RIGA MANAGEMENT COLLEGE

Internal quality assurance system
of Riga Management College

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1. Regulatory framework of RMC's internal quality assurance system

Quality management assurance system of Riga Management College (RMC) is based on the following regulatory enactments:

1) Article 5 of the University Law. University tasks:

(2^1) Universities implement their own internal quality assurance systems, within the framework of which:
1) establishes policies and procedures for quality assurance of higher education;
2) develops mechanisms for the creation of its study programs, internal approval, monitoring of their operation and periodic inspection;
3) creates and makes public such criteria, conditions and procedures for evaluating the student's results that allow to make sure that the expected study results are achieved;
4) creates internal procedures and mechanisms for ensuring the qualification and work quality of academic staff;
5) ensures that information is collected and analyzed on student progress, employment of graduates, student satisfaction with the study program, on the efficiency of the academic staff's work, available study funds and their costs, important indicators of the university's operation.

2) Standards and guidelines for quality assurance in the European Higher Education Area (ESG)

Standards and guidelines for internal quality assurance:
1) Quality assurance policy
2) Development and approval of programs
3) Student-centred learning, teaching and assessment
4) Matriculation of students, progress of studies, recognition and certification of qualifications
5) Teaching staff
6) Learning resources and support for students
7) Information management
8) Informing the public
9) Program survey and regular testing
10) Cyclic external quality assurance

2. RMC internal quality assurance system standards

2.1. Quality Assurance Policy

Standard:
Universities/colleges should have a quality assurance policy. It should be publicized and is part of strategic management. The policy should be developed and implemented by internal stakeholders using appropriate structures and procedures and involving external stakeholders.

In January 2022, the strategic document "RMC quality assurance policy" was developed. Policy discussion took place in February and March, both within the college and with other interested parties (employers, students, etc.). The developed quality policy and procedure guidelines were corrected based on the results of the discussion, and the RMC quality assurance policy was adopted at the meeting of the College Council on May 10, 2022, protocol No. 3.
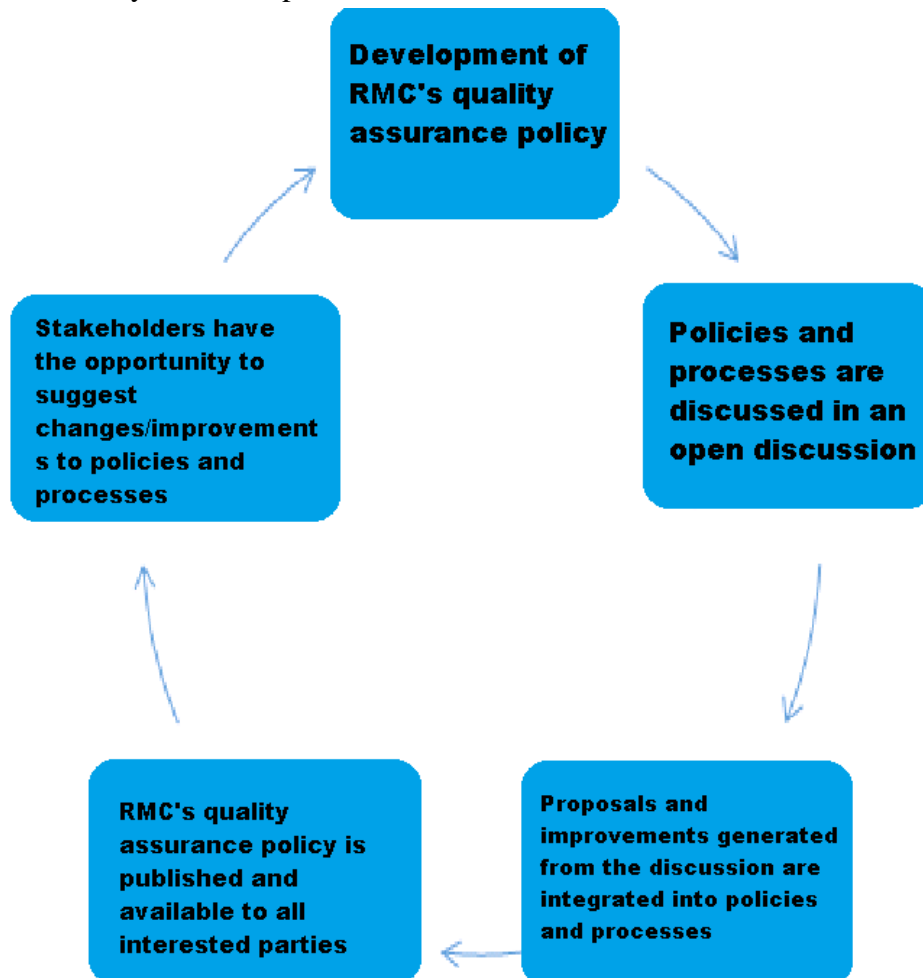

