

## APPLICATION

Study field "Management, Administration and Management of Real Property"  
for assessment

Study field	<i>Management, Administration and Management of Real Property</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "BALTIJAS STARPTAUTISKĀ AKADĒMIJA"</i>
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## **Self-evaluation report**

Study field "Management, Administration and Management  
of Real Property"

Baltic International Academy

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## I - Information on the Higher Education Institution/College

### 1.1. Basic information on the higher education institution/ college and its strategic development directions, including the following information:

The limited liability company “Baltijas Starptautiskā akadēmija” (Baltic International Academy) was established in 1992 as the Baltic Russian Institute. In 2006 the Baltic Russian Institute was renamed the Baltic International Academy (hereinafter referred to as the BIA). **The main goal of the BIA is to provide the students with higher education and qualification, competitive in the international labour market**, in accordance with the current international requirements and the Constitution of the BIA approved by the Cabinet of Ministers of the Republic of Latvia in 2014.

The BIA is registered in the Commercial Register (**Annex 1**), the Register of Educational Establishments (**Annex 2**) and the Register of Scientific Institutions (**Annex 3**). It is the accredited higher education establishment (**Annex 4**) which provides higher education on the basis of the Constitution of the Republic of Latvia, the Education Law, the Law on Institutions of Higher Education, the Law on Scientific Activities, other legal acts and the Constitution of the high school which sets out the goals, tasks and guiding principles of the high school activities as well as its competences and forms of operation.

The BIA is a member of the **Association of Higher Education Institution**[\[1\]](#) and is one of the ten private higher education establishments in Latvia which occupies a prominent place in the field of higher education. Private higher education establishments in Latvia have gained the trust of the population by offering every year the opportunities for studies in all regions of Latvia and at all levels of study including the doctoral studies. The students who are willing to study can choose the most suitable study from more than one hundred study programmes in different study thematic groups. The wide range of study programmes, interesting and practical study content, good material base and modern teaching methodology, increasing opportunities for international cooperation and many other factors have contributed to the development of the private universities and will ensure their growth. Representatives of the Association of Private High Schools are delegated to the Council of Higher Education[\[2\]](#) as well as to other institutions related to the resolution of topical issues of higher education.

The BIA is a member of the **Latvian College Association**[\[3\]](#) having 26 members the goal of which is to promote the development and improvement of colleges and universities by implementing the 1st level professional higher education programmes and increase their efficiency.

Rector of the Baltic International Academy is a member of the Latvian Rectors' Council which unites the rectors of all Latvian higher education institutions the goal of which is to improve and develop the higher education in Latvia and to participate in the European Common Education Area through the European University Association.[\[4\]](#)

The BIA is a member of the **International Association of Social Work Schools**[\[5\]](#) since 2006.

The BIA is a higher education establishment which is operating in the Latvian Higher Education Area and ensures sustainable education of creative people on the basis of its prestige in the Latvian society, highly qualified personnel, modern technologies and developed material-technical base.

The education is provided in line with the development objectives of the Ministry of Education and Science as set out in Latvian policy planning documents. The objectives of higher education and science are implemented in the consolidated higher education and science sector. This is foreseen by the Latvian National Development Plan for 2020, the Education Development Guidelines for 2020 and directions of policy and measures of the Science, Technology Development and Innovation Guidelines for 2020.

In 2012 as a result of reorganization the BIA and the limited liability company Baltic Higher School of Psychology and Management (BPMA) acquired a limited liability company College of Accounting and Finance (GFK) (BIA and BPMA purchased 50% of its shares each).

During the reporting period - academic year 2014/2015 the limited liability company Baltic Higher School of Psychology and Management, registration No. 40003261174, was reorganized on the basis of the Resolution No.6-12/4928 of the Latvian Company Register "On the recording of reorganization in the Commercial Register". As a result of reorganization the Baltic Higher School of Psychology and Management (BPMA) was reorganized and merged into the BIA. Prior to the merger both high schools carefully evaluated their strategic specialization, developed a detailed merger plan and assessed the value of the merger.

As a result of reorganization was set up a strong high quality and modern infrastructure, academic resources, the internal management and resource management were strengthened and the study fields and study programmes were combined and supplemented.

#### **Study directions after reorganization in 2015**

<i>No.</i>	<i>Study directions of the Baltic Higher School of Psychology and Management</i>	<i>Study directions of the Baltic International Academ</i>
1.	<b>Psychology</b>	
2.	<b>Social welfare</b>	
3.	<b>Economics</b>	<b>Economics</b>
4.		<b>Information and communication sciences</b>
5.		<b>Information technology, computer technology, electronics, telecommunication, computer control and computer science</b>
6.		<b>Art</b>
7.		<b>Sociology, Political Science and Anthropology</b>
8.		<b>Jurisprudence</b>
9.		<b>Translation</b>

10.	<b>Management, administration and real estate management</b>
11.	<b>Hotel and restaurant service, tourism and recreation organization</b>

Considering the qualitative and quantitative factors the study direction “Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Control and Computer Science” was closed in 2015.

#### **Dynamics of the BIA study directions for 2013-2019**

<i>Academic year</i>	<i>Number of study directions</i>
2019/2020	<b>10</b>
2014/2015	<b>11</b>
2013/2014	<b>9</b>

The BIA provides higher education at four study levels in 2019/2020 academic year.

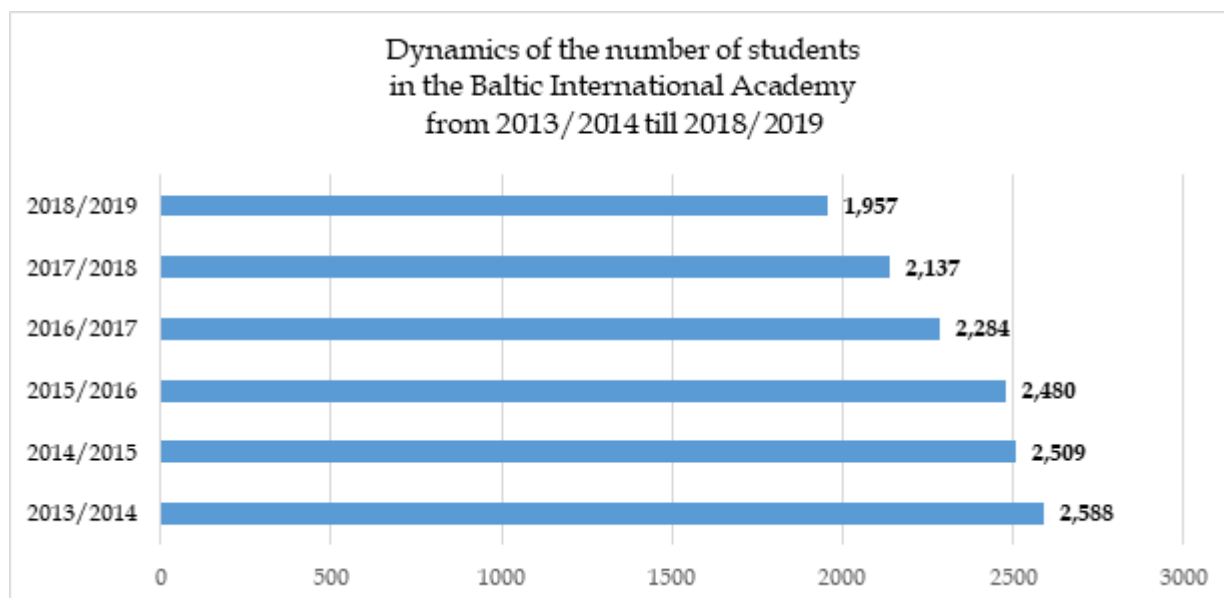
#### **Number of study programmes at different levels in 2018/2019 academic year**

<i>EKI level</i>	<i>Type of study programme</i>	<i>Number of programmes</i>
8	Doctoral study programme	<b>2</b>
7	Master's study programme	<b>12</b>
6	Bachelor's study programme	<b>11</b>
5	First level study programme	<b>4</b>

The list of study directions and programmes accredited by the BIA as of September, 2019 (Appendix 5) contains 10 study directions and 29 study programmes.

According to the data of the Central Statistical Bureau (CSB) the total number of students in the Latvian higher education institutions has decreased since 2018/2019 academic year by 1.2 thousands and since 2015 by 3.9 thousands.

The BIA management, administration, branch managers, as well as the study direction managers and study programme managers are analyzing the dynamics of the number of students in order to facilitate the further development of study directions. Common trends in the development and improvement of the Latvian higher education are also analyzed.



**Dynamics of the number of students in the BIA branches from 2013/2014 till 2018/2019**

Branch	2013/2014 academic year	2014/2015 academic year	2015/2016 academic year	2016/2017 academic year	2017/2018 academic year	2018/2019 academic year
DA	253	238	261	275	292	251
JK	113	115	111	108	111	104
JL	141	131	162	140	121	107
LI	116	112	107	101	94	71
RE	90	86	81	74	60	48
RI	1,818	1,773	1,696	1,522	1,400	1,335
SM	29	26	29	30	31	19
VE	28	28	33	34	28	22
<b>Total</b>	<b>2,588</b>	<b>2,509</b>	<b>2,480</b>	<b>2,284</b>	<b>2,137</b>	<b>1,957</b>

The number of students in Riga (RI), Jelgava (JL), Jekabpils (JK), Daugavpils (DA), Rezekne (RE), Smiltene (SM), Liepaja (LI) and Ventspils (VE).

The number of students of the BIA has sufficiently decreased (28%) during the period from the academic year 2013/2014 till the academic year 2018/2019. The positive tendencies in the number of students are observed in Daugavpils and Jekabpils branches.

**Dynamics of the number of students in the study directions from 2013/2014 till 2018/2019**

Study direction	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
<b>Jurisprudence</b>	<b>551</b>	<b>567</b>	<b>591</b>	<b>596</b>	<b>586</b>	<b>491</b>
<b>Management, administration and real estate management</b>	<b>482</b>	<b>435</b>	<b>407</b>	<b>362</b>	<b>355</b>	<b>323</b>
<b>Information and Communication Sciences</b>	<b>140</b>	<b>116</b>	<b>100</b>	<b>80</b>	<b>77</b>	<b>64</b>
<b>Economics</b>	<b>186</b>	<b>193</b>	<b>182</b>	<b>169</b>	<b>152</b>	<b>147</b>
<b>Art</b>	<b>311</b>	<b>263</b>	<b>243</b>	<b>209</b>	<b>180</b>	<b>141</b>
<b>Hotel and restaurant service, tourism and recreation organization</b>	<b>355</b>	<b>311</b>	<b>283</b>	<b>255</b>	<b>211</b>	<b>216</b>
<b>Translation</b>	<b>126</b>	<b>115</b>	<b>109</b>	<b>90</b>	<b>64</b>	<b>49</b>
<b>Sociology, Political Science and Anthropology</b>	<b>15</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>13</b>
<b>Information technology, computer technology, electronics, telecommunications, computer control and computer science</b>	<b>14</b>	<b>15</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Psychology</b>	<b>226</b>	<b>222</b>	<b>222</b>	<b>200</b>	<b>224</b>	<b>222</b>
<b>Social welfare</b>	<b>182</b>	<b>255</b>	<b>319</b>	<b>307</b>	<b>271</b>	<b>291</b>

Analysis of the student dynamics during the reporting period shows a significant decrease in the following study directions: Translation, Art, Information and communication sciences, Hotel and restaurant service, Tourism and recreation organization, Management, administration and real estate management, Sociology, Political Science and Anthropology.

Positive dynamics can be observed in the study direction Psychology which demonstrates a stable number of students, as well as increasing dynamics in the study direction Social welfare.

Despite the decrease of the number of students at the BIA during the recent years it managed to maintain the positive balance. It is to be noted as an important positive point that the BIA did not increase the tuition fees and maintained a social support policy for the students through a

discount system and offering the student credits.

The financial indicators of the main activities of the BIA are closely related to the student fees..

According to the NACE classification the main activities of the BIA are as follows:

Non-academic higher education	NACE code 85.41
Academic higher education	NACE code 85.42
Retail sale in non-specialized shops	NACE code 47.19
Renting out of the real estate	NACE code 68.20

Financial resources of the private high schools are made up of private funds as well as the other revenues acquired owing to the activities of the BIA.

Clause 7 of the Constitution of the BIA approved by the Cabinet of Ministers of the Republic of Latvia in 2014 defines the main activities of the BIA:

- implementation of the study programmes for the acquisition of the bachelor's, master's and doctoral degree, professional qualification or both professional qualification and degree;
- scientific research work, consultancy activities;
- development and implementation of the study programmes;
- development and implementation of new technologies;
- publishing, printing and advertising;
- organization of scientific and cultural activities;
- stimulating social and creative activities of young people;
- development of culture of ethnic minorities living in Latvia;
- development of the process of integration between different national and ethnic groups in Latvia;
- use of the international experience in problem solving in the sphere of national relations;
- development of international relations and cooperation in the field of education, science and culture.
- realization of the goals set in the Constitution of the BIA. The structure of financial resources of the BIA is determined by the Board and approved by the Senate of the BIA.

### **Management of financial resources of the BIA in accordance with the Law on Institutions of Higher Education**

Article 77 of the Law on Institutions of Higher Education <b>Financial resources of higher education institutions</b>	<b>Financial resources of the BIA</b>
Financing of higher education institutions is performed by their founders.	Financing of the BIA is carried out by its founders: Stanislav Buka, Valery Nikiforov, Inta Buka, Nikita Nikiforov

Founder of higher education institution provides the financial resources necessary for its continuous operation and fulfillment of the tasks, set forth by the founder, and controls the use thereof.	Founder of the BIA ensures its continuous operation and the financial resources necessary for the fulfillment of the tasks, set by the founder, and controls the use thereof.
Financial resources of higher education institution consist of the basic budget resources and the other revenues acquired by the high school due to their activities aimed at realization of the goals set in their constitution.	Financial resources of the BIA consist of the basic budget resources and the other revenues acquired by the BIA due to its activities aimed at realization of the goals set in the constitution of the BIA.
The higher education institutions has the right to receive and use donations and endowments from the banks, other credit institutions, legal and natural persons.	BSA exercises its legal right to receive and use donations and endowments from the banks, other credit institutions, legal and natural persons.
The higher education institution has the right to receive and use loans granted by the banks and other credit institutions.	The BIA has not ever used the bank and credit facilities during its operations. The BIA uses credit facilities for studies and students.
The structure of financial resources is set by the senate of higher education institution	The structure of financial resources of the BIA is set by the BIA Senate.
Rector of higher education institution reports annually on the implementation of the budget to the senate and the founder of high school and publishes it on the website of higher education institution.	Rector of the BIA reports annually on the implementation of the budget to the senate and the founder of the BIA.

BSA has unified budget. The principles of budgeting and allocation of total funding for the implementation of functions of the BIA are approved by its founders and the BIA Senate. Rector of the BIA reports annually on the implementation of the budget to the Senate or to the founders of the Academy.

The BIA budget contributes to:

- ✓ development of the high school as a single institution, cooperation of structural units and responsibility for the results of academic work;
- ✓ creation of the optimal study programme structure (lectures, seminars, workshops, group or individual lessons);
- ✓ harmonious allocation of tasks among the staff, in which the methodological, research and organizational work is represented in certain proportions.

The BIA budget is established through a dialogue between its founders, the management and the Student Parliament of the BIA. The relevant representatives of the administration bear personal responsibility for the execution of the budget and the tasks planned therein

The Student Parliament of the BIA is financed from the centralized funds pursuant to the provisions of the Article 53 of the Law on Institutions of Higher Education and includes 1/200 part.

Revenues of the BIA are acquired from the following main sources of funding:

- **tuition revenues** (tuition fees and other services related to the educational process);
- **revenues from scientific activities** (financing of projects from the state budget, income from scientific works, EU structural funds and other revenues);
- **other revenues** (Latvian and international project funds, income from renting out the real estate, selling of books, organizing various courses, etc.).

The BIA transfers financial resources, allocated by the natural and legal persons to finance the specific target programmes and events, directly to the structural unit, natural or legal person which implements that programme or event.

The BIA combines the diverse study and research and innovation activities in order to provide the Latvian society with the internationally recognized higher education, to develop science and to strengthen the intercultural traditions. Successful operation of the BIA is included in the system of higher education and science of Latvia, sustainable development of the whole society, development of knowledge-based economy and social sphere, development of Latvia as a full-fledged partner in the common space of the EU.

By joining the EU Latvia has chosen the knowledge-based society model in which the higher education and research are the integral parts of society and an internationally recognized and important image elements of the country.

The BIA is an institution which deals with both academic and professional study programmes, as well as science and research, therefore higher education is funded not only by financing tuition, but also by the revenues from science (revenues of the BIA).

The expenditures are planned as a proportion of revenues. The budget priorities of the BIA in the field of its main educational activities are as follows.

- ✓ support of development of the study programmes and structural optimization, establishment of the necessary infrastructure for these processes;
- ✓ increasing the effectiveness of the master's and doctoral studies;
- ✓ support and updating of the academic staff (training at the master and doctoral levels);
- ✓ support of scientific research.

Structure of expenditures of the BIA is typical for the higher education institutions as the majority of expenditures constitute salaries (55% in average) of which 59% constitute the salaries of the academic staff, 22% - the salaries of the administrative staff and 19% - the salaries of the general staff (see Appendix No 4 **Expenditures of the BIA**)

The salary system and the social support programme facilitate the formation of a loyal academically strong core of the professors in all study directions and at the same time it provides the opportunities to involve new lecturers. The activities of the BIA employees are stimulated by raising funds both in the form of research projects and tuition fees, while maintaining the quality of the services offered and the ethics of academic work.

The academic staff engaged is paid for its work in accordance with its qualification and quality of work.

The second largest expense item in high schools refers to the goods and services which in average constitute 18-20% of all expenditures.

The BIA owns real estate and land plots in Riga, Jelgava, Liepaja, Rezekne, Daugavpils and Ventspils, there fore, a significant part of expenditures constitute public utilities and maintenance of buildings.

Table 1.1.4. Intangible assets and acquisition of fixed assets

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Intangible assets and acquisition of fixed assets (EUR)	<b>62,589</b>	<b>40,728</b>	<b>80,701</b>	<b>12,766</b>	<b>89,082</b>	<b>72,713</b>

Table 1.1.4. Infrastructure improvement expenditures (EUR),

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Infrastructure improvement expenditures (EUR)	<b>2,690</b>	<b>8,657</b>	<b>22,052</b>	<b>23,154</b>	<b>10,063</b>	<b>14,525</b>

Every year the BIA receives the financial report of the certified auditor which certifies the financial stability of the BIA which is characterized by high financial ratios (see Appendix **"Financial stability indicators"**). The Board of the BIA uses the profit share for the development of material and technical facilities in accordance with the procedure prescribed by the Articles of Association (see Table 1.1.1.).

Based on European and global experience in the field of professional and academic higher education the BIA promotes the human capital development from the economic, individual and community level. The BIA is systematically improving the quality of studies in order to ensure the academic and higher professional education in the sectors characteristic to the Latvian and European economy in compliance with the requirements of the EU. By developing the BIA study quality assurance system and working out the development and planning documents, the management of the BIA analyzes the factors influencing the international, national dimension, normative regulation in the field of higher education and development tendencies, as well as the partner and labour market requirements in the way it is made at each study direction of the BIA. See Appendix Study Quality Assurance System of the BIA

In January 2016, the BIA Senate approved the long-term strategy for the operation and development of the BIA for 2016-2021. [https://bsa.edu.lv/wp-content/docs/2020/bsa\\_strateg\\_eng.pdf](https://bsa.edu.lv/wp-content/docs/2020/bsa_strateg_eng.pdf)

**Mission** of the Baltic International Academy:

**"Multilingual Education for the Global World"**

**Vision** of the BIA:

The BIA is a modern higher education institution, which, in connection with research in the humanities and social sciences, provides the higher education opportunities of various types and levels to the residents of Latvia and the other countries.

The headline target is to contribute to the development of the BIA as an internationally recognized at the EU level centre of higher education and science.

Targets of the BIA:

In order to achieve the defined headline target and vision the BIA has set the interdependent and synergistic target:

**Target 1:** Development of competitive study directions by increasing the quality of studies according to the needs of the Latvian state, regional and city requirements and the labour market forecasts.

**Target 2:** Integration of science and research in all study fields and ensuring the scientific excellence and international competitiveness in the priority research areas: involvement in the international projects, student and lecturer mobility, promotion of scientific activities, further development of doctoral studies.

**Target 3:** Strengthening the role of lifelong learning in education and ensuring the supply in line with the needs of national and regional population, regular monitoring of the labour market demand, cooperation between educational institutions in offering the lifelong learning programmes.

**Target 4:** Cooperation with the stakeholders, strengthening of the national and regional level cooperation, collaboration with entrepreneurs as future employers of the graduates, ensuring cooperation with the other higher education institutions and science centres in Latvia.

**Target 5:** Stabilization and expansion of the international dimension of the BIA in all spheres of activities: development of appropriate offers in order to attract the foreign students, visiting professors and visiting researchers, involvement in the international organizations, cooperation with the foreign universities and research institutes, involvement in the international projects.

**Target 6:** Development of the human resources at the BIA to ensure the improvement of the quality of academic and administrative staff by increasing the number of PhD staff, facilitating the transfer of experience to young researchers, and developing the doctorate.

**Target 7:** Increase of the capacity and financial efficiency of the BIA by improving the resource management, implementing the results management and developing the BIA infrastructure.

Characterising the targets it can be noted that four of them are content or vertical and three other are horizontal which are equally important for achieving all vertical or content targets.

[1] Private high school associations <http://www.augstskolas.lv/home>

[2] Council of Higher Education <http://www.aip.lv/kontakti.htm>

[3] Latvian College Association <http://www.kolasoc.lv/lv/>

[4] European University Association (EUA) <https://eua.eu/about/who-we-are.html>

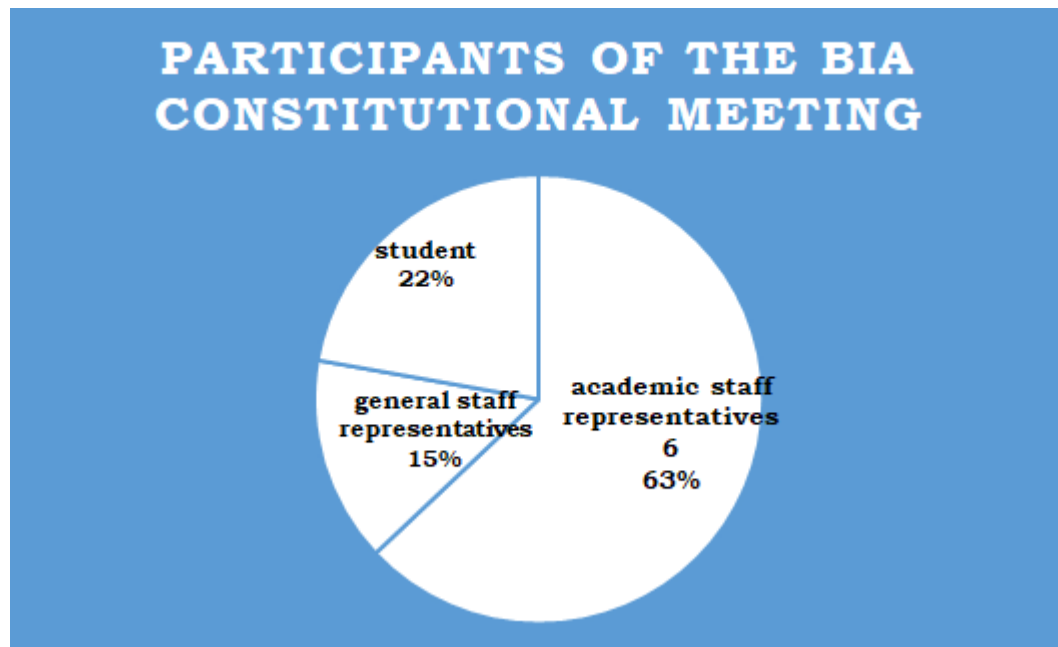
[5] International Association of Schools of Social Work (IASSW) <https://www.iassw-aiets.org/>

**1.2. Description of the management of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers of these institutions.**

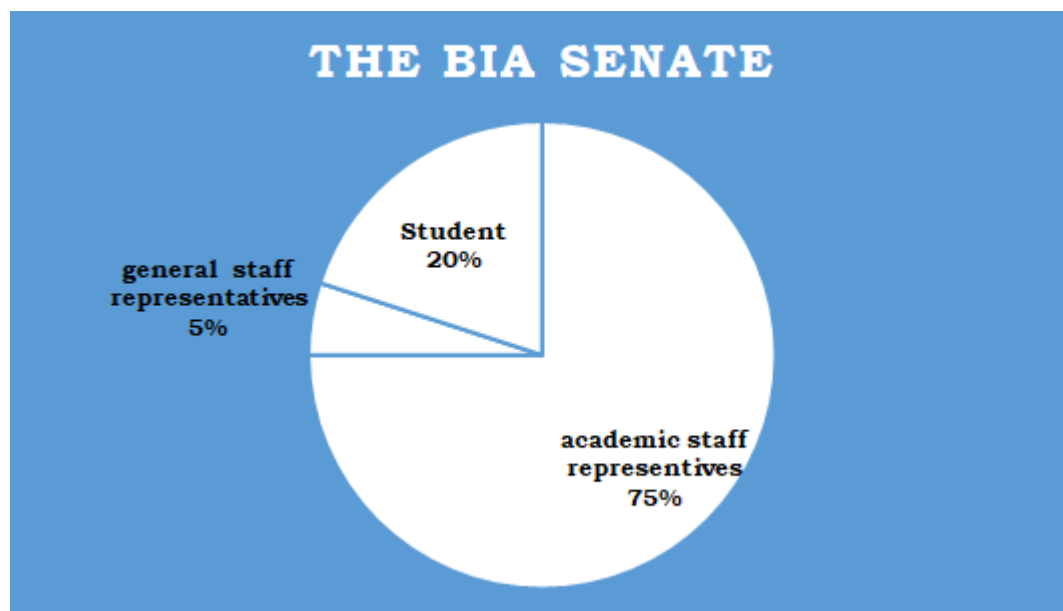
The BIA activities are regulated by the Law "On Constitution of the Baltic International

Academy”, the Law on Institutions of Higher Education and the other external and internal normative documents (follow link [www.bsa.edu.lv](http://www.bsa.edu.lv)). The BIA decision-making bodies are the Constitutional meeting, Senate, Rector and the BIA arbitration court. The powers and responsibilities of each institution are regulated by the above mentioned normative documents.

The BIA Constitutional meeting has 27 members, among them 17 academic staff representatives 4 general staff representatives and 6 students.



The BIA Senate consists of 20 senators: 15 academic staff representatives, 4 students and 1 representative of the BIA general staff.



