | advertising self-regulation).  | international organization in providing insight guidance on marketing and advertising around the globe (International advertising self-regulation).                         |
| 6.  | Is guided in matters of international transactions and legal protection of international transactions.  | Discussion                        | In general understands the essence of international transactions and legal protection of international transactions.       | Good understanding of international transactions and legal protection of international transactions.  | Very good understanding of international transactions and legal protection of international transactions.  | Perfect understanding of international transactions and legal protection of international transactions. Able to carry out expertise of international transactions.          |
| 7.  | Understand the scope and competences of international organizations in trade field.   | Report (presentation), discussion | Knows the competences of international organizations in trade field, is able to answer at least the most important issues. | Good understanding of scope and competences of international organizations in trade field is mostly able to answer questions.                                   | Very good understanding of scope and competences of international organizations in trade field, all questions are answered very well                                 | Perfect understanding of scope and competences of international organizations in trade field and its role in global trade policies. Comprehensive answers to all questions. |
| 8.  | Is able to analyse international agreements in trade field.   |                                   | In general is able to analyse international agreements in trade field.   | Good analysing abilities of international agreements in trade field.  | Very good analysing abilities of international agreements in trade field.  | Perfect analysing abilities of international agreements in trade field. Understanding the role of international trade agreements in globe trade policies.                   |
| 9.  | Is able to determine the difference between National and International Labour Law, understand the role, trends and potential of International Labour Law. | Test                              | Understands international regulation of Labour Law, its role and development opportunities.                                | Good understanding of International Labour Law, its role, trends and potential. Able to determine the difference between National and International Labour Law. | Very good understanding of International Labour Law, its role, trends and potential. Able to determine the difference between National and International Labour Law. | Perfect understanding of International Labour Law, its role, trends and potential. Able to determine the difference between National and International Labour Law.          |
| 10. | Know the main aims, mission and impact of the International Labour Organization.  |                                   | Knows the main aims and mission of the International Labour Organization.  | Knows the main aims, mission and impact of the International Labour Organization.   | Knows very well the main aims, mission and impact of the International Labour Organization.  | Perfectly knows the main aims and mission of the International Labour Organization. Perfect understanding of impact of the International                                    |

|     |  |                   |   |  |   |  |
|-----|--|-------------------|---|--|---|--|
|     |  |                   |   |  |   | Labour Organization on international policies aimed at ensuring human rights.  |
| 11. | Is able to analyse International Labour Conventions and Recommendations.             | Tasks, discussion | In general is able to analyse International Labour Conventions by specific criteria.  | Good analysing abilities of International Labour Conventions and Recommendations by specific criteria.   | Very good analysing abilities of International Labour Conventions and Recommendations by specific criteria.   | Perfect analysing abilities of International Labour Conventions and Recommendations by specific criteria. Understanding the role of the International Labour Conventions in improving human rights around the globe. |
| 12. | Be able to argue your point of view in issues of international financial operations. | Seminar           | In general understands the essence of international financial operations, but difficult to justify your point of view in some financial issues. | Good understanding of the essence of international financial operations. Able to argue your point of view in issues of international financial operations. | Very good understanding of the essence of international financial operations. Able to argue your point of view in issues of international financial operations. | Perfect understanding of the essence of international financial operations. Able to argue your point of view in issues of international financial operations.  |

|  |   |
|--|---|
| <b>Literature and information sources:</b>           |   |
| <b>Compulsory literature and information sources</b> |   |
| 1.   | Goode R., Kronke H., Mckendrick E. (2015). <i>Transnational commercial law</i> . 2 <sup>nd</sup> edition. Oxford University Press.  |
| 2.   | Heidemann M. (2019). <i>Transnational Commercial law</i> 1 <sup>st</sup> edition. Red Globe Press.  |
| 3.   | Rouiller N. (2015). <i>International Business Law</i> . Schultthess.  |
| 4.   | Ryngaert C, Wouters J, Ruys T, Ryngaert C. (2018). <i>International Law: European Perspective</i> . Hart Publishing.  |
| <b>Additional literature and information sources</b> |   |
| 1.   | Brand R.A. (2018). <i>International Business Transactions Fundamentals</i> , Documents 2 <sup>nd</sup> New edition. Kluwer Law International.   |
| 2.   | Carr I., Stone P. (2017). <i>International Trade Law</i> . 6 <sup>th</sup> New edition. Routledge.  |
| 3.   | Gray C. (2018). <i>International law and the use of force</i> . 4 <sup>th</sup> Revised edition. Oxford University Press.   |
| 4.   | <i>International and European Labour Law: A Commentary</i> . Edited by <u>Sophie Robin-Olivier</u> , <u>Edoardo Ales</u> , <u>Olaf Deinert</u> , <u>Mark Bell</u> . (2018). Hart Publishing.  |
| 5.   | <i>International Law</i> 5 <sup>th</sup> Revised edition. Edited by Malcolm Evans (University of Bristol). (2018). Oxford University Press.   |
| 6.   | Klabbers J. (2017). <i>International law</i> . 2 <sup>nd</sup> Edition. Cambridge: Cambridge University Press.  |
| 7.   | Qureshi A., Ziegler A. (2019). <i>International Economic Law</i> 3 <sup>rd</sup> Edition. Sweet&Maxwell.  |
| 8.   | Schaefer M., Folsom R. H., Ramsey M. D., Michael P. Van Alstine. (2019). <i>International Business Transactions: A Problem-Oriented Coursebook</i> 13 <sup>th</sup> Revised edition. West Academic Press.   |
| 9.   | Shaw Malcolm N. <i>International law</i> / Malcolm N. Shaw QC, Essex Court Chambers. (2017). Cambridge, Cambridge University Press.   |
| 10.  | <i>The Cambridge Companion to International Law</i> . Edited by James Crawford, Edited by Martti Koskeniemi. (2012). Cambridge University Press, 2012.  |
| <b>Other information sources</b>                     |   |
| 1.   | Compendium of International Labour conventions and recommendations, source: <a href="https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_413175.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_413175.pdf</a> |
| 2.   | Consolidated ICC Code for Advertising and Marketing Communication Practice, source: <a href="https://www.uscib.org/docs/icc_marketing_code_faqs.pdf">https://www.uscib.org/docs/icc_marketing_code_faqs.pdf</a>   |



|     |   |
|-----|---|
| 3.  | International Law and International Relations, source: <a href="http://aberkane.yolasite.com/resources/International%20Law%20and%20International%20Relations.pdf">http://aberkane.yolasite.com/resources/International%20Law%20and%20International%20Relations.pdf</a>  |
| 4.  | International law, Sixth edition, source: <a href="https://www.pdfdrive.com/international-law-sixth-edition-e12597185.html">https://www.pdfdrive.com/international-law-sixth-edition-e12597185.html</a>   |
| 5.  | Labour law: its role, trends and potential, source: <a href="https://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@actrav/documents/publication/wcms_111442.pdf">https://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@actrav/documents/publication/wcms_111442.pdf</a>   |
| 6.  | Perspectives on labour economics for development, source: <a href="https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_190112.pdf">https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_190112.pdf</a>   |
| 7.  | Shaw Malcolm N. International law. 5 <sup>th</sup> edition. <a href="http://pc-freak.net/international_university_college_files/Cambridge%20University%20Press%20-%20Malcolm%20N.%20Shaw%20-%20International%20Law,%205th%20Edition.pdf">http://pc-freak.net/international_university_college_files/Cambridge%20University%20Press%20-%20Malcolm%20N.%20Shaw%20-%20International%20Law,%205th%20Edition.pdf</a> |
| 8.  | Termination of employment instruments, source: <a href="https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/meetingdocument/wcms_153602.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/meetingdocument/wcms_153602.pdf</a>  |
| 9.  | Textbook International Trade and Business Law, source: <a href="https://www.pdfdrive.com/textbook-international-trade-and-business-law-e33421462.html">https://www.pdfdrive.com/textbook-international-trade-and-business-law-e33421462.html</a>  |
| 10. | UNIDROIT Principles of international commercial contracts, source: <a href="https://www.unidroit.org/instruments/commercial-contracts/unidroit-principles-2016">https://www.unidroit.org/instruments/commercial-contracts/unidroit-principles-2016</a>  |
| 11. | United Nations Guidelines for Consumer Protection, source: <a href="https://unctad.org/en/PublicationsLibrary/ditccplpmisc2016d1_en.pdf">https://unctad.org/en/PublicationsLibrary/ditccplpmisc2016d1_en.pdf</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>   |   |
| 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.<br>2. Able to use primary and secondary data to determine competitive positioning.<br>3. Able to prepare a budget for the implementation of marketing strategy.<br>4. Able to develop marketing campaigns to achieve competitive positioning in accordance with the company's marketing strategy. |   |
| <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.             |

**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* |
| 226. | 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  |                   |   |
| 227. | Marketing strategy development stages and implementation tools. <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  |                   |   |
| 228. | Competitive positioning determination and management. <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   |                   |   |

| 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* |
| 229.   | Marketing strategy's budgeting methods. <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   |                   |   |
| 230.   | Marketing activities for the positioning formation. <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  |                   |   |
|  | <b>Total:</b>  | <b>48</b>   |                   |   |

| Independent work description: |  |                 |
|-------------------------------|--|-----------------|
| Study form                    | Type of independent work   | Form of control |
| Full-time studies             | 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.<br>Mandatory literature: 1., 2., 3.<br>Further reading: 1., 4., 6., 8., 9., 10., 11., 12.<br>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<br>Mandatory literature: 1., 2., 3.<br>Further reading: 1., 3., 4., 5., 6., 7., 8., 10.<br>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<br>Mandatory literature: 1., 2., 3.<br>Further reading: 1., 4., 7., 8.<br>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  | Presentation    |
|                               |  |                 |
|                               |  |                 |

|   |  |  |
|---|--|--|
|   | Mandatory literature: 1, 2<br>Further reading: 2., 4., 5., 7., 8., 10., 11., 12., 13.<br>Other sources of information: 1., 3., 4., 5., 7., 11., 14., 15. |  |
| <i>Part-time studies</i>                          |  |  |
|   |  |  |
| <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>                                  | 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 | Understand the conceptual form hierarchy of marketing strategies and the effects of competition | Understand the development process phases of marketing strategy | Have a good grasp of key performance indicators of marketing strategy implementation |

|    |   |                                 |   |   |   |   |
|----|---|---------------------------------|---|---|---|---|
|    |   |                                 | and marketing strategy  | on positioning formation  |   | tion 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                 |

#### 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: Zolndnera 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). <i>Strategic social media</i> . West Sussex: Wiley Blackwell.  |
| 11.                                 | Mooij, M. (2019). <i>Consumer behavior &amp; culture</i> . Los Angeles: Sage Publications.   |
| 12.                                 | Shimp, T. , Anrews, C. (2013). <i>Advertising, promotion, and other aspects of integrated marketing communications</i> . Australia: South-Western.                               |
| 13.                                 | 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.                                  | Blānčards, K. , Boulss Š. (2013). <i>Sajūsminātie klienti: ģeniāla pieeja klientu apkalpošanai</i> . Rīga: Zvaigzne ABC.   |
| 2.                                  | Elliot, R., Percy, L. (2007). <i>Strategic brand management</i> . Oxford: Oxford University Press.   |
| 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.                                  | Grose, V. (2012). <i>Concept to customer</i> . Lausanne: AVA Academia.   |
| 5.                                  | Ithia, A. (2019). <i>Product management</i> . United Kingdom: Matador.   |
| 6.                                  | Jansons, V., Kozlovskis, K. (2012). <i>Ekonomiskā prognozēšana SPSS 20 vidē: mācību grāmata</i> . Rīga: Rīgas Tehniskā universitāte.   |
| 7.                                  | Jones, R.(2017). <i>Branding. A very Short Introduction</i> . UK: Oxford University Press.   |
| 8.                                  | Kadens, R. (2008). <i>Partizānu mārketinga tirgus izpēte: tirgus izpētes tehnikas ikvienam uzņēmumam</i> . Rīga: Lietišķās informācijas dienests.                                |
| 9.                                  | Praude, V. (2011). <i>Mārketing: teorija un prakse</i> . Rīga: Burtene.  |
| 10.                                 | Praude, V., Šalkovska, J. (2015). <i>Integrētā mārketinga komunikācija 1. Un 2. sēj.</i> Rīga: Burtene.  |
| 11.                                 | Silvermans, Dž. (2008). <i>Mutvārdu atsauksmju mārketinga noslēpumi: kā panākt pārdošanas pieaugumu, izmantojot mutvārdu atsauksmes</i> . Rīga: Lietišķās informācijas dienests. |
| 12.                                 | Stone, M. , McCall, J. (2004). <i>International strategic marketing: a European perspective</i> . New York: Routledge.   |
| 13.                                 | Šķiltere, D. (2001). <i>Pieprasījuma prognozēšana: mācību līdzeklis</i> . Rīga: Latvijas Universitāte.   |
| 14.                                 | Untāls, E. (2011). <i>Pārdošanas burvis</i> . Rīga: Zvaigzne ABC.  |
| 15.                                 | Untāls, E. (2013). <i>Nelieciet man domāt</i> . Rīga: ZvaigzneABC.   |
| 16.                                 | Vestvuds, Dž. (2008). <i>Kā rakstīt mārketinga plānu</i> . Rīga: Zvaigzne ABC.   |

## LEGAL REGULATION OF ENTREPRENEURSHIP

|   |   |
|---|---|
| <b>Author/-s of the study course:</b>   |   |
| Mg. iur., mg.oec.TatjanaDžugleja  |   |
| <b>Credits (Latvian):</b>   | <b>ECTS:</b>  |
| <b>6</b>  | <b>9</b>  |
| <b>Final evaluation form:</b>   |   |
| <b>Exam</b>   |   |
| <b>Study course prerequisites:</b>  |   |
| Not necessary.  |   |
| <b>Study course aim:</b>  |   |
| To provide students with the necessary knowledge, skills and competences on drafting of documents, legal force of documents, introduction into law system, labour law, social protection of employees and the essence of commercial law and create an understanding of the practical application of the law norms.  |   |
| <b>Study course learning outcomes (Knowledge, Skills, Competencies):</b>  |   |
| <ol style="list-style-type: none"> <li>1. Be able to draw up and prepare, analyse and use documents and also electronic documents. Be able to use computer programs and other information technologies.</li> <li>2. Understand the essence of introduction into Law, principles of law, methods and content. Understand the peculiarities of the translation of legal norms and their practical application in the legal field.</li> <li>3. Be able to realize the essence of introduction into labour and social law, principles, methods and content. Understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field.</li> <li>4. Understand the essence of commercial law, principles, methods and content. Be able to analyse, select and apply commercial normative legal acts in practice.Be guided in matters of commercial transactions and legal protection of commercial transactions.</li> <li>5. Be able to collect, select, summarize and analyse legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies.</li> <li>6. Be able to argue and present your point of view in legal issues.</li> </ol> |   |
| <b>Study course thematic plan:</b>  |   |
| 1.  | Introduction into drawing up and preparing documents.Legal force of documents. Working with documents. Electronic documents.                                      |
| 2.  | Introduction into law. Latvian law system.  |
| 3.  | Introduction into Labour law. Principles of labour legal relations. Employment contract. termination of an employment contract.                                   |
| 4.  | Latvian social law system. Social security and insurance.   |
| 5.  | Introduction into Commercial law. Commercial law system and its basic principles. The Register of Enterprises of the Republic of Latvia. Commercial Transactions. |



| <b>Study course calendar plan:</b> |   |  |                   |  |
|------------------------------------|---|--|-------------------|--|
| No.                                | Topic   | Lecture contacthours (incl. seminars, discussions) |                   |  |
|                                    |   | full-time studies                                  | part-time studies | part-time studies with e - learning elements |
| 231.                               | Introduction into drawing up and preparing documents. Legal force of documents. Working with documents. Electronic documents.                                     | 12   | 6                 | 3  |
| 232.                               | Introduction into law. Latvian law system.  | 16   | 8                 | 4  |
| 233.                               | Introduction into Labour law. Principles of labour legal relations. Employment contract. termination of an employment contract.                                   | 18   | 9                 | 4  |
| 234.                               | Latvian social law system. Social security and insurance.   | 6  | 3                 | 2  |
| 235.                               | Introduction into Commercial law. Commercial law system and its basic principles. The Register of Enterprises of the Republic of Latvia. Commercial Transactions. | 20   | 10                | 5  |
| <b>Total:</b>                      |   | <b>72</b>  | <b>36</b>         | <b>18</b>                                    |

| <b>Independent work description:</b> |   |  |
|--------------------------------------|---|--|
| Study form                           | Type of independent work  | Form of control                          |
| full-time studies                    | Work out independently various types of management and household documents.   | Individual work                          |
|                                      | Summarize information about essence, principles and content of legal system of Latvia.  | Tasks, team work, discussions            |
|                                      | Summarize information about establishment of employment legal relationships, preconditions for establishment of employment legal relationships, entering into an employment contract. | Tasks, discussions<br>Test               |
|                                      | Analyse the principles of operation of commercial companies, to identify problematic issues and their solutions in practice.  | Report (presentation)<br>Test<br>Seminar |
|                                      | Final practical work about study course (detailed answers and opinions on the questions asked).   | Individual work and exam                 |

|  |  |                                  |
|--|--|----------------------------------|
|  | <p>Reading:</p> <p>To study three sources from the list of compulsory sources, two sources from list of additional literature and at least one source from other information sources.</p> <p>Independently read Latvian normative legal acts from the list of these acts on relevant topics.</p> |                                  |
| part-time studies                          | Work out independently various types of management and household documents.  | Individual work                  |
|  | Summarize information about essence, principles and content of legal system of Latvia.   | Team work, discussions           |
|  | Summarize information about establishment of employment legal relationships, preconditions for establishment of employment legal relationships, entering into an employment contract.  | Tasks, discussions<br>Test       |
|  | Analyse the principles of operation of commercial companies, to identify problematic issues and their solutions in practice.   | Report (presentation)<br>Seminar |
|  | Final practical work about study course (detailed answers and opinions on the questions asked).  | Individual work and exam.        |
|  | <p>Reading:</p> <p>To study three sources from the list of compulsory sources, two sources from list of additional literature and at least one source from other information sources.</p> <p>Independently read Latvian normative legal acts from the list of these acts on relevant topics.</p> |                                  |
| part-time studies with e-learning elements | Work out independently various types of management and household documents.  | Individual work                  |
|  | Summarize information about essence, principles and content of legal system of Latvia.   | Tasks                            |

|  |  |                           |
|--|--|---------------------------|
|  | Summarize information about establishment of employment legal relationships, preconditions for establishment of employment legal relationships, entering into an employment contract.  | Test                      |
|  | Analyse the principles of operation of commercial companies, to identify problematic issues and their solutions in practice.   | Report (presentation)     |
|  | Final practical work about study course (detailed answers and opinions on the questions asked).  | Individual work and exam. |
|  | <p>Reading:</p> <p>To study three sources from the list of compulsory sources, two sources from list of additional literature and at least one source from other information sources.</p> <p>Independently read Latvian normative legal acts from the list of these acts on relevant topics.</p> |                           |

**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, final evaluation in the course |                         |   |                           |
| full-time studies                          | 72   | 10  | 72                      | 86  | 240                       |
| part-time studies                          | 36   | 10  |                         | 122   |                           |
| part-time studies with e-learning elements | 18   | 10  |                         | 140   |                           |

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

The final assessment of the study course for **full-time students** consists of successfully passed two tests, presented report, participation in the seminar and successfully passed the exam. Final assessment is formed by: 30% assessment of tests, 40% evaluation of the report; 10% participation in the seminar; 20% exam evaluation.

The final evaluation of the study course for **part-time students** consists of successfully completed independent work – thereport, successfully passed onetest, participation in the seminar and successfully passed the exam. Final assessment is formed by: 40% evaluation of the report; 30% assessment of test; 10% participation in the seminar; 20% exam evaluation.

The final evaluation of the study course for **part-time students with e-learning elements** consists of successfully completed independent work – the report, successfully passed one test and successfully passed the exam. Final assessment is formed by: 40% evaluation of the report; 30% assessment of test, 30% exam evaluation.

| No. | Learning outcome  | Evaluation method/-s | Evaluation criteria  |  |   |  |
|-----|---|----------------------|--|--|---|--|
|     |   |                      | Minimum level (40%till64%)   | Average level (65% till 84%)   | High level (85% till 94%)   | Excellent level (95% till100%)   |
| 1.  | Be able to draw up and prepare, analyse and use documents and also electronic documents. Be able to use computer programs and other information technologies. | Individual work      | In general is able to draw up and prepare documents, but difficult to analyse documents, also electronic documents. Difficult to use computer programs and other information technologies. | Able to draw up, analyse and prepare documents, also electronic documents. Able to use computer programs and other information technologies. | Able to draw up, analyse in details and prepare documents, also electronic documents. Able to use computer programs and other information technologies. | Able to draw up, analyse in details and prepare documents, also electronic documents. Very high level of digital competences (using computer programs and other information technologies). |

|    |   |  |   |   |   |   |
|----|---|--|---|---|---|---|
| 2. | Understand the essence of introduction into Law, principles of law, methods and content. Understand the peculiarities of the translation of legal norms and their practical application in the legal field.   | Tasks, team work, discussions            | In general understand the essence of introduction into Law, able to name principles of law, methods and content, but difficult to understand the peculiarities of the translation of legal norms and their practical application in the legal field.                      | Good understanding of the essence of introduction into Law, principles of law, methods and content. Good understanding of the peculiarities of the translation of legal norms and their practical application in the legal field.             | Very good understanding of the essence of introduction into Law, principles of law, methods and content. Very good understanding of the peculiarities of the translation of legal norms and their practical application in the legal field.                   | Perfect understanding of the essence of introduction into Law, principles of law, methods and content. Perfect understanding of the peculiarities of the translation of legal norms and their practical application in the legal field.                     |
| 3. | Be able to realize the essence of introduction into labour and social law, principles, methods and content. Understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field.              | Tasks, discussions test                  | In general able to realize the essence of introduction into labour and social law, principles, methods and content, but difficult to understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field. | Able to realize the essence of introduction into labour and social law, principles, methods and content. Understand the peculiarities of the translation of legal labour and social norms and their practical application in the legal field. | Able to realize the essence of introduction into labour and social law, principles, methods and content. Very good understanding of the peculiarities of the translation of legal labour and social norms and their practical application in the legal field. | Able to realize the essence of introduction into labour and social law, principles, methods and content. Perfect understanding of the peculiarities of the translation of legal labour and social norms and their practical application in the legal field. |
| 4. | Understand the essence of commercial law, principles, methods and content. Be able to analyse, select and apply commercial normative legal acts in practice. Be guided in matters of commercial transactions and legal protection of commercial transactions. | Report (presentation)<br>Test<br>Seminar | In general understands the essence of commercial law, principles, methods and content. Difficult to analyse, select and apply commercial normative legal acts in practice. In general is guided in matters of commercial transactions and                                 | Good understanding of the essence of commercial law, principles, methods and content. Analyse, select and apply commercial normative legal acts in practice. Is guided in matters of commercial transactions and                              | Very good understanding of the essence of commercial law, principles, methods and content. Very good analysing, selecting and applying abilities of commercial normative legal acts in practice. Is guided in   | Perfect understanding of the essence of commercial law, principles, methods and content. Perfect analysing, selecting and applying abilities of commercial normative legal acts in practice. Is guided in   |

|    |   |                                |  |  |   |   |
|----|---|--------------------------------|--|--|---|---|
|    |   |                                | legal protection of commercial transactions.   | legal protection of commercial transactions.   | matters of commercial transactions and legal protection of commercial transactions.   | matters of commercial transactions and legal protection of commercial transactions.   |
| 5. | Be able to collect, select, summarize and analyse legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. | Individual work                | In general able to collect, select and summarize legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. Difficult to analyse collected information. | Good abilities of collecting, selecting, summarizing and analysing legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. | Very good abilities of collecting, selecting, summarizing and analysing legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. | Perfect abilities of collecting, selecting, summarizing and analysing legal information necessary for the performance of work assignments, using appropriate legal research methods and information technologies. |
| 6. | Be able to argue and present your point of view in legal issues.  | Report (presentation), seminar | In general understands the essence of introduction into law, labour and social law, commercial law, but difficult to justify your point of view in some legal issues.  | Good understanding of the essence of introduction into law, labour and social law, commercial law. Able to argue your point of view in some legal issues.  | Very good understanding of the essence of introduction into law, labour and social law, commercial law. Able to argue your point of view in some legal issues.  | Perfect understanding of the essence of introduction into law, labour and social law, commercial law. Able to argue your point of view in some legal issues.  |