Figure 1. RMC quality assurance policy development cycle

Taking into account that the development and assurance of quality policy is a continuous process, RMC emphasizes that the adopted "RMC quality assurance policy" can be changed over time to an

improved one, based on the recommendations and proposals of students, lecturers, employees, and the assessment of the external quality evaluation commission. "RMC quality assurance policy" includes the following sections:

1. Introduction
2. International and national context of quality assurance
3. General characteristics of RMC
4. RMC's mission, vision, direction of action
5. Basic principles of RMC quality management
6. The institutional structure of RMC
7. Quality assurance documentation and involvement
8. Monitoring and improvement of the quality assurance system

"RMC's quality assurance policy" is published on RMC's website, where the e-mail address for questions and proposals is also indicated: qualityassurance@college.lv

2.2. Development and approval of programs

Standard:

Universities/colleges must have procedures for the development of study programs and their approval. Programs should be developed in such a way that the programs correspond to the goals set for them, including the expected learning outcomes. The qualification to be obtained as a result of studying the program must be clearly defined and described, and attributed to the corresponding level of higher education in the national qualifications framework, as a result of which it is also attributed to the corresponding level of the European Higher Education Area qualifications framework.

Study program development and approval process

The first step in developing a new program is screening ideas. Recommendations and proposals for creating new programs at RMC can be received from various parties, for example, by analyzing the latest trends in the Latvian and world economy, listening to the wishes of students and potential students, suggestions, conducting surveys/proposals of employers, discussing the need for new programs at meetings, employees and teachers in the middle.

In the process of idea screening, the proposed program idea, its goal and achievable results are evaluated at the meeting of the Methodological Commission taking into account the following criteria:

● The program corresponds to the economic and social trends of Latvia and the world,
● The program corresponds to the mission, vision, goals and objectives of RMC,
● Study programs have potential, opportunities to attract students,
● RMC has the possibilities of implementing the program (both the material and technical base and provision of resources).

The idea / ideas of the program are evaluated by assigning points from 1 (completely does not match) to 5 (completely match). If several ideas are evaluated, in the further process the possibilities of

developing those ideas that received the highest average evaluation are evaluated in depth. If only one idea (or the proposed ideas with the highest average rating) is evaluated, it is evaluated in the further process if the average rating is at least 4 (corresponds), and the rating is not lower than 3 (neutral) in any of the criteria.

The second stage is the feasibility study of the program. Those program proposals that received the necessary evaluation in the screening are further studied in depth in order to understand the possibilities of program development and implementation:
- In-depth interviews with employer organizations, industry specialists;
- Surveys of employers, including within the framework of student research;
- Discussions with teaching staff.

 If, in general, during the feasibility study stage, all involved parties evaluate the development of the program positively, the process is continued. The management of RMC also evaluates the compliance of the program with the laws of the Republic of Latvia, regulations of the Ministry of Interior and professional standards.

The next stage is the **development of the Program,** which begins with the creation of a working group and the appointment of its leader, who is also potentially the leader of the licensing process for the next program. The working group consists of experienced lecturers and experts in the relevant field. Within the framework of the discussions, the results to be achieved in the program are defined according to Bloom's taxonomy of learning objectives, and guided by "Formulation and use of study results. A practical guide' (2020) principles. The responsible teaching staff develops the general content of the program, defining the study courses and modules to be learned, as well as the expected workload and study duration of students, which is based on:
● LR legislation that defines the framework of the study process and content,
● for the general tasks of higher education, defined in ESG 2015 standards and guidelines (training students to be active citizens and to ensure their future careers; support for the development of students' personality; creation of a broad and deep knowledge base and support for research and innovation),
● the standards of the relevant profession (which determine the achievable study results, skills and knowledge),
● development of study results mapping – which study courses ensure their achievement,
● Student load is defined in credits and in the European Credit Transfer and Accumulation System (ECTS).