Student Parliament of the BIA ensures the implementation of democratic principles in management of the BIA. Student Parliament of the BIA acts as a bridge between the students and administration of the BIA. Student Parliament of the BIA consists of the students from various study programmes who organize activities and student life of the BIA, represent the students' interests in the study direction and study programme councils and nominate the representatives to the BIA decision-making bodies.

Organizational structure of the BIA (follow link [http://bsa.edu.lv/lang/lat/o\\_bri.htm](http://bsa.edu.lv/lang/lat/o_bri.htm)) undergoes

regular improvement of the organizational processes:

- reducing the fragmentation of structural units and overlapping of functions and positions, strengthening their profiling, financial stability and autonomy; ensuring a balance between collegial management bodies and personal responsibility;
- increasing the efficiency, productivity and transparency of the management processes, targeted involvement of the external stakeholders in the management processes at different institutional levels with clearly defined functions, responsibilities and powers;
- contributing to the balanced fulfillment of the BIA mission (provision of the study process and research), including assessment of the cost of services for one study place.

Study direction councils include the study programme managers, academic staff, general staff, students and strategic partners – “agents of change” (practice supervisors, employers and industry professionals). Study direction council develops the study direction programme (s) of respective direction, carries out the assessment and implementation analysis of the study programmes, analyzes the learning achievements of students and the quality / performance of the academic staff involved in the study direction. The annual self-assessment of the study direction and recommendations of the accreditation experts are taken into consideration for the improvement of the study programmes

### **1.3. Description of the mechanism for the implementation of the quality policy and the procedures for the assurance of the quality of higher education, as well as the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.**

The BIA Study quality assurance system has been developed and updated in accordance with the requirements of EFQM Excellence Model and the European Association for Quality Assurance in Higher Education (ENQA) document “Standards and Guidelines for Quality Assurance in the European Higher Education Area” Part 1: Standards and guidelines for internal quality assurance in Higher Education (ESG-2015).

Development of study quality assurance system of the BIA is a coordinated activity of the hierarchy of all departments of the BIA and professional activity of all its academic staff. The process of improvement of the study quality assurance system is continuous. The study quality assurance system contains the quality policy, the implementation of which is ensured by all departments and their effectiveness is controlled by the hierarchically established management system (see the BIA organizational chart <https://bsa.edu.lv/en/bia-structure/> ).

The BIA Senate analyzes and evaluates the results of activities of the structural units and makes decisions on their improvement.

The BIA research quality assurance system has been implemented based on the Excellence Model of the European Foundation for Quality Management (EFQM)[1].

Investments, processes and results are evaluated by the study quality assurance system. The key criteria (like in EFQM) are: leadership (management, administration), people (students, graduates, academic staff, scientists, general staff), strategy and planning (BIA, structural units, study directions, study programmes), partnerships and resources (practice supervisors, employers, infrastructure, e-environment), human outcomes (student achievements, academic staff, scientists,

etc.), resident / client outcomes, community outcomes and key performance.

The BIA uses the model of self-evaluation, collects "evidence" - survey data (students, graduates, academic staff, structural units, practice supervisors, employers), financial indicators, measurements and other information which is reflected in the overviews and self-evaluation reports.

Study quality manager is approved by the BIA Senate. Study quality manager together with structural unit managers identifies and documents the processes.

In order to ensure the quality of activities of the BIA its management has taken a number of steps to develop a common quality policy for the BIA and the other important policies and goals for individual processes..

The following policies have been developed and duly approved:

- Study quality assurance system;
- Quality policy;
- Privacy Policy;
- Academic staff policy;
- Internationalization policy;

Internal study quality assurance system contains the objectives of the quality policy, principles of quality assurance and internal quality assurance measures and their description.

[1] European Foundation for Quality Management Excellence model [www.efqm.org](http://www.efqm.org)

**1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 21 of the Law on Institutions of Higher Education by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as evidence for the full compliance, partial compliance or non-compliance.**

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>2. Study Quality Assurance System of the BIA (SKNS) approved at the BIA Senate meeting (Protocoles No.1 dd 25.01.2012), has been developed in accordance with the requirements of the European Association for Quality Assurance in Higher Education "Standards and Guidelines for Quality Assurance in the European Higher Education Area, Part 1 European Standards and Guidelines for Internal Quality Assurance in Higher Education institutions".</p> <p>It is maintained and developed in order to achieve the goals of the BIA in accordance with the European Excellence Model (EFQM) which is based on the recognition and respect of the interests of community, staff of the BIA, partnerships, awareness of quality development, staff training and engagement in quality development processes. Introduction of the European Excellence Model provides the opportunity for a systematic self-assessment of performance of the BIA education quality system, providing information on both the non-conformities and significant improvements of activities of the BIA. SKNS is a document describing the quality policy, objectives and quality system of the BIA. SKNS includes the procedures of the quality system or references to them and defines the structure of documentation to be used in the quality system. The BIA implements quality management using the European Excellence Model (EFQM) which is based on identifying and addressing the client (student) interests, student partnerships, understanding of quality development, staff education and engagement, process management, considering facts, innovation, interests of the BIA staff (staff, students) and achieving the specific goals. Quality management is provided by the responsible person approved by the BSA Senate Quality Manager who is responsible for quality implementation. Quality manager identifies and documents the processes in cooperation with the structural unit managers.</p>
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2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <p>Rules of development, approval and amendment of the study programmes at the BIA have been worked out and approved at the meeting of the BIA Senate. These Rules regulate the procedure of development and approval of the study programmes, principles of the study programme structure, content and management of the professional bachelor's, professional and academic master's studies, requirements for obtaining the professional qualification.</p> <p>Implementation of the doctoral study programmes is regulated by the BIA study rules approved at the meeting of the BIA Senate. Considering the Regulations No. 793 of the Cabinet of Ministers dd 11.12.2018. Regulations of opening and accreditation of study directions the BIA compiles the self-evaluation report for each accredited study direction which is updated every academic year. The self-evaluation report as well as any changes made to this report are approved by the BIA Senate by January 15 of the current academic year.</p>
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3.	<p>The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>Complies</p> <p>Rules of assessment of the study results of the BIA have been developed and approved at the BIA Senate meeting.</p> <p>The Rules have been developed in accordance with Clause 5 of Part 2 of Article 561 of the Law on Institutions of Higher Education Description of Study Course which sets forth requirements to determine criteria for assessment of study results in accordance with the regulations of the Cabinet of Ministers</p> <p>Regulations on the National Standard of First Level Professional Higher Education and, Regulations on the National Standard for Second Level Professional Higher Education, relating to the basic principles and platforms of assessment for programme acquisition.</p> <p>Procedure of organization of the study course examinations and assessment of student competence is applicable to full-time and part-time students enrolled in the study programmes of all levels. Acquisition of the study course is evaluated according to the content, assessment criteria and requirements specified in the course description.</p> <p>Rules of drafting and defending the final theses at the BIA have been developed and approved at the BIA Senate meeting (Protocol No.134 dd 23.05.2018).</p> <p>Regulations on the activities of the State Examination Commission of the BIA have been approved at the BIA Senate meeting (Protocol No. 118 dd 25.11.2014).</p> <p>Criteria for assessment of the students' success are incorporated in the study course descriptions compiled by the lecturer of the respective study course, and the course description is coordinated with the director of the respective study programme. Study course descriptions are approved by the study direction council.</p>
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4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>Regulations on the academic positions of the BIA have been developed approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017).</p> <p>Requirements for the description of the study course.</p> <p>Employment contracts.</p> <p>RULES ON REMUNERATION have been approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017).</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>At the end of each semester the information on student performance is collected, analyzed, and summarized (performance records are input in the BIA File Nomenclature). Rules of assessment of the study results of the BIA describing the performance records and procedure of their preparation have been developed and approved at the BIA Senate meeting..</p> <p>Upon the termination of the study programme the students conclude the agreement with the BIA on the provision of information on their employment which is then collected by the heads of the study programmes. Graduates provide the information on employment using the questionnaire on the BIA website.</p> <p>The BIA receives the information about the students 'satisfaction with the implementation of the study programmes and the efficiency of the lecturers' work using the information provided in the questionnaires of the students and graduates. Students usually fill in the questionnaires at the end of the part of a study course or at the end of the study course. The questionnaires for individual study courses and lecture / group study courses are used. Results of the survey are evaluated at the meetings of the respective study direction; they are analyzed within the the annual self-evaluation and also considered in the elections of the lecturers in the course of assessment of effectiveness of their work.</p>

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>The most important indicators of activities of the BIA are reflected in the annual study reports and study programme self-evaluation reports which are available on the BIA website. Every six years the study direction accreditation commission reviews the annual self-evaluation reports of the BIA and the opinions of international experts and performs the accreditation of the study directions and the study programmes on the basis of this information.</p>
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## II - Description of the Study Direction (1. Management of the Study Direction)

### 1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

Globalisation and digitalisation transform professions, the type of social functioning and human cooperation while at the same time increasing the motivation to successfully solve the skills issue. People's wellbeing in professional life and outside of it requires higher level skills and a general set of skills, which includes cognitive and social emotional skills, as well as the skills required for performing specific work.

In 2018 informational report by the Ministry of Economics of the Republic of Latvia on the medium-term and long-term forecasts of the job market in the Latvian economy, the macroeconomic disproportions expressed in the "rich" years are eliminated and the risks of economic vulnerability to internal and external shocks are reduced. Macroeconomic stability is currently maintained – low national debt, budget is close to balance, balance of payments is balanced. Even though inflation is growing, it is based on the demand-side factors.<sup>[1]</sup>

A modern education system that meets the requirements of the future job market and promotes transformation of national economy and implementation of the priorities set by the smart specialisation strategy is defined as one of the growth priorities for Latvia.<sup>[2]</sup>

Higher education institutions are very important partners of employers and the whole society in the implementation of the EU strategy to promote and maintain growth. The Europe 2020 strategy for smart, sustainable, and inclusive growth<sup>[3]</sup> aims to achieve by 2020 that 40% of EU residents aged from 30 to 34 have a tertiary degree. Improving the results of education and learning systems at all levels, including participation in tertiary education, is also one of the integrated guidelines of economy and employment,<sup>[4]</sup> which was reviewed as part of the Europe 2020 strategy. The updated strategic framework for European cooperation in education and training<sup>[5]</sup> (known as ET 2020) was approved by the Council in May 2009. It includes four strategic aims for education and training in the EU:

- Make lifelong learning and mobility a reality;

- Improve the quality and efficiency of education and training;
- Promote equality, social cohesion, and active citizenship;
- At all levels of education and training, promote innovation and creativity, including entrepreneurship.

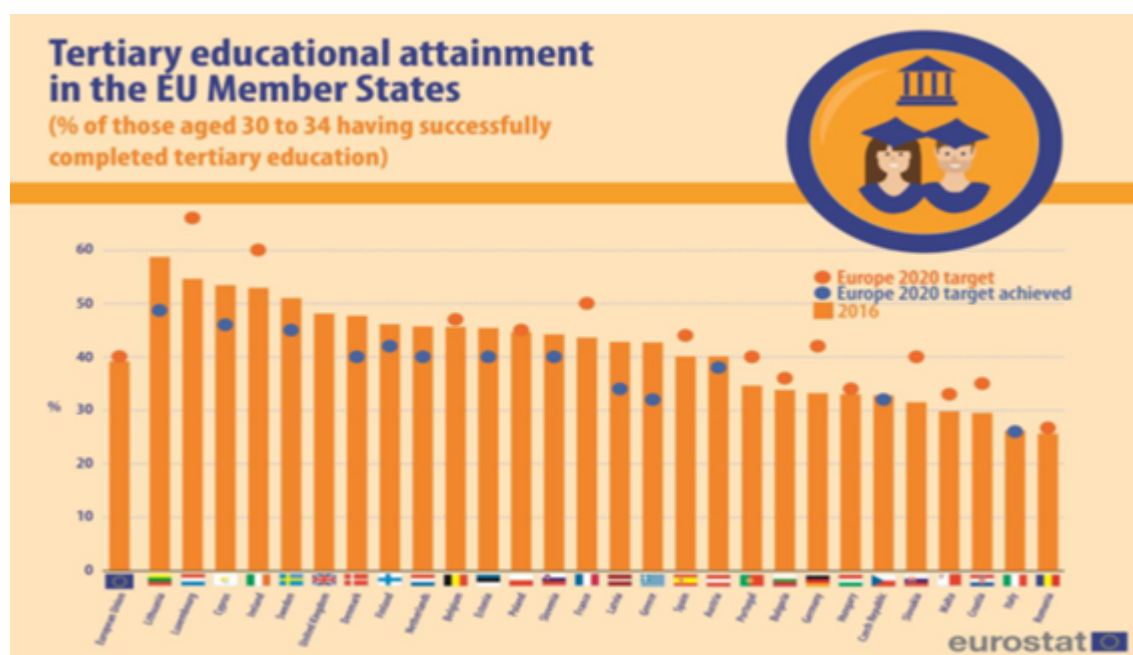
The strategy provides for several criteria to be fulfilled by 2020, including the aforementioned aim to achieve that participation of 30-34-year-old residents in tertiary education is at least 40 %. In November 2011, the Council approved two additional criteria for learner mobility. The first one provides for the aim for 2020, i.e. on average, at least 20 % of higher education institution graduates in 28 EU Member States who acquire education or training (including student traineeship) in relation to the acquisition of higher education, should spend a certain time period abroad, which corresponds to at least 15 credits of the European credit transfer and accumulation system (ECTS) or lasts for at least three months. The second criterion regarding employment was added in May 2012, i.e. by 2020 in the 28 EU Member States the proportion of employed graduates aged from 20 to 34 who have graduated from an education and training institution no earlier than three years before the reference year should be at least 82 %.

Many analysts forecast that in the next years the demand for highly qualified workers will grow even more, and in several EU Member States the skills deficit is already observed. Due to digital technologies, work responsibilities are becoming more flexible and complex. This is why more and more employers are looking for workers who have the required abilities to manage complex information, think independently, be creative, use resources knowingly and efficiently, and communicate with others effectively. Indeed, the future wellbeing of Europe at least to a certain extent depends on the ability to prepare dynamic and diligent workers who are able to design innovative products and processes.<sup>[6]</sup>

The National Development Plan proposal for 2021-2027 shows that by now Latvia has already proven itself successful in certain aspects which involve digital economy (e.g., highspeed Internet, 4G infrastructure, development of digital funding platforms and financial engineering, etc.), the importance of which is undeniably constantly growing. At the same time, Latvia is also one of the countries that create opportunities for designing new products and services for businesses, implementing the open data initiative of the state. In the design of the National Development Plan for 2027 (*NAP2027*), significant attention is given to the issues of digital economy – their status in Latvia, future opportunities in the local, regional and global economy, as well as capitalisation opportunities. Some of the opportunities reviewed in *NAP2027* where Latvian businesses already have considerable groundwork are machine translation and artificial intelligence, biometric solutions, smart devices, genetic engineering, machine vision, financial technologies (fraud detection, purchasing power evaluation, and other solutions), and many more.<sup>[7]</sup>

Tertiary education offered by universities and other higher education institutions in Latvia and in other EU states is the level of education after secondary education. In the EU it is believed that this level of education has a very important role in society because it promotes innovation, economic development and growth, and improves overall wellbeing of residents. Many analysts forecast that in the next years the demand for highly qualified workers will grow even more, and in several EU Member States the skills deficit is already observed. Due to digital technologies, work responsibilities are becoming more flexible and complex. This is why more and more employers are looking for workers who have the required abilities to manage complex information, think independently, be creative, use resources knowingly and efficiently, and communicate with others effectively. Indeed, the future wellbeing of Europe at least to a certain extent depends on the ability to prepare dynamic and diligent workers who are able to design innovative products and processes.<sup>[8]</sup>

Statistics<sup>[9]</sup> on tertiary education (ISCED level 5–8) in the EU (30–34-year-old persons who have acquired education) show that Latvia (42.8 %) has a good result; however, we are behind Lithuania (58.7%) and Estonia (45.4%).<sup>[10]</sup>



### Number of Tertiary Education Graduates in Education Fields (Thousands)

Since the field is focused on the preparation of managers for small and medium-sized enterprises in different entrepreneurship sectors, it can be stated with certainty that it corresponds to the interests of the Republic of Latvia. Moreover, small and medium-sized enterprises make up almost 99% of the total number of registered companies. These companies are interested in employing young ambitious staff.

The implementation of the education field programmes will allow implementing the regional development and education mission of Latvia, which will ensure competitive and diverse internationally acknowledged education, will develop innovative research, will guarantee sustainable development and education of society at different levels. Providing modern education and quality in the implementation of professional higher education programmes will allow implementing the multilingual process using scientific achievements and modern technological opportunities, ensure competitive and diverse internationally acknowledged education, develop innovative research, guarantee sustainable development of society and knowledge of the economy formation processes in Latvia and on international job markets.

The target scenario until 2035 does not provide for very significant changes in the structure of the national economy sectors in comparison with the current situation. It will remain close to the existing one. Although export is the main promoter of growth, it does not mean that the proportion of export sectors will substantially grow. The main reason is that in the recent years the business model has changed significantly. Any industry requires considerable services from other industries (such as IT services, logistics and transportation, other business services, even accounting does not have to be performed directly by the company itself, etc.). Thus, the growth of any industry creates the growth of other industries accordingly, especially in business services.<sup>[11]</sup>

The fastest growth of the number of employees is predicted in commercial services. In 2025, the demand for workforce will exceed the level of 2017 by 6% and will make up 1/5 of the number of employees in the entire national economy; whereas in the long term, the demand will have grown by 20% and will make up 1/4 of the number of employees in the entire national economy. The

growth of the commercial services sector will be primarily promoted by the development of other sectors of national economy and the ever-growing demand for outsourced services.<sup>[12]</sup>

Economic growth in Latvia provides for the formation of new companies in every region. This is related to ensuring entrepreneurship management at the level of small and medium-sized enterprises and the management of specific units in the manufacturing and the service sector. In *NAP 2020* for Latvia, the creation of an excellent entrepreneurial environment is one of the 12 most important priorities for the development of the Latvian national economy, with special emphasis on increasing the territorial potential and unleashing economic activity, especially in the sector of small and medium-sized enterprises. *NAP 2020* predicts that the number of economically active companies will grow from 67000 in 2014 to 90000 in 2030. The 2018 informational report by the Ministry of Economics of the Republic of Latvia on the medium-term and long-term forecasts of the job market<sup>[13]</sup> predicts that the demand for specialists with higher education will increase from 303.0 thousand in 2012 to 441.6 thousand in 2030. Whereas the demand for workforce in the highly qualified employee group will increase:

#### Predicted Demand for Specialists in the Entrepreneurship Field

			2015	2020	2025	2030
High level specialists	Managers	Administrative managers and commercial directors	22.0	21.8	21.4	21.0
		Managers in manufacturing and specialised service sectors	25.3	28.5	31.6	34.9
		Managers in hospitality, catering, sales and other service sectors	8.8	10.0	11.1	12.3
	Senior specialists	Senior specialists in business and administration	37.9	39.7	41.4	43.2
	Specialists	Specialists in business and administration	66.4	68.0	69.1	70.5

The forecasts predict that the most significant staff shortage in the medium term could also form in the managerial professions of various levels (ICT, construction, manufacturing industry, transportation services, hospitality and catering services, as well as sales). In this context, it is especially important to train specialists ready for starting a business in the education programmes corresponding to the field of education which provide for systematic, quality and comprehensive preparation of human resources for the development of the Latvian national economy in such fields as economics and business administration.

The education field “**Management, Administration, and Real Estate Administration**” at the Baltic International Academy since 1999 has been receiving a licence for the professional Bachelor education programme “**Entrepreneurship**” with professional qualification – Company and Organisation Manager.

For further development of the education field and to create the opportunity for Bachelor students to continue their education, the professional Master education programme “**Business Management and Administration**” was licenced at the Baltic International Academy in June 2001, and the professional Master education programme “**Human Resources Management**” was licenced in June 2009.

In May 2013, the education field **“Management, Administration, and Real Estate Administration”** with the education programmes included in it was licenced for six years.

Following the provisions of Section 48 of the Law on Higher Education Institutions, the accreditation period for the education field **“Management, Administration, and Real Estate Administration”** was extended until 31 December 2020.

As of September 2019, the following education programmes are accredited in the education field **“Management, Administration, and Real Estate Administration”**:

**Education programmes accredited at BSA, education field “Management, Administration, and Real Estate Administration”**

<b>Education field “Management, Administration, and Real Estate Administration”</b> <i>Accreditation sheet No.339, 12.08.2015, accreditation term extended until 31.12.2020.</i>							
<i>EQF level</i>	<i>Name of education programme</i>	<i>Code of education programme</i>	<i>Credit value of education programme</i>	<i>Mode and form of implementation, especially specifying distance learning</i>	<i>Location of studies</i>	<i>Degree/professional qualification to be awarded</i>	<i>Language of instruction in the education programme</i>
Level 5	Level 1 professional education programme <b>“Small and Medium-sized Business Management”</b>	41345	80	Full-time classroom learning; Part-time classroom learning; Part-time independent learning	Rīga, Daugavpils	Level 4 professional qualification – Business specialist	Latvian. Russian
Level 6	Professional Bachelor education programme <b>“Entrepreneurship”</b>	42 345	160	Full-time classroom learning; Part-time classroom learning; Part-time independent learning	Rīga, Daugavpils, Jelgava, Jēkabpils, Liepāja, Rēzekne, Ventspils, Smiltene	Level 5 professional qualification – Business administration	Latvian. Russian, English
Level 6	Professional Bachelor education programme <b>“Culture Management”</b>	42 345	160	Full-time classroom learning; Part-time classroom learning; Part-time independent learning	Rīga	Professional Bachelor degree in Culture Management and Level 5 professional qualification – Cultural institution manager	Latvian. Russian
Level 7	Professional Master education programme <b>“Business Management and Administration”</b>	47 345	60-80	Full-time classroom learning; Full-time independent learning	Rīga, Daugavpils, Liepāja	Professional Master degree in Business Management and Administration	Latvian. Russian, English
Level 7	Professional Master education programme <b>“Human Resources Management”</b>	47 345	60-80	Full-time classroom learning; Part-time classroom learning; Part-time independent learning	Rīga, Daugavpils	Professional Master degree in Human Resources Management	Latvian. Russian

The education field “Management, Administration, and Real Estate Administration” is submitting the following education programme for assessment:

**Education programmes to be accredited at BSA, education field “Management, Administration, and Real Estate Administration”**

**Education field "Management, Administration, and Real Estate Administration"**

Accreditation sheet No.339, 12.08.2015, accreditation term extended until 31.12.2020.

EQF level	Name of education programme	Code of education programme	Credit value of education programme	Mode and form of implementation, especially specifying distance learning	Location of studies	Degree/professional qualification to be awarded	Language of instruction in the education programme
Level 6	Professional Bachelor education programme <b>"Entrepreneurship"</b>	42 345	160	Full-time classroom learning; Part-time classroom learning; Part-time independent learning (distance learning)	Rīga, Daugavpils, Liepāja	Professional Bachelor degree in Entrepreneurship Level 5 professional qualification – Business administration	Latvian, Russian, English
Level 7	Professional Master education programme <b>"Business Management and Administration"</b>	47 345	60-80	Full-time classroom learning; Full-time independent learning	Rīga, Daugavpils,	Professional Master degree in Business Management and Administration	Latvian, Russian, English

The education programmes "Entrepreneurship" and "Business Management and Administration" included in the education field not only provide theoretical knowledge and practical skills in business management, but also knowledge about their interconnection. The education programmes form a succession: Bachelor and Master level:

### Linking and succession of the study program "Management, Administration and Real Estate Management"

EKI 7.level	<i>Professional Master's study program BUSINESS MANAGEMENT AND ADMINISTRATION</i>
EKI 6.level	<i>Professional Bachelor study program ENTREPRENEURSHIP</i>

Since the field is focused on the preparation of specialists in different sectors of national economy, it can be stated with certainty that it corresponds to the interests of the Republic of Latvia. Latvian businesses are interested in employing young and ambitious staff.

### Uniqueness of the Education Programmes in the Field "Management, Administration, and Real Estate Administration" in Comparison with Other Similar Programmes at Higher Education Institutions in Latvia

The uniqueness of the education programme "Business Management and Administration" in comparison with other similar programmes at higher education institutions in Latvia is shown in Table

### Comparison of the education programme "Business Management and Administration" with other education programmes in Latvia

Higher education institution	Programme	Degree	Qualification	Duration
EKA	<i>Business Administration</i>	Master of Social Science in Management	-	<i>Full-time studies - 2 years</i>

<i>TSI</i>	<i>Master of Social Sciences in Management</i>	Master of Social Sciences in Management		<i>Full-time studies - 2 years; Part-time studies - 2.5 years; Distance learning -2.5 years</i>
<i>ISMA</i>	<i>Business Administration</i>	Professional Master degree in Business Administration	Business administrator	<i>Full-time studies - 1.1 or 2 years</i>
<i>RISEBA</i>	<i>Business Management</i>	Professional Master degree in Business Management	Business manager	1.5 or 2 years in full-time studies; 2 or 2.5 years in part-time independent studies
<i>TŪRĪBA</i>	<i>Business Administration</i>	Professional Master degree in Business Administration	Company and institution manager	1.5 or 2 years in full-time studies; 1.6 or 2.1 years in part-time independent studies
<i>RSU</i>	<i>International Marketing and Business Administration</i>	Professional Master degree in Business Administration	Company and organisation manager	<i>Full-time studies - 1.5 or 2 years</i>
<i>BA</i>	<i>Master of Business Administration</i>	Professional Master degree in Business Administration	Enterprise and organization manager	<i>Full-time studies - 1.5 or 2 years</i>
<i>LU</i>	<i>Management Studies</i>	Master of Social Science in Management		<i>2 years - Full-time classroom learning</i>
<b>BSA</b>	<b>Business Management and Administration</b>	<b>Professional Master degree in Entrepreneurship</b>		<b>Full-time studies - 1.5 or 2 years</b>

The following corresponding Master education programmes in other higher education institutions in Latvia were used for comparison: Master programme “Business Administration” accredited at BA School of Business and Finance; Rīga Technical University programme “Entrepreneurship and Management”; RISEBA Master programme “Management” and Transport and Telecommunication Institute programme “Management”. The Baltic International Academy professional Master programme structure, similar to RTU and other higher education institutions in Latvia, consists of an obligatory part and limited elective courses; the number of courses is similar, except for RTU; there are no unlimited elective courses. The programme duration is 2 years or 2 years and 5 months. There are many education courses with similar names.

Description of the programme to be accredited:

The programme duration is 1 year and 5 months. For education programme applicants who have a degree in an academic field other than Business Administration, e.g. in Computer Science, Political Science, Law, or Engineering, BSA offers a foundation semester worth 20 credits (30 ECTS). During

the foundation semester, students have the opportunity to learn or improve their English, Latvian, and Russian foreign languages.