#### Literature and information sources:

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

|    |   |
|----|---|
| 1. | Baikovs A. Introduction into law: lectures outline and control assignments for the non-law students (part-time and distance learning)/ A. Baikov, N. Nikiforov; Baltic International Academy. Riga: Baltic International Academy, 2007 (210 pages). |
| 2. | Daniels K. Introduction to employment law. CIPD: Kogan Page, 2019 (287 pages).  |
| 3. | English and European perspectives on contract and commercial law. Oxford and Portland, Oregon: Bloomsbury, 2017 (498 pages).  |
| 4. | Flogaitis S. Oxford and Portland, Oregon: Hart Publishing, 2017 (105 pages).  |
| 5. | Jones L. Introduction to business law. Oxford: University press, 2015 (680 pages).  |

|  |  |
|--|--|
| 6.   | Shirley T. Model business letters, e-mails & other business documents =Lietiškovēstuļu, e-pasta un citulietiškodokumentuparaugi. Rīga: Zvaigzne ABC, 2006 (496 pages).   |
| 7.   | Tāre I. Labour law in Latvia. 2nd edition. The Netherlands: Kluwer Law International, 2012 (130 pages).  |
| 8.   | Zasova A., Meļihovs A. Assessment of labour market elasticity in Latvia. Rīga, Latvijasbanka, 2005 (59 pages).   |
| <b>Additional literature and information sources</b> |  |
| 1.   | Bingham T. The role of law. Penguin UK: Reprint edition, 2011 (213 pages).   |
| 2.   | Burrows A. A casebook on contract. 6th Revised edition. Oxford, United Kingdom: Bloomsbury Publishing PLC, 2018 (968 pages).   |
| 3.   | Glanville W. Learning the Law. Sweet & Maxwell; 16th edition, 2016 (304 pages).  |
| 4.   | Herederó, Ana Gómez. Social security as a human right: the protection afforded by the European Convention on Human Rights. Strasbourg: Council of Europe Publishing, 2007 (67 pages).  |
| 5.   | Herederó, Ana Gómez. Social security: protection at the international level and developments in Europe. Strasbourg: Council of Europe Publishing, 2009 (241 pages).  |
| 6.   | Kelsen H. General Theory of Law and State. Aldine Transaction, 2005 (556 pages).   |
| 7.   | Labour law reforms in Eastern and Western Europe/TomassDavulis. Brussels, Belgium: P.I.E. Peter Lang, 2017 (501 pages).  |
| 8.   | Reddy J., Canavan R. Commercial law. New edition. London, United Kingdom: Taylor & Francis Ltd, 2015 (207 pages).  |
| 9.   | Social security and the rule of law: [General Survey concerning social security instruments in light of the 2008 Declaration on Social Justice for a Fair Globalization: third item on the agenda: information and reports on the application of conventions and recommendations: report of the Committee of Experts on the Application of Conventions and Recommendations (articles 19, 22 and 35 of the Constitution)]. Geneva: International Labour Office, 2011 (279 pages). |
| 10.  | The law of social security. 5 <sup>th</sup> edition. London: Butterworths, 2002 (805 pages).   |
| <b>Latvian normative legal acts</b>                  |  |
| 1.   | 13.04.2000. Commercial Law. Available: <a href="https://likumi.lv/ta/en/id/5490-the-commercial-law">https://likumi.lv/ta/en/id/5490-the-commercial-law</a>   |
| 2.   | 14.10.1998. Civil Procedure Law. Available: <a href="https://likumi.lv/ta/en/en/id/50500">https://likumi.lv/ta/en/en/id/50500</a>  |
| 3.   | 31.10.2002. Electronic Documents Law. Available: <a href="https://likumi.lv/ta/en/en/id/68521">https://likumi.lv/ta/en/en/id/68521</a>   |
| 4.   | 04.11.1950. European Convention on Human rights. Available: <a href="https://www.echr.coe.int/Documents/Convention_ENG.pdf">https://www.echr.coe.int/Documents/Convention_ENG.pdf</a>  |
| 5.   | 23.03.2000. Group of Companies Law. Available: <a href="https://likumi.lv/ta/en/en/id/4423">https://likumi.lv/ta/en/en/id/4423</a>   |
| 6.   | 20.06.2001. Labour Law. Available: <a href="https://likumi.lv/ta/en/id/26019-labour-law">https://likumi.lv/ta/en/id/26019-labour-law</a>   |
| 7.   | 26.09.2002. Labour Dispute Law. Available: <a href="https://likumi.lv/ta/en/en/id/67361">https://likumi.lv/ta/en/en/id/67361</a>   |
| 8.   | 07.12.1984. Latvian Administrative Violations Code. Available: <a href="https://likumi.lv/ta/en/en/id/89648">https://likumi.lv/ta/en/en/id/89648</a>   |
| 9.   | 15.12.1992. Law On Judicial Power. Available: <a href="https://likumi.lv/ta/en/en/id/62847">https://likumi.lv/ta/en/en/id/62847</a>  |
| 10.  | 06.05.2010. Law On Legal Force of Documents. Available: <a href="https://likumi.lv/ta/en/en/id/210205">https://likumi.lv/ta/en/en/id/210205</a>  |
| 11.  | 31.05.2012. Law On Official Publications and Legal Information. Available: <a href="https://likumi.lv/ta/en/en/id/249322">https://likumi.lv/ta/en/en/id/249322</a>   |

|                                  |   |
|----------------------------------|---|
| 12.                              | 07.09.1995. Law On Social Security. Available: <a href="https://likumi.lv/ta/en/en/id/36850">https://likumi.lv/ta/en/en/id/36850</a>  |
| 13.                              | 31.10.2002. Law On State Social Allowances. Available: <a href="https://likumi.lv/ta/en/en/id/68483">https://likumi.lv/ta/en/en/id/68483</a>  |
| 14.                              | 01.10.1997. Law On State Social Insurance. Available: <a href="https://likumi.lv/ta/en/en/id/45466">https://likumi.lv/ta/en/en/id/45466</a>   |
| 15.                              | 20.11.1990. Law On the Enterprise Register of the Republic of Latvia. Available: <a href="https://likumi.lv/ta/en/en/id/72847">https://likumi.lv/ta/en/en/id/72847</a>  |
| 16.                              | 06.04.2006. Ombudsman Law. Available: <a href="https://likumi.lv/ta/en/en/id/133535">https://likumi.lv/ta/en/en/id/133535</a>   |
| 17.                              | 06.11.1995. On Maternity and Sickness Insurance. Available: <a href="https://likumi.lv/ta/en/en/id/38051">https://likumi.lv/ta/en/en/id/38051</a>   |
| 18.                              | 28.01.1937. The Civil Law. Available: <a href="https://likumi.lv/ta/en/en/id/225418">https://likumi.lv/ta/en/en/id/225418</a>   |
| 19.                              | 15.02.1922. The Constitution of the Republic of Latvia. Available: <a href="https://likumi.lv/ta/en/en/id/57980">https://likumi.lv/ta/en/en/id/57980</a>  |
| 20.                              | 17.06.1998. The Criminal Law. Available: <a href="https://likumi.lv/ta/en/en/id/88966">https://likumi.lv/ta/en/en/id/88966</a>  |
| <b>Other information sources</b> |   |
| 1.                               | Council Directive 91/383/EEC of 25 June 1991 supplementing the measures to encourage improvements in the safety and health at work of workers with a fixed- duration employment relationship or a temporary employment relationship.  |
| 2.                               | Council Directive 91/533/EEC of 14 October 1991 on an employer's obligation to inform employees of the conditions applicable to the contract or employment relationship.  |
| 3.                               | Council Directive 92/85/EEC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding (tenth individual Directive within the meaning of Article 16 (1) of Directive 89/391/EEC).                                   |
| 4.                               | Council Directive 94/33/EC of 22 June 1994 on the protection of young people at work.   |
| 5.                               | Directive 2014/67/EU of the European Parliament and of the Council of 15 May 2014 on the enforcement of Directive 96/71/EC concerning the posting of workers in the framework of the provision of services and amending Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System ('the IMI Regulation'). |
| 236.                             | Directive 2014/54/EU of the European Parliament and of the Council of 16 April 2014 on measures facilitating the exercise of rights conferred on workers in the context of freedom of movement for workers.   |
| 7.                               | Eleventh Council Directive 89/666/EEC of 21 December 1989 concerning disclosure requirements in respect of branches opened in a Member State by certain types of company governed by the law of another State.  |
| 8.                               | Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on single-member private limited liability companies.  |
| 9.                               | Failure of a Member State to fulfil obligations - Directive 2005/56/EC - Cross-border mergers of limited liability companies - Failure to transpose within the prescribed period.   |
| 10.                              | Directive 2001/29/EC of the European Parliament and of the Council of 22 May 2001 on the harmonisation of certain aspects of copyright and related rights in the information society.   |
| 11.                              | Directive 2001/84/EC on the resale right for the benefit of the author of an original work of art.  |
| 12.                              | Directive 2004/48/EC of the European Parliament and of the Council of 29 April 2004 on the enforcement of intellectual property rights.   |
| 13.                              | Directive 2011/77/EU of the European Parliament and of the Council of 27 September 2011 amending Directive 2006/116/EC on the term of protection of copyright and certain related rights.   |



|     |   |
|-----|---|
| 14. | Directive 2012/28/EU of the European Parliament and of the Council of 25 October 2012 on certain permitted uses of orphan works Text with EEA relevance.  |
| 15. | Directive 2014/26/EU of the European Parliament and of the Council of 26 February 2014 on collective management of copyright and related rights and multi-territorial licensing of rights in musical works for online use in the internal market Text with EEA relevance.   |
| 16. | Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data.  |
| 17. | Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).   |
| 18. | Labour law: its role, trends and potential, source: <a href="https://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@actrav/documents/publication/wcms_111442.pdf">https://www.ilo.org/wcmsp5/groups/public/@ed_dialogue/@actrav/documents/publication/wcms_111442.pdf</a>   |
| 19. | Perspectives on labour economics for development, source: <a href="https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_190112.pdf">https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_190112.pdf</a>   |
| 20. | Shaw Malcolm N. International law. 5 <sup>th</sup> edition. <a href="http://pc-freak.net/international_university_college_files/Cambridge%20University%20Press%20-%20Malcolm%20N.%20Shaw%20-%20International%20Law,%205th%20Edition.pdf">http://pc-freak.net/international_university_college_files/Cambridge%20University%20Press%20-%20Malcolm%20N.%20Shaw%20-%20International%20Law,%205th%20Edition.pdf</a> |
| 21. | Termination of employment instruments, source: <a href="https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/meetingdocument/wcms_153602.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/meetingdocument/wcms_153602.pdf</a>  |

## INTRODUCTION TO ENTREPRENEURSHIP

|   |  |
|---|--|
| <b>Author(s) of the study course:</b>   |  |
| Mg.sc.soc., lecturer, Edgars Čerkovskis   |  |
| <b>Credits:</b>   | <b>Number of credits in ECTS:</b>  |
| <b>2</b>  | <b>3</b>   |
| <b>Form of test:</b>  |  |
| <b>Exam</b>   |  |
| <b>Prerequisites required:</b>  |  |
| Not necessary   |  |
| <b>Objective(s) of the study course:</b>  |  |
| To provide students with the necessary knowledge, skills and competences in the field of basics of entrepreneurship.  |  |
| <b>Study course results (Knowledge, skills, competences):</b>   |  |
| <ol style="list-style-type: none"> <li>1. Knows the concepts, essence, forms, and sources of financing of entrepreneurship. Understands what social entrepreneurship is.</li> <li>2. Understands the business environment and the factors affecting it.</li> <li>3. Understands the characteristics of the balance sheet of the company, and is able to calculate the costs of economic activity and the cost price of the product/service.</li> <li>4. Understands the organization of the internal structure of the company.</li> <li>5. Understands the essence, structure, and principles of development of the business plan, is able to draw up a business plan, present it and defend his point of view in a reasoned manner.</li> </ol> |  |
| <b>Content of the study course necessary for the achievement of study results (thematic plan of the study course):</b>  |  |
| 1.  | The concept, essence, and forms of entrepreneurship. Features of social entrepreneurship.        |
| 2.  | Business environment and its analysis.   |
| 3.  | Organization of the internal structure of the enterprise and planning of activities and finances |

|    |  |
|----|--|
| 4. | Economic means and financing of business.                                    |
| 5. | The essence, types, structure, principles of development of a business plan. |

| Calendar plan of the study course:  |  |   |                   |                   |
|---|--|---|-------------------|-------------------|
| <i>Taking into account the needs, interests of the study group/students, previous level of existing knowledge and understanding, the plan may adjust the number of contact hours and the sequence of topics</i> |  |   |                   |                   |
| No.   | Theme  | Number of contact hours of lectures (t.sk. seminars, discussions) |                   |                   |
|   |  | full-time studies   | part-time studies | distance learning |
| 1.  | The essence and concept of entrepreneurship. <ul style="list-style-type: none"> <li>• Types and models of business.</li> <li>• The direction of the company's activities is chosen by ie.</li> <li>• The choice of the legal form of the company.</li> <li>• Foundation and registration of the company.</li> <li>• The concept of social enterprise.</li> </ul> | 4   | 3                 | 1                 |
| 2.  | Business environment and its analysis. <ul style="list-style-type: none"> <li>• Doing Business and Global Competitiveness Index.</li> <li>• Business taxes and fees.</li> <li>• Small and medium-sized business.</li> <li>• Factors affecting the business environment.</li> </ul>   | 4   | 3                 | 1                 |
| 3.  | Economic means and financing of business. <ul style="list-style-type: none"> <li>• Fixed assets and long-term investments.</li> <li>• Current assets and their circulation.</li> <li>• Sources of business financing.</li> <li>• Assessment of the financial condition of the business.</li> </ul>   | 4   | 3                 | 2                 |
| 4.  | Organization of the internal structure of the company. <ul style="list-style-type: none"> <li>• Business structure.</li> <li>• Time management.</li> <li>• The strategy and goals of the company.</li> <li>• Personnel planning.</li> </ul>  | 4   | 3                 | 1                 |

| Calendar plan of the study course:   |  |   |                   |                   |
|--|--|---|-------------------|-------------------|
| Taking into account the needs, interests of the study group/students, previous level of existing knowledge and understanding, the plan may adjust the number of contact hours and the sequence of topics |  |   |                   |                   |
| No.  | Theme  | Number of contact hours of lectures (t.sk. seminars, discussions) |                   |                   |
|  |  | full-time studies   | part-time studies | distance learning |
| 5.   | Business plan. <ul style="list-style-type: none"> <li>• The essence and meaning of the business plan.</li> <li>• Types of business plans.</li> <li>• The structure of the business plan.</li> <li>• Principles of drawing up a business plan.</li> </ul> | 8   | 4                 | 3                 |
|  | Total:   | 24  | 16                | 8                 |

| Characteristics of independent tasks: |  |                                   |
|---------------------------------------|--|-----------------------------------|
| Form of study                         | Type of independent work   | Type of control                   |
| Full-time studies                     | Prepare and present a business idea.<br>Choose one of the Latvian social enterprises and analyze its activities. | Presentation, seminar<br>Essays.  |
|                                       | Prepare a business plan, submit it in written form, and present it at the seminar.                               | Presentation, seminar.            |
| Part-time studies                     | Prepare and present a business idea.<br>Choose one of the Latvian social enterprises and analyze its activities. | Presentation, seminar<br>Essays.  |
|                                       | Prepare a business plan, submit it in written form, and present It at the seminar.                               | Presentation, seminar.            |
| Distance learning                     | Prepare and present a business idea.<br>Choose one of the Latvian social enterprises and analyze its activities. | Presentation, seminar.<br>Essays. |
|                                       | Prepare a business plan, submit it in written form, and present It at the seminar.                               | Presentation, seminar.            |

| Organization and scope of the study course: |               |  |  |  |
|---|---------------|--|--|--|
|   | Contact hours |  |  |  |

| <i>Form of study</i>     | <i>Number of contact hours of lectures (t.sk, seminars, discussions)</i> | <i>Consultations, guest lectures, conferences, study tours, business games, etc.</i> | <i>Final examination (examination, test, defence)</i> | <b>Total</b> | <i>Number of hours of independent work</i> | <i>Compulsory reading and/or watching/listening to audio/video material</i> | <b>Total hours in the study course</b> |
|--------------------------|--|--|---|--------------|--|---|--|
| <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>Distance learning</i> | 8  | 2  | 2   | <b>12</b>    | 32   | 36  | <b>80</b>                              |

**Requirements for the acquisition of the study course and evaluation of the results:**

Within the framework of the study course, you must successfully complete 2 independent works, participate in 2 seminars, attend not less than 70% of lectures, and pass the exam (defense of a business plan). The final score in the course of study was formed as the arithmetic means from the assessment of independent works and the exam.

| No. | Study course result  | Assessment method(s)                 | Assessment criteria   |   |  |  |
|-----|--|--------------------------------------|---|---|--|--|
|     |  |                                      | Minimum level (40% to 64%)  | Average level (65% to 84%)  | High level (from 85% to 94%)   | Outstanding ly (from 95% to 100%)  |
| 1.  | Knows the concepts, essence, forms and sources of financing of entrepreneurship. Understands what social entrepreneurship is.                                    | Prezentatio n, seminar, essay, exam. | Understands the basic concepts and essence.<br>Able to analyze the obtained information,<br><br>however, there are difficulties with seeing regularities. | Understands the basic concepts and terms, however, there are difficulties with the formulation of definitions and regularities.       | Understands the most important concepts, terms and definitions. Able to analyze the obtained information and understand the occurrence of regularities.  | Freely oriented in essence, concepts, terms and definitions. Based on the information obtained, it is possible to predict the formation of regularities.   |
| 2.  | Understands the business environment and the factors affecting it.   | Group work, exam.                    | Understands the operating environment.  | Understands the operating environment, however, there are difficulties with the formulation of factors.                               | Understands the operating environment and the factors affecting it.  | Freely orients in the operating environment and easily formulates influencing factors.   |
| 3.  | Understands the characteristics of the balance sheet of the company, is able to calculate the costs of economic activity, the cost price of the product/service. | Seminar, group work exam.            | Understands the methods of calculating the cost price, is able to name the pricing methods  | Well understands the methods of calculating the cost price, is able to choose the most suitable, is able to name the pricing methods. | Well understands the methods of calculating the cost price, is able to choose the most suitable and apply in the calculation of the cost price is well able to offer pricing methods, choose the most appropriate. | Understands the methods of calculating the cost price very well, is able to choose the most suitable and apply it in the calculation of the cost price is very good at offering pricing method s, choosing the most appropriate one. |

|    |  |                                    |   |   |  |   |
|----|--|------------------------------------|---|---|--|---|
| 4. | Understands the organization of the internal structure of the company. | Business plan, presentation, exam. | Understands the essence of organization and planning. | Understands the essence of the organization and planning of activities, however, does not understand the components and regularities of the planning process. | Understands the essence of the organization and planning of activities and the components of the planning process. | Freely orients himself in the processes of organizing and planning activities, understands and is able to predict regularities. |
|----|--|------------------------------------|---|---|--|---|

|    |   |                                    |  |   |  |   |
|----|---|------------------------------------|--|---|--|---|
| 5. | Understands the essence, structure, principles of development of a business plan, is able to draw up a business plan, present it and defend their point of view in a reasoned manner. | Seminar, group work, presentation. | Understands the essence of the business plan, is not able to draw up a business plan by structure, is not able to clearly formulate his point of view. | Understands the essence and structure of a business plan, however, there are difficulties in drawing up a plan and arguing your point of view in defense. | Understands the essence and structure of a business plan, is able to prepare it, is able to formulate and justify his point of view. | Excellently prepares a business plan according to the structure, plans, justifies and calculate second activity, and is able to present and discuss the content of the business plan. |
|----|---|------------------------------------|--|---|--|---|

| Literature and other sources of information:     |  |
|--|--|
| Compulsory literature and sources of information |  |
| 1.   | A collective of authors. (2013). <i>Business environment and aspects of its development</i> . Riga: SIA "Biznesa augstskola Turība".   |
| 2.   | Draker, P. (2008). <i>Evaluation of the company's performance (HBR)</i> . Riga: Applied Information Service.   |
| 3.   | Genadinik, A. (2018). <i>Business plan template and example: how to write a business plan: business planning made simple</i> . USA   |
| 4.   | Neiland, J. (2013). <i>Merchant's ABC</i> . Riga: Star ABC.  |
| Additional literature sources:                   |  |
| 1.   | Abizaare V. (2004). <i>Introduction to Entrepreneurship</i> . Riga, Raka.  |
| 2.   | Newland, A. (2017). <i>J.A. Schumpeter's insights about the entrepreneur as a mechanism for economic change</i> . Riga: Author's edition.  |
| 3.   | Petter G., Voronova I. (2003). <i>Risks in business and their management</i> . Riga, Rasa ABC.   |
| 4.   | Brian L., Hall R. <i>Business for beginners</i> . Riga, Star ABC   |
| 5.   | Speaker, I. (2009 - 2012). <i>Business competencies: monograph. Volume 1.2.3.4</i> . Riga: Business Competence Centre.   |
| Other sources of information                     |  |
| 1.   | Sustainable Development Strategy of Latvia 2030 (2010). Electronic resource [accessed 28/01/2019]. Available in: <a href="https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf">https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf</a> |



|    |  |
|----|--|
| 2. | National Development Plan of Latvia for 2014-2020 (2012). Electronic resource [accessed 28/01/2019]. Available in: <a href="https://www.pkc.gov.lv/sites/default/files/inline-files/20121220_NAP2020%20apstiprinats%20Saeima_4.pdf">https://www.pkc.gov.lv/sites/default/files/inline-files/20121220_NAP2020%20apstiprinats%20Saeima_4.pdf</a> |
| 3. | The 10 most common mistakes when starting a business and how not to make them. Electronic resource [accessed 06/10/2022]. Available in: <a href="https://businessnetwork.lv/ievads/izaugsme/kludas-uzsakot-savu-biznesu-52803">https://businessnetwork.lv/ievads/izaugsme/kludas-uzsakot-savu-biznesu-52803</a>                                |
| 4. | Support for business. Electronic resource [accessed 06/10/20 22]. Available in: <a href="https://labsoflatvia.com/atbalsts">https://labsoflatvia.com/atbalsts</a>  |
| 5. | Money for business. Electronic resource [accessed 06/10/2022]. Available in: <a href="http://www.naudabiznesam.lv/finansejums/nauda-biznesa-uzsaksanai/">http://www.naudabiznesam.lv/finansejums/nauda-biznesa-uzsaksanai/</a>   |
| 6. | Investment and Development Agency of Latvia. Entrepreneur support programs. [accessed 06/10/2022]. Available in: <a href="https://www.liaa.gov.lv/lv/pakalpojumi">https://www.liaa.gov.lv/lv/pakalpojumi</a>   |
| 7. | State development finance institution Altum. Support from entrepreneurs. [accessed 06/10/2022]. Available in: <a href="https://www.altum.lv/pakalpojumi/biznesam/">https://www.altum.lv/pakalpojumi/biznesam/</a>  |

## COMPUTER SYSTEM ORGANIZATION AND ARCHITECTURE

|  |   |
|--|---|
| <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>   |   |
| Computer Science and Informatics Course in the Secondary School  |   |
| <b>Study course aim:</b>   |   |
| To provide for students the necessary knowledge, skills and competencies in Computer System organization and architecture. To provide for students a wide insight into modern computer systems and future tendencies.  |   |
| <b>Study course learning outcomes (Knowledge, Skills, Competencies):</b>   |   |
| <ol style="list-style-type: none"> <li>1. Knows computer components, computer architecture, computer elements and interaction thereof</li> <li>2. Knows main computer development tendencies and history</li> <li>3. Is able to compose a computer from parts, to choose the corresponding components for computer systems when building them so that they work effectively</li> <li>4. Is able to look for errors, determine problems in computer systems and eliminate them by cooperating with other colleagues</li> <li>5. Is able to independently configure computer systems and evaluate the efficiency of computer system operation</li> </ol> |   |
| <b>Study course thematic plan:</b>   |   |
| 1.   | Computer system classification and development tendencies       |
| 2.   | Data representation and principles of computer system operation |
| 3.   | Computer system elements, memory, processor                     |
| 4.   | Computer system diagnostics and maintenance                     |
| 5.   | Connection of devices and types of computer systems             |

| <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 |
| 237.   | Computer system classification and development tendencies <ul style="list-style-type: none"> <li>• Introduction to computer systems and architecture,</li> <li>• System components</li> <li>• Classification of computers</li> </ul> | 4   | 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 |
| 238.  | Data representation and principles of computer system operation <ul style="list-style-type: none"> <li>• Coding and decoding of information</li> <li>• Units of information</li> <li>• Numbering systems</li> <li>• Binary code, ASCII and Unicode, RGB</li> <li>• Machine operations</li> <li>• Boolean operators, triggers</li> <li>• Basic computer components</li> <li>• Programme, instructions, operands</li> <li>• Type of addressing, effective addressing</li> <li>• Control nodes</li> <li>• Micro operations</li> </ul> | 8   | 4                 | 2                 |
| 239.  | Computer system elements, memory, processor <ul style="list-style-type: none"> <li>• System memory</li> <li>• Read-only memory</li> <li>• Cache memory</li> <li>• Flash memory</li> <li>• Different data storage devices (magnetic, optical, etc.)</li> <li>• Virtual memory</li> <li>• Processor</li> <li>• Types and principles thereof</li> <li>• Parameters</li> </ul>   | 8   | 4                 | 2                 |
| 240.  | Computer system diagnostics and maintenance <ul style="list-style-type: none"> <li>• Organizational issues</li> <li>• Documentation</li> <li>• Safety equipment</li> <li>• Ergonomics</li> <li>• Components</li> <li>• Faults</li> <li>• Maintenance</li> </ul>  | 8   | 4                 | 2                 |
| 241.  | Connection of devices and types of computer systems <ul style="list-style-type: none"> <li>• Connection of internal devices.</li> <li>• Connection of external devices.</li> <li>• Parameters</li> <li>• Components</li> <li>• Workstations and servers, mainframes and supercomputers</li> <li>• Multiprocessor systems.</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>      | To compare Apple and IBM PC type computers, to generalize information and make conclusions. | Theses          |
|                               | Compulsory literature: sources  |                 |
|                               | To analyse parameters and performance of various processors                                 | Theses          |
|                               | Compulsory literature: sources  |                 |
|                               | To create various computer systems and explain them.  | Theses          |
|                               | Compulsory literature: sources  |                 |
| <i>part-time studies</i>      | To compare Apple and IBM PC type computers, to generalize information and make conclusions. | Theses          |
|                               | Compulsory literature: sources  |                 |
|                               | To analyse parameters and performance of various processors                                 | Theses          |
|                               | Compulsory literature: sources  |                 |
|                               | To create various computer systems and explain them.  | Theses          |
|                               | Compulsory literature: sources  |                 |
| <i>distance learning</i>      | To compare Apple and IBM PC type computers, to generalize information and make conclusions. | Theses          |
|                               | Compulsory literature: sources  |                 |
|                               | To analyse parameters and performance of various processors                                 | Theses          |
|                               | Compulsory literature: sources  |                 |
|                               | To create various computer systems and explain them.  | 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 |                         |   |                           |

|                          |    |    |   |           |    |    |            |
|--------------------------|----|----|---|-----------|----|----|------------|
| <i>full-time studies</i> | 36 | 8  | 4 | <b>48</b> | 48 | 24 | <b>120</b> |
| <i>part-time studies</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> |

| The evaluation of the study course learning outcomes: |  |                                     |   |   |  |  |
|---|--|-------------------------------------|---|---|--|--|
| No  | Learning outcome   | Evaluation method/-s                | Evaluation criteria   |   |  |  |
|   |  |                                     | Minimum level<br>(40% till 64%)                                   | Average level<br>(65% till 84%)   | High level<br>(85% till 94%)   | Excellent level<br>(95% till 100%)   |
| 1.  | Knows computer components, computer architecture, computer elements and interaction thereof  | Self-check test, discussion, theses | Understands basic definitions, knows main computer components     | Is able to analyse and independently determine each computer component, knows interaction thereof           | Is able to deeply analyse computer components, is able to determine, which components work together better and is able to explain this | In addition to the above criteria, there was experience in working with computer components        |
| 2.  | Knows main computer development tendencies and history   | Self-check test, discussion, theses | Is able to retell history and tendencies                          | Knows the reasons why and in which directions the new technologies in computer architecture 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 used in practice                                 |
| 3.  | Is able to compose a computer from parts, to choose the corresponding components for computer systems when building them so that they work effectively | Self-check test, discussion, theses | Is able to compose the computer system according to the standards | Is able to configure computer for any purpose   | Is able to use creative approach for computer configuration. Shows alternative solutions and explains them.                            | In addition to the items above there was practical experience in configuration of computer systems |
| 4.  | Is able to look for errors, determine problems in computer systems and eliminate   | Self-check test, discussion, theses | Is able to perform simple works and                               | Is able to analyse and elaborate solutions for  | Shows excellent ability to perform   | There has been practical experience  |

|    |  |                                     |  |  |  |  |
|----|--|-------------------------------------|--|--|--|--|
|    | them by cooperating with other colleagues  |                                     | understands what to do in order to solve the situation in more complicated cases | elimination of malfunctions and faults of computes systems | diagnostics and eliminate problems.  | e, which can be shared   |
| 5. | Is able to independently configure computer systems and evaluate the efficiency of computer system operation | Self-check test, discussion, theses | Is able to compose the computer system according to the standards                | Is able to configure computer for any purpose              | Is able to use creative approach for computer 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:                  |   |
|--|---|
| <i>Compulsory literature and information sources</i> |   |
| 1.   | David A. Patterson, John L. Hennesy (2021). Computer Organization and Design RISC-V Edition. The Hardware Software Interface, |
| 2.   |   |
| 3.   |   |
| <i>Additional literature and information sources</i> |   |
| 1.   |   |
| 2.   |   |
| 3.   |   |
| <i>Other information sources</i>                     |   |
| 1.   |   |
| 2.   |   |
|  |   |