The developed program draft is discussed in the methodological commission and, if necessary, corrected.

The next stage is the **development of study modules and course content.** At this stage, according to previously developed procedures (see the Teaching staff section), qualified teaching staff are attracted to the respective program, with whom an **agreement of intent** is concluded. These teaching staff, who are familiar with the specific field, develop course and/or module descriptions, including the

achievable study results: knowledge, skills and competences that meet the general achievable results of the study program and the requirements set by the professional standard.

The discussion and approval of the program takes place in the methodological committee. At this stage, qualified teaching staff discuss the program content and learning outcomes defined for the modules/courses and the necessary corrections are made. The study modules submitted to the methodological commission can be accepted, accepted with minor corrections (the respective teaching staff is responsible for making corrections), or significant corrections can be proposed (in this case, it must be submitted to the methodological commission for re-examination). The final version of the module descriptions is approved by the methodological committee.

The created study program **is publicly discussed** at the next stage. The developed program is sent to associations, cooperation partners, employers and other interested parties, who provide an opinion on the study program, the achievable results and the content of the program, and can propose changes and develop objections to improve the program

At the final stage of development, the **program is accepted and submitted for licensing** at the Academic Information Center (AIC/AIKA)

Licensing of the study program and its inclusion in the relevant field of study takes place in accordance with the procedure established by AIKA.

Upon receiving a positive evaluation, the licensed study program is included in the enrollment plan for the next semester, a communication plan is developed for promoting the program in the educational market, advertising materials are developed, information is posted on the college's website and in other media.

After the start of the program implementation, the content of the program is updated regularly, based on the provided feedback, both from students, employers and other interested parties:

● Student surveys are conducted regularly, both at the end of each study course, in which the student evaluates the execution of a specific course, the results achieved and makes proposals for improving the course, and at the end of the study, in which the student evaluates the overall content of the program, the achieved program results and makes proposals.

● Employers have the opportunity to give feedback on the content of studies, the knowledge, skills and competences achieved by students both during the internship, filling out the internship employer's questionnaire, and acting in the Commission for the Defense of Qualification Works, which attracts employers, and participating in other events organized by the college.

2.3. Student-centred learning, teaching and assessment

Standard:
Universities/colleges must ensure that the programs are implemented in such a way as to encourage students to be actively involved in the formation of the study process, and that the assessment of student performance is consistent with this approach.

Student-centered learning, teaching and assessment at RMC is based on the following principles:

Principle 1: flexible choice of study format

Depending on the student's wishes, opportunities and work rhythm, students are given the opportunity to study in three study forms:
- full-time in person,
- part-time in person,
- distance learning.

Taking into account the fact that students often experience changes in their personal and professional life in the middle of the study process (for example, moving to another city / country, birth of a child, change of workplace and working hours), students have the opportunity to change the study format. For example, a student who has started his studies full-time in person, may continue his studies part-time in person if circumstances change.

Principle 2: Learning outcomes-based teaching and learning
During the study program development process, program learning outcomes (PLO) are developed for the program, based on which the module and/or course learning outcomes (CLO) are set accordingly. Mapping is also carried out, clearly reflecting the study module and/or the interrelation of the course outcomes to the program outcomes. The outcomes of the program, modules and/or study courses are regularly updated and are freely available on the college's website and in the e-study environment for both lecturers, students and other interested parties.

This process is represented graphically in Figure 3.

Figure 3. Study results-based teaching and learning process at RMC

Depending on the program and the achievable results of the study course and/or module, the course instructor chooses the teaching methods and approach, as well as the way the student's progress will be assessed with the help of both formative and summative assessment. The evaluation, in turn, provides feedback on the relevance of the results to be achieved and the need to revise them.
In the form of distance learning studies, both the formative and the summative assessment are made in electronic format in the E-study environment, using the possibilities provided by the Moodle system for organizing tests, assignments, and various interactive activities.

Principle 4: Improvement of teaching methods and approaches

RMC supports lecturers' initiative and individual approach in the development of teaching methods and evaluation of study results, but at the same time regularly provides lecturers and college staff with opportunities for professional development. Thus, it is ensured that lecturers use modern work methods in working with students and are able to adapt them to the changing profile and needs of students. For example, in May 2022, RMC, in cooperation with the Association of Latvian Colleges, held a professional competence development program for pedagogues, Conflicts in the audience, their management mechanisms, in which lecturers were introduced to the types of conflicts, including cultural conflicts, that can arise in groups of different nationalities.