To help students determine their learning focus, the Master programme offers several limited elective courses – 18 credits (27 ECTS), for example, RTU – 4 credits. One more positive difference is that classes take place on Friday evenings and on Saturdays, which allows students to combine work and studies.

The following programmes were chosen for comparison with similar Master programmes abroad: Kaunas University of Technology (Lithuania) Master programme “Enterprise Management”, as well as University of Barcelona (Spain) Master programme “Business & Management”.

The uniqueness of BSA Bachelor education programme “Entrepreneurship” is related to its interdisciplinary nature, which makes the programme “Entrepreneurship” different from similar education programmes in higher education institutions in Latvia:

### **Comparison of the Bachelor education programme “Entrepreneurship” with other education programmes in Latvia**

Higher education institution	Programme	Degree	Qualification	Duration
<i>EKA</i>	Management	Bachelor of Social Sciences in Management Science		<i>Full-time studies - 3 years; Part-time studies - 4 years; E-learning, classroom - 4 years</i>
<i>TSI</i>	<i>Bachelor of Social Sciences in Management</i>	Bachelor of Social Sciences in Management		<i>Full-time studies - 3 years; Part-time studies - 4 years; Distance learning - 4 years</i>
<i>ISMA</i>	<i>Business Administration</i>	Professional Bachelor degree in Business Administration	Business administrator	<i>Full-time studies - 4 years; Part-time studies - 4,5 years</i>
<i>RISEBA</i>	<i>Business Management</i>	Professional Bachelor degree in Business Management	Business manager	<i>Full-time studies - 4 years; Part-time studies - 4,5 years tālmācība-4.5 years</i>
<i>TŪRĪBA</i>	<b>Business Administration</b>	Professional Bachelor degree in Business Administration	Company and organisation manager	<i>4 years of Full-time studies during the day or in the evening, or 4.3 years of independent part-time studies</i>
<i>RSU</i>	<i>Start-up Entrepreneurship</i>	Academic Bachelor of Social Science in Management		3 years

<i>BA</i>	<i>Business Administration</i>	Professional Bachelor degree in Business Administration	Company manager	4 years
<i>LU</i>	<i>Management Studies</i>	Bachelor of Social Science in Management		4 years – ( <i>Full-time studies, classroom learning</i> ) 4.5 years – ( <i>Part-time studies, classroom learning</i> )
<b>BSA</b>	<b>Entrepreneurship</b>	<b>Professional Bachelor degree in Entrepreneurship</b>	<b>Business administrator</b>	<b>Full-time studies - 4 years; Part-time studies - 4.5 years</b> <b>tālmācība-4.5 years</b>

Analysis shows that no higher education institution in Latvia offers to acquire a Bachelor education programme where graduates can receive a professional Bachelor degree in Entrepreneurship and a qualification in Business administration, which would enable them to work at the institutions of the business sector, start their own business, or continue studies at the Master level. Comparative analysis of the education programme content shows that the uniqueness of the education programme lies in its content because this education programme enables graduates not only to acquire professional competencies in business administration, considering the specific nature of entrepreneurship in Europe, but also other competencies in social management and social entrepreneurship, as well as such general education courses as logic and rhetoric, European society and culture. Special emphasis is given to the acquisition of economic disciplines in accordance with the new standard for the profession of a Company manager.

The following programmes were chosen for comparison with similar Master programmes abroad: Vilnius Gediminas Technical University (Lithuania) Bachelor programme “**Business Management**” and Istanbul Aydin University (Turkey) Bachelor programme “Business Management”.

*A detailed comparison of the programmes in the education field “Management, Administration, and Real Estate Administration” with similar education programmes in Latvia and abroad according to their content is provided in Part III Section 3 next to the corresponding education programme.*

No data have been found that would indicate that education in management and entrepreneurship could lose its importance in other countries either. When comparing different programmes in different countries, we need to consider the historical development of education in Entrepreneurship and the Management Science and the experience of the particular country in the development of entrepreneurship. In comparison with management and administration education programmes in other higher education institutions in Latvia and abroad, BSA programmes are competitive, with the knowledge and skills required on the job market, as well as the opportunities to find cooperation partners for the development of the cross-border education programme.

Thus, the programmes included in the education field not only provide theoretical knowledge and practical skills in business administration, but also the knowledge about their interconnection.

[1]Ministry of Economics of the Republic of Latvia. (2018) Informational Report on the Medium-term and Long-term Forecasts of the Job Market in the Latvian Economy [*Ekonomikas ministrija. (2018) Informatīvais ziņojums par darba tirgus vidēja un ilgtermiņa prognozēm Latvijas ekonomikā*]

[2] Ministry of Education and Science. (2013) Science and Technological Development and Innovation Guidelines for 2014-2020 [*Izglītības un zinātnes ministrija. (2013) Zinātnes, tehnoloģijas attīstības un inovācijas pamatnostādnes 2014.-2020. gadam.*] Retrieved from: <http://tap.mk.gov.lv/lv/mk/tap/?pid=40306267&mode=mk&date=2013-12-17>

[3] [http://ec.europa.eu/info/strategy/european-semester/framework/europe-2020-strategy\\_lv](http://ec.europa.eu/info/strategy/european-semester/framework/europe-2020-strategy_lv)

[4] Proposal for a Council Decision on guidelines for the employment policies of the Member States - Part II of the Europe 2020 Integrated Guidelines.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52010PC0193:LV:NOT>

[5] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - An updated strategic framework for European cooperation in education and training {SEC(2008) 3058} {SEC(2008) 3059} /\* COM/2008/0865 final \*/

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52008DC0865:LV:NOT>

[6] Education and training in the EU - facts and figures. [http://ec.europa.eu/eurostat/statistics-explained/index.php/Education\\_and\\_training\\_in\\_the\\_EU\\_-\\_facts\\_and\\_figures](http://ec.europa.eu/eurostat/statistics-explained/index.php/Education_and_training_in_the_EU_-_facts_and_figures)

[7] Informational report on the aims, priorities, and directions of action in the National Development Plan proposal for 2021-2027 and its further development and public discussion process [*Informatīvais ziņojums par priekšlikumu par Nacionālā attīstības plāna 2021.-2027. gadam mērķiem, prioritātēm un rīcības virzieniem, kā arī tā turpmāko izstrādes un sabiedriskās apspriešanas procesu*] [https://www.pkc.gov.lv/modules/nap/modules/nap\\_aside\\_navigation/assets/NAP2027\\_kodols\\_piedavajums.pdf](https://www.pkc.gov.lv/modules/nap/modules/nap_aside_navigation/assets/NAP2027_kodols_piedavajums.pdf)

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[13]Informational Report on the Medium-term and Long-term Forecasts of the Job Market  
[Informatīvais ziņojums par darba tirgus vidēja un ilgtermiņa prognozēm]:  
[https://em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/EMZino\\_06072018\\_full.pdf](https://em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf)

## **1.2. Aims of the study direction and their compliance with the scope of activities of the higher education institution/ college, the strategic development directions, as well as the needs and the development trends of the society and the national economy.**

The development strategy and aims of the education field have been created in accordance with the mission, vision, values, strategy, and aims of the higher education institution; whereas the aims of the education programmes have been set in accordance with the aims of the education field.

**The strategic aim of the education field “Management, Administration, and Real Estate Administration” is to prepare high level business administration specialists in accordance with the requirements of the job market, which would be competitive on the Latvian and international job markets, to improve research skills and competencies, as well as ensure the development of the students’ personalities and their motivation for further education.**

The strategic aim of the education field “Management, Administration, and Real Estate Administration” has been defined:

- On the basis of the Baltic International Academy operation and development long-term strategy for 2016 – 2020 (<https://bsa.edu.lv/en/documents/>), the design of which follows the laws and other rules and regulations of the Republic of Latvia, and the Constitution of the Baltic International Academy;
- On the basis of strategic planning documents of the EU and Latvia – the National Development Plan of Latvia for 2020-2027 (NAP2027 project), for 2014-2020 (NAP2020), the Sustainable Development Strategy of Latvia until 2030 (Latvia 2030), “Guidelines for the Development of Education for 2014-2020”, “Europe2020”, “EUROPEAN Higher Education System Modernisation Programme”, the Lisbon Strategy, the most important key principles of the Bologna Process, and other strategic planning documents;
- After consultations with students, employers, professional organisations;
- After discussions following the procedure provided for by BSA education quality system (Faculty Council, Council for Education and Methodology, Senate).

*(Comparison of the main tendencies of the education field “Management, Administration, and Real Estate Administration” development strategy with the strategic objectives and tasks of the BIA is in **Appendix**)*

The development strategy of the “Management, Administration, and Real Estate Administration” includes the improvement of the development key elements and defines the main objectives of the education field:

1. Implementation and continuous improvement of demanding and competitive study programs in nowadays market, providing students with different levels of education and readiness to work in the national and international environment after graduation, attracting foreign lecturers and students, leading classes in foreign languages, providing the opportunity to acquire professional and general competencies;
2. The motivation of students to participate in the research of the academic staff and to initiate

- their research, ensuring personal and academic research potential growth;
3. To provide the graduate with theoretical and practical skills in researching, analysing and deciding on various economic problems, solving specific economic policy issues, developing students' high professional ethics and social skills in business and intercultural communication, independent and teamwork;
  4. Continuous academic, research, professional, and pedagogical development of the teaching staff;
  5. Promotion of the professionalism of the direction study programs, ensuring modern study environment, compliance of the content and forms of studies with the European and global information technology development trends.

The strategic objective of the direction also corresponds to the **objectives of the programs** within it:

- Professional Bachelor's Study Program **"Entrepreneurship"** - to provide topical knowledge in the fields of entrepreneurship and management which correspond to the requirements of the nowadays market, keeping the study quality in line with European education standards, to prepare students who are capable to solve business management problems strategically and analytically, to develop students' personality and provide an opportunity to acquire professional qualification with the right to continue studies in master studies.
- Professional Master's Degree Program **Business Management and Administration"** - to train critically-minded and qualified executives whose state-of-the-art knowledge, leadership skills and competencies would manage and develop private sector companies, public authorities, municipalities, and non-governmental organizations providing their development and changes.

The goals of education field were defined according to the priorities of several national documents:

1. *National Development Plan 2021-2027 - first edition (hereinafter – NDP2027project):*

- National Development Plan 2021-2027 (NDP2027) is the main national medium-term development planning document in Latvia. It has been developed in the implementation of the Latvian Sustainable Development Strategy 2030 (Latvia2030) and the UN Sustainable Development Goals. The goal of NDP2027 – a knowledge society, because “knowledge, quality, and modern education are the basis of a strong country. The Latvian education system at all levels not only meets today's requirements but is also open to the future by training people who are critically-minded, emotionally intelligent and skilled in their profession”. The education field and the study programs included are implemented according to the modern challenges and market requirements.
- There are internationally competitive higher education institutions in Latvia with internationally recognized and qualified academic staff. The graduates of Latvian higher education institutions are competitive both in the local labour market and abroad. The education field and the study programmes included are implemented multilingual, but paying particular attention to the acquisition of the official and English languages, as well as the EU and international regulatory frameworks in the field of commercial activity, which will allow graduates to be competitive on both Latvia and the international market.
- The education field operates based on the NDP2027 action direction “Science for Society Development, National Economic Growth and Security” - attracting human resources for research and capacity building by providing financial resources to increase the number of doctoral students, attracting foreign researchers, more involving in international cooperation...

The active involvement of Academy docents in the scientific process, encouragement and support,

both in the development of scientific publications and in the writing and defence of doctoral theses - a direct contribution to the goal realisation.

- The education field is based on the goals of the NDP2027 action direction "Quality, Accessible, Inclusive Education" - Implementation of adult education for acquisition of skills necessary for national economy development, including higher education institutions (development of flexible learning provision, including modular education, e-environment and work-based learning, acquisition of lifelong learning competencies; recognition of competencies acquired outside formal education).

In response to the challenges, the current programmes under the education field "Management, Administration, and Real Estate Administration" offer a variety of opportunities for lifelong learning. Workers can choose to study on Saturdays or in the e-environment. Education can be provided to both graduates of secondary and vocational secondary education institutions and colleges by raising their level of education and those with higher education developing their competencies.

## *2. National Development Plan 2020 (hereinafter – NDP2020):*

- The goal of the NDP 2020 – to ensure higher education accessibility, it is successfully implemented in the education field, as students who have difficulty in accessing higher education facilities (regardless of location or disability) have the opportunity to obtain their desired education remotely, in an e-environment. Studies in e-environment are friendly to people with movement and visual disabilities.
- The education field is based on the goals of the NDP 2020 action direction "Developed Research, Innovation, and Higher Education":

a) to increase the number of researchers employed in the private sector. The institution of higher education in which the education field is implemented is a private organisation, therefore, the active involvement of the lecturers in the scientific process, encouragement and support, both in the development of scientific publications, writing and defending the doctoral thesis - a direct contribution to the goal.

b) to increase the number of students with a degree or qualification in universities and colleges; to increase the population aged 30-34 with a university degree. 32% of students in the field of study who currently or after graduating from the program will fall into this age group meet this criterion.

## *3. Latvian Sustainable Development Strategy until year 2030 (Latvia 2030):*

Latvia2030 defines Latvia's long-term development vision. It is the country's highest long-term development document and the main planning document that defines the spatial development perspective - outlines an integrated view of the country's balanced and sustainable development. Directions of the strategy:

- Quality and accessible lifelong education. Thanks to the material-technical and human resources provided by the Academy, students in the education field have the opportunity to receive quality and affordable education from anywhere in the world at any convenient time. Currently, students from Latvia, but also Russia, Uzbekistan, Azerbaijan, Kazakhstan, Georgia, Belarus, Ukraine, Lithuania and other countries are studying in this direction.
- "Latvia's education policy remains poorly inclusive concerning to orphans and people with disabilities." By using e-learning opportunities, BIA students have the opportunity to obtain high-quality higher education without going to university.
- "An innovative economy demands new skills and competencies. Technological competence, the capacity to integrate skills and competencies in different areas, creative skills, human and risk management skills, and openness to international and intercultural cooperation is

importantly increasing." In addition to the e-learning priorities mentioned above, students from different nationalities and cultures study in Academy, to develop intercultural cooperation, common events are being organised.

- "Latvia's competitiveness will increasingly depend on the link between the education system and changes in the labour market and the ability to prepare people for life-changing work." Study programs offer a variety of lifelong learning opportunities, both for working people, through Saturday or e-learning, for high school and college graduates, for higher education, and those with higher education, developing their competencies.

#### 4. *Education Development Guidelines for 2014-2020:*

- Digital teaching aids and resources - an electronic publication and resources that contain the content needed to implement an educational program. The point about digital teaching aids and resources is already being successfully implemented in the education field. As the realisation of the education field takes place both in full-time and remotely (in e-environment), to provide students with study materials, only lecture summaries are prepared in each study course.
- Internationalization and international competitiveness of higher education. Promoting the openness of higher education to international cooperation and exchange of information as well as increasing export capacity is one of the priority areas for action in the development of higher education. The Latvian Sustainable Development Strategy 2030 defines the goal to increase the proportion of foreign students in higher education institutions in Latvia to at least 10% of the total number of students. The institution is actively engaged in internalization processes and attracting foreign students. Many foreign students are studying in the education field, as shown by BIA statistics **(Appendix)**.

#### 5. *Latvian Higher Education and Higher Education Development Conception 2013-2020:*

- "The need to improve the quality and relevance of higher education to meet the needs of individuals, the labour market and future professions, and to stimulate and reward excellence in study and research".
- "The need to provide more opportunities for students to acquire additional skills during studies abroad and to encourage cross-border cooperation to improve higher education." The course of studies actively benefits from the Erasmus+ programme for both the exchange of teaching staff and the recruitment of guest lecturers, as well as the provision of study and internship opportunities for students in Europe.

The study objectives are defined using the "brainstorm" method and SWOT analysis with the involvement of stakeholders. A SWOT analysis was carried out with the participation of internal stakeholders (students, lecturers, representatives of administration) and employers.

The objectives are being successfully implemented. The scientific and methodological capacity of the academic staff is strengthened by involving in cooperation projects of various levels, as shown by BIA statistics **(Appendix)**. Scientific research involving students is concerned with solving regional problems. The study programs introduced problem-based learning as well as work-based methods. They allow developing close cooperation with employers and stakeholders **(Appendixes)**. Study programs implemented in English strengthen not only the international competitiveness of the education field but also the competitiveness of BIA in general.

### **1.3. SWOT analysis of the study direction with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/**

improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study direction for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study direction for the next assessment period shall be provided.

To determine the scope for further development, a SWOT analysis was conducted by the program directors, together with the administration, the Faculty Council, the Student Council, employers and graduates. The analysis of the strengths, weaknesses, opportunities and threats of the education field was reflected in table:

**SWOT analysis of BIA education field “Management, Administration, and Real Estate Administration”**

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**SWOT analysis of the Baltic International Academy education field “Management, Administration, and Real Estate Administration”**

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Strengths

Weaknesses

- wide range of study programs offered;
- BIA branches in the regions of Latvia;
- balance of the study courses of the programs, which ensures the acquisition of the necessary knowledge and skills for the new specialists;
- dynamic introduction of changes in study programs according to the requirements of a modern business sphere;
- ability to implement study disciplines multilingual;
- continuous operation of the internal quality assurance system;
- teaching staff with a high level of practical, pedagogical and academic experience and a high level of professional training;
- active participation of the academic staff in methodological and scientific work;
- to supplement the teaching staff with new doctors of science;
- well-developed out-of-school student work - student conferences, guest lectures, creative workshops etc.;
- development-oriented international cooperation;
- participation in Erasmus+ Exchange programme;
- regular business contacts with employers, which employs for approximately 70% of graduates;
- good business relations between teachers and students;
- following the principles of openness, openness, and democracy in the university;
- regular use of new computer technologies in the study process;
- informative, material, technical provision of the study process and a good material-technical basis of the studies.

- § insufficient international recognition of BIA and education field;
- § ageing of the academic staff;
- § passive attitude of some students towards scientific research work;
- § insufficient outside fundraising activity;
- § insufficient cooperation with employers;
- § lack of autonomy in program budget planning, which does not allow to implement management motivation function;
- § no national funding for the studies.

Opportunities

Threats

- increasing the role of bilingual and polylingual teaching, possibility to implement study disciplines in English;
- possibilities to carry out the scientific researches to order of the staff scientific collective;
- motivation of lecturers to prepare scientific articles for publications in internationally quoted collections;
- further education and professional development of lecturers, motivation to study in doctoral studies;
- attraction of foreign guest lecturers and lecturers in the study process;
- attraction of EU funding;
- technical equipment is improved, which will allow using methods in the study process;
- amplification of the collaboration partners' network;
- further e-studies development;
- replenishment of the library's collections of field literature in foreign languages.

§ possible decrease in the number of students due to demographic situation and emigration from the country;

§ the willingness of high school graduates to study abroad;

§ a decline in demand for private higher education due to the low-income level of the population;

§ increasing competition in the spectrum of study programs;

§ changes in the laws and regulations governing the field of higher education.

To minimize the impact of the weaknesses of the direction and to avoid threats, using the strengths and external possibilities of the Academy, a Direction Development Plan for 2016-2021 has been developed (**Appendix Study development plan**). The plan considers improvements in the teaching process, issues of methodological provision, provision of a material-technical basis, possibilities for activating scientific activities and opportunities for improving the qualification of the lecturers.

Taking into account the strategic goal of the BIA, the strategic goal of the direction and the SWOT analysis, as well as the results achieved in previous study years, to improve weaknesses, avoid threats and use existing opportunities the following development priorities should be considered:

1<sup>st</sup> priority: a satisfied student (and a reduction in students' dropouts);

1.1. Quality of academic staff

1.2. Quality of work of directors/direction managers of administration and study programmes

1.3. Development of friendly communication;

2<sup>nd</sup> priority: increasing the number of students;

3<sup>rd</sup> priority: improvement of internal regulatory documents;

4<sup>th</sup> priority: development of scientific activity;

5<sup>th</sup> priority: development of international cooperation.

Summarizing the above it can be concluded that the realisation of the education field is fully by following the national and European guidelines for higher education. There are many advantages in the education field that other universities do not have. For instance, the potential for developing e-learning is practically unlimited. There are no territorial boundaries, no numerical limit for listeners, no space that reduces the cost of the direction implementation. Having a Bachelor's degree, students have the opportunity to continue their studies for a Master's degree. The education field "Management, Administration, and Real Estate Administration" programmes include all strategic issues of national interest, studies of students address specific business as well as national

development issues and, overall, high-quality internship places are available for students. According to the document “Information Report on Medium and Long-Term Forecasts of the Labour Market” ([https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/dsp/DT\\_zin\\_2018\\_eng.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/DT_zin_2018_eng.pdf)), elaborated by the ME (Ministry of Economics), the demand for higher qualification profession “senior specialists” is expected to increase by 7.3% in 2025 and by 16.2% in 2035, the demand for higher qualification profession “specialists” in 2017 is projected to increase by 9.4% in 2025 and by 20.9% in 2035, therefore study programs are considered as prospects. Within the framework of the education field programs significant scientific research work is being carried out, purposeful international cooperation is taking place, programs can also be implemented in the form of e-studies, Moodle environment is used in all programs, professional development of lecturers (internships, doctoral studies, scientific research etc.) is regularly promoted, which confirms that the education field is fully integrated into the overall Strategy of the Academy.

**1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study direction.**

Education field “Management, Administration, and Real Estate Administration” is a part of the BIA Faculty of Economics, Finance and Management and their work is coordinated by the Faculty Council, which develops the direction development strategy, mission, vision, goals and tasks, controls their implementation, plan study and methodological work. The Faculty Council is elected by the BIA Senate for three years. The numerical composition of the Faculty Council depends on the number of faculty study programs. The council consists of study or program directors, senior academic staff, student representatives and representatives of employers or professional associations. The Faculty Council may involve experts, including members of the Promotion Council, practitioners, etc. The Faculty Council is a collegial management body that oversees the implementation of the study program and programs, and its purpose is to facilitate the implementation of study programs, to formulate goals and objectives, to follow their implementation and to promote the improvement of study program quality.

The success of study programs depends on close cooperation between the various structures of the Academy.

**Information on the structural units involved in the implementation of the study program and the required support staff**

No.	Profession	Tasks
1.	Head of the Study Department	Accounting of lecturers' planned and actual workload. Document processing, compilation and accounting according to BIA internal order and record-keeping requirements
2.	Study methodologist	Study process planning, integration, field trip coordination

3.	Operator of the Study Information Centre	Communication with students and academic staff, provision of information on the course of the study process, acceptance of applications
3.	Secretary of the Dean's Office	Listing of student documentation and study results, preparation of informative documents, communication with group elders, organisation of program documentation
5.	Librarian	Work with library stock resources (books, periodicals, databases) and make them available to students
6.	IT specialist	Support of computer users

Each structure is crucial to the quality of program implementation. Support staff in the study programme implementation can be divided into three groups:

**1<sup>st</sup> group** – structures providing the learning process. These include structures such as: an enrolment commission that provides student enrolment, paperwork, collaboration with schools, open door days; the study department ensuring implementation of the learning processes; accounting responsible for financial matters; a library providing students with study and periodical literature and access to databases; analytical department - ensures maintenance and improvement of the database, as well as processes research results; IT department providing website and computer system maintenance; bookstore staff provide students with the opportunity to purchase educational literature and stationery.

**2<sup>nd</sup> group** – structures that ensure interaction between students and lecturers, facilitate the development of international relations, provide students with additional opportunities for study outside the curriculum. These include the Student Parliament, the Erasmus Program Department, and the Foreign Language Centres.

**3<sup>rd</sup> group** – related to the implementation of the study program “Management, Administration, and Real Estate Administration”. This group includes: Program Director Assistant; Faculty Council, which includes lecturers, employers, students and graduate students.

Operational control of the study process and control of the study process, control of students 'and teachers' scientific activity is performed by the programme director. The program director draws up the semester work plans, coordinates work with other departments: BIA branches, accounting, study department, information, technology and analytical units, BIA rector and pro-rectors prepare annual reports. The program director is controlled by the BIA rector and pro-rectors.

Secretary of the Dean's Office: prepares documentation, controls the compilation of the study list and its execution, prepares archive materials, ensures information exchange between BIA structural units, transmits information to students in person, via e-mail or group e-mail, and also uses the website and Facebook to communicate.

The time of acceptance of the program director and the working hours of the program director is determined by the rector's order. The secretary of the Dean's Office is supervised by the program director. Students' participation in the program management is ensured by participation in the Faculty Council, study elders' meetings, Student Parliament, BIA decision-making institutions – the Constitution (Satversme), the Senate which ensures effective achievement of the education field and study program goals, observing the principles of democracy and mutual trust. Students' suggestions and recommendations to improve the study process are obtained through a questionnaire (twice a year). The results of the questionnaire are issued by the Analytical

Department and discussed in the Faculty Council and the BIA Senate.

The quality of studies is controlled by open lectures, student questionnaires, drawing up of a lecturers' rating and the election of lecturers by following tender procedures.

Student knowledge control: analytical reviews of the exam, test, course paper defence, and practice reports are conducted twice a year.

Students' participation in the program administration is ensured by participation in the Faculty Council, the elders' meetings, the Student Parliament and the BIA Senate.

Methodological work is controlled and corrected by BIA Study-Methodical Council. The results of the work (self-assessments) are discussed by the Faculty Council and approved by the BIA Senate.

The management process structure of the education field "Management, Administration, and Real Estate Administration" defined in general the processes necessary to use the quality management system. **Appendix Structure of study direction management** illustrates the management process structure of the education field "Management, Administration, and Real Estate Administration", which shows the relationship between the processes and their respective executors.

Processes of the education field management system fall into three groups:

**1) General management processes (V1 to V7):**

Management overview (V1),

Development planning (V2),

Internal quality audits (V3),

Corrective and preventive actions (V4),

Activity of Faculty Council (V5),

Self-assessment of the education field and study programmes (V6),

Cooperation with industries: Ministry of Economics (ME), Ministry of Finances (MF), and Ministry of Education (MF) (V7).

**2) Study processes (from S1 to S7),**

Research on students', graduates', employers' demands and satisfaction (S1);

Development and updating of study programs and their methodological complexes (S2);

Student enrolment and registration (S3);

Study process and workload planning (S4);

Provision of study courses (S5);

Implementation and control of the study program (S6);

Graduation of students (S7).

**3) Human, material and information resource management processes (R1 to R7):**

Personnel management (R1),

Development of teaching aids (R2),

Managing the foundation for teaching and methodical literature (R3),

Infrastructure management (R4),  
Document management (R6),  
Managing records and IT resources (R7).