## FOREIGN LANGUAGE IN COMPUTER SCIENCE

|   |   |
|---|---|
| <b>Author/s of Study course:</b>  |   |
| Larisa Turuševa, Dr. paed., assoc. prof.  |   |
| <b>Credit points:</b>   | <b>Credit score in the ECTS system:</b>   |
| <b>3</b>  | <b>4.5</b>  |
| <b>Test form:</b>   |   |
| <b>Examination</b>  |   |
| <b>Study course prerequisites:</b>  |   |
| English skills meeting the secondary education level requirements   |   |
| <b>Study course objectives are:</b>   |   |
| To provide the students the possibility to acquire the necessary knowledge, skills and competence in Legal English in line with the level B2 requirements of the Common European Framework of Reference for language proficiency.   |   |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |   |
| <ol style="list-style-type: none"> <li>1. Knows and understands concepts in the field of information technology in English</li> <li>2. Students are able to use their knowledge and communication skills, including reading, speaking, listening and writing in professional contexts, participating in discussions, dialogues, making presentations.</li> <li>3. Can find the required information in a foreign language on the internet, structure and classify it, work with term and branch dictionaries.</li> <li>4. Can analyze the situation, independently solve problems and conduct research in the field of information technology in English.</li> <li>5. Students have improved professional foreign language competence for creative use of foreign language in oral and written communication and professional activity, student mobility and academic environment.</li> </ol> |   |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>   |   |
| 1.  | Job application. CV.<br>Letter of motivation. Job interview questions.  |
| 2.  | What is ICT?<br>ICT in the workplace<br>ICT in education  |
| 3.  | Introduction to ICT systems<br>Types and architecture of the operating system.  |
| 4.  | The most current trends and directions of the development of the ICT industry Artificial intelligence as a modern software trend. |
| 5.  | New tools, software, latest technologies and their applications   |
| 6.  | Truth and myths about programming, presentations  |
| 7.  | Human-computer interaction<br>E-commerce and e-government<br>Computer equipment and ethics  |
| 8.  | Ergonomics. Organisation of work  |
| 9.  | The future of ICT   |
| 10.   | Presentations on the selected topic   |

| Study course schedule:  |  |   |                   |   |
|---|--|---|-------------------|---|
| <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 | part-time studies with e-learning elements* |
| 242.  | Job application. CV.<br>Letter of motivation. Job interview questions.   | 6   | 3                 | 2   |
| 243.  | What is ICT?<br>ICT in the workplace<br>ICT in education   | 4   | 2                 | 1   |
| 244.  | Introduction to ICT systems<br>Types and architecture of the operating system.   | 4   | 2                 | 1   |
| 245.  | The most current trends and directions of the development of the ICT industry<br>Artificial intelligence as a modern software trend. | 6   | 3                 | 1   |
| 246.  | New tools, software, latest technologies and their applications  | 6   | 3                 | 2   |
| 247.  | Truth and myths about programming, presentations   | 4   | 2                 | 1   |
| 248.  | Human-computer interaction<br>E-commerce and e-government<br>Computer equipment and ethics   | 4   | 2                 | 1   |
| 249.  | Ergonomics. Organisation of work   | 4   | 2                 | 1   |
| 250.  | The future of ICT  | 4   | 2                 | 1   |
| 251.  | Presentations on the selected topic  | 6   | 3                 | 1   |
|   | <b>Total:</b>  | <b>48</b>   | <b>24</b>         | <b>12</b>                                   |

| Description of the independent tasks: |   |                          |
|---------------------------------------|---|--------------------------|
| Study form                            | Type of independent assignment  | Type of control          |
| <i>Full-time studies</i>              | 1. To perform two hometasks on Moodle by upgrading own knowledge in the use of branch specific terminology. | Individual check         |
|                                       | 2. To do Moodle test and analyse own mistakes.  | Test                     |
|                                       | Compulsory literature: CV Europass template; 2.   |                          |
|                                       | 3. Preparation and delivering of a presentation related to the study area of the course                     | Presentation Examination |
|                                       | Compulsory Literature: Dependent on the topic   |                          |
| <i>Part-Time Studies</i>              | 1. To perform two hometasks on Moodle by upgrading own knowledge in the use of branch specific terminology. | Individual check         |
|                                       | 2. To do Moodle test and analyse own mistakes.  | Test                     |



|  |   |                          |
|--|---|--------------------------|
|  | Compulsory literature: CV Europass template; 2.   | Presentation Examination |
|  | 3. Preparation and delivering of a presentation related to the study area of the course                     |                          |
|  | Compulsory Literature: Dependent on the topic   |                          |
| Part-time studies with e-learning elements | 1. To perform two hometasks on Moodle by upgrading own knowledge in the use of branch specific terminology. | Individual check         |
|  | 2. To do Moodle test and analyse own mistakes.  | Test                     |
|  | Compulsory literature: CV Europass template; 2.   | Presentation Examination |
|  | 3. Preparation and delivering of a presentation related to the study area of the course                     |                          |
|  | Compulsory Literature: Dependent on the topic   |                          |

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, 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                       |

Course acquisition requirements and evaluation of results:

| Course acquisition requirements and evaluation of results: |  |                       |   |   |   |  |
|--|--|-----------------------|---|---|---|--|
| No.  | Study course outcomes  | Evaluation method     | Evaluation criteria                                 |   |   |  |
|  |  |                       | Minimal level (from 40% to 64%)                     | Intermediate level (from 65% to 84%)                | High level (from 85% to 94%)                        | With distinction (from 95% to 100%)            |
| 1.   | Knows and understands concepts in the field of information technology in English | Theory knowledge test | 40-64% test questions and tasks completed correctly | 65-84% test questions and tasks completed correctly | 85-94% test questions and tasks completed correctly | Knows and understands concepts in the field of |

|    |  |  |  |  |   |   |
|----|--|--|--|--|---|---|
|    |  |  |  |  |   | information technology in English   |
| 2. | Students are able to use their knowledge and communication skills, including reading, speaking, listening and writing in professional contexts, participating in discussions, dialogues, making presentations.   | Classroom discussion   | Lack of skill in discussing issues in the field of information technology, unable to formulate one's opinion in English  | Able to discuss issues in the field of information technology, but there are difficulties in defending one's point of view   | Able to reasoned discuss in English on issues in the field of information technology  | Able to reasoned discussion in English on issues in the field of information technology   |
| 3. | Can find the required information in a foreign language on the internet, structure and classify it, work with term and branch dictionaries.  | Presentation in a class  | Has difficulties to summarise the results of work and present them to others in a understandable manner  | Can summarise the results of the work, however, there are difficulties to structure and analyse them independently, using the English language   | Can work independently with dictionaries and information sources  | Able to evaluate the necessary information in a foreign language, choose the most appropriate   |
| 4. | Can find the required information independently and analyse it for solving a problem<br><br>Able to independently conduct research in the field of information technology in English<br><br>INFORMATION COLLECTION AND ANALYSIS, CREATION OF NEW KNOWLEDGE | Independent home work. Compiling the results in a written report<br>Group work. Presentation of the work results in a class. | Has difficulties in finding the required information independently; lack of the skill to apply the collected information can be identified<br><br>Has difficulties in organising research work in English, cannot perform research independently | Able to conduct research in the field of information technology in English, but cannot demonstrate a deep understanding about using the obtained information; there are difficulties to analyse information independently, does not know how to independently carry out the research process | Can select and analyse the required information independently in order to find an answer to complex and specific questions. Can organize research work independently, is able to integrate different areas of knowledge, is able to contribute to the creation of new knowledge | Able to find the required information independently and analyse it for solving a problem, independently conduct research in the field of information technology in English<br><br>CREATION OF NEW |

|    |  |   |  |  |  | KNOWLEDGE  |
|----|--|---|--|--|--|--|
| 5. | Students have improved professional foreign language competence for creative use of foreign language in oral and written communication and professional activity, student mobility and academic environment. | Discussions.<br>Presentations.<br><br>Essays. | Difficulties in creatively using and improving skills in English, unable to independently find the necessary means of language | Can creatively use a foreign language in oral and written communication and professional activities, but does not know how to use a language suitable for the academic environment | Creatively uses foreign language in oral and written communication and professional activity, student mobility and academic environment. | Students have improved professional foreign language competence for creative use of foreign language in oral and written communication and professional activity, student mobility and academic environment. |

| Literature and other sources of information:                  |  |
|---|--|
| <i>Compulsory literature and other sources of information</i> |  |
| 1.  | Patrick Fitzgerald, Marie McCullagh, Carol Tabor, Terry Phillips. English for ICT Studies in Higher Education Studies Course Book with audio CDs, Garnet Education, 2011. ISBN: 978185964519       |
| 2.  | Eric H. Glendinning, John McEwan. Oxford English for Information Technology. Oxford University Press, 2015. ISBN 0-19-457376 -1  |
| 3.  | English for Information Technology. Pearson Education Limited, 2011 ISBN: 978-1-4082-69961   |
| 4.  | Greg Gagne, Peter Baer Galvin. Operating System Concepts 8th Revised edition, Binder Ready Version John Wiley and Sons Ltd 2008. ISBN-13: 9780470279939, ISBN-10: 0470279931                       |
| 5.  | William Stallings. Operating Systems: Internals and Design Principles 7th Edition Prentice Hall; March 10, 2011. ISBN-13: 978-0132309981, ISBN-10: 013230998X                                      |
| 6.  | Matisone I., Blumfelde I. English – Latvian Dictionary of International Business. Rīga: Zvaigzne ABC, 2006. 704 lpp. ISBN 9984367363.  |
| 7   | Mascull B. Business Vocabulary in Use. Cambridge University Press, 2008. 172 p. ISBN 9780521775298   |
| <i>Recommended literature</i>                                 |  |
| 1.  | Budd T. An Introduction to Object-Oriented Programming. 3-rd edition, Addison Wesley, 2002. ISBN-13: 978-0201824193  |
| 2.  | Allison J., Emmerson P. The Business. Intermediate. Student's Book. MacMillan. 2013. 159 p. ISBN 9781405081856   |
| 3.  | Laikraksts "The Baltic Times". [tiešsaiste] [skatīts 10.03.2022.]. Pieejams: <a href="http://www.thebaltictimes.com">www.thebaltictimes.com</a>  |
| <i>Other sources of information</i>                           |  |
| 1.  | British Council's website for adult learners of English. [tiešsaiste] [skatīts 14.11.2021.]. Pieejams: <a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a> |

|    |  |
|----|--|
| 2. | Interneta ziņu dienests. BBC News [tiešsaiste] [skatīts 14.02.2022.]. Pieejams: <a href="http://www.bbc.co.uk/news">http://www.bbc.co.uk/news</a>  |
| 3. | Interneta informācijas dienests (Online business information service about the EU). [tiešsaiste] [skatīts 14.08.2021.]. Pieejams: <a href="http://www.eubusiness.com">www.eubusiness.com</a> |

## APPLICATION SOFTWARE

|   |   |
|---|---|
| <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> |
| 3   | 4.5                                     |
| <b>Test form:</b>   |   |
| Examination   |   |
| <b>Study course prerequisites:</b>  |   |
| None  |   |
| <b>Course objectives are:</b>   |   |
| Gain knowledge of text editors, electronic tables, and presentation apps, as well as basic knowledge of graphic editors.  |   |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |   |
| <ol style="list-style-type: none"> <li>1. Understands the basic principles of computerized word processing, knows how to use it in solving various issues and problems.</li> <li>2. Understands the areas of use and basic concepts of spreadsheets, knows how to use them in solving various issues and problems.</li> <li>3. Understands the possibilities of using presentation features, knows how to choose the appropriate way of presenting information.</li> <li>4. Understands the basic principles, advantages and disadvantages of computerized image processing. They are able to choose the most suitable type of graphics for the task to be performed – a raster graphics or vector graphics.</li> </ol> |   |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>   |   |
| 1.  | Text editors.                           |
| 2.  | Electronic tables.                      |
| 3.  | Presentation apps.                      |
| 4.  | Vector graphics processing.             |
| 5.  | Raster graphics processing.             |

| <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 |
| 252.  | Text editors. Formatting a text and paragraphs. Preparation of serial documents. | 4   | 2                 | 1                 |
| 253.  | Numbered and unnumbered lists. Header, footer. Section. Tables.                  | 4   | 2                 | 1                 |
| 254.  | Electronic tables. Formatting cells. Data formats.                               | 4   | 2                 | 1                 |
| 255.  | Simple functions. Logical functions. Types of addresses.                         | 4   | 2                 | 1                 |
| 256.  | Diagrams. Printing options.  | 4   | 2                 | 2                 |

| Study course schedule:  |   |   |                   |                   |
|---|---|---|-------------------|-------------------|
| <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 |
| 257.  | Presentation apps. Graphic elements.                          | 4   | 2                 | 1                 |
| 258.  | Animation effects. Presentation options. Presentation skills. | 4   | 2                 | 1                 |
| 259.  | Insight into a vector graphics editor.                        | 4   | 3                 | 1                 |
| 260.  | Insight into a raster graphics editor.                        | 4   | 3                 | 1                 |
|   | <b>Total:</b>   | <b>36</b>   | <b>20</b>         | <b>10</b>         |

| Description of the independent tasks: |   |  |
|---------------------------------------|---|--|
| Study form                            | Type of independent assignment  | Type of control                          |
| <i>Full-time studies</i>              | 1. Test work with a text editor.<br>2. Test work with electronic tables.<br>3. Test work with presentation apps.<br>4. Test work with raster and vector graphics editors. | Practical work,<br>Tasks of self-testing |
|                                       | Compulsory reading according to the topics of the study course  |  |
| <i>Part-Time Studies</i>              | 1. Test work with a text editor.<br>2. Test work with electronic tables.<br>3. Test work with presentation apps.<br>4. Test work with raster and vector graphics editors. | Practical work,<br>Tasks of self-testing |
|                                       | Compulsory reading according to the topics of the study course  |  |
| <i>Distance learning</i>              | 1. Test work with a text editor.<br>2. Test work with electronic tables.<br>3. Test work with presentation apps.<br>4. Test work with raster and vector graphics editors. | Practical work,<br>Tasks of self-testing |
|                                       | Compulsory reading according to the topics of the study course  |  |

| 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>  | 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>                |

| Course acquisition requirements and evaluation of results: |  |                      |  |   |   |   |
|--|--|----------------------|--|---|---|---|
| No.  | Learning outcomes  | Evaluation method    | Evaluation criteria  |   |   |   |
|  |  |                      | Minimal level<br>(from 40% to 64%)   | Intermediate level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)   | With distinction<br>(from 95% to 100%)  |
| 1.   | Understands the basic principles of computerized word processing, knows how to use it in solving various issues and problems.  | Practical exercises. | Poorly understands the basic principles of computerized word processing, there are difficulties with their use in solving various issues and problems.             | Understands the basic principles of computerized word processing, knows how to use it in solving various issues and problems.                               | Understands the basic principles of computerized word processing, knows how to use it in solving various issues and problems.   | Perfectly understands the basic principles of computerized word processing, knows how to use it for a wide range of questions and problems.                                 |
| 2.   | Understands the areas of use and basic concepts of spreadsheets, knows how to use them in solving various issues and problems.   | Practical exercises. | Understands the areas of use and basic concepts of spreadsheets, knows how to use them in solving various issues and problems.                                     | Understands the basic principles of computerized word processing, knows how to use it in solving various issues and problems.                               | Understands the areas of use and basic concepts of spreadsheets, knows how to use them in solving various issues and problems.  | Perfectly understands the basic principles of computerized word processing, knows how to use it for a wide range of questions and problems.                                 |
| 3.   | Understands the possibilities of using presentation features, knows how to choose the appropriate way of presenting information.   | Practical exercises. | Poorly understands the possibilities of using the means of presentation, there are difficulties with the choice of the appropriate ways of presenting information. | Understands the possibilities of using the means of presentation, there are difficulties with the choice of the appropriate ways of presenting information. | Understands the possibilities of using presentation features, knows how to choose the appropriate way of presenting information.  | Freely orients himself in the means of presentation and the possibilities of their use, knows how to choose the appropriate way of presenting information.                  |
| 4.   | Understands the basic principles, advantages and disadvantages of computerized image processing. They are able to choose the most suitable type of graphics for the task to be performed – a | Practical exercises. | Poorly understands the basic principles, advantages and disadvantages of computerized image processing, there are difficulties with the use of image               | Understands the basic principles, advantages and disadvantages of computerized image processing, there are some difficulties with the use of image          | Understands the basic principles, advantages and disadvantages of computerized image processing. They are able to choose the most suitable type of graphics for the task to | Understands the basic principles, advantages and disadvantages of computerized image processing. They are able to choose the most suitable type of graphics for the task to |

|  |                                     |  |                      |                      |  |  |
|--|-------------------------------------|--|----------------------|----------------------|--|--|
|  | raster graphics or vector graphics. |  | processing programs. | processing programs. | be performed – a raster graphics or vector graphics. | be performed – a raster graphics or vector graphics. Demonstrates excellent skills in using image processing programs. |
|--|-------------------------------------|--|----------------------|----------------------|--|--|

| Literature and other sources of information:                  |   |
|---|---|
| <i>Compulsory literature and other sources of information</i> |   |
| 1.  | Klieders Jānis (2018). Datorzinības. Microsoft Office 2013/2016. Latvija: Juridiskā koledža   |
| 2.  | Joan Lambert, Curtis Frye (2018). Microsoft Office 2019 Step by Step. United States of America: Microsoft Press   |
| <i>Recommended literature</i>                                 |   |
| 1.  | Máirín Strode, Oscar Baechler (2019) Sams Teach Yourself Inkscape, Gimp and Blender in 24 Hours. United States of America: Sams Publishing                                |
| 2.  | Olivier Lecarme, Karine Delvare (2013). The Book of GIMP: A Complete Guide to Nearly Everything. United States of America: No Starch Press                                |
| <i>Other sources of information</i>                           |   |
| 1.  | ECDL MICROSOFT mācību materiāli [skatīts 09.2019]. Pieejams <a href="http://www.ecdl.lv">http://www.ecdl.lv</a>   |
| 2.  | ECDL MICROSOFT mācību materiāli [skatīts 09.2019]. Pieejams <a href="http://ecdl.org/about-ecdl/base-modules">http://ecdl.org/about-ecdl/base-modules</a>                 |
| 3.  | ECDL MICROSOFT mācību materiāli [skatīts 09.2019]. Pieejams <a href="http://ecdl.org/about-ecdl/intermediate-modules">http://ecdl.org/about-ecdl/intermediate-modules</a> |
| 4.  | Gimp Tutorial [skatīts 09.2019]. Pieejams: <a href="https://www.gimp.org/tutorials/">https://www.gimp.org/tutorials/</a>  |
| 5.  | Learn   Inkscape [skatīts 09.2019]. Pieejams: <a href="https://inkscape.org/learn/">https://inkscape.org/learn/</a>   |



## WEB PROGRAMMING I

|   |   |
|---|---|
| <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>  |   |
| Not necessary   |   |
| <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 the creation of websites.  |   |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>   |   |
| <ol style="list-style-type: none"> <li>1. Knows website creation technologies HTML and CSS, and understands principles of website structure and content creation.</li> <li>2. Is able to create website content using HTML tags.</li> <li>3. Is able to create website models and design using CSS technology.</li> <li>4. Is able to use a creative approach when elaborating the website and design thereof.</li> <li>5. Is able to demonstrate own grounded opinion when creating website structure, web page models and content.</li> </ol> |   |
| <b>Study course thematic plan:</b>  |   |
| 1.  | Introduction. HTML, language syntax.  |
| 2.  | HTML Tag groups. Usage of tags. Tag attributes and parameters.                                |
| 3.  | Types of documents. Validation of HTML documents.   |
| 4.  | CSS technology. Cascading and Inheritance. Selectors and types thereof.                       |
| 5.  | CSS parameters and values thereof. Units.   |
| 6.  | CSS media parameters. Use of CSS in modelling website pages.                                  |
| 7.  | JavaScript language, syntax, variables, and language constructions.                           |
| 8.  | JavaScript object-oriented programming. Embedded classes, creation of user classes.           |
| 9.  | Document Object Model (DOM) and use thereof. Tag events and processing thereof in JavaScript. |
| 10.   | Introduction to jQuery library of JavaScript.   |

| <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 |
| 261.   | Introduction. HTML, language syntax.                           | 4   | 2                 | 1                 |
| 262.   | HTML Tag groups. Usage of tags. Tag attributes and parameters. | 4   | 2                 | 1                 |
| 263.   | Types of documents. Validation of HTML documents.              | 2   | 1                 | 1                 |

| 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 |
| 264.  | CSS technology. Cascading and Inheritance. Selectors and types thereof.                       | 4   | 2                 | 1                 |
| 265.  | CSS parameters and values thereof. Units.   | 4   | 3                 | 1                 |
| 266.  | CSS media parameters. Use of CSS in modelling website pages.                                  | 6   | 4                 | 1                 |
| 267.  | JavaScript language, syntax, variables, language constructions.                               | 4   | 2                 | 1                 |
| 268.  | JavaScript object-oriented programming. Embedded classes, creation of user classes.           | 2   | 1                 | 1                 |
| 269.  | Document Object Model (DOM) and use thereof. Tag events and processing thereof in JavaScript. | 4   | 2                 | 1                 |
| 270.  | Introduction to jQuery library of JavaScript.   | 2   | 1                 | 1                 |
| <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>      | 1) The first stage of website development: elaboration of website structure, web page model, and description of the design.   | Written project |
|                               | Compulsory reading according to the indicated sections (source 1: chapters 2 - 9 or source 1: chapters 1 - 6). Reading of the indicated internet resources.   |                 |
|                               | 2) The second stage of website development: writing the code of a website in HTML, creating of CSS code and joining it with the HTML code according to the elaborated website models and designs, validation of the code, and testing of the website pages in various browsers. | Written project |
|                               | Compulsory reading according to the indicated sections (source 1: chapters 11 - 15, 17 or source 11: chapters 1 - 13). Reading of the indicated internet resources.   |                 |
| <i>part-time studies</i>      | 1) The first stage of website development: elaboration of website structure, web page model, and description of the design.   | Written project |
|                               | Compulsory reading according to the indicated sections (source 1: chapters 2 - 9 or source 1: chapters 1 - 6). Reading of the indicated internet resources.   |                 |
|                               | 2) The second stage of website development: writing the code of a website in HTML, creating of CSS code and joining it with the HTML code according to the elaborated website models and designs, validation of the code, and testing of the website pages in various browsers. | Written project |
|                               | Compulsory reading according to the indicated sections (source 1: chapters 11 - 15, 17 or source 11: chapters 1 - 13). Reading of the indicated internet resources.   |                 |
| <i>distance learning</i>      | 1) The first stage of website development: elaboration of website structure, web page model, and description of the design.   | Written project |

|  |   |                 |
|--|---|-----------------|
|  | Compulsory reading according to the indicated sections (source 1: chapters 2 - 9 or source 1: chapters 1 - 6). Reading of the indicated internet resources.   | Written project |
|  | 2) The second stage of website development: writing the code of a website in HTML, creating of CSS code and joining it with the HTML code according to the elaborated website models and designs, validation of the code, and testing of the website pages in various browsers. |                 |
|  | Compulsory reading according to the indicated sections (source 1: chapters 11 - 15, 17 or source 11: chapters 1 - 13). 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, simulations, etc. | Final evaluation of the course | Total |                         |   |                           |
| full-time studies | 36  | 6  | 2                              | 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:

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 distance 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. | 4. Knows website creation technologies HTML and CSS, understand principles of website structure and content creation. | Independent works, examination | Insufficiently understands website creation technologies and principles of website structure and design modelling and creation. | Understands well website creation technologies. Understands website modelling and design creation principles. | Perfectly understands website creation technologies. Understands well website modelling and design creation principles. | Outstandingly understands website creation technologies. Understands well website modelling and design creation principles. |

|    |   |                               |   |   |   |   |
|----|---|-------------------------------|---|---|---|---|
| 2. | 5. Is able to create website content using HTML tags.   | Independent works             | Uses logical tags with difficulties, and syntax mistakes.   | Uses CSS selectors, can set parameters, and can create WEB page models.                               | Is able to create a compact and structurally correct WEB page HTML code.                                  | Fully and widely uses all opportunities of HTML technologies.   |
| 3. | 6. Is able to create website models and design using CSS technology.                                      | Independent works             | Uses CSS selectors with difficulties, and experiences difficulties when writing HTML text.                    | Uses CSS selectors, can set parameters, and can create WEB page models.                               | Is able to use CSS selectors when applying inheritance, and is able to create an adaptive WEB page model. | Fully and widely uses all opportunities of CSS technologies.  |
| 4. | Is able to use a creative approach when elaborating the website and design thereof                        | Independent works, discussion | Is able to make design and development of a website.  | Able to design simple website design projects and create standard website designs.                    | Proficient in designing complex websites and developing modern designs.                                   | Can creatively design websites of various levels of complexity and develop modern page design.              |
| 5. | Is able to demonstrate own grounded opinion when creating website structure, web page models and content. | Independent works, discussion | Is able to insufficiently defend own opinion when creating website structure web page models and the content. | Is able to partly defend own opinion when creating website structure web page models and the content. | Is able to defend own opinion when creating website structure web page models and the content.            | Is able to substantiate and defend own opinion when creating website structure web page models and content. |