For those teaching staff who participate in the organization of distance learning studies, additional emphasis is placed on the improvement of digital skills, and the full and full use of the possibilities of the E-study environment, providing the necessary support and training. In the e-study environment, all lecturers have access to the Assistance for Lecturers section, which includes:

- Video tutorials for using MS Teams, creating and starting meetings, using various tools during meetings,
- Office 365 user guides and video tutorials, which include tutorials for using PowerPoint, Word, Outlook,
- Moodle tools for adding instructional and video instructional materials, creating tasks, tests, setting up the assessment book, organizing BigBlueButton video lectures, tables, study course descriptions, etc. for creating and posting information,
- Video lecture etiquette tutorial,
- Sample study course for creating an E-environment,
- Descriptions of study modules,
- Teacher meetings,
- RMC collected recommendations for organizing learning processes in the E-study environment.

Principle 5: Adapting teaching and assessment methods to student needs

In the evaluation process, the evaluator focuses on predetermined outcomes and evidence that the student has provided sufficient learning outcomes. The evidence used in the assessment process is versatile, diverse and comes from several sources, such as an exam, independent work, homework, presentations, etc. Activities within the study courses are organized in such a way as to provide direct, indisputable evidence of the student's achievements. The College is committed to ensuring fairness in assessment and therefore equal treatment of every student. RMC assessments are:

- in accordance with the objectives, tasks, results and achievable results of the course / module set in the curriculum,
- in proportion to the time allocated for the assessment,
- each assessment component is clearly formulated,
- provides a specific and clearly formulated contribution to the overall assessment,
- is diverse to assess students' abilities in terms of knowledge, understanding and skills; for example. remembering, understanding, applying and analytical skills,

● is in the language in which the course is taught (Latvian and/or English), while the evaluation instructions for foreign language courses are in the language of the program (Latvian / English), but questions can be asked in the language being studied.

Student works are assessed according to the Academic Information Center (AIC) assessment scale, which is also adaptable to ECTS grades, which is reflected in Table 1.

Level	10point scale	Verbal assessment	Estimated ECTS grade
Very high level	10	with distinction	A
	9	excellent	A
High level	8	very good	B
	7	good	C
Average level	6	almost good	D
	5	mediocre	E
	4	almost mediocre	E/FX
Low level	3	weak	F (Fail)
	2	very weak	
	1	very, very weak	

Table 1. AIC scoring scale

The evaluation of students' works is done by the teacher based on the evaluation scale, assigning a grade and filling in the report, which must be submitted to the RMC within 7 days after the final exam. The program manager controls the grades, identifying cases where, for example, all students received a low grade, or very high, or all students were given one grade, for example, 7 (good), and similar cases. In such cases, the program director may ask the instructor to provide a more detailed explanation of the grades awarded, to ensure that the grading was done fairly.

After the grades are made public, students who are not satisfied with the received assessment can contact the teacher in writing / electronically, asking for a detailed explanation within 2 weeks. If the situation between the student and the teacher is not resolved after receiving a detailed explanation, and the student believes that he has not been treated fairly, he has the right to file a complaint in accordance with a previously clearly agreed procedure. The complaint handling process is detailed in section 9 of "RMC Quality Assurance Policy".

When starting their studies, RMC students have the opportunity to inform the college in writing about special needs and mitigating factors, which the college must take into account when organizing the study process, defense of works, practice, qualification exams and other tests and events. For example, students with a medical justification and need may be granted extra time on tests, or adapted room and other accommodations and accommodations based on the student's needs and the college's capabilities. In the distance studies environment, the same assessment principles are followed, and assessment can be organized both automatically (for example, in the form of a test, where each correct answer automatically assigns points) and manually (the teacher evaluates the work submitted by each student).

Principle 6: Providing feedback

      Students studying at RMC regularly provide feedback to the college about the content of study courses and/or modules, learning methods, program execution and other criteria, and the college ensures that the feedback provided by students is anonymous and is taken into account for the design of the study process.

      It is not only students who are responsible for providing feedback. RMC instructors are required to provide feedback to students on each assessment component, both formative and summative assessments. The grade and/or the number of points is not considered as feedback, the instructor must ensure that the students receive constructive comments and suggestions that will help them improve their further study process and professional career. Also, if the evaluation is organized remotely, individual feedback must be provided to the instructor. Figure 4 shows an example of comments made by the instructor for providing feedback.