**1.5. Description and assessment of the requirements and the system for the admission of students by specifying, inter alia, the regulatory framework of the admission procedures and requirements. The assessment of the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.**

At the commencement of their studies, students have the appropriate knowledge, skills and competencies to achieve the intended learning outcomes. The enrolment of graduates to the Academy is by following the Regulations approved by the BIA Senate - "Terms of admission and Procedure of Matriculation to the Baltic International Academy" (<https://bsa.edu.lv/en/provisions-and-statements/>). To organise student enrolment at the Academy, an enrolment commission is established for the current academic year by order of the BIA Rector or branch managers. The starting dates for enrolment in full-time study programs in the first year after graduation are set by the Cabinet of Ministers of the Republic of Latvia. Subject to the regulations of the Cabinet of Ministers of the Republic of Latvia, the rector shall order the enrolment of graduates to the Academy for specific beginning and end dates for full-time and part-time programs for the first semester. Information on agreements entered into by the Admissions Committee is transmitted electronically to the Accounting and Study Department of the Academy. After verifying compliance with the payment terms in each agreement, the accounting records each completed file to the study department. Based on this information, the Study Department prepares an order for matriculation and submits it to the rector of the Academy for signature.

Recognition of professional experience, previously acquired formal and non-formal education for students who want to continue their studies at the Academy at a later stage of study is by following Regulation of the Cabinet of Ministers No. 932 of 16 November 2004 "Procedure for Starting Studies in Later Study Stages", regulations of the Cabinet of Ministers No. 505 of August 14, 2018 "Regulations for Recognition of Competencies Acquired Out of Formal Education or Professional Experience and Previous Educational attainment" and Regulations approved by BIA Senate - "Terms of admission and Procedure of Matriculation to the Baltic International Academy" and "Regulations on the Recognition of Learning Outcomes in Prior Education outside of Study Programs or Professional Experience". A person who wants to have the learning outcomes achieved in his or her previous education or professional experience recognised submits an application to the BIA for recognition of the learning outcomes achieved. The application shall be accompanied by documents attesting to the learning outcomes achieved in the previous education or professional experience. The decision on the recognition of learning outcomes achieved through prior education or professional experience is being taken by the Commission. The Commission shall, within one month after receipt of the application, examine it and decide on the recognition of the learning outcomes achieved in previous education or professional experience or on the refusal to recognize the learning outcomes achieved. The decision shall be forwarded to the applicant. The Commission has the right to verify the information provided and the facts as they stand. If necessary, the commission may determine examinations to evaluate the learning outcomes achieved in previous

education or professional experience.

In the summer admission period of the 2019/2020 academic year the applicant K.K. applied to the BIA Admission Commission to enter the 2nd level professional higher education study programme "Entrepreneurship". Upon entering, the applicant filled in the certain application form indicating the chosen study programme and the information about herself and submitted to the BIA Admission Commission all the documents referred to in the Clause 46 hereof.

Admission of applicants to the full-time and part-time study programmes is carried out in the open and equal competition order based on the results of centralized examinations. Applicant K.K. has obtained the secondary education in the Republic of Latvia, she submitted the Secondary school certificate and the a Centralized examination certificate on three subjects. According to the BIA Admission Regulations the levels of Centralized Examinations (at least 2 subjects) are to be from A to E (inclusive) which corresponds to the existing level boundaries for each subject. Level of the centralized examinations of the applicant K.K. was sufficient: Latvian - 59% (corresponds to level C), English - 33% (corresponds to level E) and mathematics - 28% (corresponds to level D).

Admission Commission upon getting acquainted with the submitted documents made a decision on the admission of the applicant K.K. in the 1st semester of the 1st year professional higher education study programme "Entrepreneurship" of which the applicant was notified. Then the study agreement was concluded with K.K. on the basis of the decision of the Admission Commission.

In the 2017/2018 academic year the student A.V. applied to the BIA Admission Commission to enter the 2nd level of the professional higher education study programme "Entrepreneurship" at the later stage of studies. The applicant submitted the academic transcript from the previous place of study, the copy of which was submitted to the director of the study programme, who has examined the document, compared the subjects with the study programme "Entrepreneurship" study plan subjects by names and credit points, prepared the draft of the applicant transfer form and reported to the study result recognition commission on the results of comparison.

Admission Commission upon hearing the report of the programme director and getting acquainted with the submitted documents made a decision on the recognition of the learning outcomes achieved during the previous education and on the admission of the applicant in the 3rd semester of the 2nd year of the study programme "Entrepreneurship" of which the applicant was notified. Based on the decision of the Admission Commission the transfer form for the applicant was prepared and signed by the director of the study programme, then the study agreement was concluded with A.V.

Education in English is provided in the BIA mainly for the foreign students who are admitted to the BIA pursuant to the provisions of the Article 83 of the Law on Higher Education Institutions. Admission of foreigners is organized by the External Relations Department and the Admission Commission of the BIA. Foreigners are admitted on the basis of the following criteria:

- all requirements of the Ministry of Foreign Affairs of Latvia, Office of Citizenship and Migration Affairs and the other institutions of the Republic of Latvia related to the entry and residence of foreign students in Latvia have been met;
- External Relations Department of the BIA has received the expert opinion of the Academic Information Center of the BIA pursuant to the provisions of the Article 83 of the Law on Higher Education Institutions and requirements of the BIA Admission Regulations corresponding to the respective study programme have been met;
- foreigners wishing to study in English have to submit to the External Relations Department the certificate of the English language proficiency issued by the international testing institution during the last five years. Language proficiency has to conform to at least ENP

grade B2; the above mentioned document is not submitted by the foreigners who have acquired the secondary education in the language of implementation of the respective study programme;

- foreigners wishing to study in Latvian have to submit to the External Relations Department the state language proficiency certificate issued by the state language proficiency examination commission; language proficiency has to conform to at least grade B2.
- In the course of registration for studies the applicant fills in and sends to the External Relations Department the application form for foreign students, his passport copy, copies of educational documents confirming his previous education required for starting the studies.
- The originals documents are submitted to the BIA upon arrival of the applicant or sent to the BIA by mail for legalization. More detailed information on the process of admission of foreigners is available on the BIA website: <http://abiturient.bsa.edu.lv/index.php/en/uznemsanas-kartiba> .
- Upon completion of the admission process the External Relations Department submits the admission documentation of the foreigner to the BIA Admission Commission for his matriculation.
- Decisions of the Admission Commission may be challenged in writing within one month from the date of making the decision by submitting a motivated application to the BIA Board. The same decisions may be appealed in the court in accordance with the procedures specified in the Administrative Procedure Law.

BIA has the right to terminate participation of the person in the admission process in case he/she has not complied with the requirements of the enactments regulating admission.

Distance learning at the BIA is organized by the Distance learning centre in close cooperation with the directors of study programmes and/or heads of study directions. Activities of the Distance learning centre are organized in accordance with the laws and regulations of the Republic of Latvia, including the Law on Higher Education Institutions, and the regulations of the BIA study process, including the Admission Regulations, the Study Regulations, methodological instructions for the development of study papers, etc. So, there are no specific requirements for distance learning.

#### **1.6. Assessment of the methods and procedures for the evaluation of students' achievements, as well as the principles of their selection and the analysis of the compliance of the evaluation methods and procedures with the aims of the study programmes and the needs of the students.**

The process of training qualified professionals in business management is not possible without extensive and rigorous control of the students' acquired knowledge and skills. It is not just the knowledge gained in block disciplines that is the object of control. The ability and logical reasoning to express one's views in public, the ability to independently find and analyse the information that is needed are also assessed.

During the control process, the ability to work with library catalogues and to find relevant information on the Internet is evaluated.

The main elements of the control of students' knowledge are tests and examinations. Examinations and tests will be taken in oral and written form, and a combination of these forms is also possible.

The results of course papers, project work, as well as bachelor's and master's theses are evaluated by a commission.

The completion of the study course is evaluated on a 10-point scale by following the Cabinet of Ministers Regulations No. 141, No. 512, No. 240 and the "Regulations on Study Course Exams and Tests at the Baltic International Academy" approved by the BIA Senate (decision No. 211), "Regulations on the Evaluation of Learning Outcomes at the Baltic International Academy" based on the following criteria: volume and quality of knowledge acquired; skills acquired; acquired competence according to the planned learning outcomes.

The procedure of organization of study course examinations and assessment of student competency is applied to full-time students registered in study programs of all levels. Acquisition of the study course is evaluated by following the content, assessment criteria and requirements specified in the course description. The following *basic principles* shall be observed when assessing the acquisition of the content of study programs:

- openness in the assessment of knowledge and skills – a set of requirements for a positive assessment of educational achievement is set by following the objectives and tasks of the program as well as the objectives and tasks of study courses;
- the principle of compulsory assessment – it is necessary to obtain a positive assessment in the study courses of Part A, Part B, internship and state examinations of the study plan.

Internship is a peculiar form of testing the skills of future professionals. Internship reports will be carefully analysed and evaluated by following the BIA "Regulations on Internships at the Baltic International Academy" (<https://bsa.edu.lv/en/documents/>).

An important element of student examination is the pre-defence and defence of the Graduation Paper. The procedure for Graduation Paper was approved by the BIA "Regulations on the Development and Defence of Graduation Paper at the Baltic International Academy" (<https://bsa.edu.lv/en/documents/> ).

The content of the examination, the examination requirements, assessment criteria and methods are determined by the description of the study course, but the procedure of each examination is determined by the lecturer of the study course or the chairman of the examination commission.

Given the above, it is concluded that the BIA has strict control over the implementation of study programs. The applicable control system enables the training of qualified specialists in the field of economics and entrepreneurship. Students not only acquire the necessary knowledge but also learn to expand their knowledge independently.

In consideration of the differences between full-time studies and distance learning the "Regulations on Distance Learning at the Baltic International Academy" (<https://bsa.edu.lv/en/documents/>) have been developed which describe the procedure for remote testing of the students' knowledge (regular examinations, final examinations, semester examinations and state examinations) using the electronic means of communication (Skype, Skype for Business or Big BlueButton).

At the student's request the final examination can also be conducted in person; for this purpose the student has to arrive at the BIA at the time agreed with the course teacher. State examination is the defence of a diploma thesis which concludes the acquisition of the study programme. State examination is conducted remotely using the electronic means of communication (Skype, Skype for Business or Big BlueButton), however, at the student's request the thesis defence can be conducted in person.

**1.7. Description and assessment of the academic integrity principles, the mechanisms for the compliance with these principles, and the way in which the stakeholders are informed. Specify the plagiarism detection tools used by providing examples of the use of these tools and mechanisms.**

Academic integrity is the principle of mutual behaviour between BIA faculty, students and researchers. Instructions for dealing with academic integrity violations and types of plagiarism are by following the approved Code of Academic Integrity and Ethics of the Baltic International Academy (<https://bsa.edu.lv/en/documents/>). They are intended for use by students, academic and general staff. The principles of academic integrity are objectivity, responsibility, mutual respect and trust, and exclude deception and fraud. Plagiarism is one of the most typical types of violation of academic integrity.

Activities directed at linking the study process with the principles of academic integrity:

- at the end of each course, students complete questionnaires for lecturers' work and study course content, which is analysed and taken into account when planning future study work to improve the quality of lecturers' work;
- feeds in lectures where frontal tests are difficult to organize and allow unscrupulous students to "crib", optimize or reduce the number of students in lecture-rooms;
- the final assessment of the study course consists of several parts – attendance, activities in lectures, independent work, mid-term examinations; the exam mark represents only 70-80% of the final mark;
- the deadlines for submission of written works are strictly adhered to and no works are accepted after the specified deadline;
- BIA regulations on students' competency assessment requirements, procedure, presentation of results, appeal possibilities have been developed.

When submitting their research papers (bachelor, master and doctorate), students must certify with their signature that the work is not falsification or plagiarism. The scientific supervisor of the thesis also certifies it with his/her signature.

With academic staff, relevant issues are addressed in collegial body discussions. The introduction of technical tools and procedures to prevent the plagiarism of students and staff, as a result of discussions and in-depth evaluation, was recognized as ineffective and economically ineffective due to the limited number of professionals and students, and due to the high level of expertise that BIA experts can provide with their counterparts in other countries.

Violations of the principles of academic integrity can be of varying nature and cause greater or lesser damage to academic work. They may be intentional or unintentional. To facilitate the evaluation of violations, academic integrity violations may be classified as:

- poor academic practice;
- plagiarism;
- gross academic violation.

Depending on the seriousness of the violations, it is also possible to vary the sanctions applicable to students so that they are aimed at improving the quality of studies, proportionate and disciplinary.

Code of violations of academic honesty was drawn up which constitutes the conclusions of the BIA

teachers based on the fact that students when writing reports, term papers or diploma thesis commit the following violations:

- - preserve the essence of the content of the authentic source, but slightly paraphrase it and modify the keywords;
- - paraphrase the fragments of other authors' works so that the individual fragments fit together, instead of writing the original text;
- - mention the name of the cited author, but does not indicate the specific information of the cited source (eg title, publisher, etc.), so the reference cannot be found and it cannot be ascertained that the referred work exists;
- - indicate the exact reference to the source, but the text fragment is not presented as a quote, if this fragment is copied or paraphrased very close to the text, creating a wrong idea and claiming to present the original information;
- - copy large fragments (one or more paragraphs or parts of them) from another text without paraphrasing them;
- - give in some places the precise references to the cited sources, but in the other - paraphrase the text from the other sources without references, etc.

The reasons of violation of the originality of the content are often not deliberate fraud, but a lack of knowledge and understanding of how to correctly and responsibly integrate the content developed by the other authors into their works. In most cases the students plagiarize their work not abusively but because of the lack of understanding of the use of references or the meaning of intellectual property. This is especially true for the first-year students who tend to use the reports already available online or rewrite the already published works without references. That is why the BIA helps them to learn the basics of research, including the correct use of references.

In the case of bad academic practice involving ignorance the student is usually reprimanded and evaluated appropriately, sometimes forced to completely redo his work. In case of more serious violations, the lecturer has to fill in the report on the violation of the academic honesty and in this case a warning of expulsion may be applied to the student or even the student may be expelled from the BIA.

Final thesis is the main result of the state examination and, in accordance with the "Regulations on the development and defense of final theses at the Baltic International Academy" (<https://bsa.edu.lv/dokumenti/>) the students have to submit their final thesis also in the electronic form. BIA has signed the agreement with the Latvian University on joining the plagiarism control system as the main anti-plagiarism tool in the fight against violations of academic honesty.

**1.8. Specify the websites (e.g. the homepage) on which the information on the study direction and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers.**

All information about the education field and the corresponding study programs (including self-assessments) are published on the BIA website <https://bsa.edu.lv/en/self-assessment/>

The compliance of the information available on the BIA website with the information available in the official registers is the responsibility of the BIA rector's obligation executor S.Smane and the BSA

## **II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)**

### **2.1. Assessment of the efficiency of the internal quality assurance system within the study direction by specifying the measures undertaken to achieve the aims and outcomes of the study programmes and to ensure continuous improvement, development, and efficient performance of the study direction and the relevant study programmes.**

To ensure the quality of the Academy operations, management has taken several steps, facilitated the development of a common quality policy for the Academy, as well as more significant policies and objectives for individual processes. BIA Quality Policy has been developed and duly approved, which defines and describes the policy objectives, quality assurance principles and internal quality assurance measures. Quality management is provided by the BIA rector. The rector confirms the Quality Manager, who is responsible for quality implementation. The quality manager identifies and documents the processes in cooperation with the unit managers.

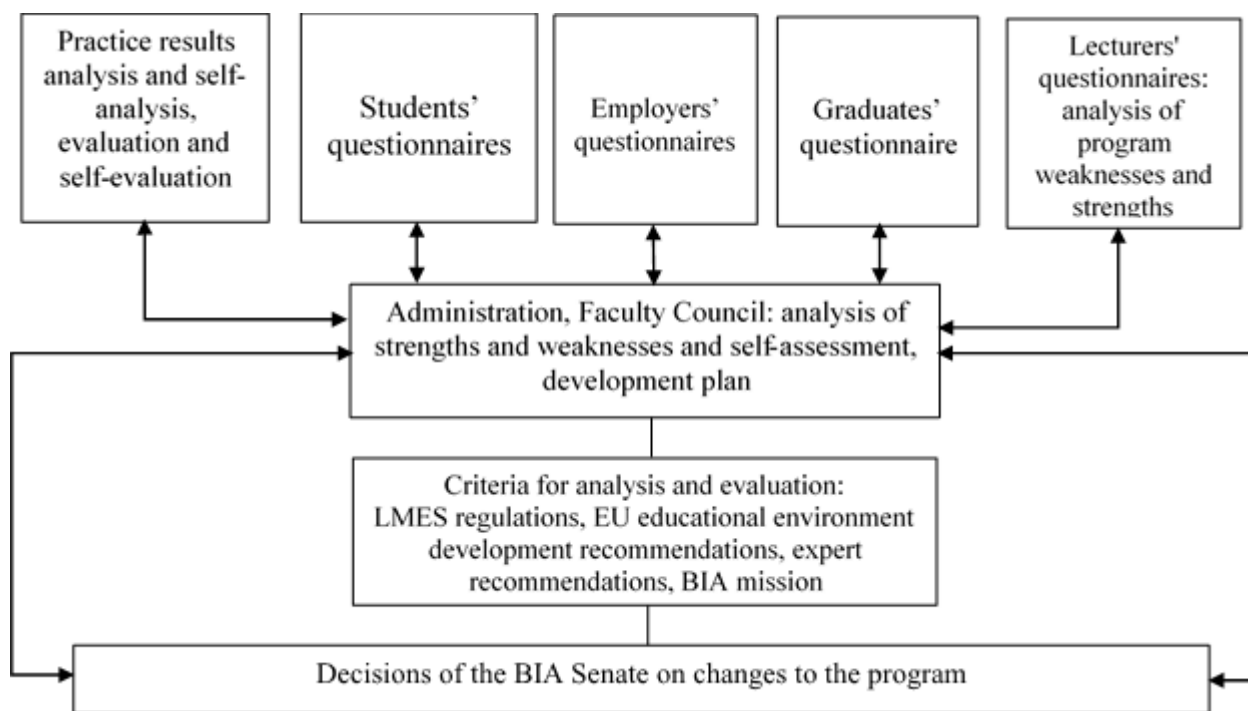
The internal quality management system of education within the study programs of the study field was reflected in the diagram (**Internal education quality management system**)

Ensuring the topicality and continuous improvement of the study programs to be implemented, as well as the development of new study programs, takes into account the interests of stakeholders by systematically exploring and assessing the following aspects:

- the needs of prospective students and graduates;
- desires of existing students and their level of satisfaction;
- requirements of employers;
- development tendencies of the economy in Latvia, Europe, and worldwide;
- examples of good practice for the training of highly qualified professionals.

To ensure quality policy at BSA:

- ensures the study process with highly qualified Latvian and foreign lecturers;
- improves the management system processes by encouraging the involvement of the higher education institution staff in the continuous improvement of study and administrative processes;
- contributes to the continuing education and professional development of the academic and general staff;
- regularly assess progress towards the Academy's strategic goals;
- plans and provides financial, personnel and material resources necessary for the operation of the study and higher education institution;
- purposefully cooperates with students, graduates, employers, educational institutions, governmental and professional non-governmental organizations, foreign higher education institutions and other institutions;
- facilitates student and lecturer exchange and cooperation programs with foreign higher education institutions.



### Internal education quality management system

The quality management system includes the implementation of the necessary stages of quality assurance:

- the planning of the Academy's activities, covering both academic, scientific, administrative and economic activities;
- implementation of action plans: using the available resources and attracting new forms of cooperation with other academic institutions, public administrations, private institutions and other partners to achieve the desired results;
- an evaluation of the results obtained, based on the establishment of a permanent link between the Academy's management and the Academy's staff involved in the process of achieving the desired results;
- based on the assessment made, decisions are made on the necessary changes to the Academy's operational process to ensure consistent quality that meets the high academic, scientific and institutional administrative and financial management requirements.

The assessment of the effectiveness of the internal quality assurance system includes the following assurance and control methods and procedures:

**Expert evaluation:** an examination is carried out using the experts of the BIA (internal experts) or other organizations (external experts). Expertise methods are used to ensure quality control:

1. In study, methodological, and scientific work;
2. The BIA Senate carries out the election (re-election) procedure for the academic staff in positions;
3. Students' state examination - in bachelor's, master's and doctoral programs during the pre-defence and defence of diploma papers.

Preparation and publication of scientific and methodological publications - both internal and external reviewers are involved;

Preparation of professional programs and study courses according to the education field.

**Questionnaire method:** is used to obtain information to evaluate the following parameters:

1. Quality of marketing campaigns;
2. Effectiveness of the enrolment commission work;
3. Effectiveness of the academic staff work.

**Registration method:** calculation of specific events, objects, issues, etc. Used to evaluate the following parameters:

Quality of the planned study work lectures;

1. To determine the number of lectures and class postpone;
2. Attendance of lectures;
3. To determine student financial discipline.

**Calculation method:** a method for identifying and using causal and empirical dependencies for specific parameters. Used for quality assurance and control:

1. Planning the study process;
2. Controlling the attendance level of students;
3. Checking the work discipline of personnel;
4. Calculating wages of lecturers and personnel.

External (social) audits of BIA higher education quality are conducted in the form of state and public evaluations. Public audit – is licensing of study fields and cyclic accreditation of study fields and the Academy. Cyclical external evaluation is conducted every six years by following regulatory requirements. Public rating – in the form of ratings by various government bodies and mass media.

**Feedback with students.** Students' opinion is important in ensuring the education quality. Quality information and students' rating is obtained from:

1. in direct contact with students during and outside the lectures;
2. students' questionnaires conducted every semester, which determine the lecturers' ratings and allows students to freely express their opinion about the academy as a whole, the study program, the study infrastructure and each lecturer who has worked with them in the particular semester;
3. student representatives in the decision-making bodies of the Academy;
4. with Student Parliament intervention.

Student recommendations are always considered and respected as much as possible (for instance, as it was done when planning the lesson schedule and session schedule). The list of lectures is prepared taking into account the wishes of the doctoral students, the list is placed on the BIA website and sent to the doctoral students by e-mail, as well as changes to the schedule of lectures, invitations to conferences, etc.

BSA actively cooperates with several companies, regular **cooperation with employers at various levels** is of particular importance:

- developing a new program, identifying labour market requirements and assessing demand;
- participation in the development of education field and study programs;
- provision of internship places;
- participation in commissioned and joint projects, research activities and other activities;
- the organisation of guest lectures and creative workshops;
- participation in qualification papers, bachelor and master theses defence commissions.

The BIA previous experience with internships provides real feedback, which provides information on

the shortcomings of the intern's theoretical preparedness, if any, and allows controlling the level of practical competence of the program lecturers and their contents, adjusting questions.

The Faculty Council plays a decisive role in ensuring the quality of the study program, evaluating the experience of the previous study year, planning work for the next study year, following the integration of the study process and research work, and performing strategic planning of the study process.

The internal control quality system is in line with the "European Standards for Quality Assurance in Higher Education". It ensures compliance with the principles of democratic governance, provides graduate training by following national higher education and professional standards, directives and international contracts of the European Union.

Education field implementation quality is identified as a basis.

The implementation of quality depends to a great extent on the work done at all levels of our higher education institution, which aims to ensure that the study programs have a clear and unambiguous result, that the lecturers are ready and able to meet the study goals, that students are motivated, that there is a full, timely and real appreciation for staff members who show particular excellence, skill and passion.

At present the BIA is working on the improvement of the quality system in accordance with the European level quality assurance guidelines and standards in order to create and develop the structured quality management system aimed to ensure the BIA efficiency. In particular, there has been created and implemented the organizational structure which transparently and effectively fulfills the tasks of attracting and supporting the foreign students, is able to operate strategically and in a coordinated manner, including the development of internal procedures for attraction of the foreign students. Work is underway to provide on the BIA website the easily accessible, visible and up-to-date information in English on the BIA study offers and research opportunities, as well on the residence opportunities in Latvia, easily accessible higher education institution, etc.

Compliance of the internal quality assurance system with the EU standards, quality assurance and improvement in general permeate all the BIA strategic priorities.

Objective of the BIA quality management is to ensure the transparency of internal processes and performance of activities in accordance with the regulatory requirements of the Republic of Latvia and the EU. Implementation of the quality management system in the BIA is aimed to meet the requirements of the quality criteria, to ensure the monitoring of these criteria, and to introduce the process of continuous improvement so that its services fully meet the requirements of the customers, legislators and supervisory authorities.

The following mechanisms have been established for the implementation of the BIA quality assurance system which indicate the effectiveness of this system:

- quality management system monitoring;
- determination of the students' satisfaction (questionnaire) and analysis;
- determination and monitoring of the quality of employees' activities (annual job interviews, results of student surveys, hospitalization);
- determination of the graduates' satisfaction (questionnaire) and analysis;
- internal quality auditing (procedures and documentation);
- annual self-evaluation of the study programmes / study directions;
- annual job interviews of the teachers;
- assessment and analysis of the student performance.

The most important criteria for operational efficiency are student satisfaction level, employer

feedback, graduate profile - competitiveness in the labour market (application of knowledge and skills in professional activities), accreditation; admission rates. Students are involved in the quality assurance process through feedback (questionnaires, meetings, etc.), participation in the Faculty Council, as well as through the student parliament. In the BIA study process the students are regularly surveyed on both the study content and the teaching staff. Surveys are conducted at the end of each semester. Respondents are students of the study direction (study programme). As a result of the surveys the direct feedback is obtained on the quality of the study course, assessment of the specific lecturer, students' attitude, satisfaction, sufficiency of study materials and compliance with the topic description, as well as the students' recommendations in the free form on how to improve the study process. Students' recommendations related to the programme changes, recommendations for adding new courses, complaints on the course content, if any, are discussed at the Faculty Council meetings. Along with the clearly defined quality assurance principles of the BIA the internal quality assurance of the study direction is also implemented according to this system.

**2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the procedures for the development of new study programmes within the study direction (including the approval of study programmes), the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. Description of the mechanism for obtaining and providing a feedback, including with regard to the work with the students, graduates, and employers.**

The draft of the new study program is prepared by a person appointed by the BIA Senate, after the decision on the establishment of the program has been taken, by following the provisions of regulatory enactments. Accordingly, a draft program is prepared and discussed in the Faculty Council and approved by the Senate. As approved by the Senate, senior specialists prepare course descriptions, which are approved by the Faculty Council.

Study programs at the Academy are developed by following educational and professional standards, providing students with professional knowledge, skills and competencies to fully prepare students for the labour market in line with current industry trends.

Study programs are developed according to the requirements of the standards - taking into account the proportion of compulsory and elective courses and their volume in credit points. Study program levels are designed to create continuity.