#### Literature and information sources:

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

- |    |  |
|----|--|
| 1. | Jennifer Robbins, Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics, O'Reilly Media, 2018, 808 pages, ISBN-10: 1491960205<br>Chapters: 2 – 9, 11 – 15, 17 |
| 2. | Anne Boehm, Zak Ruvalcaba, Murach's HTML5 and CSS3, Mike Murach & Associates; 4th ed. edition, 2018, English, 736 pages, ISBN-10: 1943872260<br>Chapters: 1 – 9, 11 – 13                   |

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

- |    |   |
|----|---|
| 1. | iCode Academy, HTML5 & CSS3 For Beginners: Your Guide To Easily Learn HTML5 & CSS3 Programming in 7 Days, 2017, 251 pages, English, ASIN: B071ZBDTXZ          |
| 2. | Eric A. Meyer, Estelle Weyl, CSS: The Definitive Guide: Visual Presentation for the Web, O'Reilly Media, 4 edition, 2017, 1090 pages, ISBN-10: 1449393195     |
| 3. | Jason Cranford Teague, DHTML and CSS for the World Wide Web, Peachpit Press; 3 edition, 2004, English, 544 pages ISBN-10: 0321199588, ISBN-13: 978-0321199584 |
| 4. | Robin Nixon, Learning PHP, MySQL & JavaScript: With jQuery, CSS & HTML5, O'Reilly Media, 5 edition, 2018, 832 pages, ISBN-10: 1491978910                      |

***Other information sources***

|    |  |
|----|--|
| 1. | Raggett D. More advanced features. [seen 07.2019]. Link: <a href="http://www.w3.org/MarkUp/Guide/Advanced.html">http://www.w3.org/MarkUp/Guide/Advanced.html</a>   |
| 2. | Raggett D. Adding a touch of style. [seen 07.2019]. Link: <a href="http://www.w3.org/MarkUp/Guide/Style">http://www.w3.org/MarkUp/Guide/Style</a>  |
| 3. | commonplaces.com (2010). The Balance Between Web Design and Usability. [seen 07.2019]. Link: <a href="http://www.commonplaces.com/inspiring-conversation/team-posts/balance-between-web-design-and-usability">http://www.commonplaces.com/inspiring-conversation/team-posts/balance-between-web-design-and-usability</a> |

## E-BUSINESS

|   |                                   |
|---|-----------------------------------|
| <b>Author/-s of the study course:</b>   |                                   |
| Mg.sc.soc., Lecturer Edgars Cerkovskis  |                                   |
| <b>Credits (Latvian):</b>   | <b>ECTS:</b>                      |
| <b>4</b>  | <b>6</b>                          |
| <b>Final evaluation form:</b>   |                                   |
| <b>Exam</b>   |                                   |
| <b>Study course prerequisites:</b>  |                                   |
| -   |                                   |
| <b>Study course aim:</b>  |                                   |
| To provide students with the necessary knowledge, skills and competences in the field of e-business.  |                                   |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>   |                                   |
| 1. Understand the concepts and essence of e-business.<br>2. Understand e-business models and their operating principles.<br>3. Understand the e-business environment and its influencing factors.<br>4. Is able to critically analyze problems and available information in the field of e-business.<br>5. Is able to independently conduct research in the field of e-business and present the results of the research.<br>6. Is able to reasonably discuss basic e-business issues. |                                   |
| <b>Study course thematic plan:</b>  |                                   |
| 1.  | Trends in e-business development. |
| 2.  | E-business models.                |
| 3.  | E-business legislation.           |
| 4.  | E-business billing systems.       |
| 5.  | E-Commerce and M-Commerce.        |
| 6.  | E-shops and auctions.             |
| 7.  | E-business marketing.             |
| 8.  | E-government.                     |

| <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 |
| 271.                               | Trends in e-business development. <ul style="list-style-type: none"> <li>E-business terms and essence.</li> <li>History of e-business development.</li> <li>E-business environment and participants</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 |
| 272.                               | E-business models.<br><ul style="list-style-type: none"> <li>• B2B, B2C, B2G models.</li> <li>• C2B, C2C, C2G models.</li> <li>• G2B, G2C, G2G models.</li> <li>• New e-business models.</li> </ul>                   | 6   |                   |  |
| 273.                               | E-business legislation.<br><ul style="list-style-type: none"> <li>• General Data Protection Regulation.</li> <li>• Information Society Services Law.</li> <li>• Payment Services and Electronic Money Act.</li> </ul> | 6   |                   |  |
| 274.                               | E-business billing systems.<br><ul style="list-style-type: none"> <li>• Types of electronic billing.</li> <li>• Electronic payment systems.</li> <li>• Electronic payment security.</li> </ul>                        | 6   |                   |  |
| 275.                               | M-Commerce.<br><ul style="list-style-type: none"> <li>• The concept and essence of M-commerce.</li> <li>• M-commerce models.</li> </ul>   | 6   |                   |  |
| 276.                               | E-shops and auctions.<br><ul style="list-style-type: none"> <li>• The principles of creating e-shops</li> <li>• E-shop business processes</li> <li>• E-shop analysis and methods</li> </ul>                           | 6   |                   |  |
| 277.                               | E-business marketing.<br><ul style="list-style-type: none"> <li>• Digital marketing.</li> <li>• Using social networks in e-business.</li> <li>• E-environment analysis metrics.</li> </ul>                            | 6   |                   |  |
| 278.                               | E-government.<br><ul style="list-style-type: none"> <li>• Smart Public Administration.</li> <li>• Electronic services and their types.</li> <li>• E-service levels.</li> </ul>  | 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 the identified e-business book and prepare a seminar with presentation and discussion elements. | Presentation, seminar. |
|                                      | Develop the concept of an e-business idea and present it to the audience.                            | Presentation, seminar. |

|  |   |                                |
|--|---|--------------------------------|
|  | Perform a specific e-business environment analysis using commonly used research methods.  | Group work.                    |
|  | Read the scientific article on topical issues in e-business, over the past 3 months and develop a forecast for future developments, including 3 to 5 positive and negative development forecasts. | Essays, presentation, seminar. |
|  |   |                                |



**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:**

| 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 concepts and essence of e-business.  | Presentation , seminar, group work, exam.  | Understand the basic concepts.   | Understanding the basic concepts and terms, however, has difficulty in defining definitions. | Understands key concepts, terms and definitions.   | Freely orient in essence, concepts, terms and definitions.   |
| 2.  | Understands e-business models and their operating principles.   | Group work, exam.                          | Understand the basic principles.   | Understanding the basic principles, however, there are difficulties in formulating models.   | Understands the most important models and their operating principles.                                | Freely orientated in models and their working principles.  |
| 3.  | Understand the e-business environment and its influencing factors.  | Group work, exam.                          | Understands the operating environment.   | Understanding the operating environment, however, has difficulties in formulating factors.   | Understands the operating environment and the factors that influence it.                             | Freely orientated in the action environment and easily formulates influencing factors.                                     |
| 4.  | Is able to critically analyze problems and available information in the field of e-business.                  | Essay, seminar, presentation , group work. | Able to analyze the information obtained, but there are difficulties with regularities.                                    | Able to analyze the information obtained, but it is difficult to formulate conclusions.      | Able to critically analyze the information obtained, formulate conclusions.                          | Able to critically analyze the information obtained, formulate conclusions and offer solutions.                            |
| 5.  | Is able to independently conduct research in the field of e-business and present the results of the research. | Seminar, presentation , group work.        | There are difficulties in organizing the research work, there is a lack of understanding of the structure of the research. | Is able to do research, but is not able to organize research process independently.          | Is able to independently organize research work, is able to integrate knowledge of different fields. | Is able to independently organize research work, is able to integrate knowledge of different fields, is able to contribute |

|    |  |                                    |   |  |  |   |
|----|--|------------------------------------|---|--|--|---|
|    |  |                                    |   |  |  | to the creation of new knowledge.       |
| 6. | Is able to reasonably discuss basic e-business issues. | Seminar, presentation, group work. | Able to discuss current affairs, not to be able to clearly formulate their opinion. | Able to discuss current issues, however, there is a difficulty in arguing their point of view. | Is able to reasonably discuss current issues, formulate and justify opinion. | Excellent discussion and orator skills. |

#### Literature and information sources:

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

|    |  |
|----|--|
| 1. | Laudon, K.C. (2018). E-commerce : business, technology, society. Boston: Pearson.  |
| 2. | Šmits, E., Koens, D. (2017). The new digital age: how our lives, countries and business will change in the future. Riga: Zvaigzne ABC. |
| 3. | Whittington, D. (2018). Digital Innovation and Entrepreneurship. Cambridge, United Kingdom, New York, NY : Cambridge University Press. |

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

|    |  |
|----|--|
| 1. | Chaffey, D. (2015). <i>Digital business and e-commerce management : strategy, implementation and practice</i> . Harlow, England : Pearson Education Limited.             |
| 2. | Heinze, A., Fletcher, G., Rashid, T., Cruz, A. (2017). <i>Digital and social media marketing : a results-driven approach</i> . Abingdon, Oxon, New York, NY : Routledge. |
| 3. | Saifedean, A. (2018). <i>Bitcoin Standard : the decentralized alternative to central banking</i> . New York : John Wiley & Sons.   |
| 4. | Segals, K. (2016). Money: Its exciting history and impact on our lives. Riga: Janis Roze Publishing House.   |
| 5. | Skinner, C. (2016). <i>Digital bank : strategies to launch or become a digital bank</i> . Singapore Marshall Cavendish.  |
| 6. | Turban, E. (2017). <i>Introduction to electronic commerce and social commerce</i> . Cham : Springer.   |

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

|    |  |
|----|--|
| 1. | Europa (2018). E-commerce, distance selling and sales outside of commercial premises. [viewed 01.05.2019]. Available at: <a href="https://europa.eu/youreurope/business/selling-in-eu/selling-goods-services/ecommerce-distance-selling/index_en.htm">https://europa.eu/youreurope/business/selling-in-eu/selling-goods-services/ecommerce-distance-selling/index_en.htm</a> |
| 2. | Latvia's Sustainable Development Strategy 2030 (2010). Electronic resource [viewed 28.01.2019]. Available at: <a href="https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf">https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf</a>  |
|    | VARAM (2018). Issues to be addressed by the institution when developing e-services. [viewed 01.05.2019]. Available: file: /// C: /Users/User/Downloads/Epakalp_BUJ.pdf   |

## 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 |
| 279.          | 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  |
| 280.          | Research topic, subject, object, aim and tasks. Research question and research hypothesis.   | 4  | 2                 | 1  |
| 281.          | General scientific methods, data collecting (gathering) methods and data processing techniques in modern research. Specifics of qualitative and quantitative research.   | 4  | 2                 | 2  |
| 282.          | 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  |
| 283.          | Research design (descriptive, experimental, quasi-experimental, data mining schemes).  | 4  | 2                 | 1  |
| 284.          | Research variables and their measurement scales (data types). Determination of variables according to the aim, question, hypothesis of the research.   | 4  | 2                 | 1  |
| 285.          | Quality characteristics of the research: reliability, validity, representativeness. Techniques for sample selection.   | 4  | 2                 | 1  |
| 286.          | 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  |
| 287.          | 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  |
| 288.          | 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  |
| 289.          | 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  |
| 290.          | Formatting and presentation of research results.   | 4  | 2                 | 1  |
| <b>Total:</b> |  | <b>48</b>  | <b>24</b>         | <b>16</b>                                  |

**Independent work description:**

| Study form | Type of independent work | Form of control |
|------------|--------------------------|-----------------|
|------------|--------------------------|-----------------|

|                 |   |   |
|-----------------|---|---|
| All study forms | <ol style="list-style-type: none"> <li>1. Creating the Bibliography including at 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, research limitations in accordance with the Guidelines.</li> <li>3. Creating the introduction based research 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:<br><br>1) 3rd source (full text),<br>2) 2nd source (section 1.2; pp.64 -84, section 2, pp. 84 -206, section 3.2, pp. 212 – 271, section 5, pp.316 - 352<br>3) 1st source (section 2; pp.63 – 126)  |   |

**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                       |
| part-time studies                          | 24   | 18   | 6                              | 48    | 64                      | 48  | 160                       |
| part-time studies with e-learning elements | 12   | 16   | 4                              | 32    | 64                      | 64  | 160                       |

**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 | Correct understanding of the main research methodology concepts and research | Correct understanding of and free operating with the main research methodology | Correct and detailed understanding and reasoning on the research methodology |

|    |   |  |  |   |   |  |
|----|---|--|--|---|---|--|
|    |   |  | methodology concepts   | principles with some gaps   | concepts and research principles  | 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 performed, the amount of the required data (sample) of the study | Discussion, control work                   | Able to assess the validity and reliability of the research performed, but there are problems with the amount of the required data (sample) of the study | Partially able to adequately assess the validity and reliability of the research performed, the amount of the required data (sample) of the study | Able to adequately assess the validity and reliability of the research performed, the amount of the required data (sample) of the study | Able to adequately and 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, with lack of appropriate reasoning and confidence                    | Able to reasonably discuss the conclusions of the study and application possibilities with some difficulties                       | Able to reasonably discuss the conclusions of the study and application possibilities                                      | Able to reasonably and confidently discuss the conclusions of the study and application possibilities  |

| Literature and information sources:                  |   |
|--|---|
| <b>Compulsory literature and information sources</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>Additional literature and information sources</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>Other information sources</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>  |



## DATA STRUCTURE AND ALGORITHMS

|  |   |
|--|---|
| <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>   |   |
| Secondary school course in Computers, the course Computer System Architecture, Course Introduction to Programming, Course Mathematics  |   |
| <b>Study course aim:</b>   |   |
| Upon completion of this courses students have knowledge, skills and competences in data processing, searching and sorting algorithms, and also in data structures. Upon completion of the course students are able to analyze and generalize information, defend their opinion in the field.   |   |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>  |   |
| <ol style="list-style-type: none"> <li>1. Student knows algorithm construction and analysis principles, is able to efficiently use algorithms in corresponding situations</li> <li>2. Student understands the Divide-and-Conquer principle and the recurrence. Is able to apply both in creation of own methods when writing the code</li> <li>3. Student understands sorting and searching algorithms, is able to decide, which algorithm to choose in each situation. Is able to make algorithm analysis</li> <li>4. Student knows a wide range of data structures and their opportunities. Is able to implement various data structures in the code</li> <li>5. Student is able to make decision on use of algorithms and data structures for a certain task, is able to adapt algorithms and data structures to various cases</li> </ol> |   |
| <b>Study course thematic plan:</b>   |   |
| 1.   | Algorithms, classification and role thereof. Analysis of algorithms         |
| 2.   | Divide-and-Conquer principle. Recurrence                                    |
| 3.   | Sorting and searching algorithms  |
| 4.   | Introduction to data structures. Data structure review and analysis         |
| 5.   | Analysis of various algorithms, implementation of data structures, examples |

| <b>Study course calendar plan:</b> |   |   |                   |                   |
|------------------------------------|---|---|-------------------|-------------------|
| No.                                | Topic   | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|                                    |   | full-time studies                                   | part-time studies | distance learning |
| 291.                               | Algorithms, classification and role thereof.<br>Analysis of algorithms <ul style="list-style-type: none"> <li>• What is algorithm</li> <li>• Algorithm as technology</li> <li>• Pseudo code</li> <li>• Algorithm analysis principles</li> </ul> | 4   | 4                 | 2                 |

| Study course calendar plan: |   |   |                   |                   |
|-----------------------------|---|---|-------------------|-------------------|
| No.                         | Topic   | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|                             |   | full-time studies                                   | part-time studies | distance learning |
| 292.                        | Divide-and-Conquer principle. Recurrence <ul style="list-style-type: none"> <li>• Strassen algorithm for matrix multiplication</li> <li>• Recurrence, recurrence implementation methods</li> <li>• Determinant computation algorithm</li> </ul>       | 8   | 4                 | 2                 |
| 293.                        | Sorting and searching algorithms <ul style="list-style-type: none"> <li>• Insertion sort</li> <li>• Heap sort</li> <li>• Quick sort</li> <li>• Sorting in linear time</li> <li>• Worst-case analysis</li> <li>• Parameters</li> </ul>                 | 8   | 4                 | 2                 |
| 294.                        | Introduction to Data Structures. Data structure overview and analysis <ul style="list-style-type: none"> <li>• Stacks and queues</li> <li>• Lists</li> <li>• Pointers and objects</li> <li>• Trees and binary trees</li> <li>• Hash tables</li> </ul> | 8   | 4                 | 2                 |
| 295.                        | Description of various algorithms, application of data structures, examples <ul style="list-style-type: none"> <li>• Algorithm analysis</li> <li>• Independent work</li> <li>• Repetition</li> <li>• Programming practice</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                      |
| full-time studies             | To prepare a presentation about algorithms and analysis thereof. To analyse one of algorithms and use thereof. To compare with other opportunities   | Theses / Presentation / Program code |
|                               | Compulsory literature: sources   |                                      |
|                               | To prepare a presentation about data structures. To show how certain data structures are used in practice by writing a programme code. To provide analysis of the implemented code. To compare with other opportunities. | Theses / Presentation / Program code |
|                               | Compulsory literature: sources   |                                      |

|                   |  |                                      |
|-------------------|--|--------------------------------------|
|                   | To prepare a small project, where students implement the acquired knowledges on data structures.   | Theses / Presentation / Program code |
|                   | Compulsory literature: sources   |                                      |
| part-time studies | To prepare a presentation about algorithms and analysis thereof. To analyse one of algorithms and use thereof. To compare with other opportunities   | Theses / Presentation / Program code |
|                   | Compulsory literature: sources   |                                      |
|                   | To prepare a presentation about data structures. To show how certain data structures are used in practice by writing a programme code. To provide analysis of the implemented code. To compare with other opportunities. | Theses / Presentation / Program code |
|                   | Compulsory literature: sources   |                                      |
|                   | To prepare a small project, where students implement the acquired knowledges on data structures.   | Theses / Presentation / Program code |
|                   | Compulsory literature: sources   |                                      |
| distance learning | To prepare a presentation about algorithms and analysis thereof. To analyse one of algorithms and use thereof. To compare with other opportunities   | Theses / Presentation / Program code |
|                   | Compulsory literature: sources   |                                      |
|                   | To prepare a presentation about data structures. To show how certain data structures are used in practice by writing a programme code. To provide analysis of the implemented code. To compare with other opportunities. | Theses / Presentation / Program code |
|                   | Compulsory literature: sources   |                                      |
|                   | To prepare a small project, where students implement the acquired knowledges on data structures.   | Theses / Presentation / Program code |
|                   | Compulsory literature: sources   |                                      |

**Structure of the study course:**

|            |               |  |  |  |
|------------|---------------|--|--|--|
| 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 | 36   | 8  | 4                              | <b>48</b>    | 48                             | 24  | <b>120</b>                |
| part-time studies | 20   | 12   | 4                              | <b>36</b>    | 48                             | 36  | <b>120</b>                |
| distance learning | 10   | 12   | 2                              | <b>24</b>    | 48                             | 48  | <b>120</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.  | Student knows algorithm construction and analysis principles, is able to efficiently use algorithms in corresponding situations                 | Test, discussion, program code | Understanding of what is the algorithm and why it is needed | Understanding of what is the algorithm and why it is needed, is able to perform algorithm analysis | Understanding of what is the algorithm and why it is needed, is able to perform algorithm analysis and substantiate this | Understanding of what is the algorithm and why it is needed, is able to perform algorithm analysis and substantiate this, as well as to implement this using on the programming languages |
| 2.  | Student understands the Divide-and-Conquer principle and the recurrence. Is able to apply both in creation of own methods when writing the code | Test, discussion, program code | Able to retell what is recurrence, and how it can be used   | Able to find recurrence in the code, adjust the code to the own needs                              | Able to write own code with recurrence   | Able to write own code with recurrence and Divide-  |

|    |  |                                |   |  |   | and-Conquer principle  |
|----|--|--------------------------------|---|--|---|--|
| 3. | Student understands sorting and searching algorithms, is able to decide, which algorithm to choose in each situation. Is able to make algorithm analysis       | Test, discussion, program code | Understands sorting algorithm purpose and principles                                | Able to recognize sorting algorithms in the code and modify them   | Able to independently write a code with at least two different sorting algorithms | Able to choose the most efficient sorting algorithm for task completion  |
| 4. | Student knows a wide range of data structures and their opportunities. Is able to implement various data structures in the code                                | Test, discussion, program code | Understands what are data structures and applications thereof                       | Able to find and amend program structure in the code, adjust to own needs the use of data structures                   | Able to independently create programme codes using various data structures        | Able to independently create programme codes using various data structures and give various options of implementation, choose the most effective one |
| 5. | Student is able to make decision on use of algorithms and data structures for a certain task, is able to adapt algorithms and data structures to various cases | Test, discussion, program code | Able to find examples of code in the internet and use them for creation of own code | Able to find examples of code in the internet and use them for creation of own code in and introduce own modifications | Able to write program code without help of the Internet resources                 | Able to write program code without help of the Internet resources and give analysis thereof  |

#### Literature and information sources:

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

|    |  |
|----|--|
| 1. | Mark Ryan, Deep Learning with Structured Data, Publisher: Manning Publications; 1st edition (2 Mar. 2021), 273 pages; ISBN-10: 1617296724; ISBN-13: 978-1617296727;                |
| 2. | Marcello La Rocca, Algorithms and Data Structures in Action, Publisher: Manning Publications; 1st edition (15 July 2021), 768 pages, ISBN-10: 1617295485; ISBN-13 : 978-1617295485 |

|   |   |
|---|---|
| 3.  | Jan Wengrow, A Common-Sense Guide to Data Structures and Algorithms, 2e: Level Up Your Core Programming Skills, Publisher: The Pragmatic Programmers; 2nd ed. edition (21 Aug. 2020), 250 pages, ISBN-10: 1680507222; ISBN-13: 978-1680507225 |
| <b><i>Additional literature and information sources</i></b> |   |
| 1.  | Aditya Bhargava, Grokking Algorithms: An illustrated guide for programmers and other curious people, Publisher: Manning Publications; 1st edition (31 Dec. 2015), 256 pages, ISBN-10: 1617292230; ISBN-13: 978-1617292231                     |
| 2.  |   |
| 3.  |   |
| <b><i>Other information sources</i></b>                     |   |
| 1.  | <a href="https://www.algostructure.com/index.php">https://www.algostructure.com/index.php</a>   |
| 2.  |   |

## PROGRAMMING II

|  |   |
|--|---|
| <b>Author/s of Study course:</b>   |   |
| Mg.sc.comp., docent, Andrei Liepiņš  |   |
| <b>Credit points:</b>  | <b>Credit score in the ECTS system:</b>                         |
| 3  | 4.5   |
| <b>Test form:</b>  |   |
| Examination  |   |
| <b>Study course prerequisites:</b>   |   |
| mastered study course "Programming I"  |   |
| <b>Course objectives are:</b>  |   |
| To acquire knowledge of the main principles and methodology of object-oriented development, as well as to develop skills and competences in solving tasks using the object-oriented approach in the programming language C++.  |   |
| <b>Course outcomes (knowledge, skills, competencies):</b>  |   |
| <div>1. Knows and is able to explain the essence and application of fundamental object-oriented programming concepts in the programming language C++.</div> <div>2. Knows the principles of object-oriented programming and how it use helps to develop and maintain complex software.</div> <div>3. Is able to collect and apply the acquired knowledge when designing and implementing the class structure in accordance with the requirements of the project.</div> <div>4. Able to practically develop object-oriented programs in the language C++, use data type templates, write an abstraction declaration and definition as a class.</div> <div>5. Is able to engage in software development projects that use an object-oriented design and development methodology.</div> |   |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>  |   |
| 1.   | An overview of object-oriented programming languages.           |
| 2.   | Basic concepts of object-oriented programming.                  |
| 3.   | Class. Built-in functions. Encapsulation.                       |
| 4.   | Class composition.  |
| 5.   | Operator overloading.   |
| 6.   | Hierarchy. Inheritance. Multiple inheritance.                   |
| 8.   | Polymorphism. Abstract class. Virtual functions.                |
| 9.   | Templates. Templates and inheritance. Templates and user types. |

| <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 |
| 1   | An overview of object-oriented programming languages. Object-oriented method in analysis and programming. | 2   | 1                 | 1                 |
| 2   | Basic concepts of object-oriented programming. Abstraction. Class.  | 4   | 2                 | 1                 |
| 3   | Built-in functions. Encapsulation. Constructors and destructors.  | 4   | 2                 | 1                 |