Figure 4. Providing feedback during the study process

      As you can see, the instructor not only evaluates the student with points for the submitted work on a pre-arranged scale, but also provides comments that help the student improve the quality of the work in the future and contribute to their individual development and growth.

      The college, in turn, provides feedback to lecturers based on the students' assessment of the study course, teaching methods and other criteria. At the end of the semester, the college management meets with each lecturer individually to discuss the problems experienced during the semester, the solution, the need for professional development and the general assessment of students (below average, average,

above average). The lecturer has the opportunity to provide feedback on the organization of the college's work and processes, and to make proposals for its improvement.

Principle 7: Integrity and Academic Conduct

RMC's quality assurance policy strictly prohibits the principles of honesty and academic behavior, which both students and teachers must follow. RMC has defined that everything is based on respectful relations from both the administrative and academic staff of the college, and the same respectful attitude is expected from the students. The resolution of any conflicts, disagreements and complaints takes place according to a procedure clearly agreed in advance. The complaint handling process is detailed in section 9 of "RMC Quality Assurance Policy".

In the distance learning environment, students have the opportunity to resolve problems and disagreements in a respectful manner based on the procedures agreed in section 9 of the "RMC Quality Assurance Policy", communicating with the college about disagreements both in the E-study environment and by communicating electronically with teaching staff / college administrative staff.

Principle 8: provided study environment

RMC students have the opportunity to study in the center of Riga, in an academic atmosphere, because the lessons take place in the premises of the Baltic International Academy, for the use of which the college has an indefinite contract. Students have access to events, facilities, food packages, library, information databases and other services that create a pleasant and interesting study environment and process.

The distance learning process is organized in the college's E-study environment https://e-learning.managementcollege.eu/my/, integrating the Moodle platform, which offers various tools and options for organizing the study process and feedback. In the case of distance studies, the college uses the MS Teams platform.

2.4. Matriculation of students, progress of studies, recognition and certification of qualifications

Standard:
Universities/colleges must consistently apply pre-defined and published rules that describe the entire "study life" of a student, e.g. student admission, course of study, recognition and certification of their qualifications

2.5. Teaching staff

Standard:
Universities/colleges must ensure the competence of their teaching staff. Procedures for faculty recruitment and staff development must be fair and open.

RMC is aware that teaching staff play a very important role in the study process, therefore additional attention is paid to the competence of teaching staff. In connection with the teaching staff, the following principles have been recognized by RMC:

1. Selection of employees - it takes place according to clear procedures, initially recognizing the need for new employees within the college. The director of the college, knowing the number of students, the required study course and the size of the groups, determines how many lecturers will be needed in each semester. If it is recognized that a new teacher is needed for specific study courses, the employee selection procedure is started, which is reflected in Figure 5.
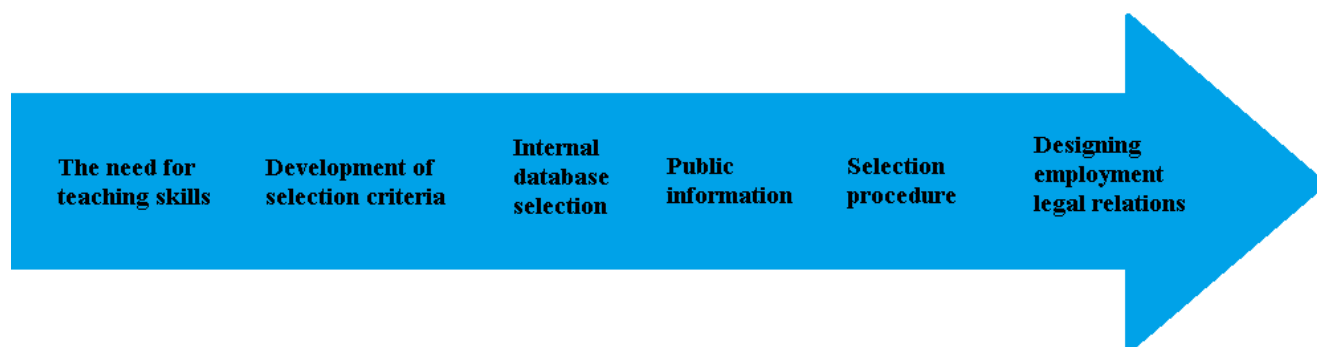