Study programs are developed taking into account also the BIA Constitution. (<https://bsa.edu.lv/en/documents/>)

To make the process transparent, regulated and decisive, the Faculty Council has been established at the BIA Faculty of Economics, Finance and Management. The functions of the Council shall be to coordinate and supervise the development of the respective study program by following the modern requirements of the particular branch of science, the preparation and preparation of the program for licensing, accreditation and re-accreditation by following the requirements established by legislation. Both new study programs and their amendments are approved by the BIA Senate. Faculty regulation was approved by the BIA Senate 2018.year May 23 (protokol Nr. 134).. The Faculty Council is made up of at least 12 members, including direction or program directors, directing academic staff, student representatives (20%), and representatives of employers or

professional associations. Student representatives are delegated by the Student Parliament. The composition of the Faculty Council is approved by the BIA Senate. The forms of work of the Faculty Council are meetings, where agenda items are discussed, opinions are exchanged, and voting takes place. Faculty Council meetings are chaired by the Dean of the Faculty. The Faculty Council meets at least twice a semester. The Faculty Council decides on changes in the study program implementation plan (for instance, the number of contact hours, the proportional distribution of subjects within the course, changes in the study program, replacement of Part A courses with new courses, and offer of new courses in Part C).

As a result of the recent provisions of the Profession Standard, the Faculty Council, established by the BIA Faculty of Economics, Finance and Management, decided to reformulate the professional master's study program by following the current regulatory framework and the Regulation of Cabinet of Ministers No. 512 of 26 August 2014, "Provisions on the Second-level National Standard of Vocational Higher Education", labour market requirements and scientific trends. To accomplish this, the Faculty Council developed a project on the need to make changes to the study programs of the direction - bachelor and master. The BIA Faculty Council has elaborated a project change study program curriculum. The draft was submitted to the BIA Senate for discussion and approved on October 23, 2019, at the Senate sitting (Protocol No. 140).

The content of study programs, criteria for the assessment of content acquisition, outlines and forms of examination are reviewed, updated and introduced systematically, but the changes are mainly applied only to newcomers, other students acquire study programs according to the requirements that were applied when starting study programs.

Objectives of study programme review:

1. to ensure the acquisition of high-quality higher education study content in accordance with the regulatory enactments of the Republic of Latvia;
2. to provide the students and teachers with the convenient, understandable and accessible learning process;
3. to improve the pedagogical competences of the teaching staff for successful work including the work in the e-environment;
4. to promote the long-term financial stability of the programme.

Table shows how the feedback between the parties, involved in the review and improvement of the programme, is provided, and the feedback mechanism, i.e. methods and tools, as well as the frequency with which this feedback is provided:

#### **Mechanism of obtaining and providing feedback**

<b>Involved party</b>	<b>Methods and tools for implementing feedback</b>	<b>Frequency of feedback implementation</b>
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Work with the students	<ul style="list-style-type: none"> <li>● Student self-government meetings / minutes of the meetings</li> <li>● Student representatives in the decision-making bodies of the BIA</li> <li>● Results of student surveys - survey</li> <li>● Student evaluation for the study course implementation in the Moodle environment - survey</li> <li>● Assessment upon the qualification work and practice defense - negotiations</li> <li>● Daily e-communications with the study programme coordinator - correspondence</li> <li>● Assessment of learning performance in the classes and out-of-class communication</li> <li>● Evaluation of research activities</li> </ul>	<ul style="list-style-type: none"> <li>● At least twice a year</li> <li>● At least twice a year</li> </ul> <p>According to the BIA annual work plans</p> <ul style="list-style-type: none"> <li>● Once in a semester</li> <li>● Upon the realization of each study course</li> <li>● Once in a semester</li> <li>● Every day</li> <li>● According to the study process</li> </ul>
Work with the employers	<ul style="list-style-type: none"> <li>● Cooperation with employers on the implementation of the students' practice, recommendations on practice, improvement of regulations, competencies to be acquired, necessity, topics of qualification works - contracts and work during the practice implementation;</li> <li>● Employer survey - results;</li> <li>● Work of employers' representatives in the Faculty Council for expertise and improvement of the study directions and study programmes, development of new programme, recommendations on attracting new teaching staff - minutes of meetings;</li> <li>● Representation of employers in the final work defense commissions - new topics;</li> <li>● Organization of guest lectures and creative workshops.</li> </ul>	<ul style="list-style-type: none"> <li>● Once in a semester</li> </ul> <ul style="list-style-type: none"> <li>● Once a year</li> <li>● At least twice a year</li> <li>● Once a year</li> <li>● According to the study process</li> </ul>
Work with the graduates	<ul style="list-style-type: none"> <li>● Cooperation with graduates on the implementation of students' practice - agreements and work during the practice implementation;</li> <li>● Graduate survey - results;</li> <li>● Representation of the best graduates in the thesis defense commissions - new topics;</li> <li>● Continuation of studies at the higher study stage;</li> <li>● Organization of guest lectures and creative workshops.</li> </ul>	<ul style="list-style-type: none"> <li>● Once in a semester</li> <li>● Once a year</li> <li>● Once a year</li> <li>● As required</li> <li>● According to the study process</li> </ul>

- Student Parliament. Meetings of the students' self-government are held at least twice a year,

however, cooperation in the field of study work between the study programme directors and Vice-rector for studies is continuous, and the programme content is discussed not only in the course of formal sittings and meetings, but also in everyday informal environment and negotiations. The students' self-government consults and provides proposals to the BIA management and the other departments on the issues affecting the interests of students.

- Employers. Employers representing the relevant branch of industry are invited to participate in the final theses evaluation commission. Objective of the commission is to develop the proposals for improvement of the final theses development process; employers recommend new and actual topics of the final theses.
- Graduates. Graduates often continue their studies at the higher stage of study of the BIA (bachelor, master, doctoral). They highly appreciate the acquired education at the BIA and recommend it to their relatives, friends and colleagues. Graduates often offer the places of practice to the BIA students, participate in the final theses evaluation commissions, sometimes recommend new and actual topics of final theses and participate in the survey of graduates providing proposals for the improvement of the study process.

**2.3. Description of the procedures and/or systems according to which the students are expected to submit complaints and proposals (except for the surveys to be conducted among the students). Specify whether and how the students have access to the information on the possibilities to submit complaints and proposals and how the outcomes of the examination of the complaints and proposals and the improvements of the study direction and the relevant study programmes are communicated by providing the respective examples.**

The need for a complaint and suggestion consideration procedure is established by the BIA study quality management system based on the excellence model of the European Foundation for Quality Management (EFQM) which helps the BIA to constantly improve all key areas of its activities..

The BIA quality policy defines that the BIA develops and implements the study programmes and research work actively cooperating with the interested parties and taking into account their wishes and needs.

In order to implement the quality policy the BIA is constantly working on the improvement of the study quality management system, study process and research work.

The basic principles of the BIA study quality management are:

- - involvement of the interested parties in the development of the BIA products, services and processes;
- - approach based on the positive cooperation.

The need for introduction of complaint and suggestion consideration procedure is established by the excellence model of the European Foundation for Quality Management:

- - to maintain the quality management system and its compliance with the requirements of the international standards, to ensure the continuous improvement process;
- - to ensure the continuous improvement of the level of satisfaction of all interested parties. Each structural unit of the BIA has to contribute to achievement of the BIA study quality management system objectives.

A complaint is a dissatisfaction expressed by one or more students or employees of the BIA in connection with any action or inaction of the BIA or deviation from the BIA procedure.

Complaint and suggestion consideration procedure is relating to:

- - quality of the study process;
- - quality of infrastructure and material and technical provision;
- - quality of methodological and information provision;
- - quality of service (functional).

Complaint consideration procedure does not refer to the student's complaint about:

- assessment of the final examination / study,
- organization and conduct of the study process,
- tuition fees,
- exmatriculation.

Complaint and suggestion procedure does not foresee the consideration of suggestions and complaints which:

- - have already been considered and a decision has already been taken;
- - are anonymous;
- - are without foundation and are misleading;
- - are not explicit;
- - are directed to a request for compensation;
- - refer to the overall operation, inactivity, process or order of the BIA.

Complaints and suggestions may be submitted to the BIA by:

- - the student,
- - the student group,
- - the academic and administrative staff,
- - the staff group or structural unit.

Complaints and suggestions may be submitted in the paper form by filling in the application form which is available at the BIA study information center, the BIA branches and the BIA website.

Requirements for filling out the complaint and suggestion form:

- - it is to be completed legibly;
- - the ideas are to be expressed in clear complete sentences;
- - all sections of the form are to be completed, otherwise the suggestion or complaint will be disregarded;
- - anonymous suggestions and complaints will be disregarded;
- - the form is intended for one suggestion or complaint.

Complaints and suggestions may be submitted in a paper form personally to the recipient of the complaint / suggestion - at the BIA study information center, the BIA branches or by sending the scanned copy of completed form by email to [info@bsa.edu.lv](mailto:info@bsa.edu.lv).

All received complaints and suggestions are registered in the BIA register of complaints and suggestions. The recipient of complaint or suggestion designates the person responsible for it depending on the content of the complaint or suggestion. The BIA register of complaints and suggestions and is maintained electronically.

Upon receipt of the suggestion the responsible person examines it within 10 working days and informs the recipient about the possible suggestion implementation plan or about a reasonable

refusal to implement the suggestion. The recipient of suggestion records the decision in the BIA register of complaints and suggestions, informs the applicant of the decision taken and makes a relevant note in the submitted form.

Recipient of complainant reports on the complaint received to the BIA employee responsible for the conduct of the proceedings or the resolution of the situation and to the persons mentioned in the complaint.

If the complaint can be resolved promptly but not later than within five working days without further investigation with or without the involvement of the BIA staff the following may be considered as a solution to the complaint:

- - verbal agreement,
- - apologies,
- - clarification of the problem situation to the complainant personally or remotely (by email or by phone).

Recipient of complaint registers the taken decision in the BIA register of complaints and suggestions and makes a relevant note in the submitted form.

In case the consideration of the complaint requires time and in-depth investigation the recipient of complaint within three working days informs the complainant and submits the complaint to the BIA employee responsible for the proceedings or the resolution of the situation. Upon receipt of the complaint the responsible BIA person together with the other parties involved (if any) seeks for a solution and discusses the complaint resolution plan. Having considered the nature of the complaint and the significance of its consequences the person responsible for the resolution of the complaint may request the written explanations from the persons mentioned in the complaint in order to fully clarify the situation.

Recipient of complaint or the person responsible for the resolution of complaint sends the decision taken to the complainant by email within 30 days from the date of registration of the complaint in the BIA register of complaints and suggestions.

Recipient of complaint registers the decision taken in the BIA register of complaints and suggestions, makes a relevant note in the submitted form, analyzes the process (s) to be improved and initiates the consideration of necessary changes by the BIA structural unit (study direction council, study methodological council, etc.).

It is forbidden to disclose the information revealing the applicant's identity without his consent unless the BIA is required by law to disclose such information.

In case the applicant does not wish the facts contained in his suggestion or complaint to be disclosed he has to indicate this in the submitted form. If the form does not contain a reference to the prohibition to disclose the facts mentioned therein the BIA is entitled to disclose the same subject to the requirements of regulatory enactments.

Theme	Responsible structural unit	email address
Study process in Riga	Vice-Rector for study work	<i>bsaproraktor@inbox.lv</i>
Study process in Daugavpils	Head of the Daugavpils branch,	<i>info@da.bsa.edu.lv</i>

Study process in Liepaja	Head of the Liepaja branch,	<a href="mailto:bsa.liepaja@inbox.lv">bsa.liepaja@inbox.lv</a>
Scientific process	Vice-Rector for research	<a href="mailto:Inna.stecenko@bsa.edu.lv">Inna.stecenko@bsa.edu.lv</a>
Foreign students' questions	Vice-Rector for international relations	<a href="mailto:Inta.buka@bsa.edu.lv">Inta.buka@bsa.edu.lv</a>
Tuition fees, loans, scholarships	BSA accounting department	<a href="mailto:kreditu.dala@bsa.edu.lv">kreditu.dala@bsa.edu.lv</a>
Library	Scientific library	<a href="mailto:biblio@bsa.edu.lv">biblio@bsa.edu.lv</a>
Maintenance issues	Maintenance department	<a href="mailto:irinakuzenko@inbox.lv">irinakuzenko@inbox.lv</a>
IT issues	Computer centre	<a href="mailto:it@bsa.edu.lv">it@bsa.edu.lv</a>

On 21.11.2019 the BIA Study Information Center received a complaint of the student of the study programme "Business Management and Administration" K.Š. which was addressed to the programme director and reported that she cannot retake the exam due to the subjectivity of the lecturer. After considering the complaint the programme director decided to satisfy the student's request to pass the exam to the commission, and appealed to the BIA Vice-rector for the approval of the staff of this commission. The student passed the examination to the commission, however, this situation was considered at the meeting of the Faculty Council. In order to improve the quality of the study process the decision was made for all lecturers to review the descriptions of study courses, paying attention to the requirements for mastering the study course and strict determination of students' knowledge assessment criteria in order to reduce the assessment subjectivity. The decision was communicated to the lecturers.

#### **2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.**

The statistical data collected by the BIA are regularly summarized according to the needs of the study process (development and compilation of self-assessment of study directions and study programmes, compilation of the rector's report, preparation of financial documents, etc.) and prepared for submission to the external institutions and internal departments.

The following information is provided annually to the various institutions.

#### ***Types of the BIA statistical data, deadlines and institutions***

Type of information	Institution	Deadlines
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<b>Number of enrolled students</b>	Ministry of Education and Science Central Statistical Bureau	Every year as by September 5
<b>Information on the BIA student status</b>	National Education Information System	Every month
<b>Overview of high school</b>	Ministry of Education and Science Central Statistical Bureau	At the beginning of each academic year - 15.10.
<b>Overview of the circulation of diplomas and diploma forms</b>	Ministry of Education and Science	Every year as of January 1
<b>Information on the BIA International Relations</b>	Ministry of Education and Science	Until October 15 of the current academic year
<b>CSB Statistical Report and information on the international relations of the Baltic International Academy in the current academic year</b>	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year
<b>Information on the foreign students at the BIA</b>	National Security Service	Every year in October
<b>Number of foreign students at the BIA in the current academic year, included (High school review)</b>	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year
<b>Students of the BIA who study abroad in the current academic year as a result of exchange (High school review)</b>	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year

<b>Number of mobile students at the BIA in the current academic year (High school review)</b>	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year
<b>Data on the graduate study mobility in the current academic year</b>	Ministry of Education and Science	Until August 31 of the current academic year
<b>Information on the individuals and agencies which attract the foreign students to study at the BIA</b>	National Security Service	Until November 1 of the current academic year
<b>Information on the third country citizens who are studying at the BIA</b>	State Border Guard	Upon request
<b>Information on the international cooperation with different countries (including number of students, mobile students, partners and projects)</b>	Ministry of Foreign Affairs of the Republic of Latvia Ministry of Education and Science	Upon request
<b>Communication on engagement (Sustainable Development Goals)</b>	United Nations Global Compact	Every second year starting from 2013
<b>Sharing information on progress (SIP)</b>	Principles for Responsible Management Education	Every second year starting from 2018
<b>Current academic year final report on the BIA partners, project duration, project participants (including project participant reports) and budget used</b>	Mobility tool Lifelong Learning Project Erasmus + Information System	Until October 30 of the current academic year
<b>Interim reports on the BIA partners, project duration, project participants (including the participant reports) and budget used</b>	Mobility tool Lifelong Learning Project Erasmus + Information System	Until January 10 of the current academic year

<b>Current year report and updating of data on the BIA activities</b>	The European Parliament's Transparency Register	Every year on March 30, starting from 2017
<b>Information on the internationalization, monitoring and development of internationalization at the BIA</b>	European Association for International Education (The EAIE Barometer survey)	Every fourth year starting from 2017
<b>Information confirming that the scientific institute has international cooperation in the field of science</b>	Central Statistical Bureau	Every year by March 30
<b>Information confirming that scientists at the scientific institute publish the scientific articles or patent inventions or develop technologies</b>	Central Statistical Bureau	Every year by March 30
<b>Review of implementation of scientific work of the scientific institution controlled by a high school (1- Research)</b>	Central Statistical Bureau	Every year by March 30
<b>Number of theses to be defended</b>	Ministry of Education and Science	Every year
<b>Information on the revenues and expenditures of the institution for the previous year in accordance with the Regulation of the Cabinet of Ministers No.348 dd May 2, 2006, "Procedures by which high school and college submit to the Ministry of Education and Science the information on their activities"</b>	Ministry of Education and Science	Until April 1 of the current year
<b>Dynamics of the number of students, including those studying, on academic leave, arriving and departing during the reporting period and expelled during the academic leave</b>	Internal Reports - Board of the BIA, rector	Every month
<b>Student annual surveys</b>	Board of the BIA, Analytical Centre	Twice a year (in autumn and spring)
<b>Graduate survey</b>	Board of the BIA, Analytical Centre	

Information is collected by the following departments of the BIA:

- Study Department
- Analytical Centre

- Admission Committee
- Vice-Rector for Science
- Vice-Rector for International Relations
- Accounting department
- BIA branches

Submission of the statistical data on the BIA activities to the external institutions (Ministry of Education and Science, Central Statistical Bureau, State Education Information System, State Security Service, etc.) gives the BIA the opportunity upon collecting and analyzing these data by the above mentioned external institutions to collect the statistical data on the higher education system in general and its development trends in dynamics.

Regarding the analysis of internal information and statistics it can be concluded that this information, including the questionnaires of students, graduates and employers is processed by the BIA computing centre, then analyzed by the BIA analytical centre and provided to the BIA Board, BIA management, and programme managers at operational meetings, and also sent to the interested parties (heads of the BIA departments).

Statistical data on the number of students are mainly used to improve the study directions - the data on accepted and expelled students, arrears in payment of tuition, non-fulfillment of the study programme, expulsion at the student's request, are analyzed.

Having received the information on the number of students of the study programme, dynamics of enrollment, material and technical resources of the study direction and library stock, student, graduate and employer survey results, directors of the study direction and study programmes analyze the information provided, prepare the study year self-assessment reports and take the other measures to improve the study quality.

## **2.5. Description and assessment of the integration of the standards set forth in Part 1 of the ESG. Specify which of the standards are considered a challenge and which require special attention.**

The most important performance evaluation criteria are student satisfaction level, employer references, graduate profile - competitiveness in the labour market (application of knowledge and skills in professional activities), accreditation - national and international, enrollment / graduation rates and financial indicators. Students are involved in the quality assurance process through the feedback (questionnaires, meetings, etc.), participation in the study programme councils, representation in the Senate, as well as through the Student Parliament. During the BIA study process the students are regularly surveyed both with regard to the study content and the teaching staff. The surveys are conducted at the end of each study course. Respondents are all students of the study programme. As a result of the survey the direct feedback is obtained on the quality of the course, evaluation of the specific lecturer, attitude of the students, their satisfaction, sufficiency of the handouts and their correspondence to the presentation. Student recommendations regarding the programme changes, suggestions for adding new courses, complaints about the content of study courses, if any, are also discussed at the study programme council meetings which are held at least once in a semester but may be organized more frequently if necessary. Along with the clearly defined quality assurance principles of the BIA, the internal quality of the study direction is implemented according to this quality assurance system. In line with the Internal process management quality system the business direction structural units are

systematically planning, managing, evaluating and developing the employee and structural unit performance, thereby contributing to the improvement of quality of work and ensuring the effectiveness of the BIA operations.

***Conformity of the study direction with the Standards and guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1***

<i>Standards and guidelines</i>	<i>Document approved by the BIA Senate / Rector's order</i>	<i>The BIA internal quality assurance procedure</i>
<b>High schools must have a quality assurance policy</b>	<b>The BIA long-term strategy of activities and development for 2016-2021</b> <b>The BIA study quality management system</b>	<b>V3 Internal quality audit</b> The BIA study quality management system is an embedded quality policy that requires multiple stakeholders to be responsible for the quality assurance. Each party involved is aware of its responsibilities for quality assurance.

<b>ESG 1.2. Development and approval of the programmes</b>	<b>Rules for the development, approval and amendment of the study programmes at the BIA</b>	<p><b>V2 Development planning</b>  <b>V5 Activities of the Study direction council and Study programme council</b>  <b>V6 Self-assessment of the study direction and study programmes</b>  <b>V7 Cooperation with industry and MES</b></p> <p>Development, updating and use of study course descriptions. The procedure clearly defines the responsibilities of the study course author, director of the study programme and head of the study direction in the development and updating of the study course, as well as the procedure for publishing in the BIA system. The procedure also defines the order of evaluation of the study course and the teaching staff. The study programmes have been developed in consideration of the BIA development strategy, involving the employers and industry professionals. Employers, industry professionals, members of the state examination commissions, diploma work and practice defense commissions, reviewers and other specialists are also involved in the development and updating of the study programme content and the study courses. Implementation of the programmes is based on the fundamental principles of the BIA, is in compliance with the requirements of the regulatory enactments and the higher education targets of the Council of Europe. The content of the study courses is developed so that the study results in each study course ensure the achievement of the overall study programme study results. The content of the programme is reviewed by the study direction and approved by the BIA Senate.</p>
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<p><b>ESG 1.3. Student focused learning, teaching and assessment</b></p>	<p>The BIA regulations on the evaluation of the study results</p>	<p><b>S6 Study programme implementation and control</b></p> <p>Study programmes are implemented in various forms: full-time and part-time. It ensures the study access to different groups of students with different learning abilities. Study course requirements include the completion of various tasks and compulsory reading and are available in the course descriptions and in the e-environment. The lecturers inform students about the criteria and methods of knowledge assessment in the first classes. Assessment of the study papers, internship reports and final examinations are performed by the commissions with the participation of invited employer representatives. Each member of the commission is aware of the basic principles of evaluation of the BIA. The BIA regulations describe the assessment appeal procedure. The regulatory enactments are published on the BIA website. Theses enactments are discussed with the Student Council and the students are informed about them.</p>
<p><b>Regulations on the preparation and presentation of graduation theses at the BIA</b></p> <p><b>Code of academic honesty and ethics of the BIA</b></p>	<p><b>Regulations on the preparation and presentation of graduation theses at the BIA</b></p> <p><b>Code of academic honesty and ethics of the BIA</b></p>	<p><b>S6 Study program implementation and control.</b></p> <p><b>S7 Graduation of students and graduates.</b></p> <p>The procedure describes the order of development and defence of the final thesis - duties, activities and terms of the students and teachers. The Code defines the responsibilities and rights of the teachers, researchers, students, and general staff</p>

<b>ESG. 1.4. Admission, course of studies, diploma recognition</b>	Admission rules and matriculation procedure of the BIA for the 2019/2020 academic year	<b>S3 Student Enrollment and Registration</b> Admission requirements are defined for each academic year in accordance with the applicable normative documents of the Republic of Latvia. Admission rules are available on the BIA website.
	The BIA procedure of recognition of competencies acquired through non-formal education, professional experience, or educational outcomes obtained during previous studies	<b>S4 Study process and workload planning</b> <b>Procedure describes the order of admission of students</b> The BIA has a system of recognition of achievements of previous education according to which the BIA recognizes the learning outcomes achieved in the course of both formal and non-formal education. The BIA is developing the student information system which will contain all study information about all students including those who have interrupted the studies. The system tools will allow tracking of each student's progress during his studies. The student will be able to see his progress, the study plan for the given semester and the financial information. Upon successful completion of the study programme the student will receive a diploma complying with the requirements of the regulatory enactments and containing the information on the study results and qualification obtained.
	Regulations on the studies at the BIA	

<p><b>ESG. 1.5. High schools have to ensure the competence of their teachers. Recruitment procedures are to be fair and transparent</b></p>	<p><b>Regulations on the academic positions of the BIA</b></p>	<p><b>V4 Corrective and preventive actions</b>  <b>R1 Personal Management</b>  BIA ensures the improvement of qualification of its academic staff by organizing methodological events, training seminars and providing the opportunities for scientific activities, including preparation of publications, participation in the conferences, doctoral studies. The BIA has the staff appraisal system which defines the staff appraisal criteria.</p>
<p><b>ESG. 1.6. high school has to provide the appropriate and easily accessible teaching aids and students' support</b></p>	<p>The information on the library offer is available on the BIA home page in the section LIBRARY:  <b>Databases</b>  <a href="https://bsa.edu.lv/en/library/">https://bsa.edu.lv/en/library/</a>    <b>Book Catalogue</b>  <a href="http://biblio.bsa.edu.lv/default_en.html">http://biblio.bsa.edu.lv/default_en.html</a></p>	<p><b>S5 Provision of the study courses</b>  <b>S2 Development and updating of the study programmes and methodical complexes</b>  <b>R2 Development of the teaching aids.</b>  <b>R3 Managing the foundation for teaching and teaching literature</b>  The BIA has a library the funds of which are constantly replenished The librarian provides support in finding the required information. Students get the explanations on the use of the other libraries for study purposes. E-environment of the BIA provides the study materials for each study course. The BIA has a Student Information Center, and each study direction has its own methodologist who can provide the information on the study process and course. Students regularly communicate with the study programme director on the content of the study programme and organizational issues. Each study programme also has a Moodle forum where the programme director posts the current information. Each course offers both on-site and on-line consultations.</p>

<p><b>SG. 1.7. High schools have to collect, analyze and use the necessary information in order to effectively manage the study programmes</b></p>	<p><b>Student surveys</b>  <b>Graduate surveys</b>  <b>Teaching staff surveys and visitation</b>  <b>Assessment of practice employers</b>  <b>Employer surveys</b>  <b>Results of activities of the State Commission.</b>  <b>Self-assessment of the study direction</b>  <b>Self-assessment of the study programme</b></p>	<p><b>S6 Implementation and control of the study programme</b>  <b>V6 Self-assessments of the study direction and study programmes.</b>  <b>R4 Infrastructure management</b>  The BIA organizes several surveys in order to obtain the information on students' satisfaction and advice from students, employers and staff. This information is used for self-assessment of the study directions and programmes. During the self-assessment the other aspects of the study process including the material and technical support are also evaluated</p>
<p><b>ESG. 1.8. High schools have to regularly publish clear, accurate, objective and up-to-date information</b></p>	<p>The following information is available on the BIA homepage <a href="http://www.bsa.edu.lv">www.bsa.edu.lv</a> :  - Study programmes and criteria of admission to these programmes;  -Expected results of the programmes, awarded degrees and qualification;  - Evaluation of the study results;  - Diploma work development and defense;  Self-assessment of the study directions  Self-assessment of the study programme</p>	<p><b>R1 Government overview.</b>  <b>S6 Implementation and control of the study programme</b>  <b>V6 Self-assessment of the study direction and study programmes</b>  The BIA prepares the annual self-assessment reports on the activities of each study direction and the BIA as a whole. Descriptions of each study programme, admission requirements and the other information are available on the BIA website.</p>

<b>ESG. 1.9. High schools have to periodically review the programmes to make sure they are achieving their goals and meeting the needs of students and the community</b>	<b>Student surveys</b> <b>Graduate surveys</b> <b>Teaching staff surveys and visitation</b> <b>Assessment of practice employers</b> <b>Employer surveys</b> <b>Results of activities of the State Commission.</b> <b>Self-assessment of the study direction</b> <b>Self-assessment of the study programme</b>	<b>R1 Government overview.</b> <b>S6 Implementation and control of the study programme</b> <b>V6 Self-assessment of the study direction and study programmes</b> Every year the study programmes of the study directions are evaluated with the participation of academic staff, students, practice supervisors and employers. Study course descriptions and content of e-courses is updated in consideration of the latest developments in the field and recommendations of students, teaching staff, practice supervisors and employers.
<b>ESG. 1.10. High schools have to implement the cyclical external quality assurance and evaluation in accordance with the ESG</b>	<b>Self-assessment</b> <b>Information on AIKA e-platform</b>	<b>V6 Self-assessment of the study direction and study programmes</b> Cyclical external evaluation is conducted every six years in accordance with the regulatory requirements.