**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 (incl. workshops, discussions) number of contact hours |                   |                   |
|-----|--|---|-------------------|-------------------|
|     |  | full-time studies   | part-time studies | distance learning |
| 4   | Class composition.   | 4   | 2                 | 1                 |
| 5   | Operator overloading. Friendly functions. Pointer this.  | 8   | 4                 | 2                 |
| 6   | Hierarchy. Inheritance. Derived classes. Inheritance rules and restrictions. Multiple inheritance.   | 6   | 3                 | 1                 |
| 7   | Polymorphism. Abstract class. Virtual functions.   | 6   | 3                 | 2                 |
| 8   | Templates. Function templates. Class templates. Templates and inheritance. Templates and user types. | 6   | 3                 | 1                 |
|     | <b>Total:</b>  | <b>36</b>   | <b>20</b>         | <b>10</b>         |



| Description of the independent tasks: |   |   |
|---------------------------------------|---|---|
| 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>Class composition.</li> <li>Operator overloading.</li> <li>Inheritance</li> <li>Polymorphism</li> <li>Use of templates.</li> </ol> 2) 5-10 programming tasks for each topic. | Written work, discussion<br>Tasks of self-testing |
|                                       | Compulsory reading according to the topics of the study course  |   |
| <i>Part-Time Studies</i>              | 1) 5 programming independent works: <ol style="list-style-type: none"> <li>Class composition.</li> <li>Operator overloading.</li> <li>Inheritance</li> <li>Polymorphism</li> <li>Use of templates.</li> </ol> 2) 5-10 programming tasks for each topic. | Written work, discussion<br>Tasks of self-testing |
|                                       | Compulsory reading according to the topics of the study course  |   |
| <i>Distance learning</i>              | 1) 5 programming independent works: <ol style="list-style-type: none"> <li>Class composition.</li> <li>Operator overloading.</li> <li>Inheritance</li> <li>Polymorphism</li> <li>Use of templates.</li> </ol> 2) 5-10 programming tasks for each topic. | Written work<br>Tasks of self-testing             |
|                                       | Compulsory reading according to the topics of the study course  |   |

| 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>  | 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>                |
| Course acquisition requirements and evaluation of results:  |  |  |                                  |                    |                              |   |                           |
| For students of all study forms, the final assessment consists of 50% of independent work (each independent work constitutes 10% of the final assessment) and 50% of the examination assessment |  |  |                                  |                    |                              |   |                           |
| No.   | Learning outcomes                          | Evaluation method  | Evaluation criteria              |                    |                              |   |                           |
|   |  |  | Minimal level                    | Intermediate level | High level (from 85% to 94%) | With distinction  |                           |

|    |  |                          | (from 40% to 64%)   | (from 65% to 84%)   |  | (from 95% to 100%)   |
|----|--|--------------------------|---|---|--|--|
| 1. | Knows and is able to explain the essence and application of fundamental object-oriented programming concepts in the programming language C++.                  | Programming tasks, exam  | Knows and understands OOP principles, but does not know how to apply them.  | Knows and understands the principles of OOP, has difficulties with their application.   | Knows and understands OOP principles, and knows how to apply them.   | Knows and understands OOP principles, and knows how to apply them.   |
| 2. | Perfectly knows the principles of object-oriented programming and how their application helps to develop and maintain complex software.                        | Programming tasks, exam. | There are difficulties with understanding and using the OOP paradigm.   | Able to apply the principles of object-oriented programming, however, there are difficulties with the maintenance of finished products. | Able to apply the principles of object-oriented programming, and maintain finished products.   | Able to brilliantly apply the principles of object-oriented programming, and maintain complex products.  |
| 3. | Is able to collect and apply the acquired knowledge when designing and implementing the class structure in accordance with the requirements of the project.    | Programming tasks, exam  | There are difficulties with the design and implementation of class structures.  | Able to design and implement the class structure, but not always completely in accordance with the requirements of the project.         | Able to design and implement class structure in accordance with the requirements of the project.   | Able to design and implement the class structure in accordance with the requirements of the project, taking into account the possibilities of expanding the project. |
| 4. | Able to practically develop object-oriented programs in the language C++, use data type templates, write an abstraction declaration and definition as a class. | Programming tasks, exam  | There are difficulties with assessing the problem, choosing the right structures, the practical use of the OOP concept. | Able to assess the problem and choose the right OOP constructions, use OOP concepts in practice.  | Able to assess the problem and choose the right OOP constructions, use OOP concepts in practice. Able to develop flexible, easily modifiable programs. | Able to practically develop complex, flexible, easily modifiable programs. Demonstrates outstanding knowledge of the OOP paradigm.                                   |
| 5. | Is able to engage in software development projects that use an object-oriented design and development methodology.   | Programming tasks, exam  | There are difficulties with engaging in software  | Is able to engage in software development projects  | Is able to engage in software development projects   | Is able to engage in software development projects that  |

|  |  |  |   |   |   |   |
|--|--|--|---|---|---|---|
|  |  |  | development projects that use the object-oriented design and development methodology. | that use an object-oriented design and development methodology, but has problems with another written code. | that use an object-oriented design and development methodology. | use an object-oriented design and development methodology. Able to offer options for improving the structure and implementation of the project. |
|--|--|--|---|---|---|---|

| Literature and other sources of information:                  |   |
|---|---|
| <i>Compulsory literature and other sources of information</i> |   |
| 1.  | Deitel H.M., Deitel P.J. (2016). C++ How to Program (10th Edition). United States of America: Pearson.  |
| <i>Recommended literature</i>                                 |   |
| 1.  | Erich Gamma, Richard Helm, Ralph Johnson, John Vlissides. (1994). Design Patterns: Elements of Reusable Object-Oriented Software. United States of America: Addison-Wesley Professional.                          |
| 2.  | Timothy Budd. (2002). An Introduction to Object-Oriented Programming. 3-rd edition, United States of America: Addison Wesley.   |
| 3.  | R. Lafore. (2002). Object-oriented Programming in C++. 4-th edition. United States of America: SAMS Publishing.   |
| <i>Other sources of information</i>                           |   |
| 1.  | C++ Language Tutorial [skatīts 07.2019]. Pieejams: <a href="http://www.cplusplus.com/doc/tutorial/">http://www.cplusplus.com/doc/tutorial/</a>  |
| 2.  | C++ Object Oriented [skatīts 07.2019]. Pieejams: <a href="https://www.tutorialspoint.com/cplusplus/cpp_classes_objects.htm">https://www.tutorialspoint.com/cplusplus/cpp_classes_objects.htm</a>                  |
| 3.  | Object Oriented Programming in C++ [skatīts 07.2019]. Pieejams: <a href="https://www.geeksforgeeks.org/object-oriented-programming-in-cpp/">https://www.geeksforgeeks.org/object-oriented-programming-in-cpp/</a> |

## SOFTWARE ENGINEERING

|  |   |
|--|---|
| <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>   |   |
| acquired study courses "Programming I", "Programming II", "Databases"  |   |
| <b>Course objectives are:</b>  |   |
| To provide students with a set of knowledge and skills in the development of software projects in accordance with the requirements of the standard of the programmer's profession  |   |
| <b>Course outcomes (knowledge, skills, competencies):</b>  |   |
| <ol style="list-style-type: none"> <li>1. Knows the stages and models of software development, the work to be completed at each stage, stage deliverables, and documents.</li> <li>2. Knows how to create a system model, define and specify project requirements, as well as prepare a requirements document.</li> <li>3. Able to develop software design and prepare design documentation.</li> <li>4. Able to create test cases and perform program testing using black and white box methods.</li> </ol> |   |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>  |   |
| 1.   | Software engineering.                   |
| 2.   | System modeling. Types of modeling      |
| 3.   | Requirements specification.             |
| 4.   | Software design                         |
| 5.   | User interface design                   |
| 6.   | Software implementation                 |
| 7.   | Software testing                        |
| 8.   | Development of a set of tests           |

| <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 |
| 296.  | Software engineering. Software components, Software life cycle.         | 4   | 2                 | 1                 |
| 297.  | System modeling. Types of modeling, model descriptions.                 | 4   | 2                 | 1                 |
| 298.  | Requirements specification. Functional and non-functional requirements. | 6   | 4                 | 2                 |
| 299.  | Software design. Design methods, design tools.                          | 8   | 4                 | 2                 |
| 300.  | User interface design. Design principles, help system, user manual      | 6   | 3                 | 2                 |

| 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 (incl. workshops, discussions) number of contact hours |                   |                   |
|  |  | full-time studies   | part-time studies | distance learning |
| 301.   | Software implementation. Implementation steps.                       | 4   | 2                 | 1                 |
| 302.   | Software testing. Black and white box test methods.                  | 8   | 3                 | 1                 |
| 303.   | Development of a set of tests. Methods for developing a set of tests | 8   | 4                 | 2                 |
|  | <b>Total:</b>  | <b>48</b>   | <b>24</b>         | <b>12</b>         |

| Description of the independent tasks: |   |   |
|---------------------------------------|---|---|
| Study form                            | Type of independent assignment  | Type of control                           |
| Full-time studies                     | 4 sets of documentation:<br>1. Requirements document<br>2. Design document<br>3. User's Guide<br>4. Testing documentation | Written work, presentation and discussion |
|                                       | Compulsory reading according to the topics of the study course  |   |
| Part-Time Studies                     | 4 sets of documentation:<br>1. Requirements document<br>2. Design document<br>3. User's Guide<br>4. Testing documentation | Written work, presentation and discussion |
|                                       | Compulsory reading according to the topics of the study course  |   |
| Distance learning                     | 4 sets of documentation:<br>1. Requirements document<br>2. Design document<br>3. User's Guide<br>4. Testing documentation | Written work, presentation and discussion |
|                                       | Compulsory reading according to the topics of the study course  |   |

| 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 |                        |   |                           |
| Full-time   | 48   | 12   | 4                                | 64    | 64                     | 32  | 160                       |
| Part-time   | 24   | 18   | 6                                | 48    | 64                     | 48  | 160                       |
| Distance learning                                       | 12   | 16   | 4                                | 32    | 64                     | 64  | 160                       |

| Course acquisition requirements and evaluation of results: |  |                               |   |   |  |   |
|--|--|-------------------------------|---|---|--|---|
| No.  | Learning outcomes  | Evaluation method             | Evaluation criteria   |   |  |   |
|  |  |                               | Minimal level<br>(from 40% to 64%)  | Intermediate level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)  | With distinction<br>(from 95% to 100%)  |
| 1.   | Knows the stages and models of software development, the work to be completed at each stage, stage deliverables and documents. | Independent works, discussion | Poorly navigates the software development stages and models, confuses the jobs that need to be performed at each stage. There are difficulties with the preparation of documentation of stages. | Navigates the software development stages and models, the jobs that need to be performed at each stage. There are difficulties with the preparation of documentation of stages.                           | Navigates the software development stages and models, the jobs that need to be performed at each stage. Able to prepare the necessary documentation. | Navigates the software development stages and models, the jobs that need to be performed at each stage. Able to prepare the necessary documentation. Able to analyse and, as necessary, make corrections to the finished documentation. |
| 2.   | Knows how to create a system model, define and specify project requirements, as well as prepare a requirements document.       | Independent works             | The established system model and documentation are inaccurate or incomplete.  | Knows how to create a system model, define and specify project requirements, as well as prepare a requirements document. The documents of the individual stages do not complement each other or conflict. | Knows how to create a system model, define and specify project requirements, as well as prepare a requirements document.                             | Knows how to create a system model, define and specify project requirements, as well as prepare a requirements document. Able to analyse and, as necessary, make corrections to the finished documentation.                             |
| 3.   | Able to develop software design and prepare design documentation.  | Independent works             | The software design developed is inaccurate or incomplete.  | Able to develop software design and prepare design documentation. The documents of the individual stages do not complement each other or conflict.  | Able to develop software design and prepare design documentation.  | Able to develop software design and prepare design documentation. Able to analyse and, as necessary, make corrections to the finished documentation.  |

|    |  |                   |   |  |  |   |
|----|--|-------------------|---|--|--|---|
| 4. | Able to create test cases and perform program testing using black and white box methods. | Independent works | The created test cases are incomplete or not enough for full-fledged testing. | In general, understands the essence of testing, but there are problems with the application of individual methods. | Able to create test cases and perform program testing using black and white box methods. | Able to create test cases and perform program testing using black and white box methods. Knows how to compare the results of methods for further optimization of tests. |
|----|--|-------------------|---|--|--|---|

#### Literature and other sources of information:

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

|    |   |
|----|---|
| 1. | Ian Sommerville (2015), Software Engineering (10th Edition), United States of America: Pearson; 10 edition  |
| 2. | Chhavi Raj Dosaj, (2020) The Self-Taught Software Tester, United States of America: Independently published |

##### ***Recommended literature***

|    |   |
|----|---|
| 1. | Rod Stephens, (2015), Beginning Software Engineering, United States of America: Sybex |
|----|---|

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

|    |  |
|----|--|
| 1. | Software Engineering Overview [viewed 07.2019]. Available: <a href="https://www.tutorialspoint.com/software_engineering/software_engineering_overview">https://www.tutorialspoint.com/software_engineering/software_engineering_overview</a> |
| 2. | Software Engineering [viewed 07.2019]. Available: <a href="https://www.geeksforgeeks.org/software-engineering/">https://www.geeksforgeeks.org/software-engineering/</a>  |

## MOBILE IOS APPLICATION DEVELOPMENT

|  |  |
|--|--|
| <b>Author/-s of the study course:</b>  |  |
| Ms. Phys., docent, Egmonts Treiguts  |  |
| <b>Credits (Latvian):</b>  | <b>ECTS:</b>   |
| <b>2</b>   | <b>3</b>   |
| <b>Final evaluation form:</b>  |  |
| <b>Exam</b>  |  |
| <b>Study course prerequisites:</b>   |  |
| Programming 1, Programming 2, Data structures and algorithms, XML technologies   |  |
| <b>Study course aim:</b>   |  |
| To provide knowledge about the principles of mobile application development and practical skills in application development for iOS devices.     |  |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>  |  |
| 1. Knows application development methods and principles for iOS devices.   |  |
| 2. Knows the Swift programming language syntax, constructions, object-oriented programming approach.   |  |
| 3. Able to design the UI interface of the application using UIKit classes. Can create and use application resources - assets, storyboards, xibs. |  |
| 4. Able to create and use application scene data models.   |  |
| 5. Able to find, select, evaluate, and fully utilize information to complete application development tasks.                                      |  |
| <b>Study course thematic plan:</b>   |  |
| 1  | Introduction to mobile application development technology.   |
| 2  | Swift language syntax, key constructs, object-oriented approach.                                   |
| 3  | The structure of developing project and resources used in iOS applications.                        |
| 4  | iOS UI design guidelines. UIKit main object classes and their usage.                               |
| 5  | Principles of creating iOS screens using Interface Builder. Popular UIKit classes and their usage. |
| 6  | Building an application data model. External data serialization.                                   |
| 7  | Principles and required resources for publishing an iOS application.                               |

| <b>Study course calendar plan:</b> |  |   |                   |                   |
|------------------------------------|--|---|-------------------|-------------------|
|                                    |  |   |                   |                   |
| No.                                | Topic  | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|                                    |  | full-time studies                                   | part-time studies | distance learning |
| 304.                               | Introduction to mobile application development technology.                       | 1   | 1                 | 0.5               |
| 305.                               | Swift language syntax, key constructs, object-oriented approach.                 | 4   | 2                 | 1                 |
| 306.                               | The structure of developing project and resources used in iOS applications       | 1   | 1                 | 0.5               |
| 307.                               | iOS user interface design guidelines. UIKit main object classes and their usage. | 7   | 4                 | 2                 |



| <b>Study course calendar plan:</b> |   |   |                   |                   |
|------------------------------------|---|---|-------------------|-------------------|
|                                    |   |   |                   |                   |
| No.                                | Topic   | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|                                    |   | full-time studies                                   | part-time studies | distance learning |
| 308.                               | Principles of creating iOS screen shapes using Interface Builder. Adapting UIKit classes to application specifications. | 4   | 3                 | 1                 |
| 309.                               | Building an application data model. External data serialization.  | 4   | 3                 | 2                 |
| 310.                               | Principles and required resources for publishing an iOS application.  | 3   | 2                 | 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 |
| full-time studies                    | 1) Application data model development with Swift object-oriented approach according to task specifications. | Written work    |
|                                      | Reading of mandatory literature according to the topic of the assignment.                                   |                 |
|                                      | 2) Creating application screens and user interface according to task specifications.                        | Written work    |
|                                      | Reading of mandatory literature according to the topic of the assignment.                                   |                 |
| part-time studies                    | 1) Application data model development with Swift object-oriented approach according to task specifications. | Written work    |
|                                      | Reading of mandatory literature according to the topic of the assignment.                                   |                 |
|                                      | 2) Creating application screens and user interface according to task specifications.                        | Written work    |
|                                      | Reading of mandatory literature according to the topic of the assignment.                                   |                 |
| distance learning                    | 1) Application data model development with Swift object-oriented approach according to task specifications. | Written work    |
|                                      | Reading of mandatory literature according to the topic of the assignment.                                   |                 |
|                                      | 2) Creating application screens and user interface according to task specifications.                        | Written work    |
|                                      | Reading of mandatory literature according to the topic of the assignment.                                   |                 |

| <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                     | 24   | 6  | 2                              | 32    | 32                      | 16  | 80                        |

|                   |    |   |   |    |    |    |    |
|-------------------|----|---|---|----|----|----|----|
| part-time studies | 16 | 6 | 2 | 24 | 32 | 24 | 80 |
| distance learning | 8  | 6 | 2 | 16 | 32 | 32 | 80 |

| <i>The evaluation of the study course learning outcomes:</i> |   |                               |   |  |   |   |
|--|---|-------------------------------|---|--|---|---|
| No.  | Learning outcome  | Evaluation method/-s          | Evaluation criteria   |  |   |   |
|  |   |                               | Minimum level<br>(40% till 64%)   | Average level<br>(65% till 84%)  | High level<br>(85% till 94%)  | Excellent level<br>(95% till 100%)  |
| 1.   | Knows application development methods and principles for iOS devices.   | Independent works, exam       | Poor knowledge of application development methods and principles for iOS devices.                     | Oriented in application development methods and principles for iOS devices.  | Well versed in application development techniques and principles for iOS devices.   | Knows in detail the methods and principles of application development for iOS devices.  |
| 2.   | Knows the syntax of the programming language Swift, constructions, object-oriented programming approach.                                      | Independent works             | Poor Swift syntax, poor Swift constructs, poor understanding of object-oriented programming approach. | Knows the Swift syntax of the programming language, has an average knowledge of Swift constructions and the approach of object-oriented programming. | Good knowledge of Swift programming language syntax, good understanding of constructs and object-oriented programming approach. | Excellent knowledge of the syntax of the programming language Swift, knows the constructions and manages the approach of object-oriented programming. |
| 3.   | Able to design the UI interface of the application using UIKit classes. Can create and use application resources - assets, storyboards, xibs. | Independent works             | Struggling to design an application's UI. Creates and uses application resources with difficulty.     | Create application UI simple interfaces using UIKit classes. Able to design and use part of the possible resources of the application.               | Can design application UI interface. Able to design and use all application resources.  | Freely create the application's UI interface using various UIKit classes. Create and use all application resources freely.                            |
| 4.   | Able to create and use application scene data models.   | Independent works, discussion | Struggling to create and use an application's scene data model.                                       | Able to create and apply a simple application scene data model.  | Able to create and use application scene data models.   | Able to create and apply complex data models of application scenes.   |

|    |  |                               |   |   |   |  |
|----|--|-------------------------------|---|---|---|--|
| 5. | Able to find, select, evaluate, and fully utilize information to complete application development tasks. | Independent works, discussion | Able to find, but not able to critically evaluate and not able to fully use the information to fulfill the application development tasks. | Able to find and use information to complete application development tasks. There are difficulties with evaluating the information found. | Able to find, select, evaluate and fully utilize information to complete application development tasks. | Able to find, select, evaluate and fully use information to perform non-standard tasks of application development. |
|----|--|-------------------------------|---|---|---|--|

| Literature and information sources:                  |  |
|--|--|
| <i>Compulsory literature and information sources</i> |  |
| 1.   | MG Martin, (2019), Swift: The Complete Guide for Beginners, Intermediate and Advanced Detailed Strategies To Master Swift Programming, Independently published, 223 pages, ISBN-10:1096672286  |
| 2.   | Matt Neuburgm, (2021), iOS 15 Programming Fundamentals with Swift: Swift, Xcode, and Cocoa Basics, O'Reilly Media; 1st edition, 786 pages, ISBN-10:1098118502  |
| 3.   | Joe Conway, Aaron Hillegass, Christian Keu, iOS Programming: The Big Nerd Ranch Guide, Big Nerd Ranch Guides, 560 pages, ISBN-10: 0321942051   |
| 4.   | Ahmad Sahar, Craig Clayton, (2021), iOS 15 Programming for Beginners: Kickstart your mobile app development journey by building iOS apps with Swift 5.5 and Xcode 13, Packt Publishing; 6th ed. edition, 784 pages, ISBN-10:1801811245 |
| <i>Additional literature and information sources</i> |  |
| 1.   | Simon Ng (2022), Intermediate iOS 15 Programming with Swift: Take your iOS app development skill to the next level and learn ARKit & CoreML, AppCoda Limited, Kindle Edition   |
| <i>Other information sources</i>                     |  |
| 1.   | Swift [viewed 07.2022], <a href="https://docs.swift.org/swift-book/GuidedTour/GuidedTour.html">https://docs.swift.org/swift-book/GuidedTour/GuidedTour.html</a>  |
| 2.   | Tutorials point [viewed 07.2022], <a href="https://www.tutorialspoint.com/swift/index.htm">https://www.tutorialspoint.com/swift/index.htm</a>  |
| 3.   | UIKit [viewed 07.2022], <a href="https://getuikit.com/v2/docs/tutorials.html">https://getuikit.com/v2/docs/tutorials.html</a>  |

## MOBILE APPLICATION DEVELOPMENT ( Android )

|   |  |
|---|--|
| <b>Study course author (s):</b>   |  |
| Mg.sc.ing ., guest teacher, Maksims Žigunovs  |  |
| <b>Credit points:</b>   | <b>Number of credits in the ECTS system:</b>               |
| 2   | 3  |
| <b>Evaluation form:</b>   |  |
| Exam  |  |
| <b>Required prior knowledge:</b>  |  |
| Programming 1, Programming 2, Data structures and algorithms, XML technologies  |  |
| <b>Aim/s of the study course:</b>   |  |
| The purpose of the study course is to give students knowledge about the principles of mobile application development and practical skills in developing applications for Android devices. |  |
| <b>Study course results ( Knowledge , skills , competences ):</b>   |  |
| 1. Knows the fundamentals of Android application development.   |  |
| 2. Able to work with Android application resources.   |  |
| 3. Able to work with Android user interface development principles.   |  |
| 4. Knows and is able to apply Android application testing and debugging.  |  |
| 5. Knows and is able to publish an Android application.   |  |
| <b>The content of the study course necessary to achieve the study results (thematic plan of the study course):</b>  |  |
| 311.  | Introduction to mobile application development technology. |
| 312.  | internal structure and structure of Android applications . |
| 313.  | Android Application Resources.                             |
| 314.  | Android UI main object classes and their usage.            |
| 315.  | Principles of shaping Android screens                      |
| 316.  | Application of global notifications on Android .           |
| 317.  | Android application testing using the simulator .          |

| <b>Study course calendar plan:</b>  |  |  |                   |                   |
|---|--|--|-------------------|-------------------|
| <i>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</i> |  |  |                   |                   |
| No.   | Topic  | Number of contact hours of lectures (including seminars, discussions). |                   |                   |
|   |  | full time studies  | part-time studies | distance learning |
| 1.  | Introduction to mobile application development technology. | 2  | 1                 | 0.5               |
| 2.  | internal structure and structure of Android applications . | 4  | 2                 | 1                 |
| 3.  | Android Application Resources.                             | 2  | 1                 | 0.5               |
| 4.  | Android UI main object classes and their usage.            | 8  | 6                 | 2                 |

| 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 |
| 5.   | Principles of shaping Android screens             | 4  | 4                 | 2                 |
| 6.   | Application of global notifications on Android .  | 2  | 1                 | 1                 |
| 7.   | Android application testing using the simulator . | 2  | 1                 | 1                 |
|  | Total:  | 24   | 16                | 8                 |

| Characteristics of independent tasks: |   |                     |
|---------------------------------------|---|---------------------|
| Study form                            | Type of self-employment   | Type of control     |
| Full time studies                     | Homework Project: Create a horizontally scrolling image gallery.                                    | Homework assessment |
|                                       | Homework Project: An app with buttons and images placed/designed in proportion to a technical task. |                     |
|                                       | Homework project: Google map and user marker rotation based on phone 3D placement.                  |                     |
| Part-time studies                     | Homework Project: Create a horizontally scrolling image gallery.                                    | Homework assessment |
|                                       | Homework Project: An app with buttons and images placed/designed in proportion to a technical task. |                     |
|                                       | Homework project: Google map and user marker rotation based on phone 3D placement.                  |                     |
| Distance learning                     | Homework Project: Create a horizontally scrolling image gallery.                                    | Homework assessment |
|                                       | Homework Project: An app with buttons and images placed/designed in proportion to a technical task. |                     |
|                                       | Homework project: Google map and user marker rotation based on phone 3D placement.                  |                     |

| Organization and scope of the study course: |               |  |  |  |
|---|---------------|--|--|--|
| Study form                                  | Contact hours |  |  |  |

|                          | <i>Number of contact hours of lectures (including seminars, discussions).</i> | <i>Consultations, guest lectures , conferences, study tours, practical games, etc.</i> | <i>Final exam (exam, test, defense)</i> | <b>Total</b> | <i>Number of hours of independent work</i> | <i>Mandatory reading and/or watching/listening to audio/video material</i> | <b>Total hours in the study course</b> |
|--------------------------|---|--|---|--------------|--|--|--|
| <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>Distance learning</i> | 8   | 6  | 2                                       | <b>16</b>    | 32   | 32   | <b>80</b>                              |

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

| No. | <i>The result of the study course</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 (from 95% to 100%)</i>  |
| 1.  | Knows the fundamentals of Android application development            | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 2.  | Able to work with Android application resources                      | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 3.  | Able to work with Android user interface development principles      | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 4.  | Knows and is able to apply Android application testing and debugging | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 5.  | Knows and is able to publish an Android application                  | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |

#### Literature and other sources of information:

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

|    |   |
|----|---|
| 1. | Bill Phillips and Brian Hardy , Android Programming : The Big Nerd Ranch Guide , 739 pages , ISBN-13 978-0321804334 |
| 2. | John Horton , Android Programming for Beginners (2015), 698 pages , ISBN 978-1-78588-326-2                          |
| 3. | Mark L. Murphy , Elements of Android Jetpack ( 2021 ) , 928 pages   |
| 4. | Neil Smyth , Android Studio Development Essentials – Java Edition (2018), 780 pages                                 |

##### **Additional literature**

|    |   |
|----|---|
| 1. | Ryan Cohen , Tao Wang , GUI Design for Android Apps (2014), 156 pages |
|----|---|

## SYSTEM MODELLING BASICS

Title of the study programme: Professional bachelor study programme "Information technology"

|                          |  |
|--------------------------|--|
| <b>Study course</b>      | <b>System Modelling Basics</b>   |
| <b>Credits (Latvian)</b> | <b>4</b>   |
| <b>ECTS credits</b>      | <b>6</b>   |
| <b>Study direction</b>   | <b>Information technology, hardware, electronics, telecommunications, computer, and computer science</b> |

|                                    |                       |
|------------------------------------|-----------------------|
| <b>Responsible instructor:</b>     |                       |
| <b>Mg.math., visiting lecturer</b> | <b>Oskars Rasnačs</b> |
| <b>Instructor/-s</b>               |                       |
| <b>Mg.math., visiting lecturer</b> | <b>Oskars Rasnačs</b> |

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Study course prerequisites</b> | <b>Programming language C++</b> |
|-----------------------------------|---------------------------------|

**Study course abstract:** Course addresses questions about the most important software development models, the Unified Modelling Language (UML), ontology and the customer or the user of the software implementation. Course is dedicated to the profession "Engineer of programming" standards described in the following skills: the ability to design, creating sales model; constructing and describing algorithms. The course provides the study direction knowledge and skills analysis, design and implementation development and improvement of communication skills in collaboration with the client, meeting software user requirements.

### **Study course aim and tasks:**

**The aim of the course:** Course addresses questions about the most important software development models, the Unified Modelling Language (UML), ontology and the customer or the user of the software requirements implementation.

### **The tasks of the course:**

1. To gain knowledge about the most important software development models;
2. Using knowledge of rapid software development, develop skills for collaboration with the customer or the user of the software;
3. Describe the planned software development and cooperation with the user;
4. Learn to construct UML activity diagrams;
5. Learn to build a structured concept of the system.