Figure 5. Lecturer selection process at RMC

RMC, after identifying the need for employees, develops strictly defined criteria for the specific position on the following factors:

      1) Qualification of teaching staff (bachelor's, master's, doctoral degree)
      2) Language knowledge (country, English, etc.)
      3) Work experience in a similar position
      4) Work experience in other positions, which is necessary for teaching specific study modules / courses
      5) Professional development
      6) Scientific activity
      7) Digital skills
      8) Communication skills, teamwork
      9) Other skills depending on the specifics of the taught study module / course

Selection criteria have been developed for a specific position, the position is announced both to the contacts in the college's internal database (part-time employees and others), as well as public information is carried out (on the college's website, on social networks, and, if necessary, on advertisement portals). The received job applications are evaluated by the selection committee, which is formed on the initiative of the director of RMC. The task of the selection committee is to evaluate the received applications according to the previously determined selection criteria. Those candidates who received the highest evaluation in the initial selection process are invited to the job interview. Employment legal relations are concluded with the most suitable candidate after the conclusion of the selection process.

For those teaching staff who operate in the distance learning study environment, special attention is paid in the selection process to digital skills and the skills to use the E-study environment for interactive communication and innovative course delivery.

1. **Employee diversity** – RMC does not allow any kind of discrimination in the workplace and in the employee selection process.

2. **Flexible and modern work environment** – RMC gives the opportunity for teaching staff to work in modern offices in the center of Riga, but allows employees to work flexibly, adjusting working hours and environment to the needs of employees, for example, allowing part of the working days to work from home.

3. **Scientific activity of teaching staff** – scientific activity is necessary for the growth and improvement of the teaching staff, but being aware that the process of conducting scientific activity is time- and resource-intensive, procedures and support for those teaching staff who carry out scientific activity have been developed at RMC for this purpose:

   a. Work load relief – those teaching staff who have actively carried out scientific activity within one year and have published at least 2 articles or participated in 3 scientific conferences, have the opportunity to receive teaching load relief;

   b. Financial support – RMC provides financial resources that are allocated to those teaching staff who wish to attend scientific conferences, symposia and other activities, presenting the results of their research. RMC also awards a monetary bonus for the publication of a scientific article.

4. **Professional development –** teaching staff are regularly involved in professional development events, seminars and lectures on various topics. Employees can attend seminars organized by RMC, as well as other professional training courses and seminars, receiving participation fee support from RMC, for example, for training digital skills, improving language skills and other skills necessary for the performance of work duties.

2.6. Learning resources and support for students

Standard:
Universities/colleges must have adequate funding to support learning and teaching activities and guarantee an adequate and easily accessible range of learning resources and the provision of student support.

To provide an environment where students can reach their potential, RMC places emphasis on both physical resources and human resources that interact to provide students with full opportunities to learn and develop.

As one of its main advantages, RMC considers the decision to rent premises in the Baltic International Academy, which provides an opportunity and access to a modern learning environment, modernly equipped classrooms, a library, recreation and dining areas in the center of Riga.

Distance learning studies are organized in the E-study environment, which uses the Moodle system to organize learning processes. Students have access to various tools that are integrated into the

content of the study course, as well as the Student Communication section, which is a virtual student lounge where all students are members and have the opportunity to communicate with each other and discuss topics that are important to them. Virtual coffee breaks are organized in this section, where students have the opportunity to chat with other students, exchange opinions and make important contacts in a free form.

RMC, taking into account the diversity of students (foreign students, students from Latvia, who are mostly working professionals, Russian-speaking students, distance learning students, etc.), emphasizes the skills of the administrative staff, so that they can fully provide the necessary support to students. In the administrative personnel selection process, RMC pays special attention to language knowledge and communication skills, as well as provides training for working with students, emphasizing student-centered behavior and the use of digital tools.

The administrative staff, upon starting work at RMC, has a 2-week adaptation period during which they familiarize themselves with the college's systems, policies, administrative documents, regulations and other necessary information in order to be able to advise students by providing them with accurate information. Lectures are held to raise the qualifications of administrative staff, and it is also possible to attend courses, lectures and seminars organized by other institutions, receiving financial support from RMC to cover tuition fees.