The internal quality assurance system of the BIA has been worked out and developed in accordance with the Standards and Guidelines for Quality Assurance in the Common European Higher Education Area (ESG 2015).

## II - Description of the Study Direction (3. Resources and Provision of the Study Direction)

**3.1. Provide information on the system developed by the higher education institution/ college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.**

The budget of the BIA education field “Management, Administration, and Real Estate

Administration” is established through a dialogue between the founders, BIA management and the education field. The relevant representatives of the administration shall be personally responsible for the execution of the budget and the tasks planned therein.

The BIA education field “Management, Administration, and Real Estate Administration” consists of the following main sources of financing:

- **revenues for studies** (student tuition fees and other services related to the study process);
- **revenues for scientific activity** (financing of projects from the state budget, income from scientific works, EU structural funds and other revenues);
- **other revenues** (Latvian and international project funds, income from renting, selling books, organizing various courses, etc.).

The Academy shall transfer the financial resources allocated to natural and legal persons for the financing of specific programs and measures directly to the department, natural or legal person, which implements the program or measure.

The analysis shows that the source of financing for the BIA study process is mainly tuition fee revenue (85.17% - 90.57%). Since the establishment of BIA, tuition fees have been the main source of funding for the study process. The tuition fee is being covered by natural and/or legal persons, namely:

- personal funds of a student;
- personal funds of student’s parents or other relatives;
- funds of student’s employer;
- a study loan with a guarantee on behalf of the state;
- commercial credit;
- other funds.

The amount of the tuition fee and the payment procedure for each study year is determined by the Board and approved by the Senate. Until the commencement of studies, each student is given an individual study agreement, which is valid for the entire duration of studies. BIA has set the following tuition fee payment options for students:

- for the whole study programme;
- for one study year;
- for one semester;
- for one month.

The income of the Academy is closely related to the students (see **Appendix The tuition fee for the education field “Management, Administration, and Real Estate Administration”**). Despite the reduction in the number of students in recent years, a positive balance between revenue and expenditure has been maintained in the direction of “Management, Administration, and Real Estate Administration”. An important positive point is that BIA did not increase tuition fees and maintained a social assistance policy for students through a discount system. The types and system of discounts are set out in the “Regulations on Studies at the Baltic International Academy” ([http://bsa.edu.lv/lang/lat/o\\_bri.htm](http://bsa.edu.lv/lang/lat/o_bri.htm)). The main goal is to develop a system of student support and motivation. Here, in BIA, students have an opportunity to apply for study and student loans.

Analysing the results of the BIA financial statements, a positive financial trend of the reporting period has been determined, which indicates the stable financial position of BIA. The use of BIA financial resources takes place in the following directions:

- Academic staff salary fund;
- Provision of research activities of the academic staff;

- The salary fund of the invited teachers;
- General personnel salary fund;
- Payment of taxes;
- Students' self-government;
- Development of material-technical base;
- Expanding the library stock;
- Public utilities' payments;
- Management;
- Advertising;
- Other expenses.

The analysis shows that the financial resources are sufficient to ensure the implementation of the study programs corresponding to the education field and ensure the sustainability of the education field and study programs. The financial position of the education field is stable and with a surplus serving as an airbag in the event of a sudden drop in the number of students. BIA Faculty of Economics, Finance and Management takes a very conservative spend, with careful spending. Student payments are monitored and communication with debtors is maintained.

Students' self-government is financed from centralized funds by following Article 53 of the Law on Higher Education Institutions and includes both part 1/200.

Funding for science comes mainly from own resources and EU structural funds. Expenditure includes the remuneration of research staff, *professors* and associate professors, costs associated with the organization of conferences, mission expenses and membership fees for international conferences, publishing magazines "Administrative and Criminal Justice" and "Judicial", editorial staff, and others.

#### **Expenditure on scientific work, thsd. EUR**

	2014	2015	2016	2017	2018
Revenue from the state budget and financing from the EU Structural Funds	9,4	24,6	32,7	26,2	24,4
Own funding	538,1	564,7	496,2	487,0	437,5
<b>Total BIA</b>	<b>547,5</b>	<b>589,3</b>	<b>528,9</b>	<b>513,2</b>	<b>461,9</b>
<i>incl. direction "Management, Administration, and Real Estate A"</i>	<i>102,0</i>	<i>102,2</i>	<i>86,8</i>	<i>81,3</i>	<i>76,73</i>

The BIA budget priorities outside the core academic activity are:

- co-financing of EU-supported projects as these projects make a significant contribution to the common objectives of BIA;

- increasing safety (health insurance, occupational and environmental safety);
- interaction strengthening with social partners and society;
- networking of BIA staff social support;
- creating of BIA image.

***Expenses of the education field “Management, Administration, and Real Estate Administration” EUR / 1 stud. presented in the Appendix***

The costs of the education field and the study program are appropriate to the needs of the study program and the conditions of its implementation, the sources of financing of the study program are identified and financial resources ensure the implementation of the study program for study results achievement.

**3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III, Chapter 3 below the respective study programme).**

Every year BIA continues to develop the material-technical equipment necessary for studies.

**Baltic International Academy premises provision**

Address	Justification	The total area of BSA branches (m <sup>2</sup> )		
		Riga	Daugavpils	Liepaja
Area of study and research premises - total		7135	2146	1110
Lomonosova iela 4, Riga	Ltd. BSA property	3408		
Lomonosova iela 1/4, Riga	Ltd. BSA property	3727		
Dzelzceļu iela 3, Daugavpils	Ltd. BSA property		2146	
Liedaga iela 3, Liepaja	Ltd. BSA property			1110
Area of halls of residence	Ltd. BSA property	70.4	196	57.1

There are enough premises in Riga and branches for the study process (classrooms, computer rooms, halls and cultural centres where classes are held) and for ensuring the quality of the study process (libraries and reading rooms, lecturers' room and other administrative premises):

**Types of premises and number of places (workplaces) in Riga and branches**

Type of premises	Area of premises (sq.m.)			Number of places (work-places)	Total
	To 30	From 30 to 60	Above 60		
Riga, Lomonosova iela 4					
Lecture-rooms	3	9	3	370	15
Computer classes		5		95	5
Halls (conferences, meetings)	1		2	332	3
Laboratory, resource centre	1	1		20	2
Administrative premises	24	7		42	31
<b>Total</b>	29	22	5	859	56
Riga, Lomonosova iela 1/4					
Lecture-rooms	1	12	1		14
Computer classes		1		24	1
Halls (conferences, meetings)			3	320	3
Culture centres			7	190	7
Library and reading-room, a library of Ancient books, Books’ stall	1	1	1	42	3
Students’ Parliament, Hall	1		1		2
Administrative premises	6			8	6
<b>Total</b>	9	14	13	584	36
Daugavpils, Dzelzceļu iela 3					
Lecture-rooms	7	15		545	22
Computer classes	1	2		48	3
Halls (conferences, meetings), grand hall		1	2	295	3
Library, Reading-room, Books’ stall	2	1		14	3
Administrative premises	3			4	3

Auxiliary premises (lecturers' room, server room, archive)	3			11	3
Office apartments		1	2	12	3
<b>Total</b>	16	20	4	929	40

*Liepaja, Liedaga iela 3*

Lecture-rooms		4	3	392	7
Computer rooms		3		52	3
Conference hall		1		16	1
Library and reading-room		1			1
Administrative premises	4	1			5
<b>Total</b>	4	10	3	460	1

The following basic directions were distributed in the development of the education field material basis:

- purchase of study and scientific literature and periodicals;
- purchase and modernisation of computer equipment, creation of a new computer class;
- maintenance and equipping of classrooms.

New equipment and hardware for the program are purchased as part of the BIA technical development plan. At present, the study process in the programs is provided in well-equipped and technically provided classrooms. The study process is adequately provided with:

- xerocopying equipment
- visual presentation equipment (multimedia video projectors; DVD / VHS equipment);
- computer equipment;
- TV equipment which ensures teleconferencing.

Students and BIA academic staff have a permanent opportunity to work on the Internet, use e-mail.

**The basic directions of material base development of the direction "Management, Administration, and Real Estate Administration":**

- Purchase of study and scientific literature and periodicals.
- Purchase and modernisation of computer equipment, creation of a new computer class.
- Expanding students' access to the Internet.
- maintenance and equipping of classrooms.

**BIA computer systems descriptions for 01.09.2019.**

Title	Total:	Including:		
		Riga	Daugavpils	Liepaja
Computers (in total)	531	217	60	54

- students'	376	163	56	49
- administration	155	54	4	5
Printers, copying apparatus, scanners	104	36	7	4
Multimedia projectors, television	69	49	6	10

**Within the framework** of various study programs, **the TV-bridge system at the Baltic International Academy** is actively used. Media Bridge is additionally equipped with multimedia equipment (projectors, video cameras, etc.) and has a large audience in Riga (200 seats). **This system allows reading lectures in Riga to be translated in real-time mode to BIA branches: Daugavpils and Liepaja.**

The system has been created to expand the possibilities of the best lecturers to reach the widest possible audience and to communicate with distant lecturers during the classes in two directions: lecturer - lecture-room; lecture-room - lecturer. It is possible to organise seminars, scientific conferences, councils, etc. with "real-time" video and audio broadcasting. **The TV-bridge is also often used by foreign guest professors, public and political figures in lectures. Students receive individual consultations with teachers from Riga branch offices via the Internet** (Skype or BigBlueButton).

#### **BigBlueButton complex features:**

- unlimited video cameras connection (up to 256 cameras at a single point) with relatively high-resolution 768x576 (PAL);
- conversion of multiple video signals – PAL, NTSC, SECAM;
- audio and video signal recording capability, including high precision: by timer signal;
- high recording speed (to 400fps);
- maintenance of communication protocols TCP/IP, ISDN, X-25;
- two-level self-control system;
- multifunctional tuning system;
- various image mode, including defined by users

New equipment and hardware for the program are purchased as part of the BIA technical development plan. At present, the study process in the programs is provided in well-equipped and technically provided classrooms. The study process is adequately provided with:

1. copying equipment
2. visual presentation equipment (multimedia video projectors; DVD / VHS equipment);
3. computer equipment;
4. TV equipment which ensures teleconferencing.

Students and BIA academic staff have a permanent opportunity to work on the Internet, use e-mail.

WEB Meetings or teleconferencing is the most important element of the "blended" presentation system (Blended system). The TV bridge system consists of audio and video signalling and transferring equipment with multiple video cameras, multimedia projectors that allow to transmission (lectures) of one lecturer and lecture-room far from each other in real-time mode. The system allows to record controlled TV bridges and to convert, burn to CDs. The speed of the Internet connection at the connected branches of the TV bridges meets the requirements and does not interfere with the functioning of the TV bridges. Operation results in high image resolution and sound synchronisation in the system.

The teleconferencing system is provided with specially designed training methodological kits that include study aids and tests (both paper and electronic) as well as Power Point format presentation materials via the BSA website. The first experience of TV Bridges proves the necessity and effectiveness of multimedia laboratories that provide centralised electronic versions of slides and educational materials.

#### **Support for the programs to be used:**

Operating systems: Microsoft Windows 2000/XP.

Office programs: Microsoft Office 2000/XP/2003/2007, Microsoft Office Viewers with Compatibility Pack, OpenOffice 3.0-3.3, Proofing Tools, Adobe Acrobat Reader 9/10, DJView, Cognitive Technologies Cunei Form 12, CD Burner XP Pro 4, 7zip 9, Mozilla Thunderbird 3.1, Microsoft Outlook Express, Skype 3.5-5.1.

Browsers: Mozilla FireFox 3.6, Opera 10, Google Chrome, Microsoft Internet Explorer.

Multimedia additions: VLC, WinAMP, Windows MediaPlayer, Ffdshow, Qtime, Macromedia Flash Player, Macromedia ShockWave player.

Graphical additions: Microsoft Paint.NET, Gimp, Inkscape.

Other programs: KAV 6, RealVNC, Java REu.c.

#### **Additional available program support in Riga:**

Operating systems: Windows Vista/7/Server 2003/Server2008, Unix FreeBSD, CentOS, MacOS

Office programs: Abby FineReader, Nero.

Browsers: Safari.

Graphical additions: Adobe Creative Suite, Corel DRAW, Macromedia Studio, Final Cut, Adobe Premiere.

Additions for projecting: Autodesk 3DMAX, Autodesk AutoCAD, BCAD, ArhiCAD.

Other programs: Audacity, NVU, Tilde Jumis, Trados, Amadeus, iScala, Parallel Desktop, FoxPro, Virtual PC, GNU C++ compiler, Lazarus, Polinom, Octave, MASM, Xilinx WebPack.

**3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study direction by specifying whether the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study direction, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and options for the subscription to the databases.**

Baltic International Academy Scientific Library (from 15 January 2004 in the Library Register No. BLB0530 of the Ministry of Culture of the Republic of Latvia) is a member of the Latvian Association of Academic Libraries (LATABA), which makes it possible to use the library funds of all LATABA

association members: BA School of Business and Finance library, Turība University library, Daugavpils University library, Liepaja University library, University of Latvia library, University of Latvia Academic library, Jāzeps Medīņš Latvian Academy of Music library, Latvian Academy of Culture library, Latvia University of Life Sciences and Technologies library, National Library of Latvia, National Defence Academy of Latvia library, Latvian Academy of Sport Education library, Patent Technical library, Riga Graduate School of Law library, Rezekne Academy of Technologies library, Stockholm School of Economics in Riga library, Riga Higher School of Pedagogy and School Management library, Riga Stradins University library, BIA Scientific library, University of Latvia Scientific library, European Union Information Agency (EUIA). Library Law regulates the activities of library [1].

The Baltic International Academy has a Central Library and 2 library branches. Each library has literature, periodicals, electronic databases, and other resources that students and academic staff need. Branch libraries have Information Centres (IC) to facilitate access to information for distant students.

BIA Central library locates in Riga, Lomonosova ielā 1/4. Branches' libraries locate according to the branch address.

### **Evaluation of information resources (library and available databases)**

The **purpose** of the library is to provide the BIA with the necessary information resources for the study and research process by improving and upgrading the accessibility of library services and using information technologies to achieve the goal.

The Baltic International Academy has a good material base, a state-of-the-art library of literature, periodicals, electronic databases, and other resources that student and academic staff need. BIA has grown at the rapid pace of information technology development by upgrading computer classrooms (6 in Riga, 8 in branches, libraries, lecture-rooms, as well as developed TV bridge system between Riga and 7 BIA branches).

The library provides the study and reference literature required for the study process, access to databases and press publications, and provides services to academy students and academic staff - computerized workplace routines, copying, printing and other services. The library offers students, faculty, academy staff advice on using e-services, training in information retrieval skills, provides bibliographic references, lists theses and master theses, and stores the best.

In 2018, the library was visited by 9,202 users (in Riga), 3,946 (in Daugavpils), 1,215 (in Liepaja); in the first half of 2019 - 3,844 (in Riga).

The BIA website contains information about the library, a link to its catalogue and terms of use, as well as information on new library acquisitions - <https://bsa.edu.lv/en/library/>.

### **Methodological and informative support**

**The library stock is established by following the study programs of the Academy.** The successful study process is facilitated by a wide collection of methodological and scientific information sources, which are regularly updated with the latest literature. The number of books in English has been significantly increased, particularly in social work, project management, sociology and social psychology, European Union politics, management and marketing.

Information necessary for students on the methodological and informative provision of the study process is published on the BIA website and student information system MOODLE.

**Information for students can be found on the BIA website sections:**

- Applicants
- Students
- Normative documentation
- Library

Students have the opportunity to communicate with the lecturers both face-to-face with the help of scheduled consultations, Skype consultations, and e-environment. Students are provided with lecturers' consultations. The student can contact the Study Information Centre, the Study Department, the Director of the Study Program, or the ERASMUS Department - for questions about international mobility.

#### Capacity of BIA library premises and fund evaluation

Branch	Area	Number of workplaces	Computers	Number of employees
<b>Riga</b>	Reading-rooms – 5 (3+2) <b>207 +172 sq.m</b> Culture centres – 6 <b>358,3 sq.m</b>	For students - <b>65+32</b> For employees - <b>4+2</b> In culture centres – <b>152</b>	For students - <b>13+8</b> For employees - <b>3+2</b>	<b>4+2</b>
<b>Daugavpils</b>	Reading-rooms – 3 <b>85 +71 sq.m</b>	For students - <b>22+9</b> For employees – <b>2+2</b>	For students - <b>12+4</b> For employees - <b>1+2</b>	<b>1+2</b>
<b>Liepaja</b>	Reading-rooms – 2 <b>64+17 sq. m</b>	For students - <b>25</b> For employees – <b>1+1</b>	For students – <b>4</b> For employees – <b>1</b>	<b>1+1</b>
<b>Total</b>	Reading-rooms – 10 <b>616 sq.m</b> Culture centres – 6 <b>358,3 sq.m</b>	<b>165 + 152</b>	<b>50</b>	<b>11</b>

#### Library fund evaluation, EUR (in Riga and branches)

2014	2015	2016	2017	2018
336 826	386 591	388 286	389 455	390 549

#### BSA library resources presented in the Appendix

The BIA Library Fund is **compiled** in cooperation with the study program directors and lecturers, studying the lists of lecturers' compulsory literature and the supply and demand for books in the market. The number of books purchased is proportional to the number of students. Since 2014, 727 books have been purchased for a total amount of EUR 7 706.10, of which 117 are in Latvian and 120 in English.

Subscribed databases are available for students and faculty members for research and studies:

#### BIA electronic databases

Database	Description	Source of financing
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EBSCO <a href="http://search.ebscohost.com">http://search.ebscohost.com</a>	a multidisciplinary database, several full-text and review databases in the humanities, social sciences	<i>BIA funding</i>
LNB Digitālā bibliotēka <a href="http://gramatas.lndb.lv/">http://gramatas.lndb.lv/</a>	collections of digitized newspapers, maps, books, sheet music and sound recordings in the digital library.	<i>Cooperation agreement</i>
HeinOnline + FILR <a href="http://www.heinonline.org">http://www.heinonline.org</a>	an extensive network of journal resources in law.	<i>BIA funding</i>
Financial Times <a href="http://www.ft.com">www.ft.com</a>	Electronic version of the Financial Times (with archive).	<i>Gift</i>
SCOPUS <a href="http://www.scopus.com">http://www.scopus.com</a>	a bibliographic and citation information database of multidisciplinary scientific publications, containing nearly 20,000 journals from approximately 5,000 publishers and 4.6 million conference proceedings.	<i>Financing of the ERAF project "Establishment of a Common Latvian Academic Core Network for Scientific Research"</i>
ScienceDirect <a href="http://www.sciencedirect.com">www.sciencedirect.com</a>	Elsevier publishing database in natural and technical sciences, medicine, humanities and social sciences	<i>Financing of the ERAF project "Establishment of a Common Latvian Academic Core Network for Scientific Research"</i>
Latvijas Vēstnesis <a href="http://www.lv.lv">http://www.lv.lv</a>	Electronic version of the "Latvijas Vēstnesis" official newspaper of the Republic of Latvia (archive since 1993)	<i>BIA funding</i>
Letonika <a href="http://www.letonika.lv">www.letonika.lv</a>	service and encyclopedic resources about Latvia. In one place, the most important reference data in Latvian are collected	<i>BIA funding</i>
LURSOFT <a href="http://www.lursoft.lv">www.lursoft.lv</a>	a large collection of Latvian newspapers, publications and news agency BNS on the Internet.	<i>BIA funding</i>

RUBRICON <a href="http://www.rubricon.com">http://www.rubricon.com</a>	a comprehensive directory of full-text reference books, successfully combining searches in over 60 major Russian encyclopedias, dictionaries, manuals and related Internet resources (in Russian).	<i>Gift</i>
УИС РОССИЯ <a href="http://uisrussia.msu.ru">http://uisrussia.msu.ru</a>	Database for Humanities Research (in Russian).	<i>Gift</i>
Интергум <a href="http://www.integrum.ru">http://www.integrum.ru</a>	Russian informative-analytical agency.	<i>Gift</i>

Of all the BSA electronic databases, EBSCO is currently the most popular and most widely used foreign database. There were around 3,500 sessions in 2018, 9,173 sessions in the first half of 2019, and HeinOnline in second place - 956 sessions in 2018 and 1,286 in the first half of 2019.

Subscription to the database takes place at the Cultural Information Systems Centre, the Consortium of Law School Libraries, the Office of Business Information and is provided through EU Projects offering DB SCOPUS and Science Direct subscriptions. Databases and electronic platforms subscribed to by the National Library of Latvia are accessible to all LATABA members for use at work and at home.

\* It is necessary to fill in the form and obtain an individual username and password for the LNB

<https://www.lnb.lv/lv/tiessaistes-abonetas-datubazes/datubazu-izmantosana-arpus-lnb-telpam>

BIA management follows the development of new information technologies, innovative processes in higher education and finances their implementation in the Academy as much as possible. Library staff regularly attends refresher courses, keep track of changes in the library industry, keep track of new books, and keep students and teachers informed.

Qualitative implementation of the study process of the BIA study direction "Management, administration and real estate management" is supported by the collection of textbooks in Latvian, English and Russian in Riga and the BIA branches, consisting of 45,114 books, constituting 36.9% of the total BIA library book fund, including 23,115 books (34.8%) in Riga, 14,509 books (38.6%) in Daugavpils branch and 7493 books (41.0%) in Liepaja branch.

5336 books are available to students in the BIA libraries for implementation of study programmes of the study direction. Among them 680 books are in Latvian, 531 books are in English and 4,125 books are in Russian.

Due to the book accounting standards approved by the Cabinet of Ministers and the Ministry of Culture, it is not possible to separate the number of books in the library by language. Books in English are available mostly in one copy in order to provide as many views and theories as possible. Books in Latvian are purchased in a larger number of copies, taking into account the number of students in the programme. Usually there is from 2 to 10-15 copies. Collection of the book fund is carried out centrally and the books are distributed in proportion to the number of students in the BIA branches.

[1] Library Law. (Adopted: 21.05.1998., Comes into force: 23.06.1998.)  
<https://likumi.lv/doc.php?id=48567>

### **3.4. Provide information on the procedures for attracting and/or employing the teaching staff (including the call for vacancies, employment, election procedure, etc.), and the assessment of their transparency.**

The mission of the BIA is ensured by a highly qualified academic staff consisting of a core of professors and associate professors, as well as other qualified teaching staff and scientists (docents, lecturers). The administrative staff, as well as the technical and service staff, serves the academic goals.

The optimal BIA staffing structure results from the Academy operational tasks and may vary by education field. By operating in the market of free competition education services, BIA promotes a flexible and attractive recruitment policy. The work of experienced but unqualified practitioners is also used. To improve and diversify the study process, first of all, the use of teaching staff and guest lecturers on short-term contracts should be supported. Involved academic staff may work on a contractual basis with the BIA as community representatives or social partners. BIA uses opportunities to attract foreign specialists.

Uniform, special approach criteria for academic staff elections, as reflected in the "Regulations on the Academic Positions of the BIA" and " Regulations on the BIA Council of Professors and Election of Professors and Associate Professors at the BIA" (<https://bsa.edu.lv/en/documents/>). The selection of academic positions shall be based on an open competition taking into account the requirements of the person's academic qualifications and professional competence. In the election of the academic staff, uniform criteria shall be set, the most important of which are the achievements of the scientific and pedagogical activity, as well as the coherence of the respective direction with the mission of the BIA. With the elected person, the BIA rector concludes an employment contract with a salary corresponding to the person's academic position.

Vacancies are advertised in an open competition by following regulatory enactments. The documents submitted by the applicants are evaluated by following the "Regulations on the Academic Positions of the BIA" and " Regulations on the BIA Council of Professors and Election of Professors and Associate Professors at the BIA".

Qualitative and quantitative criteria for the selection of the teaching staff involved in the implementation of the study program are set in the selection process by following the "Regulations on the Academic Positions of the BIA" and " Regulations on the BIA Council of Professors and Election of Professors and Associate Professors at the BIA". The Senate (academic staff, administrative staff, students), the Council of Professors, the Faculty Council and the students participate in the selection process.

In evaluating scientific biographies of academic staff, the Council of Economic, Financial and Management Faculty Meetings protocols, self-assessment reports of academic staff, results of student work and student feedback, the Senate acknowledges that the qualifications of academic staff are consistent with the achievement of the objectives and objectives of the education field and study programme.

In general, the involvement of academic staff is very positive. Within this direction, changes in the structure of posts are controlled and systematic staff development is underway.

### **3.5. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective**

**assessment thereof. Specify the options for all teaching staff members to improve their qualification (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.**

The qualification of BIA academic staff has the most direct impact on the quality of study and research work and covers all activities of the Academy: provision of necessary infrastructure, development of international cooperation, education field and study program, a vision of development of the scientific activity, etc. Improvement of the academic staff's qualification is both a means to improve the quality of study and research activities and a process that includes both the identification of the necessary competencies of the academic staff and the organization of the qualification improvement, the motivation of the academic staff and performance evaluation.

The BIA academic staff policy includes events of improvement of professional skills at least once a year, that is:

- participation in scientific conferences, scientific researches, methodological seminars;
- development of methodological materials;
- events of exchange of experience in Latvia and abroad.

The qualification of the BIA academic staff is monitored based on the academic staff policy developed at the university. It involves careful staff selection, regular training and upgrading. The following academic staffing policy has been developed and implemented by BIA:

- to ensure that all study courses are delivered by qualified, scientifically and methodologically trained lecturers with well-developed pedagogical and organisational skills, who use modern teaching methods in their work;
- the academic staff consists of highly qualified scientific and professional staff, most of them have a doctoral degree (BIA strategic goal is to reach 65%);
- to attract foreign specialists and lecturers from other higher education institutions for studies according to the specifics of the program/direction;
- to attract study representatives, expert specialists (in the particular study program) for studies according to the specifics of the programs/fields;
- faculty members can work in an international environment by communicating and delivering lectures in at least different languages;
- the teaching staff are experts in the field in Latvia and internationally;
- The Academy has a favourable and creative atmosphere for the professional development of the teaching staff.