### **Study course thematic plan**

| No.  | TOPIC   | Lecture hours (incl. seminars, discussion) |                   |   |
|------|---|--|-------------------|---|
|      |   | full-time studies                          | part-time studies | part-time studies with e-learning elements* |
| 318. | Terms and definitions                           | 1  | 0.5               | 0.25  |
| 319. | Software process                                | 1  | 0.5               | 0.25  |
| 320. | Chapter Divi The software core                  | 1  | 0.5               | 0.25  |
| 321. | Chapter Trīs Software life cycle model          | 1  | 0.5               | 0.25  |
| 322. | Chapter Četri Ability in software development   | 1  | 0.5               | 0.25  |
| 323. | Chapter Pieci "Coded and recorded" model        | 1  | 0.5               | 0.25  |
| 324. | Chapter Seši The "waterfall" sequence model     | 1  | 0.5               | 0.25  |
| 325. | Chapter Septiņi The "waterfall" iterative model | 1  | 0.5               | 0.25  |
| 326. | Chapter Astoņi Growing ("incremental") model    | 1  | 0.5               | 0.25  |

| No.  | TOPIC   | Lecture hours (incl. seminars, discussion) |                   |   |
|------|---|--|-------------------|---|
|      |   | full-time studies                          | part-time studies | part-time studies with e-learning elements* |
| 327. | Chapter Devīņi Rapid software development   | 1  | 0.5               | 0.25  |
| 328. | Chapter Desmit Fountain model   | 1  | 0.5               | 0.25  |
| 329. | Chapter Vienpadsmīt Growth, development, planning, research, specification, realization. report (Moses) | 1  | 0.5               | 0.25  |
| 330. | Chapter Divpadsmīt Object-oriented process, environment, notation (OPEN)                                | 1  | 0.5               | 0.25  |
| 331. | Chapter Trīspadsmīt Microsoft Solutions Framework (MSF)   | 1  | 0.5               | 0.25  |
| 332. | Chapter Četrpadsmīt Rational unified process (RUP)  | 1  | 0.5               | 0.25  |
| 333. | Chapter Piecpadsmīt Object-oriented technology (OOT)  | 1  | 0.5               | 0.25  |
| 334. | Chapter Sešpadsmīt Model Driven architecture (MDA)  | 1  | 0.5               | 0.25  |
| 335. | Chapter Septiņpadsmīt Unified Modelling Language (UML)  | 2  | 1                 | 0.5   |
| 336. | Chapter Astonpadsmīt University of Latvia, Institute of Mathematics and Informatics (LUMII) activities  | 1  | 0.5               | 0.25  |
| 337. | Chapter Devīņpadsmīt Software for the design of UML activity diagrams. Ontology. Program OWLGRED        | 28   | 14                | 7.  |
|      | <b>Total:</b>   | <b>48</b>                                  | <b>24</b>         | <b>12</b>                                   |

### **Study course schedule**

The study course schedule is available in the university e-environment.

### **Study course requirements**

**Full-time undergraduate students** have the following requirements for acquiring this course:

- 50% lecture attendance;
- fulfil an independent work;
- successfully pass the exam, which makes up to 50% of assessment theory and 50% of independent work.

**Part-time undergraduate students** have the following requirements for acquiring this course:

- 50% lecture attendance;
- fulfil an independent work;
- successfully pass the exam, which makes up to 50% of assessment theory and 50% of independent work.

**Students of part-time studies with e-learning elements** have the following requirements for acquiring this course:

- 50% lecture attendance;
- fulfil an independent work;
- successfully pass the exam, which makes up to 50% of assessment theory and 50% of independent work.



**Independent work description:**

| Type of independent work  | Form of control        |
|---|------------------------|
| Compulsory reading and/or <u>audio and video material</u> <u>listening/watching</u>   | Independent work, exam |
| Using the quick software development solutions: to realize the cooperation with software users; develop UML activity or software related ontology (one option) graphical representation individually or in a group. To defend the work, describing in the presentation all stages of development. | Independent work       |

**Study course structure**

| Study form                        | Contact hours                              |   | Individual work hours | Compulsory reading and/or <u>audio and video material</u> <u>listening/watching</u> | Total course credit hours |
|-----------------------------------|--|---|-----------------------|---|---------------------------|
|                                   | Lecture hours (incl. seminars, discussion) | Tutorials, final evaluation in the course |                       |   |                           |
| Full-time                         | 48   | 12  | 48                    | 52  | 160                       |
| Part-time                         | 24   | 12  |                       | 76  |                           |
| Part-time studies with e-learning | 12   | 12  |                       | 88  |                           |

**Evaluation of the study course results:**

| Learning outcomes   | Evaluation method      | Evaluation criteria  |  |  |
|---|------------------------|--|--|--|
|   |                        | 40-69%   | 70-89%                                     | 90-100%  |
| KNOWLEDGE AND UNDERSTANDING   |                        |  |  |  |
| Terms and definitions   | Exam                   | Know the formulations  | Can explain by analysing standard examples | Can explain by analysing non-standard examples |
| Software development models   | Exam                   | Know the formulations  | Can explain by analysing standard examples | Can explain by analysing non-standard examples |
| UML diagrams  | Independent work, exam | Know the formulations  | Can explain by analysing standard examples | Can explain by analysing non-standard examples |
| Ontology  | Independent work, exam | Know the formulations  | Can explain by analysing standard examples | Can explain by analysing non-standard examples |
| SKILLS (the ability to apply knowledge, communication skills, general skills) |                        |  |  |  |
| Software development models implementation                                    | Independent work, exam | Difficulties in the application of the model                 | Apply standard situations                  | Use non-standard situations                    |
| To construct UML diagrams   | Independent work, exam | Experience difficulties in designing a UML diagram           | Apply standard situations                  | Use non-standard situations                    |
| Learn to build a structured concept of the system.                            | Independent work, exam | Difficulties with the definition of the concept of structure | Apply standard situations                  | Use non-standard situations                    |
| COMPETENCE (analysis, synthesis, evaluation)                                  |                        |  |  |  |

|   |      |   |                           |                             |
|---|------|---|---------------------------|-----------------------------|
| Choose the best fit software development model for the particular situation | Exam | A problem to choose the best model to the situation | Apply standard situations | Use non-standard situations |
|---|------|---|---------------------------|-----------------------------|

**Literature (01 - textbooks):**

С. А. Орлов. Технологии разработки программного обеспечения. Разработка сложных программных систем. - Питер, 2002. – 190 – 200 с. 463 с.

**Literature (02 - additional literature):**

H. Podeswa. UML for the IT business analyst :a practical guide to object-oriented requirements gathering using the unified modeling language. – United States, Course Technology/Cengage Learning, 2010. – 372 p.

**Literature (03-recommended periodicals and Internet resources):**

1. J. Bārzdīņš u.c. Modelēšanas rīku būves jaunās tehnoloģijas ("Grade-2").  
<http://lumii.lv/uploads/LUMII%20Kalnins.pdf>
2. J. Zuters. Datorzinātnes. Algoritms. Programmēšanas valoda. UML aktivitāšu diagramma  
<http://home.lu.lv/~janiszu/courses/eprg/01eprg.algorithm.pdf>. 6 – 7. lpp.
3. O. Ņikiforova. Programmatūras attīstības tehnoloģijas. Cilvēka faktors. Profesijas. Komandas organizācija.  
[http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT\\_08\\_People\\_Studentiem.pdf](http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT_08_People_Studentiem.pdf)
4. O. Ņikiforova. Programmatūras attīstības tehnoloģijas. Ievads.  
[http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT\\_01\\_levads\\_studentiem.pdf](http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT_01_levads_studentiem.pdf)
5. O. Ņikiforova. Programmatūras attīstības tehnoloģijas. Objektorientēta tehnoloģija. Vienota modelēšanas valoda (UML). Modeljvadāma arhitektūra (MDA).  
[http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT\\_06\\_OOT&UML\\_Studentiem.pdf](http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT_06_OOT&UML_Studentiem.pdf)
6. O. Ņikiforova. Programmatūras attīstības tehnoloģijas. Procesu modeļu attīstība.  
[http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT\\_02\\_Process\\_Disciplined\\_studentiem.pdf](http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT_02_Process_Disciplined_studentiem.pdf)
7. O. Ņikiforova. Programmatūras attīstības tehnoloģijas. RUP & MSF.  
[http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT\\_03\\_MSFRUP\\_studentiem.pdf](http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT_03_MSFRUP_studentiem.pdf)
8. O. Ņikiforova. Programmatūras attīstības tehnoloģijas. Spējā programmatūras izstrāde.  
[http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT\\_04\\_Agile\\_Process\\_Studentiem.pdf](http://ditf.afraid.org/ditf/3%20kurss/Programmatuuras%20Attistibas%20Tehnologijas/slaidi%202006/PAT_04_Agile_Process_Studentiem.pdf)
9. OWLGrEd. Download. [http://owlgred.lumii.lv/get\\_started#Download#Download](http://owlgred.lumii.lv/get_started#Download#Download)

## WEB CONTENT MANAGEMENT SYSTEMS

Title of study programme: Professional bachelor study program **"Information technology"**

|                          |  |
|--------------------------|--|
| <b>Study course</b>      | <b>WEB content management systems</b>  |
| <b>Credits (Latvian)</b> | <b>2</b>   |
| <b>ECTS credits</b>      | <b>3</b>   |
| <b>Study direction</b>   | <b>Information technology, hardware, electronics, telecommunications, computer, and computer science</b> |

|                                     |                         |
|-------------------------------------|-------------------------|
| <b>Responsible instructor:</b>      |                         |
| <b>Mg. Phys., visiting lecturer</b> | <b>Egmonts Treiguts</b> |
| <b>Instructor/-s</b>                |                         |
| <b>Mg. Phys., visiting lecturer</b> | <b>Egmonts Treiguts</b> |

|                                    |  |
|------------------------------------|--|
| <b>Study course prerequisites:</b> | <b>Web programming 1, WEB programming 2, XML technologies.</b> |
|------------------------------------|--|

**Study course abstract:** Course of study aims to gain knowledge even on WEB content management systems and practical skills to create Web sites using a WEB content management system.

### **Study course aim and tasks:**

**The aim of the course:** To provide the necessary knowledge to the student and the acquisition of practical skills of WEB content management systems and their use.

### **The tasks of the course:**

1. To give the student knowledge of WEB content management systems, their advantages and disadvantages.
2. Give learners the knowledge of WEB content management systems work principles.
3. To give the student knowledge and practical skills of working with WEB content management systems when creating a Web site.

### **Study course thematic plan**

| No.  | TOPIC  | Lecture hours (incl. seminars, discussion) |                   |   |
|------|--|--|-------------------|---|
|      |  | full-time studies                          | part-time studies | part-time studies with e-learning elements* |
| 338. | <b>WEB content management systems</b><br>Systems, the main characteristic parameters.  | 3  | 1                 | 0.5   |
| 339. | Joomla! content management system preparation for work. Installation, database design.   | 4  | 1                 | 1   |
| 340. | Chapter Divdesmit Joomla! SVS content structuring principles. The article and their category design. The article parameters determination. | 6  | 4                 | 2   |
| 341. | Chapter Divdesmit viens Joomla! menu and navigation principles. Menu linking to content-articles and categories.                           | 4  | 3                 | 2   |
| 342. | Chapter Divdesmit divi Joomla! modules, their installation, configuration and use.   | 6  | 3                 | 1   |
| 343. | Chapter Divdesmit trīs Joomla! templates. Template installation, ordering and use of parameters.   | 4  | 3                 | 1   |

| No.  | TOPIC  | Lecture hours (incl. seminars, discussion) |                   |   |
|------|--|--|-------------------|---|
|      |  | full-time studies                          | part-time studies | part-time studies with e-learning elements* |
| 344. | Chapter Divdesmit četri Joomla! multilingual support. Content translation. | 4  | 3                 | 2   |
|      | <b>Total:</b>  | <b>24</b>                                  | <b>16</b>         | <b>8</b>                                    |

### Study course schedule

The study course schedule is available in the university e-environment.

### Study course requirements

**Full-time undergraduate students** have the following requirements for acquiring this course:

- successful or partially successful (at least 50%), work on the tasks in the classroom;
- at least 50% lecture attendance;
- to do successfully two independent work assignments;
- successfully write the exam (theory).

**Part-time undergraduate students** have the following requirements for acquiring this course:

- at least 50% lecture attendance;
- to do successfully two independent work assignments;
- successfully write the exam (theory).

**Students of part-time studies with e-learning elements** have the following requirements for acquiring this course:

- participate in online classes at least 50%;
- to do successfully two independent work assignments;
- successfully write the exam (theory).

### Independent work description:

| Type of independent work  | Form of control  |
|---|------------------|
| Video Lecture listening and repetition of the programming.  | Independent work |
| Internet resources use - WEB content management system user and developer forum attendance and studying the issue. Joomla! Internet resources reading and visiting the sites and training materials studying. The example reproduction on own computer. | Independent work |
| Quizzes (2) run on own computer.  | Independent work |

### Study course structure

| Study form                                  | Contact hours                              |   | Individual work hours | Compulsory reading and/or <u>audio and video material</u> <u>listening/watching</u> | Total course credit hours |
|---|--|---|-----------------------|---|---------------------------|
|   | Lecture hours (incl. seminars, discussion) | Tutorials, final evaluation in the course |                       |   |                           |
| Full-time                                   | 24   | 10  | 32                    | 14  | 80                        |
| Part-time                                   | 16   | 10  |                       | 22  |                           |
| Part-time studies with e-learning elements* | 8  | 10  |                       | 30  |                           |

### Evaluation of the study course results:

| Learning outcomes | Evaluation method | Evaluation criteria |        |         |
|-------------------|-------------------|---------------------|--------|---------|
|                   |                   | 40-69%              | 70-89% | 90-100% |

| KNOWLEDGE AND UNDERSTANDING   |  |  |   |  |
|---|--|--|---|--|
| Knows the WEB content management system types, advantages and disadvantages.  | Practical work, exam                   | Knows the WEB content management system types, advantages and disadvantages.   | Knows the WEB content management system types, advantages and disadvantages.  | Knows the WEB content management system types, advantages and disadvantages very well.   |
| Knows WEB content management systems work principles.   | Practical work, exam                   | Knows WEB content management systems work principles.  | Knows WEB content management systems work principles.   | Knows WEB content management systems work principles very well.  |
| Knows the Joomla! WEB content management systems work principles. Joomla! content and navigation principles.                | Practical work, exam                   | Poorly knows the Joomla! WEB content management systems work principles. Joomla! content and navigation principles.                    | Knows the Joomla! WEB content management systems work principles. Joomla! content and navigation principles.                | Knows the Joomla! WEB content management systems work principles. Joomla! content and navigation principles.   |
| SKILLS (the ability to apply knowledge, communication skills, general skills)   |  |  |   |  |
| Unable to create a Joomla! element-content article, create the article categories and attract articles and categories menu. | Practical assignment                   | Creates a Joomla! element-content article, creates the article categories and attracts articles and categories menu with difficulties. | Unable to create a Joomla! element-content article, create the article categories and attract articles and categories menu. | Creates a Joomla! element-content article, creates the article categories and attracts articles and categories menu.                                     |
| The ability to use the Joomla! modules. Install new and link to the page layout – template.                                 | Independent work, classroom discussion | The ability to use the Joomla! modules with difficulty. Install new and link to the page layout – template.                            | The ability to use the Joomla! modules. Install new and link to the page layout – template.                                 | The ability to use the Joomla! modules. Install new, configure them and link to the page layout – template.  |
| The ability to use the Joomla! page template and configure it.  | Independent work, classroom discussion | The ability to use the Joomla! page template and configure it with difficulty.   | The ability to use the Joomla! page template and configure it.  | The ability to use the Joomla! page template and configure it. The ability to change the templates according to the design requirements.                 |
| COMPETENCE (analysis, synthesis, evaluation)  |  |  |   |  |
| Can consistently find the information you need about WEB Content management systems to be used operationally.               | Practical assignment                   | Difficulty of navigating the technical documentation and using it.   | Good navigation in documentation, can use it, but lacks the knowledge to choose the optimal application solution.           | Excellent navigation in the technical documentation, the ability to effectively use the information found. Able to evaluate the best technical solution. |
| Able to find the information needed   | Practical assignment                   | With difficulty finds information related  | Able to find the information needed   | The ability to find and analyse the  |

|   |  |  |  |   |
|---|--|--|--|---|
| about SVS elements, modules, templates, plugin. |  | to the tasks to be solved, with difficulty applies it. | to solve the task, but there is lack of knowledge of its analysis to apply it with maximal efficiency. | information needed about the task, the ability to choose the best solution. |
|---|--|--|--|---|

***Literature (01 - textbooks):***

1. <http://www.aiim.org/What-is-Web-CMS-WCM-System-Content-Management>

***Literature (02 - additional literature):***

1. <http://www.berta.lv/kas-ir-satura-vadibas-sistema/>

***Literature (03-recommended periodicals and Internet resources):***

1. <https://www.joomla.org/download.html>
2. <https://www.siteground.com/tutorials/joomla/how-to-install-joomla.htm>

## BUSINESS MANAGEMENT BASICS

|  |                                   |
|--|-----------------------------------|
| Author/-s of the study course:   |                                   |
| Dr.oec., docent, Kaspars Šteinbergs  |                                   |
| Credits (Latvian):   | ECTS:                             |
| 2  | 3                                 |
| Final evaluation form:   |                                   |
| Exam   |                                   |
| Study course prerequisites:  |                                   |
| Not necessary  |                                   |
| Study course aim:  |                                   |
| To provide students with the necessary knowledge, skills and competence acquisition in the field of business management.   |                                   |
| Study course learning outcomes ( Knowledge, Skills, Competencies):   |                                   |
| 1. To demonstrate an understanding of the main principles of the management theory<br>2. To formulate the organization's vision, mission, values and strategic goals<br>3. To explain the nature of planning, organizing and control processes<br>4. To describe the principles and elements of various management processes |                                   |
| Study course thematic plan:  |                                   |
| 1.   | Management and leader             |
| 2.   | Strategic management              |
| 3.   | Planning, organizing, controlling |
| 4.   | Management processes              |

| 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   | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|  |   | full-time studies                                   | part-time studies | distance learning |
| 345.   | Management and leader<br>● History and development of management science<br>● Nature and mission of leadership<br>● Leadership functions<br>● Management styles | 4   | 4                 | 2                 |

| 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  | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|  |  | full-time studies                                   | part-time studies | distance learning |
| 346.   | Strategic management <ul style="list-style-type: none"> <li>History and development of strategic management</li> <li>Nature and stages of strategic management</li> <li>Strategic direction</li> <li>External environment analysis</li> <li>Internal environment analysis</li> </ul> | 8   | 6                 | 2                 |
| 347.   | Planning, organizing, controlling <ul style="list-style-type: none"> <li>Planning process and levels</li> <li>Organizational structure creation</li> <li>Controlling process and principles</li> </ul>   | 4   | 4                 | 2                 |
| 348.   | Management processes <ul style="list-style-type: none"> <li>Risk management</li> <li>Crisis management</li> <li>Change management</li> </ul>   | 8   | 2                 | 2                 |
| Total:   |  | <b>24</b>   | <b>16</b>         | <b>8</b>          |

| Independent work description |  |                          |
|------------------------------|--|--------------------------|
| Study form                   | 349. Type of independent work  | 350. Form of control     |
| <i>full-time studies</i>     | Individual task "Strategy formulation"   | Presentation, discussion |
|                              | Group task "Planning, organizing, controlling"                                       | Presentation, discussion |
|                              | Group task "Group presentation"  | Presentation, discussion |
|                              | Mandatory reading according to the list of study course topics (volume – 50 pages).  | Test, exam               |
| <i>part-time studies</i>     | Individual task "Strategy formulation"   | Presentation, discussion |
|                              | Group task "Planning, organizing, controlling"                                       | Presentation, discussion |
|                              | Group task "Group presentation"  | Presentation, discussion |
|                              | Mandatory reading according to the list of study course topics (volume – 75 pages).  | Test, exam               |
| <i>distance learning</i>     | Individual task "Minimum competence of the manager"                                  | Written work             |
|                              | Individual task "Strategy formulation"   | Written work             |
|                              | Individual task "Planning, organizing, controlling"                                  | Written work             |
|                              | Individual task "Management of change"   | Written work             |
|                              | Mandatory reading according to the list of study course topics (volume – 100 pages). | Exam - test              |

| Structure of the study course: |               |  |  |  |
|--------------------------------|---------------|--|--|--|
| 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> | Individual work (hours) | Compulsory reading and/or audio and video material listening/watching | <b>Total course credit hours</b> |
|-------------------|--|--|--------------------------------|--------------|-------------------------|---|----------------------------------|
| full-time studies | 24   | 6  | 2                              | <b>32</b>    | 32                      | 16  | <b>80</b>                        |
| part-time studies | 16   | 6  | 2                              | <b>24</b>    | 32                      | 24  | <b>80</b>                        |
| distance learning | 8  | 6  | 2                              | <b>16</b>    | 32                      | 32  | <b>80</b>                        |

351. The evaluation of the study course learning outcomes:

For full-time and part-time students, the final grade is formed as the sum of:

- average test score x 0.1
- score of the individual task "Strategy Formulation" x 0.35
- score of the group task "Planning, organizing, controlling" x 0.15
- score of the group task "Group presentation" x 0.2
- exam score x 0.2

For part-time students with e-study elements, the final grade is formed as the sum of:

- score of the individual task "Minimum competence of the manager" x 0.15
- score of the individual task "Strategy Formulation" x 0.35
- score of the individual task "Planning, organizing, controlling" x 0.15
- score of the individual task "Management of change" x 0.15
- examination (final test) score x 0.2

Scores for all assignments and tests must be "4" points or more, which gives the right to take the exam, for which "4" or more points must be received as well. If one of the tasks is not completed with "4" points or more within the set deadlines, the assessment for it is reduced by 2 points.

| 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 demonstrate an understanding of the main principles of the management theory | Test, exam - for full-time and part-time students<br>Exam - for part-time students with e-study elements                   | Able to demonstrate an incomplete understanding of the main basic principles of management theory | Able to demonstrate a complete understanding of the main basic principles of management theory | Able to demonstrate an in-depth understanding of the basic principles of management theory | Able to demonstrate an understanding of the basic principles of management theory that goes beyond what was learned in the study course |
| 2.  | To formulate the organization's vision, mission, values and strategic goals     | Test, presentation, discussion, exam - for full-time and part-time students<br>Written work, exam - for part-time students | Able to incompletely describe the guidelines of strategic management processes                    | Able to fully describe the guidelines of strategic management processes                        | Able to describe strategic management principles in depth                                  | Able to describe the principles of strategic management at a level beyond what is learned in the course                                 |

|    |   |                       |  |  |  |   |
|----|---|-----------------------|--|--|--|---|
| 3. | To explain the nature of planning, organizing and control processes     | with e-study elements | Able to incompletely explain the nature of planning, organizing and control processes      | Able to fully explain the nature of planning, organizing and control processes     | Able to explain in detail the nature of planning, organizing and control processes     | Able to explain in depth the nature of planning, organizing and control processes     |
| 4. | To describe the principles and elements of various management processes |                       | Able to superficially describe the guidelines and elements of various management processes | Able to fully describe the guidelines and elements of various management processes | Able to describe in detail the guidelines and elements of various management processes | Able to describe in depth the guidelines and elements of various management processes |

|  |  |
|--|--|
| Literature and information sources:                  |  |
| <b>Compulsory literature and information sources</b> |  |
| 1.   | Jeston, J. (2018). Business process management: practical guidelines to successful implementations. Routledge.                                   |
| 2.   | Hisrich, R. D., & Ramadani, V. (2017). Effective entrepreneurial management. Effective Entrepreneurial Management.                               |
| 3.   | Sroufe, R. (2018). Integrated management: How sustainability creates value for any business. Emerald Group Publishing.                           |
| <b>Additional literature and information sources</b> |  |
| 1.   | Miller, D., & Proctor, A. (2016). Enterprise change management: How to prepare your organization for continuous change. Kogan Page Publishers.   |
| 2.   | Pitt, M. R., & Koufopoulos, D. (2012). Essentials of strategic management. Sage.   |
| 3.   | Hopkin, P. (2018). Fundamentals of risk management: understanding, evaluating and implementing effective risk management. Kogan Page Publishers. |
| 4.   | Deresky, H. (2000). International management: Managing across borders and cultures. Pearson Education India.                                     |
| 5.   | Mullins, L. J. (2007). Management and organisational behaviour. Pearson education.   |
| <b>Other information sources</b>                     |  |
| 1.   | Journal "Forbes"   |
| 2.   | Journal „The Economist“  |
| 3.   | Harward Business Review - <a href="https://hbr.org/">https://hbr.org/</a>  |
| 4.   | EBSCO - <a href="http://search.ebscohost.com">http://search.ebscohost.com</a>  |

## PRESENTATION SKILLS

Title of the study programme: Professional bachelor study programme "Information technology"

|                           |   |
|---------------------------|---|
| <b>Study course title</b> | <b>Presentation skills</b>  |
| <b>Credits (Latvian)</b>  | <b>2</b>  |
| <b>ECTC credits</b>       | <b>3</b>  |
| <b>Study direction</b>    | <b>Information technology, computer hardware, electronics, telecommunications, computer control, and computer science</b> |

|                                      |                      |
|--------------------------------------|----------------------|
| <b>Responsible instructor:</b>       |                      |
| <b>Mg.philol., visiting lecturer</b> | <b>Inga Milēviča</b> |
| <b>Instructor/s</b>                  |                      |
| <b>Mg.philol., visiting lecturer</b> | <b>Inga Milēviča</b> |

|                                    |                      |
|------------------------------------|----------------------|
| <b>Study course prerequisites:</b> | <b>Not required.</b> |
|------------------------------------|----------------------|

**Study course abstract:** Contemporary rhetoric and presentation skills, based on the extensive theoretical and practical knowledge offers a variety of methods in communicative competence building and development. Acquiring rhetoric (training for effective communication) and presentation skills and forming the foundations so the IT professional in his professional communication can help with developing not only a creative, but also a communicatively responsible personality. The course deals with the main concepts, aspects and problems of rhetoric as well as with the principles, tools and regularities of presentation. Classes are designed to analyse texts from the point of view of (un)successful rhetorical techniques, style, audience's perspective; create texts (talks, discussions, presentations) in accordance with the objective, audience and situation of communication. Great attention during the course is paid to the analysis of typical errors. Special attention is devoted to the efficiency analysis of various technical means of presentation.

### **Study course aim and tasks:**

**The course objective** is to provide knowledge about modern principles of presentation skills and develop the ability to analyse speeches and presentations from the point of view of communicative successes and failures, as well as public communication risks.

### **Course tasks:**

- 1.1. introduce the key concepts, principles, aspects of presentation;
- 1.2. develop skills to analyse speeches and presentations of successful and unsuccessful rhetorical techniques;
- 1.3. build speech and presentation skills in accordance with communication objectives, audience type and situation;
- 1.4. learn the main principles of reasoning and develop the skills of their use in discussions;
- 1.5. develop speaking and presentation skills as well as expressive speech skills.