The administrative staff of the college is divided into:
1) Director
2) Deputy director
3) Head of the study department
4) Study program directors
5) Educational methodologist
6) E-study environment supervisor

The other administrative processes – maintenance of student affairs, fulfillment of academic and financial obligations, record keeping of the study plan are carried out using the internal management system NEXUS.

Students can maintain contact with both the administrative and academic staff of the college in the E-study environment, electronically in the college e-mail, by telephone, as well as by visiting the office.

2.7. Information management

Standard:
Universities/colleges must collect, analyze and use the necessary information for effective program management and other activities.

The acquisition and processing of reliable and relevant information is important for the organization and completion of work, therefore RMC collects and analyzes relevant information in several stages:

- First of all, the management staff of the college regularly surveys the latest trends in the labor market, the requirements of professions and employers, as well as changes in offers in Latvian and foreign colleges, thus gaining a general understanding of the trends in the labor market.

- Secondly, information is also obtained from employers and industry professionals, involving them in all stages, starting from the development of the program and ending with the qualification work defense commissions. Information from employers is collected in the form of interviews and the data is processed anonymously.

- Thirdly, one of the most important providers of information about the RMC program offer, work organization, programs, achieved results and student satisfaction with them are student surveys and interviews. Information on student activity and satisfaction is collected in several stages, as illustrated in Figure 6.
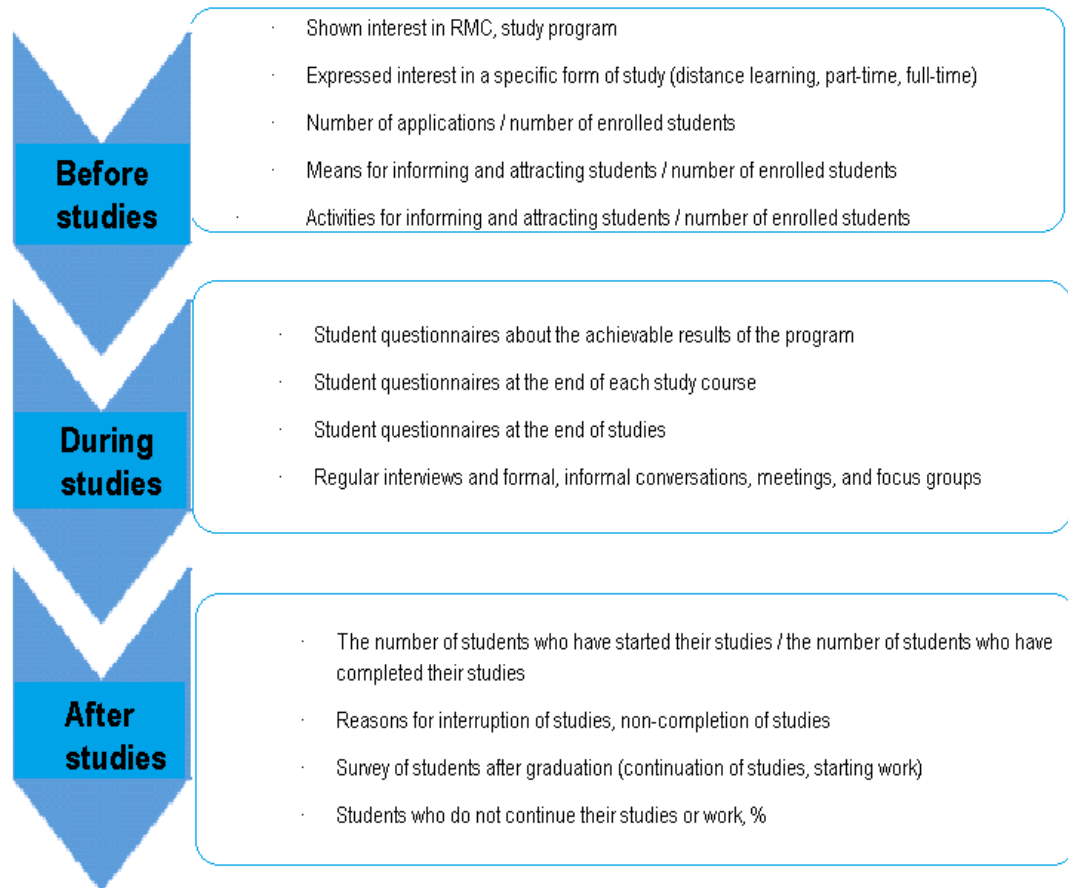
Before studies
- Shown interest in RMC, study program
- Expressed interest in a specific form of study (distance learning, part-time, full-time)
- Number of applications / number of enrolled students
- Means for informing and attracting students / number of enrolled students
- Activities for informing and attracting students / number of enrolled students