To ensure the use of state-of-the-art, interactive teaching methods in its study work, the Academy holds regular seminars, workshops, and a monthly methodological seminar focusing on innovative teaching methods. As part of its academic staff policy, BIA encourages faculty members to deepen their knowledge in various training or to improve their qualifications through doctoral studies. The Academy provides financial support to doctoral students by covering the costs of participation in scientific conferences and by supporting the inclusion of scientific papers in internationally recognised and cited publications.

To promote the improvement of the qualification of the teaching staff, the BIA also holds elections of academic positions of the teaching staff, evaluating the results of scientific research work,

pedagogical and organizational achievements of the teaching staff by following the requirements of regulatory enactments. The academic staff is elected for a term of six years. Elections provide a strong incentive for academic staff to maintain high performance. In its turn, the management of the higher education institution has an opportunity to evaluate, improve and renew the quality of the academic staff, opening new perspectives for development.

Lecturers' work is evaluated according to the level of knowledge and skills acquired by students. Student surveys are used to find out students' opinion on the work of the lecturer, the content and implementation of the study course.

Implementation of the study direction is conducted by 63 lecturers of which there are 50 lecturers (79.4%) elected to the academic positions at the BIA, 10 professors (20%), 5 associate professors (10%), 3 leading researchers (6%), 25 - docents (41.7%), 6 - lecturers (12%) and 1 - assistant (1.7%). Since there are 15 elected professors and associate professors (30% of the elected teaching staff) involved in the implementation of the study process this indicates the high academic potential of the BIA academic staff. It should also be noted that the foreign lecturer (from Estonia) is currently involved in the implementation of study programmes in this direction.

The BIA promotes the growth of its teaching staff in several ways:

1. by participating in the annual inter-university methodological seminars "Methodology of Social Humanitarian Cognition and Activity" organized by the BIA, which are led by both Latvian and foreign experts. During the 2019/2020 academic year several seminars were held at the academy and the teaching staff attended:
  - methodological seminar "Innovations in higher education pedagogy: organization, didactics, technologies" on September 25, 2019, led by Professor A.Vorobjevs of the Daugavpils University (DU);
  - methodological seminar "Organization and specifics of MGIMO educational process. Innovation in higher education in the Russian Federation" on November 5, 2019. Professor M. Lebedeva of the Moscow State Institute of International Relations (MGIMO) made a report. The following issues were considered: defining and evaluating the learning objectives and outcomes; quality of the distance learning study course and its evaluation criteria; Moodle platform technical capabilities;
  - methodological seminar "Role of social sciences and humanities in the modern world" on January 28, 2020, led by Professor V. Menshikov of the DU;
  - methodological seminar "Organizational risk management development problems" on February 25, 2020, led by the BIA professor A. Mašarskis;
  - methodological seminar "Problems of Values in Law and Higher Education" on March 24, 2020, led by the BIA docent A. Baikovs;
2. by participating in the professional development courses "Innovations in Higher Education" organized by the DU in the 2019/2020 academic year, which was led remotely by the DU leading teachers of pedagogy and psychology, using e-environment;
3. by participating in the guest lectures of foreign lecturers organized by the BIA (information is regularly published on the BIA website);
4. by participating in the scientific and business conferences organized by the BIA (BIA conference plan is posted on the BIA website <https://bsa.edu.lv/en/plan-of-conferences-for-2019-2020-academic-year/>);
5. by raising the level of knowledge of foreign languages by attending the English language courses organized at the BIA;
6. by raising the digital skills by attending the training courses organized by the BIA for work in the BIA MOODLE system;

7. by participating in the development and implementation of research projects;
8. by participating in exchange activities, including in the framework of the Erasmus mobility programme. In order to promote the professional development of the teachers they are provided with the following support:

- 50% co-financing of DU qualification courses;
- free attending of the inter-university methodological seminars and training courses for work in the BIA MOODLE system;
- co-financing of the English language courses;
- co-financing of participation in the scientific and business conferences organized by the BIA and the conferences organized by the other universities;
- co-financing of publication of scientific articles in the internationally recognized databases and scientific journals;
- attracting financial resources for the mobility of teachers and their participation in the international visits, involving the financial opportunities which were insufficiently used before or not used at all.

These opportunities have already added value to the implementation of the study process and the quality of studies: the number of internationally recognized publications, including WOS and Skopus databases, has increased significantly, the number of lecturers reading in English has increased, practically all lecturers are working remotely using e-environment (BIA MOODLE system and BigBlueButton system).

**3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.**

The study program "**Management, Administration, and Real Estate Administration**" is provided by 63 lecturers, 13 (21%) of whom are not elected to BIA. The academic staff has academic degrees and positions that correspond to the realization of the aims and tasks of the study program:

**Number of lecturers and scientific degrees corresponding to the education field  
"Management, Administration, and Real Estate Administration"**

Implementation place of programmes	Number of lecturers involved in the program	Including principal work					
		Number	%	Doc.	%	Mag.	%
Riga	49	37	76%	25	68%	12	32%
Daugavpils	47	38	81%	25	66%	13	34%

Liepāja	33	30	91%	22	73%	8	27%
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The academic staff involved in the education field is highly qualified and competent and provides students with the necessary research skills, theoretical knowledge, skills and competencies. The analysis of the adequacy of the qualification of the academic staff shows that at all points of the program implementation at least 50% of the lecturers employed in the implementation of the program have a doctoral degree. As well as in all program locations, the condition of full-time lecturers is fulfilled - more than 50% of lecturers at the Baltic International Academy are full-time jobs at all locations. All branches also meet this requirement.

*The list of the teaching staff involved in the education field "Management, Administration, and Real Estate Administration" was specified in Part 3, section 4 of the corresponding study program.*

The analysis of the academic and research workload of the BIA teaching staff is carried out both during the study process planning, by elaborating self-evaluations of study fields and study programs and by evaluating the lecturer's self-evaluation questionnaire before being elected to the academic position. The procedure for determining the wage of the BIA academic staff, the amount of the wage and the amount of the workload is determined by the "Regulations on Wages" (hereinafter the REGULATION) approved by the BIA Senate ([http://bsa.edu.lv/lang/lat/o\\_bri.htm](http://bsa.edu.lv/lang/lat/o_bri.htm)). The wage of the academic staff is paid at a salary of €/month or an hourly rate of €/acad. lesson.

The wage of BIA academic staff depends on the types of pedagogical load: lecture-room load (lectures, seminars, consultations, semester and final examinations) and extra-lecture-room load (participation in various events, organisation and management of conferences; publications; writing of scientific, study and methodological materials, editing and reviewing). The duties to be included in the workload of the academic staff are defined in the REGULATION. Workload (hours per year) depends on the position: professor 900; assoc. professor 900; docent 1000, lecturer 1000, assistant 1000. Methodological and scientific work for BIA academic staff (assistants, lecturers, docents, associate professors, professors) up to 75 acad. hours in the school year are included in the annual workload.

The hourly rate is calculated by dividing the monthly salary by the fixed working time corresponding to one monthly salary expressed in hours worked per month.

**BIA academic staff salary table**

1 2	3	4	5		6
Name of the pedagogical profession (position)	Monthly wage rate (€/month)		Difference (3.p. -4.p.)		Notes Correspond/do not correspond to MK 05.07.2016. Regulation No. 445
	In Baltic International Academy	MK 05.07.2016. Table 5 of Annex 6 to Regulation No. 445	€	%	
1 Professor	1423	1293,53	+129.47	10	correspond
2 Associate professor	1124	1035,35	+87.65	8,6	correspond

3 Docent	900	828,47	+71.5 3	8,7	correspond
4 Lecturer	720	662,91	+57.0 9	8,6	correspond
5 Assistant	580	528,95	+51.0 5	11	correspond

**Conclusion:** Salary of BIA academic staff corresponds to the Cabinet of Ministers 05.07.2016. Regulation No. 445 “Regulations on Pedagogue Wages”. The amount of workload (hours per year) depends on the position (professor 900...; assistant 1000) and corresponds to Cabinet of Ministers 05.07.2016. Regulation No. 455 “Regulations on Pedagogue Wages” for workload restriction - 600-1000 hours per year (Sections 9 and 10 of Annex 3 to the Regulation).

The study program “Management, Administration and Real Estate Administration” is implemented in Latvian, English and Russian (requested by the end of 2022). The knowledge of foreign languages of the teaching staff involved in the programme is attested by a higher education document with acquired specialities and qualifications, as well as by the self-assessment of lecturers in the EUROPASS Language Passport, regardless of whether the language is learned in or outside formal education, by setting the level of skills according to the European common guidelines for language learning and MK Regulation No 407 Annex 1, Section 3, Clause 4.

Foreign language certification is provided by the BSA Centre for Foreign Language Learning and ECL Certification, which is part of the European Consortium for Advanced Language Proficiency Certification (ECL...). The Centre is certifying English, German, Spanish and Russian according to 09.06.2009. Regulation approved by the Senate (protocol of the Senate meeting No. 83). MK 29.09.2015. Regulation No. 543 established international foreign language testing institutions, including ECL (English, German, Spanish and Russian).

Each lecturer working in education field has the opportunity to promote his or her international organisational competence not only by actively participating in international conferences with papers but also by participating in international mobility by giving lectures abroad in higher education institutions, including the Erasmus International Mobility Program.

Erasmus + academic staff mobility within BIA is being pursued in the following areas:

- outgoing teaching and staff mobility between the EU Program Countries, as well as between the Program Countries and the Partner Countries;
- incoming teaching and staff mobility between EU Program Countries and between Program Countries and Partner Countries.

Erasmus+ mobility programme:

- Ensures quality education and helps prepare future professionals in the economic, financial and business fields;
- Ensures fulfilment of highly qualified specialist training requirements by attracting academic staff from partner universities and staff from industry across borders;
- Ensures the exchange of knowledge and experience in pedagogical methods.

**Outgoing mobility of lecturers abroad of BIA education field “Management, Administration, and Real Estate Administration”**

	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>2018/2019</b>	<b>Total</b>
<b>Belarus</b>		4	1	8	2	1	<b>16</b>
<b>Austria</b>		2					<b>2</b>
<b>Bulgaria</b>	1	1					<b>2</b>
<b>France</b>						1	<b>1</b>
<b>Belgium</b>					1		<b>1</b>
<b>Portugal</b>	1		1		1	1	<b>4</b>
<b>Estonia</b>	3	2	1		1		<b>7</b>
<b>Romania</b>						1	<b>1</b>
<b>Greece</b>	1			1			<b>2</b>
<b>Georgia</b>		4		5			<b>9</b>
<b>Slovakia</b>			1				<b>1</b>
<b>Slovenia</b>				1			<b>1</b>
<b>Croatia</b>				1			<b>1</b>
<b>Italy</b>		2					<b>2</b>
<b>Czech Republic</b>		5	2	1		1	<b>9</b>
<b>Kazakhstan</b>		1				1	<b>2</b>
<b>Japan</b>				2			<b>2</b>
<b>Hungary</b>				1			<b>1</b>
<b>Russia</b>		14	15	20	15	1	<b>65</b>

<b>Lithuania</b>	15	3	3		4	3	<b>28</b>
<b>Poland</b>	6	3	2	1		1	<b>13</b>
<b>Spain</b>	1	2	4		1		<b>8</b>
<b>Ukraine</b>			2	1	2		<b>5</b>
<b>Uzbekistan</b>						2	<b>2</b>
<b>Germany</b>				1			<b>1</b>
<b>Turkey</b>				2	1	9	<b>12</b>
<b>UNESCO</b>		3					<b>3</b>
<b>Total</b>	<b>28</b>	<b>46</b>	<b>32</b>	<b>45</b>	<b>28</b>	<b>22</b>	<b>201</b>

Evaluation table it can be concluded that 201 mobility visits to foreign partner universities took place in the period of academic years 2013/2014 till 2018/2019. This shows that there have been several docents on mobility visits every year, including attendance of conferences, symposiums, reading lectures. It can be noted here that, during mobility visits, the teaching staff of the BIA have travelled more frequently to countries such as Russia, Lithuania, Belarus, Poland, Turkey. Teaching staff have also been several times in mobility visits to Georgia, Estonia, Czech Republic, Spain, Ukraine, Portugal.

On average, 12-16% of the total number of BIA staff in mobility visits abroad is part of the Erasmus Mobility Program. Collecting reports from BIA Erasmus + Mobility participants, as well as interviews with BIA lecturers, is most often noted as motivating BIA lecturers to develop a foreign language. As a result, we can conclude that participation in the Erasmus + Individual Mobility Program is a motivating factor for the development of foreign language skills among the teaching staff. Foreign language skills of lecturers are also one of the selection criteria for lecturers to participate in the Erasmus + program.

The description of the mobility of the teaching staff involved in the implementation of the education field during the reporting period is presented in **Appendix Incoming and outgoing mobility of teaching staff.**

On the other hand, an average of 50 mobility members from partner universities come to the BSA every year for the mobility of guest lecturers and guest staff. The results of Table 2.26 show that during a given reporting period, 308 members of mobility from partner universities have arrived at the BSA. Mobility for the development of guest staff in the BIA is linked to their participation in conferences, symposiums, lectures, the organisation and conduction of creative workshops and to the promotion of cooperation in the development of scientific research. It can be noted here that more frequent visits to the Baltic International Academy have been made by hosting staff from countries such as Russia, Ukraine, Belarus, Poland, the Czech Republic, Romania, etc.

#### **Mobility of foreign lecturers in the BIA education field “Management, Administration and Real Estate Administration”**

	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>2018/2019</b>	<b>Total</b>
<b>Austria</b>		2				1	<b>3</b>
<b>USA</b>			2	1	1		<b>4</b>
<b>Romania</b>		1		4	3	8	<b>16</b>
<b>Belarus</b>		12		1	2	10	<b>25</b>
<b>Czech Republic</b>		9			7	6	<b>22</b>
<b>Slovenia</b>		1	1				<b>2</b>
<b>Slovakia</b>			1				<b>1</b>
<b>Spain</b>					1		<b>1</b>
<b>Italy</b>						2	<b>2</b>
<b>Portugal</b>				1			<b>1</b>
<b>Estonia</b>				2	3		<b>5</b>
<b>Germany</b>			1	1			<b>2</b>
<b>Russia</b>		13	17	17	29	29	<b>105</b>
<b>Great Britain</b>				2			<b>2</b>
<b>Japan</b>				4	3		<b>7</b>
<b>China</b>						2	<b>2</b>
<b>Lithuania</b>		4	1	3	5		<b>13</b>
<b>Poland</b>		2	2	4	5	12	<b>25</b>
<b>Bulgaria</b>				1	1	1	<b>3</b>

<b>Turkey</b>	2		1	1		2	<b>6</b>
<b>Ukraine</b>		12	1	2	4	12	<b>31</b>
<b>Uzbekistan</b>		8				4	<b>12</b>
<b>Kazakhstan</b>		10					<b>10</b>
<b>Azerbaijan</b>		5					<b>5</b>
<b>Georgia</b>			2				<b>2</b>
<b>UNESCO</b>			1				<b>1</b>
<b>Total</b>	<b>2</b>	<b>79</b>	<b>30</b>	<b>44</b>	<b>64</b>	<b>89</b>	<b>308</b>

The difficulties faced by the Academy in the mobility of its teaching staff are due to the high workload of the teaching staff, which does not always indicate the possibility to leave the study period, as well as to subjective reasons (health, poor foreign language skills, family circumstances, etc.).

During the reporting period, foreign teaching staff actively participated in the BIA study process, the mobility characteristics of which are reflected in the ***Appendix Incoming and outgoing mobility of teaching staff***.

### **3.7. Assessment of the support available for the students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.).**

Each BIA student is a personality whose development and growth are cared for by the entire staff of the academy, including teaching staff, technical staff and administration. During the day-to-day work, academy's staff takes into account students' individual features, qualities, skills and competence, as well as takes care of varied student development, promotes the formation of personality growth and tolerance.

The support system of BIA available to students is developed in several directions.

BIA starts its work with applicants before selecting a programme for starting studies by organising academy's open days or providing applicants with all kinds of individual consultations.

Great attention by the BIA administration and lecturers is given to students with various problems in both studies and communication. Student contingent is very diverse. Students who enrol and study in the BIA have different levels of knowledge from different regions of Latvia, as well as from abroad, from different nationalities and Latvian knowledge. There are also students who have different health, social and material problems.

The acquaintance with the study process for freshman students in the BIA starts during the freshman week in September, when meetings with the BIA and study programme administration are intended, as well as testing Latvian, foreign languages and information science for the purpose of clearing up the student knowledge level by then offering studies in different groups, the acquaintance with the BIA library resources, cultural centres, etc. Study field and study programme directors consider the formation of unified student understanding on career development matters one of the most important tasks. Therefore, in the freshman week the new students are introduced to the growth opportunities and current events of their career. Similarly, lectures are organised for pupils in the BIA Junior academy study format on the choice of future studies and the most appropriate employment field. The freshman students are expected to communicate with the BIA Admission Committee office-workers on all matters related to the start of the study process in the academy. In this case, the office-workers of the BIA Admission Committee perform the functions of the freshman tutors.

At the same time, the needs of students who have difficulties in studies or who have not attended an educational establishment for a long time have been identified in each course of the studies. Assistant professors work individually with these students and within their capabilities provide tutorials with the purpose of helping them in the learning process. When required, lecturers offer individual tutorials for the performance of tasks at home, as well as the usage of additional literature and scholastic materials and work in pairs involving another student, who helps to deal with a particular subject or task. Given that, in the last years the number of student dropouts due to poor results has considerably increased, a set of measures has been developed in the BIA, which includes student-focused, individual approach identifying gaps in the knowledge of a particular student and providing individual support, in order to reduce these deficiencies. The BIA provides studies based on individual schedules, in order to promote student involvement in the academy's research work; to give students an opportunity to continue studies in cases when studies in a standard regime are not possible due to family related circumstances; to give students an opportunity to continue studies if their academic group has become too small, in order to organise studies in a standard regime.

There is a study information centre in the BIA aimed at providing students with advisory assistance on all matters related to the organisation of the study process, as well as the formation of communication with the administration and assistant professors.

The career support system is one of the instruments, which can contribute to the improvement of individuals' skills, by supporting the transition from one educational level to the next, starting up a professional activity, making adult decisions on their employment, as well as addressing social inclusion matters. The achievement of the objectives set must ensure systematic access to the implementation of services according to the needs of the target group, ensure accessibility and adequate quality of services. The academy firstly identifies the range of services provided to students and other target groups. The majority of service providers prioritise the organisation of different types of internships and assistance in the provision of internship positions. These activities are implemented by integrating support for students coordinated by the directors of study fields and study programmes. The accessibility of information depends only on the activity and personal interest of graduates to provide information by organising internet surveys for the university.

An important section is co-operation with employers, which leads to the organisation of a variety of activities, in which students can attend the lectures of employers to attest their knowledge and skills, for example by preparing reports and statements in the annual BIA scientifically practical student conferences.

The BIA always strives for taking care not only of students' good educational opportunities but also

their social needs and psychological support, to the extent possible, support students in different life situations, particularly in problem situations. The primary support for students is programme directors who can be addressed in any life situation for tackling current matters.

There is a student self-management in the BIA, which is formed of group assets. They are led by the president of the student parliament. The student self-management decides and assists in organising student activities, develops proposals for improving the training work and environment, assists in implementing a variety of activities, perform other activities related to the improvement of the work and environment of the BIA or the performance of a variety of activities in the academy.

Events outside studies are organised on a regular basis, strengthening the awareness of students' statehood, promoting civic involvement and initiative, loyalty and patriotism.

All students of both the BIA and foreign students during the mobility of studies of the Erasmus+ programme are provided with a place of residence, as the BIA has co-operation agreements with the State Technical School, RTU and TSI on the utilization of the services of the official accommodation facilities for the BIA students. In co-operation with the BIA student self-management, foreign students are also involved in the activities of the BIA students outside studies (e.g., during presentation dinners of the Erasmus+ member state universities, excursions, Christmas and other events organised by the student self-management etc.).

One of the priorities of the BIA is the implementation of Erasmus+ projects. Erasmus+ programmes are a good way of supporting students, providing them with an opportunity to acquire new professional and life experience through mobility abroad. Usually different learners are involved in the student groups, both the best and the most problematic, as well as students with different social problems, in order for them to have an opportunity to feel and become more valuable through communicating and socialising.

The BIA does not have a separate educational programme available to students with special needs. All students enrolled are integrated into higher vocational educational programmes. The academy is appropriately equipped and adjusted to the enrolment of such students. In order to allow mobility impaired students to move through the premises of the academy, user-friendly elevators are available. All premises are adjusted and easily accessible for people with special needs. The BIA has the necessary security for a quality provision of the special needs of students.

## **II - Description of the Study Direction (4. Scientific Research and Artistic Creation)**

### **4.1. Description and assessment of the directions of scientific research and/or artistic creation in the study direction, their compliance with the aims of the higher education institution/ college and the study direction, and the development level of scientific research and artistic creation (provide a separate description of the role of the doctoral study programmes, if applicable).**

Scientific activity is an integral part of the BIA operations, in which academic staff and students are participating. The research activities of the academic staff are one of the main directions of the BIA operations. In order to ensure a successful research process, the Scientific Research Council, the Scientific Research Institute for Social and Humanitarian Problems, the Academy's Council of

Science and the Council of Doctorate are operating in the BIA.

The research process in the BIA is coordinated by the pro-rector of sciences, who is in charge of the BIA Council of Science and is responsible for the academy's scientific research work strategy, implementation of the objectives set and the quality of the results achieved. The academic staff of the study course "Economics" has an opportunity to carry out researches in the BIA's Scientific Research Institute for Social and Humanitarian Problems, where such fields of science as the social sciences and humanities are represented in the OECD. The scientific activities of the BIA are:

- to provide science, research and innovations according to the research directions defined in the strategy of the operations and development of the BIA;
- to develop the scientific research capacity;
- to increase the number of employees in science by restoring and developing human resources of sciences, technology and innovation, promoting international excellence and quality;
- to maintain and improve the scientific infrastructure. Research work ethics are defined as key principles for the scientific activities of the BIA;
- the indivisibility of the pedagogical and research work;
- knowledge transfer;
- co-operation, interdisciplinary, integrity.

A total of 50, teaching staff was involved in the implementation of the study course who have an academic seat for election to an office in the BIA and includes 10 professors, 5 associate professors, 3 leading researchers, 25 assistant professors, 6 lecturers and 1 assistant. As a total of 63, teaching staff is involved in the implementation of the study process, this means that 79.4% of the teaching staff is elected by the BIA, which shows a high academic capacity of the BIA's academic staff. It should also be noted that during the reporting period, foreign teaching staff from Estonia was attracted to the course study programmes.

**The List of the Professors and Associate Professors of the Study Course "Management, Administration and Real Estate Administration" (01.12.2019)**

**The list of the professors and associate professors of the BIA  
01.12.2019.**

No.	Surname	Name	Occupation	Field	Subfield
	Blūmenau	Ņina	assoc.prof.	Psychology	Social psychology
	Čamane	Inta	prof.	Pedagogy	University pedagogy
	Gžibovska	Natalja	assoc.prof.	Economics and business	Latvia's national economy
	Morohins	Viktors	assoc.prof.	Economics un business	Latvia's national economy

	Novožilova	Nadežda	assoc.prof.	Economics and business	Latvia's national economy
	Ignatjevs	Sergejs	assoc.prof.	Economics and business	Marketing
	Caurkubule	Žanna	professor	Economics and business	Social economics
	Golubkova	Tatjana	professor	Economics and business	Marketing
	Kočetkovs (Liep)	Jurijs	professor	Economics and business	Econometrics
	Mašarskis	Aleksandrs	professor	Economics and business	Finances and credit
	Plotka	Irīna	professor	Psychology	Social psychology
	Rešina	Gaļina	professor	Economics and business	Finances and credit
	Stecenکو	Inna	professor	Economics and business	Regional economics
	Verovska	Ludmila	professor	Economics and business	Book-keeping and accounting theory
	Vocišs	Arkādijs	professor	Economics and business	Marketing

**The List of the Leading Researchers and Researchers of the Study Course “Management, Administration and Real Estate Administration”**

No.	Surname	Name	Occupation	Scientific field
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1.	Kačans	Vsevolods	Senior researcher	philosophy
2.	Popova	Jelena	Senior researcher	economics
3.	Sannikova	Aija	Senior researcher	mathematics

**The List of the LCS Experts of the Study course “Management, Administration and Real Estate Administration”**

No.	Name and Surname	Scientific field(s)	LCS expert's rights expiry date
1.	Nina Blūmenaua	Psychology	16.06.2020.
2.	ŽannaCaurkubule	Economics and business	21.03.2021.
3.	TatjanaGolubkova	Economics	18.09.2022.
4.	Irina Plotka	Psychology	19.05.2022.
5.	Valērijs Roldugins	Economics	19.01.2018.
6.	Inna Stecenko	Economics	18.09.2022.

In accordance with the operations and development of the BIA long-term strategy for the period 2016-2021 (<https://bsa.edu.lv/en/documents/>), the main directions of the scientific research activity of the BIA are as follows:

- to promote the research activities of teachers and students, particularly in those directions that are important for the further growth of Latvia's national economy and culture;
- to co-operate with business structures, by developing applied researches;
- to develop and expand the scientific and methodical co-operation with Latvian and foreign universities for the performance of joint scientific researches;
- to promote the development of commonly used scientific infrastructures (the development of scientific research laboratories, the formation of the analytical and competence centre, the formation of the psychological assistance centre, etc.);
- to attract the funding of the EU social and structural funds, for the researches of the BIA academic staff;
- to involve students in the development of the EU structural funds and social projects;

The priority research directions of the BIA are specified and reviewed every three years, taking into account:

- compliance with the priority research fields identified by the Republic of Latvia;
- the research directions supported by the European Union programmes;
- the need to ensure the highest level studies.

According to their priority research directions and commercialisation opportunities, the BIA:

- promotes the development of the applied market-oriented and company-commissioned researches by attracting investments for these researches.
- promotes the development of Master studies in the corresponding field of science;
- forms an efficient system for the usage of infrastructure resources and intellectual property;
- ensures the development of new researches formed by its own staff or its participation;
- promotes the practical usage of their activities and science achievements;
- prepares the publishing of internationally recognised collection of scientific works and journals.

Scientific topics are concerned with regional development, economic and financial field researches and correspond with the objectives of the academy and study courses. The basis of the research is primarily related to Latvia's economic development. For the staff representing a different course of study and leading study courses of the corresponding science field, the topics correspond with the activity objectives and tasks of the respective direction.

***Scientific Research Education fields 2013-2019 of the BIA's Study Courses are presented in Appendix***

The research activities carried out by the assistant professors in the framework of the studies correspond with the objectives of the study course. Taking into account the specific features of the economic field, the involvement of academic staff occurs mostly with economics, finances and projects related to business activities, in which students are also involved.