**Study course thematic plan:**

| No.           | THEME   | Lecture (including seminars, discussions) hours |                   |   |
|---------------|---|---|-------------------|---|
|               |   | full-time studies                               | part-time studies | part-time studies with e-learning elements* |
| 352.          | Rhetoric: concepts, aspects, issues. Professional communication from the rhetorical perspective.                            | 2   | 2                 | 1   |
| 353.          | Presentation and presentation techniques. The technical advantages and disadvantages of presentations.                      | 8   | 4                 | 2   |
| 354.          | Speaker (orator) and verbal behaviour. Stress, anxiety: how to distinguish between and how to overcome them.                | 2   | 2                 | 1   |
| 355.          | Speech styles and genres. Types and forms of speech. Imaginative expressions of speech features. The potency of metaphor.   | 2   | 2                 | 1   |
| 356.          | Speech segments and their planning. Speech structure. Feedback guarantees.  | 2   | 2                 | 1   |
| 357.          | Conditions and tasks of effective speech. Effective logical and psychological tactics. Communicative success and failure.   | 4   | 2                 | 1   |
| 358.          | Argumentation. The argument types. The structure and effective techniques of argumentation. The organization of discussion. | 4   | 2                 | 1   |
| <b>Total:</b> |   | <b>24</b>                                       | <b>16</b>         | <b>8</b>                                    |

**Study course schedule:**

The course schedule is available in the University's e-environment

**Study course requirements:**

**For full-time students** study course requirements are as follows:

1. To do four presentations during practice classes: presentation about a new organization/company (verbal solution, PowerPoint); presentation about a new product/service (visual solution, PowerPoint, Prezi, Canva, etc.); presentation about the changes (negative news solutions without PowerPoint); presentation on achievements (any visual solution without PowerPoint)
2. During practice sessions, prepare one pair discussion about the chosen topic (see the topics in the Independent work table).
3. Final test – the rhetorical analysis about a text. Students perform a rhetorical analysis, choosing speech from the offered list, or the students can select speech for analysis by themselves, by submitting it for acceptance during the course. Analytical essay is written independently, to be submitted three days before the test date; training and reference literature is to be used.

**For part-time students** study course requirements are as follows:

1. During practice sessions, to have two presentations: presentation about a new product/service (visual solution, PowerPoint, Prezi, Canva, etc.); presentation about the changes (negative news provision solutions without PowerPoint).
2. Final test – the rhetorical analysis about a text. Students perform a rhetorical analysis, choosing speech from the offered list, or the students can select speech for analysis by themselves, by submitting it for acceptance during the course. Analytical essay is written independently, to be submitted three days before the test date; training and reference literature is to be used.

**Part-time courses with e-learning elements** study course requirements are as follows:

1. Home assignments are uploaded to the Moodle system three times a semester.

2. During the final exam, make two presentations (Moodle BigBlu Button or on site): presentation about a new product/service (visual solution, PowerPoint, Prezi, Canva, etc.); presentation about the changes (negative news provision solutions without PowerPoint).
3. Final test – the rhetorical analysis about a text. Students perform a rhetorical analysis, choosing speech from the offered list, or the students can select speech for analysis by themselves, by submitting it for acceptance during the course. Analytical essay is written independently, to be submitted three days before the test date; training and reference literature is to be used.

***Independent work description:***

Describe what independent work should be done by the student outside the classroom hours, **including mandatory reading and/or audio and video material, listening/watching.** I.e. reading is one of the mandatory independent assignments

| Type of independent tasks  | Control form                   |
|--|--------------------------------|
| Preparing for presentations in accordance with requirements.   | Evaluation in the form of test |
| Preparation for the discussions about the use of theoretical material. <i>Discussion topics:</i> <ol style="list-style-type: none"> <li>1. What is a "tough customer" from the point of view of rhetoric?</li> <li>2. Polemics in modern mass culture</li> <li>3. Emotionality in presentation: a problem or a resource?</li> <li>4. Epatage in text: how and to whom?</li> <li>5. Knowledge – bonus or warranty?</li> <li>6. Is advertising a waste of money?</li> <li>7. Ecumenical church: for and against</li> <li>8. Mind of the blonde - reasons for clamour</li> <li>9. The paradox of freedom</li> <li>10. Prostitution paradox</li> <li>11. The soul is naturally Christian (Tertullian)</li> <li>12. Cynicism as a collective mentality of the intelligentsia (Peter Slopendsijk)</li> <li>13. Class narcissism</li> <li>14. Aggressive hospitality</li> <li>15. The victim's moral advantage</li> <li>16. The world as a supermarket and the supermarket as the world</li> <li>17. Image of the city: how it is formed?</li> <li>18. Does the Latvian language need the word <i>vakaroni</i>?</li> <li>19. Romeo and Juliet: a romance or puberty neurosis?</li> <li>20. Tourism – ethnic imitation?</li> <li>21. Logo therapy: makes sense as a medication</li> <li>22. What is the greatest invention in the history of the world?</li> <li>23. Promotional character image - mirror or instruction?</li> <li>24. Can a criminal be ingenious/good-natured?</li> <li>25. Family: cinema and reality</li> <li>26. Kevin Smith's "dogma": how to laugh about (G) od</li> <li>27. Wes Anderson - the new American (sir) reality?</li> <li>28. Two Venices: "Death in Venice" (L. Visconti) and "Casanova" (F. Fellini)</li> <li>29. Life without a computer: limits of opportunities</li> <li>30. Hobby - disease or symptoms of schizophrenia, sublimation?</li> <li>31. Why do people need bad habits?</li> <li>32. When the mass media errors become crimes?</li> <li>33. Do people have a right to revolt?</li> <li>34. Is destiny G (g)od's gift or a curse?</li> </ol> | Evaluation in the form of test |

|   |                                   |
|---|-----------------------------------|
| 35. Gastronomic world map<br>36. <i>Vampire</i> mania causes<br>37. Positive shamelessness  |                                   |
| <i>Rhetorical analysis preparation: speech or presentation choice, analysis of its communicative successes and failures using the theoretical material.</i> | Evaluation using 10 point system. |

**Study course structure:**

| Study form                                 | Contact hours                                   |                       | Independent work<br>(number of hours) | Mandatory reading and/or <u>audio and video material</u><br>(listening/watching) | Total hours of the course |
|--|---|-----------------------|---------------------------------------|--|---------------------------|
|  | Lecture (including seminars, discussions) hours | Tutorials, final test |                                       |  |                           |
| FULL time                                  | 24  | 8                     | 24                                    | 24   | 80                        |
| Part-time                                  | 16  | 8                     |                                       | 32   |                           |
| Part-time studies with e-learning elements | 8   | 8                     |                                       | 40   |                           |

**Study course assessment:**

| The outcome of the studies   | Assessment method           | Assessment criteria   |   |  |
|--|-----------------------------|---|---|--|
|  |                             | 40-69%  | 70-89%  | 90-100%  |
| KNOWLEDGE AND UNDERSTANDING  |                             |   |   |  |
| Know the key concepts of rhetoric                                      | Practical work, discussion  | 40-69% of questions answered correctly and properly                         | 70-89% of questions answered correctly and properly                         | 90-100% of questions answered correctly and properly                         |
| Know the presentation patterns and principles                          | Practical work, discussion  | 40-69% of questions answered correctly and properly                         | 70-89% of questions answered correctly and properly                         | 90-100% of questions answered correctly and properly                         |
| Know the speech structure elements and formation principles            | Workshop with presentations | 40-69% of presentation material is created correctly and with justification | 70-89% of presentation material is created correctly and with justification | 90-100% of presentation material is created correctly and with justification |
| Know the signs of communication successes and failures                 | Workshop with presentations | 40-69% of presentation material is created correctly and with justification | 70-89% of presentation material is created correctly and with justification | 90-100% of presentation material is created correctly and with justification |
| Know argument typology from the position of communication risk         | Workshop with discussion    | 40-69% of presentation material is created correctly and with justification | 70-89% of presentation material is created correctly and with justification | 90-100% of presentation material is created correctly and with justification |
| SKILLS (the ability to apply knowledge, communication, general skills) |                             |   |   |  |
| Able to apply knowledge about the key concepts of rhetoric             | Practical work, discussion  | The main concepts of rhetoric are not fully used, the perception is either  | The main concepts of rhetoric are used correctly, but not completely        | The main concepts of rhetoric are fully used                                 |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  | sketchy or vulgarized  |  |   |
| Able to apply knowledge about the patterns and principles of presentation  | Workshop with presentations                        | Presentation patterns and principles are not fully used, the perception is either sketchy or vulgarized  | Presentation patterns and principles are being used correctly, but insufficiently  | Presentation patterns and principles are used sufficiently  |
| Able to apply knowledge about the elements of speech structure and their founding principles   | Workshop with presentations                        | The elements of speech structure and their founding principles are not fully used, the perception is either sketchy or vulgarized                      | The elements of speech structure and their founding principles are used correctly, but insufficiently                      | The elements of speech structure and their founding principles are used completely  |
| Able to apply knowledge about communication success and failure characteristics within the speech analysis of their professional field | Seminar with presentations and rhetorical analysis | Communication success and failure features are not fully used in presentations and rhetorical analysis, the perception is either sketchy or vulgarized | Communication success and failure features are correctly used in presentations and rhetorical analysis, but not completely | Communication success and failure features are used in presentations and rhetorical analysis sufficiently                   |
| Able to apply knowledge on the argument typology from the position of risk   | Workshop with presentations                        | The argument typology from the position of risk are not fully used, the perception is either sketchy or vulgarized                                     | The argument typology from the position of risk is used correctly, but insufficiently                                      | The argument typology from the position of risk is used sufficiently  |
| Able to summarize and present the results of their work  | Narration of practical tasks and presentation      | There are difficulties in the compilation of work results and their presentation to others   | Able to present their work results, however, it is difficult to do that so others could understand                         | Able to present their work results  |
| <b>COMPETENCE</b> (analysis, synthesis, evaluation)  |  |  |  |   |
| Able to independently find and select information for presentations  | Workshop with presentations                        | Information for the workshop has been found arbitrarily and incompletely   | Information for the workshop has been found fully, but without critical analysis   | Information for the workshop has been found on the basis of a wide range of theoretical and practical material analysis     |
| Able to find the necessary information for rhetorical analysis independently   | Independent work: rhetorical analysis              | Information for the presentation has been found arbitrarily and incompletely   | Information for the presentation has been found fully, but without critical analysis                                       | Information for the presentation has been found on the basis of a wide range of theoretical and practical material analysis |
| Able to work independently and in a team to analyse and evaluate their own and group members' performance in presentations             | Workshop with presentations                        | Able only emotionally or critically evaluate their own and group members' performance in presentations   | Able to evaluate their own and group members' performance in presentations correctly, but not critically enough            | Able to evaluate their own and group members' performance in presentations correctly and critically                         |



### **References (01 – textbooks):**

1. Egidess, A. Saskarsmes labirinti: kā iemācīties sadzīvot ar cilvēkiem. – Rīga: Jumava, 2006. – 406 lpp.
2. Hofmanis, K.D. Prezentācija un moderācija: efektīva komunikācija un mērķtiecīga tehnisko līdzekļu lietošana / K.D. Hofmanis. – Rīga: Zvaigzne ABC, 2005. – 124 lpp.
3. Kramiņš, E. Runas prasme saziņā / E. Kramiņš. – Rīga: Biznesa augstskola "Turība", 2005. – 685 lpp.

### **References (02 – additional literature):**

1. Brēdemeiers, K. Melnā retorika: valodas spēks un maģija / no vācu val. tulk. Anita Kulačkovska; red. Inese Miesniece. – Rīga: Zvaigzne ABC, [2008]. – 167 lpp. – (Bizness un karjera).
2. Gandapass, R. Kāmasūtra oratoram: desmit nodaļas par to, kā gūt un sagādāt maksimālu prieku un baudu, uzstājoties publiski / R. Gandapass. [tulk. no krievu valodas.] – Rīga: Latvijas Ekologiskās Izglītības Apgāds, 2008. – 272 c.
3. Hodžsone, D. Līdzvērtīgs sarunu partneris / D. Hodžsone. – Rīga: Biznesa augstskola "Turība", 2001. – 256 lpp.
4. Keigels, T. Dž. Uzstāšanās māksla: droši paņēmieni, kā pārliecināt auditoriju un patikt klausītājiem / T. Dž. Keigels; tulk. no angļu val. – Rīga: apgāds „Atēna”, 2008. – 215 lpp.
5. Nelke, K. Prezentēšana / K. Nelke. – Rīga: DeNovo, 2003. – 120 lpp.
6. Mencels, V. Retorika / V. Mencels. – Rīga: DeNovo, 2002. – 125 lpp.
7. Prokofjeva, N. Lietišķo sarunu māksla / N. Prokofjeva. – Rīga: Jumava, 2006. – 156 lpp.
8. Denijs, R. Prasme sazināties un uzstāties / R. Denijs; no angl. val. tulk. I. Teibe. – Rīga: Jāņa Rozes apgāds, 2002. – 124 lpp.
9. Edeirs, Dž. Efektīva komunikācija: vissvarīgākā vadības mākslas metode / Džons Edeirs; no angļu val. tulk. Nikolajs Pētersons. – Rīga: Asja, 1999. – 259 lpp.
10. Dukulis, I. Prezentācijas materiālu sagatavošana: programma Microsoft PowerPoint 2000. – Rīga: Biznesa augstskola Turība. – 2002, 106 lpp.

### **Literature (03 – recommended periodicals and online resources):**

1. Lapiņš, Edgars, Vaivars, Mārtiņš. „Argumentācija un kritiskā domāšana”. <http://www.openminded.lv/kurss/argumentacija/>. Accessed: 18.06.2015.
2. How to Create Infographics Part I. Available: <http://www.youtube.com/watch?v=X4-e8zliqg>. Accessed: 19.06.2015.
3. How to Create Infographics Part II. Available: <http://www.youtube.com/watch?v=PmSotnDkHZI>. Accessed: 19.06.2015.
4. How To Create Infographics (The Ultra-Simple & Easy Way). Available: <http://www.youtube.com/watch?v=nShmwzh879g>. Accessed: 19.06.2015.
5. How to Create an Infographic with PowerPoint. Available: <http://www.youtube.com/watch?v=HexiBkfmkFc>. Accessed: 19.06.2015.
6. How to Do a Presentation - 5 Steps to a Killer Opener. Available: <http://www.youtube.com/watch?v=dEDcc0aCjaA>. Accessed: 19.06.2015.
7. Kapterev, A. Death by PowerPoint. Available: <http://www.slideshare.net/thecroaker/death-by-powerpoint>. Accessed: 19.06.2015.
8. Feloni, Richard. 15 Insights Into Giving A Great Presentation. Available: <http://www.businessinsider.com/things-to-know-before-giving-a-presentation-2015-1>. Accessed: 15.06.2015.
9. Popular presentations. Available: <http://www.slideshare.net/popular/language/en/all-time>. Accessed: 19.06.2015.
10. Popular TED talks and presentations. Available: <http://www.ted.com/talks?lang=lv&event=&duration=&sort=mostviewed&tag=>. Accessed: 19.06.2015.
11. Presentation Alphabet. Available: <http://www.slideshare.net/ethos3/presentation-design-presentation-alphabet>. Accessed: 19.06.2015.
12. Successful Presentation Skills: Recipe Webinar. Available: <http://www.youtube.com/watch?v=nDH9mOJtHqM>. Accessed: 19.06.2015.
13. Successfully Speaking: How to Prepare an Effective Research Talk. Available: [http://www.youtube.com/watch?v=FBZLKari\\_I](http://www.youtube.com/watch?v=FBZLKari_I). Accessed: 19.06.2015.
14. Sellnow, D. Deanna. The Rhetorical Power of Popular Culture. Available: [https://books.google.lv/books/about/The\\_Rhetorical\\_Power\\_of\\_Popular\\_Culture.html?id=Z2tu2zv-jYoC&redir\\_esc=y](https://books.google.lv/books/about/The_Rhetorical_Power_of_Popular_Culture.html?id=Z2tu2zv-jYoC&redir_esc=y). Accessed: 15.06.2015.
15. The easiest way to make an infographic. Available: <http://www.youtube.com/watch?v=jlMq4ZmHSY>. Accessed: 19.06.2015.



16. Tufte, R. Edward. Envisioning Information. Resurss peejams:  
[https://books.google.lv/books/about/Envisioning\\_information.html?id=r21HAAAAMAAJ&redir\\_esc=y](https://books.google.lv/books/about/Envisioning_information.html?id=r21HAAAAMAAJ&redir_esc=y).  
Accessed: 15.06.2015.
17. Tufte, R. Edward. Beautiful Evidence. Resurss peejams:  
<https://books.google.lv/books?id=v302PAAACAAJ&dq=Tufte,+R.+Edward.+Beautiful+Evidence.&hl=lv&sa=X&ei=iCmEVe-nNMXGygPs9oagCA&ved=0CB4Q6AEwAA>. Accessed: 15.06.2015.
18. Tufte, R. Edward. The Visual Display of Quantitative Information. Resurss peejams:  
<https://books.google.lv/books?id=qmjNngEACAAJ&dq=Tufte,+R.+Edward.+The+Visual+Display+of+Quantitative+Information&hl=lv&sa=X&ei=vymEVZLbFYHiywPxjaeIDw&ved=0CB4Q6AEwAA>. Accessed: 15.06.2015.
19. Tufte, R. Edward. Visual Explanations: Images and Quantities, Evidence and Narrative. Resurss peejams:  
<https://books.google.lv/books?id=xrtuuAAACAAJ&dq=Visual+Explanations:+Images+and+Quantities,+Evidence+and+Narrative&hl=lv&sa=X&ei=4imEVfj3KsXnyQO6g4DoDg&ved=0CB4Q6AEwAA>. Accessed:  
15.06.2015.

## PROGRAMMING LANGUAGES

|   |  |
|---|--|
| <b>Study course author (s):</b>   |  |
| Mg.sc.ing ., Maksims Žigunovs   |  |
| <b>Credit points:</b>   | <b>Number of credits in the ECTS system:</b>                 |
| <b>2</b>  | <b>3</b>   |
| <b>Evaluation form:</b>   |  |
| Exam  |  |
| <b>Required prior knowledge:</b>  |  |
| <b>General computer skills</b>  |  |
| <b>Aim/s of the study course:</b>   |  |
| To provide students with in-depth knowledge, skills and competencies in the Python programming language, with special emphasis on practical skills in working with it.  |  |
| <b>Study course results ( Knowledge , skills , competences ):</b>   |  |
| 4. Knows about the ways of creating the program and the possibilities of starting it.<br>5. Able to compile simple programs.<br>6. Knows and is able to use popular and feature-rich libraries.<br>7. Knows how to design his program according to set criteria and is able to program it.<br>8. Knows aspects and nuances of Python programming language related to working with files and UI. |  |
| <b>The content of the study course necessary to achieve the study results (thematic plan of the study course):</b>  |  |
| 359.  | An introduction to algorithmization and the Python ecosystem |
| 360.  | Python Basics  |
| 361.  | Built-in functions and modules                               |
| 362.  | Functional programming                                       |

| <b>Study course calendar plan:</b>  |  |   |                   |                   |
|---|--|---|-------------------|-------------------|
| <i>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</i> |  |   |                   |                   |
| No.   | Topic  | contact hours of lectures (including seminars, discussions) . |                   |                   |
|   |  | full time studies   | part-time studies | distance learning |
| 1.  | An introduction to algorithmization and the Python ecosystem | 2   | 2                 | 1                 |
| 2.  | Python Basics  | 10  | 8                 | 4                 |
| 3.  | Built-in functions and modules                               | 6   | 4                 | 2                 |
| 4.  | Functional programming                                       | 6   | 2                 | 1                 |
| <b>Together:</b>  |  | <b>24</b>   | <b>16</b>         | <b>8</b>          |

| <b>Characteristics of independent tasks:</b> |   |                     |
|--|---|---------------------|
| Study form                                   | Type of self-employment   | Type of control     |
| <i>Full time studies</i>                     | Homework: Create a computer program in the Python programming language according to the formulation of the task | Homework assessment |
|  | Homework: Create a computer program in the Python programming language according to the formulation of the task |                     |

|                          |   |                     |
|--------------------------|---|---------------------|
| <i>Part-time studies</i> | Homework: Create a computer program in the Python programming language according to the formulation of the task | Homework assessment |
|                          | Homework: Create a computer program in the Python programming language according to the formulation of the task |                     |
| <i>Distance learning</i> | Homework: Create a computer program in the Python programming language according to the formulation of the task | Homework assessment |
|                          | Homework: Create a computer program in the Python programming language according to the formulation of the task |                     |

Organization and scope of the study course:

| <i>Study form</i>        | <i>Contact hours</i>   |  |   |              | <i>Number of hours of independent work</i> | <i>Mandatory reading and/or watching/listening to audio/video material</i> | <i>Total hours per study course</i> |
|--------------------------|--|--|---|--------------|--|--|-------------------------------------|
|                          | <i>contact hours of lectures (including seminars, discussions) .</i> | <i>Consultations, guest lectures , conferences, study tours, practical games, etc.</i> | <i>Final exam (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>Distance learning</i> | 8  | 6  | 2                                       | <b>16</b>    | 32   | 32   | <b>80</b>                           |

Study course requirements and evaluation of results:

| <i>No.</i> | <i>The result of the study course</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 (from 95% to 100%)</i>  |
| 1.         | Knows about the ways of creating the program and the possibilities of starting it   | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 2.         | Able to compile simple programs   | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 3.         | Knows and is able to use popular and feature-rich libraries                         | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 4.         | Knows how to design his program according to set criteria and is able to program it | Homework                   | 40-64% of tasks completed correctly    | 65-84% of tasks completed correctly    | 85-94% of tasks completed correctly | 95-100% of tasks completed correctly |
| 5.         | Knows aspects and nuances of Python programming language                            | Homework                   | 40-64% of tasks                        | 65-84% of tasks                        | 85-94% of tasks                     | 95-100% of tasks                     |

|  |                                      |  |                     |                     |                     |                     |
|--|--------------------------------------|--|---------------------|---------------------|---------------------|---------------------|
|  | related to working with files and UI |  | completed correctly | completed correctly | completed correctly | completed correctly |
|--|--------------------------------------|--|---------------------|---------------------|---------------------|---------------------|

| Literature and other sources of information :   |   |            |        |          |             |           |
|---|---|------------|--------|----------|-------------|-----------|
| Mandatory literature and sources of information |   |            |        |          |             |           |
| 1.  | Python  | Tutorial., | Python | Software | Foundation, | 2008. PDF |
|   | <a href="https://bugs.python.org/file47781/Tutorial_EDIT.pdf">https://bugs.python.org/file47781/Tutorial_EDIT.pdf</a> |            |        |          |             |           |
| 2.  | Allen B. Downey , Think Python : How to Think Like a Computer Scientist (2015), 244 pages                             |            |        |          |             |           |
| Additional literature                           |   |            |        |          |             |           |
| 1.  | Al Sweigart , Invent Your Own Computer Games with Python (2017), ISBN-13: 978-1593277956                              |            |        |          |             |           |
| Other sources of information                    |   |            |        |          |             |           |
| 1.  | <a href="https://www.w3schools.com/python/">https://www.w3schools.com/python/</a>                                     |            |        |          |             |           |
| 2.  | <a href="https://developers.google.com/edu/python">https://developers.google.com/edu/python</a>                       |            |        |          |             |           |

## SYSTEM MODELLING BASICS

|   |  |
|---|--|
| <b>Study course author (s):</b>   |  |
| Dr.sc.comp., docent, Marcis Pinnis  |  |
| <b>Credits:</b>   | <b>Credit score in the ECTS system:</b>          |
| 4   | 6  |
| <b>Form of examination:</b>   |  |
| Exam  |  |
| <b>Necessary background:</b>  |  |
| Programming I   |  |
| <b>Objective(s) of the course:</b>  |  |
| Provide students with the necessary set of knowledge, skills and competencies in the modelling of information systems.  |  |
| <b>Results of the study course (knowledge, skills, competencies):</b>   |  |
| Student: <ul style="list-style-type: none"><li>1. knows the methods for modelling information systems;</li><li>2. is able to select appropriate methods for specific purposes of modelling information systems;</li><li>3. is able to use online and offline tools for modelling information systems;</li><li>4. is able to model information systems using system modelling methods;</li><li>5. is able to make sound decisions about best practices in modelling systems.</li></ul> |  |
| <b>Content of the study course necessary for achievement of study results (thematic plan of the study course):</b>  |  |
| 1.  | Introduction to modelling of information systems |
| 2.  | Tools for modelling of information systems       |
| 3.  | Data flow diagrams                               |
| 4.  | Entity relationship diagrams                     |
| 5.  | Flowcharts                                       |
| 6.  | UML class diagrams                               |
| 7.  | UML activity diagrams                            |
| 8.  | UML sequence diagrams                            |
| 9.  | UML deployment diagrams                          |
| 10.   | Other UML diagrams                               |
| 11.   | Presentations of student projects                |

| <b>Calendar plan of the study course:</b>   |  |   |                   |                   |
|---|--|---|-------------------|-------------------|
| <i>Taking into account the needs, interests, the level of prior existing knowledge and the level of understanding of the study group/student, there may be adjustments of the number of contact hours and the order of topics in the plan</i> |  |   |                   |                   |
| No.   | Topic  | Number of contact hours of lectures (including seminars, discussions) |                   |                   |
|   |  | full-time studies   | part-time studies | distance learning |
| 363.  | Introduction to modelling of information systems | 4   | 2                 | 1                 |
| 364.  | Tools for modelling of information systems       | 4   | 2                 | 1                 |
| 365.  | Data flow diagrams                               | 4   | 2                 | 1                 |

| Calendar plan of the study course:   |                                   |   |                   |                   |
|--|-----------------------------------|---|-------------------|-------------------|
| Taking into account the needs, interests, the level of prior existing knowledge and the level of understanding of the study group/student, there may be adjustments of the number of contact hours and the order of topics in the plan |                                   |   |                   |                   |
| No.  | Topic                             | Number of contact hours of lectures (including seminars, discussions) |                   |                   |
|  |                                   | full-time studies   | part-time studies | distance learning |
| 366.   | Entity relationship diagrams      | 4   | 2                 | 1                 |
| 367.   | Flowcharts                        | 4   | 2                 | 1                 |
| 368.   | UML class diagrams                | 4   | 2                 | 1                 |
| 369.   | UML activity diagrams             | 4   | 2                 | 1                 |
| 370.   | UML sequence diagrams             | 4   | 2                 | 1                 |
| 371.   | UML deployment diagrams           | 4   | 2                 | 1                 |
| 372.   | Other UML diagrams                | 4   | 2                 | 1                 |
| 373.   | Presentations of student projects | 8   | 4                 | 2                 |
|  | <b>Total:</b>                     | <b>48</b>   | <b>24</b>         | <b>12</b>         |

| Description of individual tasks: |  |  |
|----------------------------------|--|--|
| Form of studies                  | Type of individual work  | Form of control  |
| Full-time studies                | <p>Student project: Model for a selected information system:</p> <ul style="list-style-type: none"> <li>the 1st level as well as for one selected module of the system the 2nd level data flow diagram;</li> <li>conceptual and physical entity relationship models;</li> <li>flowchart for a selected function of the system;</li> <li>UML class diagram;</li> <li>UML activity diagram for a selected function of the system;</li> <li>UML sequence diagram for a selected function of the system;</li> <li>UML deployment diagram.</li> </ul> | <p>The results of the individual work have been presented, and the work on the solution is presented to the lecturer. The acquisition of compulsory literature is tested with discussions during lectures and with a test.</p> |
|                                  | Mastering compulsory literature on course topics.  |  |

|                          |  |   |
|--------------------------|--|---|
| <i>Part-time studies</i> | <p>Student project: Model for a selected information system:</p> <ul style="list-style-type: none"> <li>the 1st level as well as for one selected module of the system the 2nd level data flow diagram;</li> <li>conceptual and physical entity relationship models;</li> <li>flowchart for a selected function of the system;</li> <li>UML class diagram;</li> <li>UML activity diagram for a selected function of the system;</li> <li>UML sequence diagram for a selected function of the system;</li> <li>UML deployment diagram.</li> </ul> | <p>The results of the individual work have been presented, and the work on the solution is presented to the lecturer.</p> <p>The acquisition of compulsory literature is tested with discussions during lectures and with a test.</p> |
|                          | Mastering compulsory literature on course topics.  |   |
| <i>Distance learning</i> | <p>Student project: Model for a selected information system:</p> <ul style="list-style-type: none"> <li>the 1st level as well as for one selected module of the system the 2nd level data flow diagram;</li> <li>conceptual and physical entity relationship models;</li> <li>flowchart for a selected function of the system;</li> <li>UML class diagram;</li> <li>UML activity diagram for a selected function of the system;</li> <li>UML sequence diagram for a selected function of the system;</li> <li>UML deployment diagram.</li> </ul> | <p>The results of the individual work have been presented, and the work on the solution is presented to the lecturer.</p> <p>The acquisition of compulsory literature is tested with discussions during lectures and with a test.</p> |
|                          | Mastering compulsory literature on course topics.  |   |

Organisation and scope of the study course:

| <i>Form of studies</i>   | <i>Contact hours</i>   |   |  |              | <i>Number of hours for individual work</i> | <i>Compulsory reading and/or viewing/listening to audio/video material</i> | <i>Total hours in study course</i> |
|--------------------------|--|---|--|--------------|--|--|------------------------------------|
|                          | <i>Number of contact hours of lectures (including seminars, discussions)</i> | <i>Consultations, guest lectures, conferences, training tours, business games, etc.</i> | <i>Final examination (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>                         |

Requirements for learning of the study course and grading of results:

Students must successfully complete their individual work during the study course, attend 50% lectures and pass the exam successfully.