During studies
- Student questionnaires about the achievable results of the program
- Student questionnaires at the end of each study course
- Student questionnaires at the end of studies
- Regular interviews and formal, informal conversations, meetings, and focus groups

After studies
- The number of students who have started their studies / the number of students who have completed their studies
- Reasons for interruption of studies, non-completion of studies
- Survey of students after graduation (continuation of studies, starting work)
- Students who do not continue their studies or work, %

Figure 6. Stages of information collection

Very important information about the general interest in studying at RMC and individual study programs can be obtained by regularly gathering information about the interest shown (on social networks, on the website) about RMC. Students have the opportunity to perform various activities on the website and social networks, for example, apply to receive study materials without obligations and fees,

fill out the Do you have entrepreneurial skills? test, apply for consultations, etc., and the involvement of interested parties in these activities shows the interest shown. Students' questions and interest in different study formats (distance learning, full-time, part-time) also indicate relevant trends. More specific information is provided by the collected statistics at the beginning of the school year and semester on the received sufficiency and the ratio of matriculated students, as well as the ratio of the use of funds and the number of activities performed to the number of matriculated students.

During their studies, students regularly provide information to the college about the study program, study results and individual study courses, as well as students are given the opportunity to express their opinion in various formally and informally organized events, lectures, focus groups. In the form of distance learning, questionnaires are available to students electronically in the E-studios environment, while various formal and informal events are held in the MS Teams environment, inviting students to participate in them.

After the end of studies, important information is the ratio of the number of students who started and the number of students who completed their studies, and the reasons why the studies are not completed or the studies are interrupted. Also, it is important for the college to be aware of what students do after the end of their studies, by gathering information about students who continue their studies, or start work, or students who do not start work or studies, and their percentage distribution.

The obtained information is processed anonymously and used in a processed form in the decision-making and study cloud creation process.

2.8. Public information

Standard:
Universities/colleges must regularly publish clear, accurate, objective, up-to-date and easily accessible information about their activities, including the programs offered.

The website https://mcollege.eu/ and the Facebook page https://www.facebook.com/rigasmenedzmentakoledza are used as the main platform for informing the public about the activities of RMC, study programs, current offers and the admission process. The college website was restructured in 2020 and has a modern, easy-to-use design and all the necessary up-to-date information on:

- College, its vision, mission, and history
- Offered study program, content, including information on study duration, qualifications to be obtained, credit points, study fees, study start date, and language choice (Latvian and/or English), also publishing reviews from current and former students
- Information on organized seminars, Erasmus+ activities, distance learning study form, documents, admission procedure and applying for studies
- News and current information
- Information in English
- College contact information

● Interactive activities (test Do you have entrepreneurial skills?, opportunity to apply to receive a sample of study materials without obligations to RMC, chat option)

During current student enrollment periods, the college participates in three-television information programs (RE TV).

2.9. Survey and regular review of programs

Standard:
Universities/colleges should continuously monitor and periodically evaluate their programs to ensure that the set goals are being achieved and that they meet the needs of students and society. The review ensures continuous improvement of the programs. All parties involved must be informed about any planned or implemented measures.

As soon as the study program is approved and its implementation has started, the necessary processes for surveying and improving the program are also carried out in parallel.

● One of the ways in which the program is improved is by taking into account the report received during the program approval, which indicates the program's strengths and weaknesses and factors that need to be improved before the next licensing phase.

● The second way in which the study program is improved is based on regular feedback from students, employers and other interested parties. The obtained information (see chapter 7. Information management) is processed and points to deficiencies and gaps in the study program / processes that need to be improved.

The obtained information is processed by the college director in cooperation with the program director. The information is regularly presented at the meeting of the Methodological Commission, where the necessary steps to eliminate deficiencies and shortcomings and to improve the work are discussed accordingly.

2.10. Cyclical external quality assurance

Standard:
Universities/colleges are subject to cyclical external quality assurance in accordance with ESG.

Cyclical external quality control in Latvia is provided by the Higher Education Quality Agency (AIKA).