The final grade consists of the following:

- 70% - individual work has been completed (an information system has been modelled using the means of information system modelling covered in the course);
- 30% - exam.

| No. | Result of the study course  | Grading method/s                                   | Grading criteria   |  |   |  |
|-----|---|--|--|--|---|--|
|     |   |  | Minimum level<br>(40% to 64%)  | Average level<br>(65% to 84%)  | High level<br>(85% to 94%)  | Excellent<br>(95% to 100%)   |
| 1.  | The student knows methods to model information systems  | Test   | 40-64% of questions were answered correctly  | 65-84% of questions were answered correctly  | 85-94% of questions were answered correctly   | 95-100% of questions were answered correctly   |
| 2.  | The student is able to select methods to model information systems that are suitable for specific goals | Discussions during lectures, test                  | 40-64% of questions were answered correctly  | 65-84% of questions were answered correctly  | 85-94% of questions were answered correctly   | 95-100% of questions were answered correctly   |
| 3.  | The student is able to use online and offline tools to model information systems.                       | Individual work                                    | The student is able to use simple online modeling tools.   | The student is able to use simple online and offline modeling tools.   | The student is able to use sophisticated online and offline modeling tools needed to apply all the modelling methods covered by the course.               | The student is able to use sophisticated online and offline modelling tools needed to apply all the modeling methods covered by the course, as well as help automate the generation of the source code of information systems. |
| 4.  | The student is able to model information systems using system modelling methods.                        | Individual work                                    | The student is able to model information systems using a part of the methods covered by the course, however with serious errors.                 | The student is able to model information systems using all methods covered by the course, however with some mistakes.                                  | The student is able to model information systems using all methods covered by the course.   | The student is able to model information systems using all methods covered by the course, as well as partially generate the source code of information systems.  |
| 5.  | The student is able to make sound decisions about best practices of system modelling.                   | Individual work, discussions during lectures, test | The student is able to identify some critical errors in information system models and is able to select appropriate modelling methods for simple | The student is able to recognize various types of critical errors in information system models and is able to select appropriate modelling methods for | The student is able to recognize various (both critical and non-critical) errors in information system models and is able to select appropriate modelling | The student is able to recognize various (both critical and non-critical) errors in information system models and is able to select appropriate modelling  |



|  |  |  |                      |                             |   |  |
|--|--|--|----------------------|-----------------------------|---|--|
|  |  |  | information systems. | simple information systems. | methods for simple information systems. | methods for information systems of varying complexity. |
|--|--|--|----------------------|-----------------------------|---|--|

#### Literature and other sources of information:

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

1. Tilley, S. (2019). Systems analysis and Design. Cengage learning.
2. Osis, J., Doniņš, U. (2017). Topological UML Modeling: An Improved Approach for Domain Modeling and Software Development. Elsevier.
3. Coronel, C., Morris, S. (2016). Database Systems: Design, Implementation, & Management . Cengage learning.

##### **Additional literature**

1. Zuters, J. Programmēšana un C++. Electronic resource [viewed 03.07.2022]. Available at: <http://home.lu.lv/~janiszu/courses/eprg/eprg.all.pdf>

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

1. Unified Modelling Language 2.5.1. (2017). Electronic resource [viewed 03.07.2022]. Available at: <https://www.omg.org/spec/UML/2.5.1/>
2. What is a Data Flow Diagram. Electronic resource [viewed 03.07.2022]. Available at: <https://www.lucidchart.com/pages/data-flow-diagram>
3. What is Data Flow Diagram? Electronic resource [viewed 03.07.2022]. Available at: <https://www.visual-paradigm.com/guide/data-flow-diagram/what-is-data-flow-diagram/>
4. What is an Entity Relationship Diagram (ERD)? Electronic resource [viewed 03.07.2022]. Available at: <https://www.lucidchart.com/pages/er-diagrams>
5. Entity Relationship Diagram. Electronic resource [viewed 03.07.2022]. Available at: <https://www.smartdraw.com/entity-relationship-diagram/>
6. Dybka, P. (2015). Chen Notation. Electronic resource [viewed 03.07.2022]. Available at: <https://www.vertabelo.com/blog/technical-articles/chen-erd-notation>
7. Dybka, P. (2014). Barker's Notation. Electronic resource [viewed 03.07.2022]. Available at: <https://www.vertabelo.com/blog/technical-articles/barkers-erd-notation>
8. Wenzel, K. Database Normalization - in Easy to Understand English. (2022) Electronic resource [seen 03.07.2022]. Available at: <https://www.essentialsql.com/get-ready-to-learn-sql-database-normalization-explained-in-simple-english/>
9. Nishadha. (2022). Ultimate Flowchart Tutorial (Complete Flowchart Guide with Examples) Elektronisks resurss [skatīts 03.07.2022]. Available at: <https://creatly.com/blog/diagrams/flowchart-guide-flowchart-tutorial/>
10. UML Tutorial. Electronic resource [viewed 03.07.2022]. Available at: <http://www.tutorialspoint.com/uml>.
11. UML Tutorial. Electronic resource [viewed 03.07.2022]. Available at: [http://ima.udg.edu/~sellares/EINF-ES2/uml2\\_diagrams.pdf](http://ima.udg.edu/~sellares/EINF-ES2/uml2_diagrams.pdf).
12. The Unified Modeling Language. Electronic resource [viewed 03.07.2022]. Available at: <https://www.uml-diagrams.org/>.



## PROBABILITY THEORY AND MATHEMATICAL STATISTICS

|   |   |
|---|---|
| <b>Author/s of Study course:</b>  |   |
| Mg.math., visiting teacher, Oskars Rasnačs  |   |
| <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 maths standard   |   |
| <b>Course objectives are:</b>   |   |
| Study course aim is: using a statistical theory of key issues, build awareness about the role of business statistics, statistical data collection methods, their application for economic, social and demographic phenomena and processes of analysis and forecasting, decision making.   |   |
| <b>Course outcomes (knowledge, skills, competencies):</b>   |   |
| <b>Knowledge</b> <ol style="list-style-type: none"> <li>1. Knows and understands statistical indicators and their graphical representation</li> <li>2. Understands what statistical tests are and knows their classification</li> </ol> <b>Skills</b> <ol style="list-style-type: none"> <li>1. Knows how to obtain data with the help of internet surveys</li> <li>2. Knows how to calculate statistical indicators and construct graphs in MS Excel or PSPP programs</li> <li>3. Knows how to generate pseudo-random numbers in MS Excel</li> <li>4. Knows how to apply statistical tests in MS Excel or PSPP programs</li> <li>5. Able to interpret the obtained results</li> </ol> <b>Competences</b> <ol style="list-style-type: none"> <li>1. Able to make decisions on data analysis methods suitable for a given situation</li> </ol> |   |
| <b>The content of the study course required to attain the results of the study (thematic plan of the course):</b>   |   |
| 1.  | Object and methods of statistics  |
| 2.  | A statistical observation   |
| 3.  | Statistical grouping  |
| 4.  | Allocation rows   |
| 5.  | The statistical data representation   |
| 6.  | Statistical indicators  |
| 7.  | Mean values   |
| 8.  | Indicators of variation   |
| 9.  | Probability theory  |
| 10.   | Random observation  |
| 11.   | Time series   |
| 12.   | Indices   |
| 13.   | Statistical methods for studying the interrelationships of socio-economic phenomena |

| Study course schedule:  |   |   |                   |                   |
|---|---|---|-------------------|-------------------|
| <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 |
| 1.  | Object and methods of statistics  | 2   | 1                 | 0.5               |
| 2.  | A statistical observation   | 2   | 1                 | 0.5               |
| 3.  | Statistical grouping  | 4   | 2                 | 1                 |
| 4.  | Allocation rows   | 4   | 2                 | 1                 |
| 5.  | The statistical data representation   | 4   | 2                 | 1                 |
| 6.  | Statistical indicators  | 4   | 2                 | 1                 |
| 7.  | Mean values   | 4   | 2                 | 1                 |
| 8.  | Indicators of variation   | 4   | 2                 | 1                 |
| 9.  | Probability theory  | 4   | 2                 | 1                 |
| 10.   | Random observation  | 4   | 2                 | 1                 |
| 11.   | Time series   | 4   | 2                 | 1                 |
| 12.   | Indices   | 4   | 2                 | 1                 |
| 13.   | Statistical methods for studying the interrelationships of socio-economic phenomena | 4   | 2                 | 1                 |
| <b>Total:</b>   |   | <b>48</b>   | <b>24</b>         | <b>12</b>         |

| Description of the independent tasks: |   |                        |
|---------------------------------------|---|------------------------|
| Study form                            | Type of independent assignment          | Type of control        |
| <i>Full-time studies</i>              | Studying literature                     | Independent work, exam |
|                                       | Data acquisition and analysis – 5 works |                        |
|                                       | Presentation on theoretical issues      |                        |
| <i>Part-Time Studies</i>              | Studying literature                     | Independent work, exam |
|                                       | Data acquisition and analysis – 5 works |                        |
| <i>Distance learning</i>              | Studying literature                     | Independent work, exam |
|                                       | Data acquisition and analysis – 5 works |                        |

| 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   | 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> |

| <b>Course acquisition requirements and evaluation of results:</b>   |   |                           |   |   |   |  |
|---|---|---------------------------|---|---|---|--|
| During the course of study, 5 independent assignments must be successfully completed, participation in 1 seminar, no less than 50% of lectures attended and the exam must be passed. The final assessment in the course of study is the arithmetic mean of the assessments of independent works and the exam. |   |                           |   |   |   |  |
| <b>Knowledge and understanding</b>  |   |                           |   |   |   |  |
| No.   | Learning outcomes   | Evaluation method         | Evaluation criteria   |   |   |  |
|   |   |                           | Minimal level<br>(from 40% to 64%)  | Intermediate level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)   | With distinction<br>(from 95% to 100%)   |
| 1.  | Knows and understands statistical indicators and their graphical representation                 | Presentation, examination | 40 - 64% of questions answered correctly  | 65 - 84% of questions answered correctly  | 85 - 94% of questions answered correctly  | 95 - 100% of questions answered correctly  |
| 2.  | Understands what statistical tests are and knows their classification                           | Presentation, examination | 40 - 64% of questions answered correctly  | 65 - 84% of questions answered correctly  | 85 - 94% of questions answered correctly  | 95 - 100% of questions answered correctly  |
| <b>Skills</b>   |   |                           |   |   |   |  |
| No.   | Learning outcomes   | Evaluation method         | Evaluation criteria   |   |   |  |
|   |   |                           | Minimal level<br>(from 40% to 64%)  | Intermediate level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)   | With distinction<br>(from 95% to 100%)   |
| 1.  | Knows how to obtain data with the help of internet surveys                                      | Independent work          | 40 - 64% of tasks solved correctly  | 65 - 84% of tasks solved correctly  | 85 - 94% of tasks solved correctly  | 95 - 100% of tasks solved correctly  |
| 2.  | Knows how to calculate statistical indicators and construct graphs in MS Excel or PSPP programs | Independent work          | 40 - 64% of tasks solved correctly  | 65 - 84% of tasks solved correctly  | 85 - 94% of tasks solved correctly  | 95 - 100% of tasks solved correctly  |
| 3.  | Knows how to generate pseudo-random numbers in MS Excel   | Independent work          | 40 - 64% of tasks solved correctly  | 65 - 84% of tasks solved correctly  | 85 - 94% of tasks solved correctly  | 95 - 100% of tasks solved correctly  |
| 4.  | Knows how to apply statistical tests in MS Excel or PSPP programs                               | Independent work          | 40 - 64% of tasks solved correctly  | 65 - 84% of tasks solved correctly  | 85 - 94% of tasks solved correctly  | 95 - 100% of tasks solved correctly  |
| 5.  | Able to interpret the obtained results  | Independent work          | 40 - 64% of tasks solved correctly  | 65 - 84% of tasks solved correctly  | 85 - 94% of tasks solved correctly  | 95 - 100% of tasks solved correctly  |
| <b>Competences</b>  |   |                           |   |   |   |  |
| No.   | Learning outcomes   | Evaluation method         | Evaluation criteria   |   |   |  |
|   |   |                           | Minimal level<br>(from 40% to 64%)  | Intermediate level<br>(from 65% to 84%)   | High level<br>(from 85% to 94%)   | With distinction<br>(from 95% to 100%)   |
| 1.  | Able to make decisions on data analysis methods suitable for a given situation                  | Independent work          | Makes decisions, the suitability of which should be assessed in the range of 40-64% | Makes decisions, the suitability of which should be assessed in the range of 65-84% | Makes decisions, the suitability of which should be assessed in the range of 85-94% | Makes decisions, the suitability of which should be assessed in the range of 95-100% |

| <b>Literature and other sources of information:</b>                  |  |
|--|--|
| <b><i>Compulsory literature and other sources of information</i></b> |  |
| 1.   | Arhipova, I., Bāliņa S. (2003). Statistika ekonomikā. Risinājumi ar PSPP un Microsoft Excel. Rīga: Datorzinību Centrs, 352.          |
| 2.   | Orlovska A. (2012). Statistika. Rīga: Rīgas Tehniskā Universitāte, 191.  |
| <b><i>Recommended literature</i></b>                                 |  |
| 1.   | Krastiņš, O. (2003). Ekonometrija. Rīga: Latvijas Republikas Centrālā statistikas pārvalde, 207.                                     |
| 2.   | Newbold, P (2003). Statistics for Business and Economics. Prentice – Hall International, Inc, 930.                                   |
| 3.   | Smotrovs, J. (2004). Varbūtību teorija un matemātiskā statistika. Rīga: Zvaigzne ABC, 264.   |
| <b><i>Other sources of information</i></b>                           |  |
| 1.   | WEBResearch. [skatīts 11.07.2019]. Pieejams: <a href="http://www.datuapstrade.lv">www.datuapstrade.lv</a>                            |
| 2.   | GNU PSPP (2019). [skatīts 11.07.2019]. Pieejams: <a href="https://www.gnu.org/software/pspp/">https://www.gnu.org/software/pspp/</a> |

## XML TECHNOLOGIES

|   |   |
|---|---|
| <b>Author/-s of the study course:</b>   |   |
| Ms. Phys., docent, Egmonts Treiguts   |   |
| <b>Credits (Latvian):</b>   | <b>ECTS:</b>  |
| <b>2</b>  | <b>3</b>  |
| <b>Final evaluation form:</b>   |   |
| <b>Exam</b>   |   |
| <b>Study course prerequisites:</b>  |   |
| WEB programming 2, Data structures and algorithms   |   |
| <b>Study course aim:</b>  |   |
| The aim of the study course is to acquire knowledge about XML technologies and give practical skills in their use.  |   |
| <b>Study course learning outcomes ( Knowledge, Skills, Competencies):</b>   |   |
| 1. Knows the application of XML technology in the application development process.<br>2. Can create XML documents, understands the principles of using tags and attributes.<br>3. Can create XML transformations, understands the importance of XSLT operators and their application.<br>4. Able to demonstrate his point of view in an argumentative way, creating data representation in XML format, their transformations and use for data validation.<br>5. Can creatively apply XML technologies in website development. |   |
| <b>Study course thematic plan:</b>  |   |
| 1   | Introduction to XML technology. Tags and attributes.  |
| 2   | XML flow generation principles, examples. Introduction to RSS technology. Application. Channel generation and processing. |
| 3   | XML transformation technologies. XSL, XSLT, xPath technologies.   |
| 4   | XSLT language operators, constructs, templates. Syntax and constructs of the xPath language.                              |
| 5   | XML schemas. Types of data description, data types, validation.   |
| 6   | Parsing an XML flow.  |
| 7   | WEB services. SOAP protocol. WEB services support in server script languages.   |

| <b>Study course calendar plan:</b> |   |   |                   |                   |
|------------------------------------|---|---|-------------------|-------------------|
|                                    |   |   |                   |                   |
| No.                                | Topic   | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|                                    |   | full-time studies                                   | part-time studies | distance learning |
| 374.                               | Introduction to XML technology. Tags and attributes.  | 2   | 1                 | 0.5               |
| 375.                               | XML flow generation principles, examples. Introduction to RSS technology. Application. Channel generation and processing. | 3   | 2                 | 1                 |
| 376.                               | XML transformation technologies. XSL, XSLT, xPath technologies.   | 3   | 2                 | 1                 |
| 377.                               | XSLT language operators, constructs, templates.   | 3   | 1                 | 0.5               |

**Study course calendar plan:**

| No.           | Topic   | Lecture contact hours (incl. seminars, discussions) |                   |                   |
|---------------|---|---|-------------------|-------------------|
|               |   | full-time studies                                   | part-time studies | distance learning |
| 378.          | Syntax and constructs of the xPath language.                                  | 3   | 3                 | 1                 |
| 379.          | XML schemas. Types of data description, data types, validation.               | 4   | 3                 | 1                 |
| 380.          | Parsing an XML stream.  | 2   | 2                 | 1                 |
| 381.          | WEB services. SOAP protocol. WEB services support in server script languages. | 4   | 2                 | 2                 |
| <b>Total:</b> |   | <b>24</b>   | <b>16</b>         | <b>8</b>          |

**Independent work description:**

| Study form        | Type of independent work   | Form of control |
|-------------------|--|-----------------|
| full-time studies | 1) Creation of XML flow with the server scripts using database data.   | Written work    |
|                   | Required reading according to the indicated chapters (Source 1: Chapters 2 - 9 or Source 2: Chapters 1 - 6). Reading the specified internet resources.         |                 |
|                   | 2) Using the XSLT transformation language to transform XML data into an HTML document.   | Written work    |
|                   | Required reading according to the indicated chapters (Source 1: Chapters 11 - 15, 17 or Source 2: Chapters 11 - 13). Reading the specified internet resources. |                 |
|                   | 3) Use of XML technologies to use APIs of third-party servers.   | Written work    |
| part-time studies | 1) Creation of XML flow with the server scripts using database data.   | Written work    |
|                   | Required reading according to the indicated chapters (Source 1: Chapters 2 - 9 or Source 2: Chapters 1 - 6). Reading the specified internet resources.         |                 |
|                   | 2) Using the XSLT transformation language to transform XML data into an HTML document.   | Written work    |
|                   | Required reading according to the indicated chapters (Source 1: Chapters 11 - 15, 17 or Source 2: Chapters 11 - 13). Reading the specified internet resources. |                 |
|                   | 3) Use of XML technologies to use APIs of third-party servers.   | Written work    |
| distance learning | 1) Creation of XML flow with the server scripts using database data.   | Written work    |
|                   | Required reading according to the indicated chapters (Source 1: Chapters 2 - 9 or Source 2: Chapters 1 - 6). Reading the specified internet resources.         |                 |
|                   | 2) Using the XSLT transformation language to transform XML data into an HTML document.   | Written work    |
|                   | Required reading according to the indicated chapters (Source 1: Chapters 11 - 15, 17 or Source 2: Chapters 11 - 13). Reading the specified internet resources. |                 |
|                   | 3) Use of XML technologies to use APIs of third-party servers.   | Written work    |



**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 | 24   | 6  | 2                              | 32    | 32                      | 16  | 80                        |
| part-time studies | 16   | 6  | 2                              | 24    | 32                      | 24  | 80                        |
| distance learning | 8  | 6  | 2                              | 16    | 32                      | 32  | 80                        |

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

As part of the study course, it must successfully complete 3 independent assignments, attend no less than 50% of lectures (e-lectures) and pass an exam.

The final assessment is the same for all forms of study: full-time, part-time and part-time with e-study elements in studies. It consists of two independent assignments and an exam with the following weights:

- First independent work – 20%
- Second independent work – 20%
- Third independent work – 20%
- Exam – 40%

All work must be passed (at least 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 XML creation technology, understands the use of tags and attributes. | Independent works, exam | Lack of understanding of XML building technology principles. | Good understanding the developing principles of XML structure. Understands the principles of creating XML tags and attributes. | Excellent understanding the developing principles of XML structure. Understands the principles of creating XML tags and attributes. | Excellent understanding the developing principles of XML structure. Understands the principles of creating XML tags and attributes. |
| 2.  | Can create XSLT transformations, understands their meaning.                | Independent assignments | Difficulty using XSLT operators.                             | Uses XSLT operators. Can create simple transformations.  | Uses XSLT operators. Can create complex transformations.  | Full-featured and comprehensive Uses XSLT operators. Can create complex transformations. Manages XPath technology.                  |

|    |   |                                      |  |   |  |  |
|----|---|--------------------------------------|--|---|--|--|
| 3. | Can create server scripts for XML flow generation and XML parsing.  | Independent assignments              | Struggling to create server scripts for XML stream generation and XML parsing.   | Uses simple server scripts to generate XML feed and parse XML.                                    | Uses various difficulty server scripts for XML stream generation and XML parsing.  | Fully and comprehensively master XML technology with server scripts.   |
| 4. | Able to demonstrate his point of view in an argumentative way, creating XML data and XSLT transformations.                | Independent assignments, discussions | Insufficiently able to argue their point of view when creating XML data and XSLT transformations.  | Partially able to defend his opinion by creating XML data and XSLT transformations.               | Able to argue his point of view when creating XML data and XSLT transformations.   | Able to reason and defend his point of view when creating XML data and XSLT transformations.                             |
| 5  | Able to find, select, evaluate and fully use information about XML technology for application in application development. | Independent assignments, discussions | Able to find, but unable to critically evaluate and fully utilize information about XML technology for the application of application development. | Able to find and use information about XML technology for applications in application development | Able to find, select, evaluate and fully use information about XML technology for application in application development | Able to find, select, evaluate and fully use information about XML technology for application in application development |

| Literature and information sources:                  |   |
|--|---|
| <i>Compulsory literature and information sources</i> |   |
| 1.   | Richard Baker, mEm Inc, (2020), Learning XML: The Ultimate Beginner's Guide to Learn XML Programming Step by Step, Independently published, 73 pages, ISBN-13:979-8690753535  |
| 2.   | Doug Tidwell, (2018), O'Reilly Media; 4th edition, 990 pages, ISBN-10 : 0596527217  |
| 3.   | Elliott Rusty Harold, W. Scott Mean, XML in a Nutshell, Publisher: O'Reilly Media, (September 30, 2018), 620 pages, Language: English, ISBN-10: 0596007647  |
| <i>Additional literature and information sources</i> |   |
| 1.   | Bill Evjen, Kent Sharkey, Thiru Thangarathinam, Professional XML, Publisher: Wrox; 1 edition (April 9, 2007), 856 pages, Language: English, ISBN-10: 0471777773   |
| 2.   | David Hunter, Jeff Rafter, Joe Fawcett, Eric van der Vlist, Danny Ayers, Jon Duckett, Andrew Watt, Linda McKinnon, Beginning XML, 6th Edition, Wrox, 4 edition, 2019, 980 pages, ISBN-10: 0470114878, ISBN-13: 978-0470114872 |
| 3.   | Fawcett, Danny Ayers, Liam R. E. Quin, (2017), Beginning XML, Wrox; 5th edition, 864 pages, ISBN-10 : 9781118162132   |
| <i>Other information sources</i>                     |   |
| 1.   | XSLT Introduction. [viewed 06.2022]. Available: <a href="https://www.w3schools.com/xml/xsl_intro.asp">https://www.w3schools.com/xml/xsl_intro.asp</a>   |
| 2.   | <a href="https://www.javatpoint.com">www.javatpoint.com</a> , XSLT Tutorial [viewed 06.2022]. Available: <a href="https://www.javatpoint.com/xslt-tutorial">https://www.javatpoint.com/xslt-tutorial</a>                      |