**4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.**

During the report period, for the science research connection with the study process, the following general objectives and detailed objectives were identified for the BIA science council:

**General objectives:**

- to coordinate scientific research work in the BIA and its integration into the study process and acquisition of programmes (resp. the BIA's science pro-rector, the directors of study courses and study programmes);
- to develop and coordinate the research activities of students of the BIA (resp. study course and study programme directors).

**Detailed objectives:**

- to participate regularly in the approval of the topics or supervisors of the Master and Bachelor theses of the Master and Bachelor study programmes. (Faculty board). (accomplished).
- to participate in the evaluation of the development process of the final theses, in the pre-defence of the Bachelor and Master theses, in the recommendation of the final theses for defence and their reviewing. (study programme directors, faculty assistant professors). (accomplished).
- to participate in the development of the BIA's research directions and academy's progress strategy. (faculty's governing body). (accomplished).
- to participate in the organisation and provision of the process of the BIA student scientific conference, to participate as experts in the conference. (study programme directors, faculty

assistant professors). (accomplished).

- to clarify the standpoints of both internal and external stakeholders on the operations of the BIA KM, by carrying out surveys (oral or written) (analytical part of the BIA). (accomplished).

The research work performed by the academic staff is used in the preparation of the study course programmes and in the training of the students and has a direct impact on the study work. The research work of the academic staff leaves a direct and positive impact on the study work. The participation in conferences and project development gives an opportunity to provide an insight into the newest research directions, current scientific and practical work problems and their solution in the study work. The improvement of the study course content is also related directly to the research work and scientific activities of the lecturer. Students are involved actively in a variety of research activities, acquiring the abilities, skills and competences necessary for the performance of the research work. Students of all levels participate actively with their reports in both Latvian and international conferences. For Master and Doctoral students, the participation in the conferences is a compulsory condition.

In each study programme students are offered current research directions from which students can draw inspiration for their own researches. In co-operation with employers, students have an opportunity to research and develop studies important and useful for the field. The model topics for the final theses are developed by the assistant professors of the corresponding study programme and till 1 December these topics are confirmed by the faculty board. The model topics confirmed are released on the BIA website. Study programme directors review and confirm or ask to specify each application for the topic of the final thesis.

Scientific research activities are based on the requirements of the Law on Higher Education Institutions and the Law on Scientific Activity at the BIA. The BIA as a scientific institution was registered in the Register of Scientific Institutions on March 2, 2018. Main directions of scientific activity of the study direction "Management, administration and real estate management" were shown in the table "The BIA study directions of scientific research in 2013-2019". Connection of scientific research with the educational process is carried out in several ways.

- Students are involved in research work during the development of the course works, bachelor's theses, master's theses. They get the opportunity to work in research projects in case of availability of appropriate funding. In cooperation with the supervisor the students acquire skills of planning and conducting research; mastering or developing the research methodologies for the relevant work topic. In cooperation with the supervisor they also are involved in the process of developing scientific articles as a result of which they develop a culture of scientific research work. Students systematically participate in the scientific conferences in which they present their research works.
- Students (in particular, students of the professional master's program "Business Administration and Administration") have the opportunity to participate in research conducted by teachers in this field, both as participants in training and voluntarily, which allows them to better master the research process. Master's students are involved in research work throughout the studies, except the preparatory semester. Negotiations and consultations with students on the choice of the master's thesis are started starting from the introductory week. At the end of the first semester the students submit the essay "Justification of the Master's Research Problem" which is developed as an independent individual work within the study course "Research Methods in Business". At the end of the second semester the students transfer and defend the Master's thesis project "Research project" Modern challenges in the business environment "within the study course. During the third semester, students continue to work on the master's research participating in the practical seminars within the study course "Econometrics", record the results of the research

and at the end of the semester defend the master's thesis.

- Lecturers of the study direction “Management, Administration and Real Estate Management” are using the results of their own research and the research of their colleagues in the study courses, citing them in addition to the description of research carried out in other countries of the world.

Research work performed by the teaching staff is used in the preparation of the study courses of the professional bachelor study programme “Entrepreneurship” and the professional master's study programme “Business Management and Administration” and in the training of students. It has a direct impact on the study work. For example, the research results obtained in the research direction “Monitoring of social development models of the Baltic region countries” are applied in the study courses “Social Management” and “Social Entrepreneurship”. Research results obtained in the research direction “Research of small business development problems in the Baltic States” are applied in the study courses “Creation and Management of a new company” and “Business in Europe”. Research results obtained in the research direction “Management of Financial and Banking Systems (at the macro and micro levels)” are applied in the study courses of the professional bachelor study programme: “Macroeconomics”, “Company financial management” and “Investment management”.

Research results obtained in the research direction “Research on the implementation of information business technology problems in small and medium business operations” are applied in the study courses of the professional master's study programme: “Econometrics” and “Business strategy and risk analysis”.

Linking of scientific research with the educational process corresponds to the practice adopted in business education in the world and can be evaluated as meeting the strategic goals of the study direction “Management, Administration and Real Estate Management” - training of highly qualified business management specialists in accordance with the requirements of the Latvian and international labour markets, improving research skills and competencies and ensuring the personal development and motivation of students for further education.

#### **4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.**

Course assistant professors participate regularly in a variety of international projects. Being aware of the importance of the practice obtained during such projects, assistant professors involve academy students from different programmes in the implementation of the projects. The BIA has implemented successfully the EU fund projects that have developed the experience of fund acquisition, as well as the abilities to advise trainees and provide information to the general public.

#### **International Research and Development Agreement Works**

<b>Programme</b>	<b>Year</b>	<b>Project Identification or Contact Number</b>	<b>Applicant/Beneficiary Name</b>
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Erasmus	2012-2013	Charter 2007-2013: 227161-IC-1-2009-1-LV-ERASMUS-EUCX-1 Agreement 2013-1-LV1-ERA02-05466	Baltic International Academy
ERASMUS	2013-2014	Programme agr.No. 2013-1LVL-ERA02-05466 - Students and teaching staff mobility, Organisation of Mobility - <b>State Education Development Agency</b>	Baltic International Academy
Malopolska Regional Operational Programme European Regional Development Fund	2013-2015	Title: "Business In Małopolska - Partnership Network" European Regional Development Fund. In framework of activity 8.2: Building of the Malopolska position in European Networks: MRPO.08.02.00-12-093/13	Malopolska Agency of Regional Development, Poland, Krakow
Erasmus+	2014-2015	Learning mobility. Charter 2014: 227161-EPP-1-2014-1-LV-EPPKA3-ECHE Programme agr.No. 2014-1-LV01-KA103-000040 -students and teaching staff mobility, Organisation of Mobility - <b>State Education Development Agency</b>	Baltic International Academy
Erasmus +	2014-2015	Learning mobility. Charter 2014: 227161-EPP-1-2014-1-LV-EPPKA3-ECHE Agreement 2014-1-LV01-KA103-000042 - Students and teaching staff mobility, Organisation of Mobility - <b>State Education Development Agency</b>	Baltic Psychology and Management University – Baltic International Academy
Katowice School of Economics	2015	Problematic Usage of the new Digital Technologies by Students	Baltic Psychology and Management University – Baltic International Academy
Erasmus +	2015-2016	Programme agr.No. 2015-1-LV01-KA103-013175-LV - Students and teaching staff mobility, Organisation of Mobility - <b>State Education Development Agency</b>	Baltic International Academy
Erasmus +	2015-2016	Programme agr.No. STA-OUT-13- Staff Mobility for teaching between programme and partner countries Eastern Partnership programme	Baltic International Academy
Erasmus +	2015-2017	Programme agr.No. 2015-1-LV01-KA107-013261- Students and teaching staff mobility, Organisation of Mobility - <b>State Education Development Agency</b>	Baltic International Academy

Erasmus +	2015-2018	Programme agr.No. 2015-1-LV01-KA107-013261-Higher Education - International Capacity Building Project Nr.561832-EPP-1-2015-1-LV-EPPKA2-CBHE-SP (2015-3285/001-001) - European Dimension in Qualifications for the Tourist Sector - The Education, Audio-visual and Culture Executive Agency, European Commission	Baltic International Academy
Erasmus +	2019-2022	<b>Enhancing Green Economy in 3 countries of Asia“ (EGEA)</b> Project number:598470-EPP-1-2018-1-DE-EPPK2-CBHE-JP	Baltic International Academy

A more detailed description on international, artistic and research activities can be found in section K6.

For 8 years, the academy has been organising the annual international scientific and practical conference for young researchers “The time of challenges and opportunities: problem solutions, prospects” one of whose tasks include bringing students towards scientific activities. The co-organisers of the conference are Sting Academy (Czech Republic), Šiauliai State College (Lithuania), SHEI “Banking University” (Ukraine), **International University «MITSO»** (Belarus), St Petersburg State University of Economics (Russia), Riga college of Accounting and Finance (Latvia), as well as students from other universities of Latvia and other countries are taking part in the conference. Usually conferences are organised in May, i.e. at the end of the study year, therefore it is possible to present the researches developed throughout the whole study year.

The annual international, scientific and practical conference “The transformation process in law, regional economics and economic policies: the current problems of economically-political and legal relations” has been organised for the eighth year now. The co-organisers of the conference are the University of Daugavpils, Rīga Stradiņš University and Siedlce University of Natural Sciences and Humanities (Poland).

The international student scientific and practical conference "Student internship – a path towards professionalism" takes place for the fourth year now. In their presentations students analyse the internship results, including foreign internships, share their experiences and tell about the results. Conference lecturers and representatives of the active business always take part in this conference. Each year, in the framework of this conference, in order to solve problems related to the training of competitive professionals, a work session takes place (strategic planning sessions), in which entrepreneurs, representatives of governmental authorities, lecturers and students take part.

In co-operation with the scientific council and the BIA Doctoral studies in the framework of the direction „The economic development of the Baltic sea region”, assistant professors and Master students take part in the scientific conferences. The co-operation agreement of the scientific research programme „The economic development of the Baltic Sea region” has been concluded with the Siedlce University of Natural Sciences and Humanities, Siedlce (Poland).

In the framework of the programme co-operation ERASMUS: the academic staff of the study course completes an internship in foreign universities and other institutions, in order to acquire an objective understanding of the opportunities of the exchange trips and studies, the exchange opportunities for assistant professors, as well as new co-operation forms and signing new co-operation agreements.

Scientific research activity is an integral part of the study process. All leading lecturers of the study programme who actively participate in scientific research are widely using the obtained scientific results in the study process: in preparation for classes, developing practical examples of teaching

methodology, in the seminars, project works, and the topics of the final theses.

Pursuant to the provisions of the “Long-term strategy of activities and development of the Baltic International Academy for 2016-2021” ([https://bsa.edu.lv/wp-content/docs/2020/bsa\\_strateg\\_eng.pdf](https://bsa.edu.lv/wp-content/docs/2020/bsa_strateg_eng.pdf)) the main directions of scientific research are as follows:

- to promote the development of the shared scientific infrastructure (development of scientific research laboratories, establishment of an analytical and competence center, establishment of a psychological assistance center, etc.);
- to promote the development of collaborative scientific infrastructure (scientific-research laboratories, analytical and competence centre, psychological assistance centre, etc.);
- to promote the research activities of the lecturers and students, especially in the directions which are important for the further growth of the Latvian economy and culture;
- to cooperate with the business structures in order to develop the applied research;
- to develop and expand the scientific and methodological cooperation with the Latvian and foreign higher education institutions in order to perform the joint scientific research;
- to involve the EU structural funds and social funding for scientific research of the BIA academic staff;
- to involve students in the development of the EU structural funds and social projects.

The BIA plans for joint international research will be developed in the following areas:

- participation in scientific projects both at the national and international levels, including the international project management;
- preparation and implementation of joint scientific research and innovative draft contracts;
- management of commission for the organization of international conferences or participation in their activities;
- participation in the annual international scientific conferences and seminars held by the partner universities;
- management of the editorial board of international scientific publications or participation in their activities;
- increasing the number of scientific articles of the BIA lecturers in the internationally cited journals;
- preparation of joint scientific publications with the foreign universities;
- development of academic mobility by exchanging students, organizing lectures by the BIA lecturers at the foreign universities and inviting lecturers from the partner universities to teach at the BIA, etc.

International cooperation in scientific research directly affects the study programmes of the respective study directions. It gives the opportunity to enrich the lectures with foreign experience and to give the students the opportunity to meet directly and listen to the guest lecturers from different countries, including the reports on the results of their research.

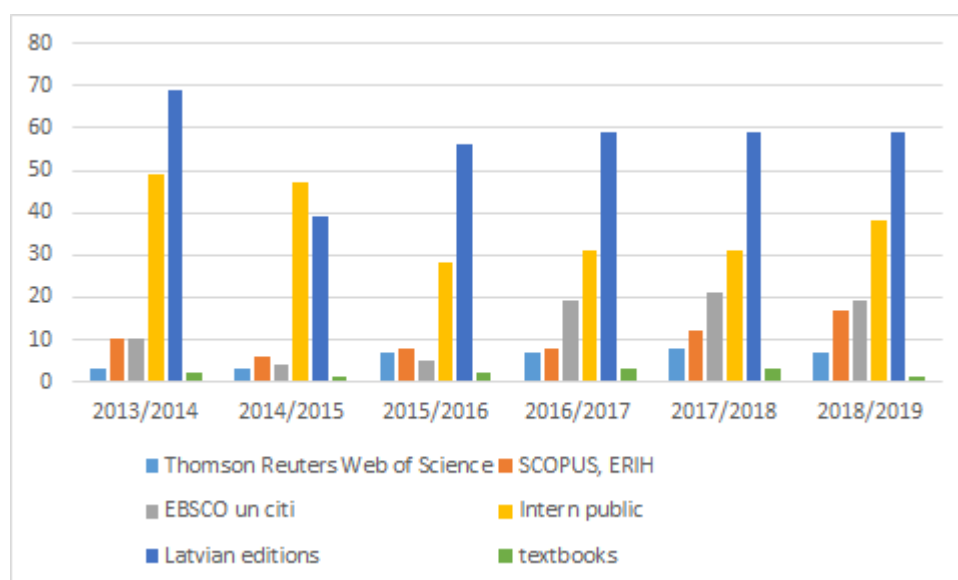
**4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in**

**the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.**

The staff involved in the implementation of the BIA study course „ Management, Administration and Real Estate Administration” ensures sufficient scientific capacity for the performance of the scientific activities in the economic science, the assistant professors involved in the course have written books and published the results of the researches in a variety of journals and scientific publications. Each year, the academy organises international scientific research conferences, in which the academic staff is actively participating.

The full list of the BIA conferences planned can be viewed on the BIA website in the section “Conferences” <https://bsa.edu.lv/en/plan-of-conferences-for-2019-2020-academic-year/>

The academic staff of the BIA publishes the research results in the scientific publications and journals of Latvian and foreign universities, that are included in WEB OF SCIENCE, SCOPUS, EBSCO and other data bases:



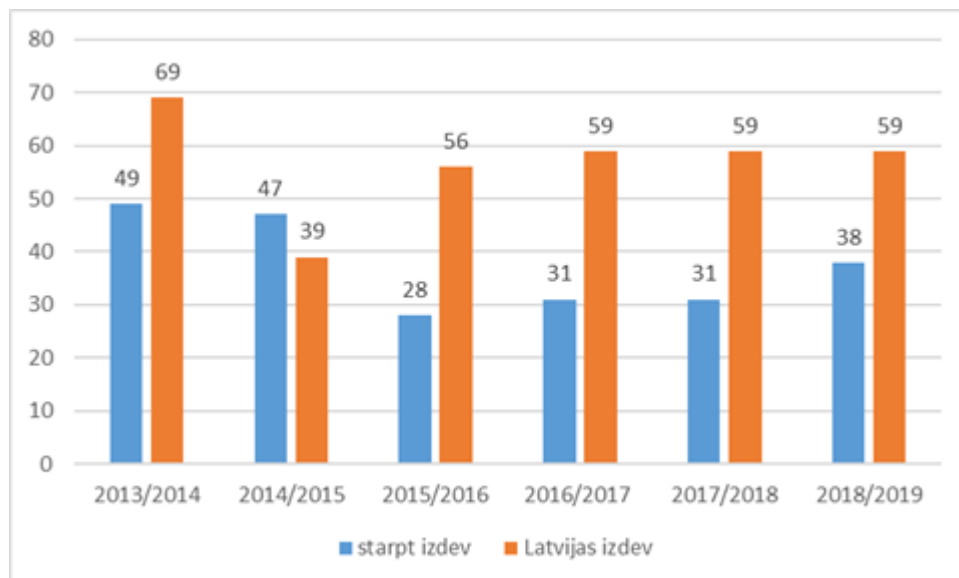
### **The Dynamics of the BIA Academic Staff Publications**

The faculty assistant professors publish and participate in the organisation of the international scientific and practical conference “The transformation process in law, regional economics and economic policies: the current problems of economically-political and legal relations”. The tradition of the “round table” is planned to be continued together with the internet magazine “The Baltic Course”, Employers’ Confederation of Latvia and Diplomatic Economic Club.

### **The Number of Course Academic Staff Publications in 2013-2019 Study Years**

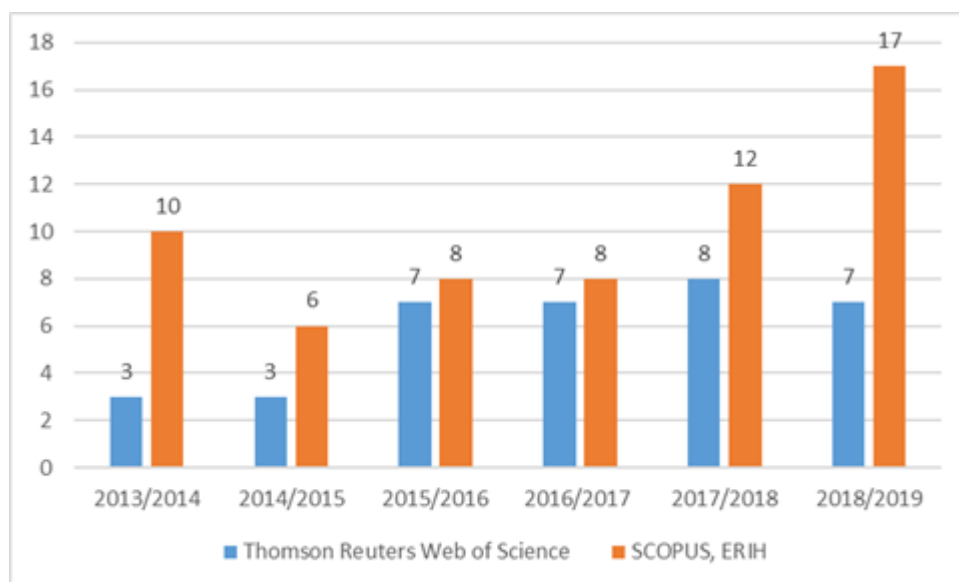
	Thomson Reuters Web of Science	SCOPUS, ERIH	EBSCO and others	intern. publ.	Latvian publ.	Text-books
2013/2014	3	10	10	49	69	2
2014/2015	3	6	4	47	39	1

2015/2016	7	8	5	28	56	2
2016/2017	7	8	19	31	59	3
2017/2018	8	12	21	31	59	3
2018/2019	7	17	19	38	59	1



### The Scientific Publications of the Field Lecturers in International and Latvian Editions

The list of the main scientific publications and prepared scholastic literature of the academic staff involved in the implementation of the study course in the reporting period are displayed in the **Annex Conference**.



### The Publications of the Field lecturers that are Included in Thomson Reuters Web of Science, SCOPUS, ERIH+ Data Bases

The academic staff involved in the study course, on a regular basis, acquaints the scientific communities with the results of the researches, by taking part in scientific conferences, symposiums, in both foreign and Latvian congresses, as well as by publishing the researches, releasing monographs and taking part in projects. The list of the participation of the academic staff involved in the implementation of the study course in the conferences and projects in the reporting

period is displayed in the **Annex Conference** and in academic staff CV.

Salary of the BIA academic staff depends not only on the volume of classroom work (lectures, seminars, consultations, semester and final exams), but also on the extra-curricular workload (participation in various events, organizing and managing conferences; publications; compilation of scientific, educational and methodological articles editing and reviewing materials).

Methodological and scientific work of the BIA academic staff (assistants, lecturers, docents, associated profesors and professors) up to 75 academic hours per academic year is included in the annual workload.

In addition, in accordance with the BIA policy in the field of science development for the publication of scientific articles in the international databases (e.g. Thomson Reuters Web of Knowledge, Scopus, Elsevjer, Erix +, EBSCO) a bonus payment is provided. Such a system promotes the motivation of teachers to write the articles, raises their qualification level and increases the quality and academic depth of the content of their classes. The BIA policy in the field of science development assumes that the BIA partially compensates the expenses related to the participation of lecturers in scientific conferences and seminars both in Latvia and abroad, provided that the lecturer's participation in the foreign conference will ensure the publication of a scientific article in one of the international databases or journals.

**4.5. Specify how the involvement of the students in scientific research and/or artistic creation activities is promoted. Provide the assessment and description of the involvement of the students of all-level study programmes in the relevant study direction in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.**

Study research work both in its content and organization is planned according to the requirements of the study program and is purposefully directed so that the future specialists will gradually acquire the necessary knowledge and skills. Bachelor study programs include the development and defence of 3 study papers and diploma paper, and the development and defence of research projects for master students.

Students' research activities are related to the implementation of various projects both within and outside the BIA activities. Studies or creative projects are carried during various study courses, which contribute to the strengthening of students' competitiveness. Students have to carry out micro-studies independently in relation to the problems of the course, developing both empirical and theoretical work skills. By collecting, summarizing and analysing all the information to be learned on a particular issue, students develop empirical work experience, while interpreting the material in accordance with the theoretical knowledge of the industry and presenting their findings in a report, presentation or article they develop their research skills.

Students' research work carried out within the framework of the studies corresponds to the aims of the study field. Final (bachelor, master) paper in the study program "Management, Administration and Real Estate Administration" is a project developed and implemented by the student independently with a practical part in the chosen specialization. The project is independently implemented, realized and presented. Successful qualification requires acquiring competences in one's professional and research work, being able to substantiate and realize a creative intention, as well as understanding and applying various knowledge, skills and competences related to the

selected profession. Throughout the study process, these competencies are built and promoted in an integrative way, starting with small creative assignments, then practical projects and science-based research. Students acquire basic knowledge about research in the study course "Theory and Methods of Scientific and Study Work" and their involvement in scientific work is mainly done within the study process, theoretical knowledge is tested in practical works and creative projects.

The writing of diploma and graduation papers (bachelor's and master's papers) is considered to be the most significant contribution to the improvement of students' research and creative activities. Elaboration and defence of the final thesis is a proof of the student's professional competence in order to obtain an appropriate qualification. Participates in scientific conferences, as participation in conferences and publications of scientific articles is part of the practical training that is included in the master's study program.

Involvement of students in scientific research has improved comparatively to the previous reporting period and more students are getting involved, but despite this increase, most students are not motivated to participate in scientific research. Students are given the opportunity to develop scientific papers, competent supervisors and partially sufficient equipment are also provided.

Academic staff of the BIA study directions has extensive experience in involving young scientists (bachelor's and master's degree students) in the scientific work, conducting research within the projects, conducting the individual research within the framework of course papers, bachelor's and master's theses, preparing scientific articles and presenting research results at scientific conferences. Study process organized within the study direction envisages a comprehensive approach, supporting the student-initiated research and involving the most successful students in scientific projects as well. Involvement of students in scientific research is accompanied by the annual holding of international student scientific conferences..

On May 15-13,2019 the IXth Annual International Scientific-Practical Conference of Young Scientists and Students of the BIA "Time of Challenges and Opportunities: Problems, Solutions, Perspectives" was held, at which more than 20 students, both master's and bachelor's students, submitted their research papers. On December 13, 2019 the VIIIth Annual International Scientific-Practical Conference of the BIA "Transformation Processes in the Field of Law, Regional Economics and Economic Policy: Current Economic-Political and Legal Problems" was held, at which the master students of the study direction took part. The best articles presented at the conference were recommended for publication. Students use these publications in their preparation for seminars, writing reports and developing their final theses.

**4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.**

BIA has developed and implemented the Academy's e-learning platform and Big Blu Button platform, which has enabled the quality of the curriculum to be improved, providing students with a better opportunity to develop competencies and skills. Work continued on improving the BIA database by implementing the NEXUS program, which enabled the integration of an e-solution platform with the curriculum content, staff and student case management, financial resources and document flow processes. By improving the organizational structure of the BIA and providing support to the students during the study process, a Study Information Centre was established,

where students and academic staff can receive any informative support. BIA continues to optimize its management by organizing the Quality Management Department in order to improve the quality of studies and to provide the Latvian economy with a competitive workforce as close the current labor market demands as possible.

The BIA-created Neurocognitive Implicit Laboratory provides an opportunity to engage students and faculty members in various programs (psychologists, lawyers, economists, marketers, entrepreneurs), as well as prospective and current research areas. The opportunities for the Academy to cooperate with Latvian and European researchers and to participate in joint international, scientific and research programs will increase significantly. There is a real opportunity to conduct fundamental research on the cognitive mechanisms of implicit social cognition, as well as contemporary applied research focused on the study of implicit attitudes in various professional fields.

The aim of the laboratory is to provide a scientific-technical basis for carrying out scientific research for students of master's, bachelor and doctoral study programs.

The laboratory performs the following functions:

1. Scientific-methodological and equipment provision for the development of practical work, bachelor and master papers;
2. Scientific-methodological and equipment provision for teachers engaged in scientific-research work in implicit social cognition.
3. Conducting business research (in the field of the market) on behalf of companies and organizations (transport, communications, industry, trade, advertising, marketing, etc.);
4. Development and improvement of the content of Master study courses.

In order to perform the above functions, the laboratory is equipped with computer hardware and software allowing to conduct group lectures; practical activities psychology and provides the ability to carry out all four above-mentioned lab functions.

Laboratory equipment:

The laboratory is equipped with hardware and software that incorporates the NVX-52 (EEG NVX-52) electroencephalograph (48 channels) and the E-Prime 2 hardware methodology, which serves as a base for implicit measurements. For many years work has been carried out using the hardware methodology E-Prime-2 in combination with EEG, which provides a qualitatively new level for scientific research.

1. NVX-52 encephalograph equipment with 48 channels for EEG recording. The NVX-52 encephalograph has a high sampling frequency (2000 Hz, ADC - 24 bit) required for high-frequency oscillation recordings, while 48 channel accuracy allows the use of a modern mathematical apparatus to calculate the called potentials and determine the structures responsible for wave generation (brain structures).
2. Two computers, one of which is used to detect external audio and visual stimuli; the other computer is used to record the EEG signal during the experiment. Both computers are equipped with ports (serial COM and parallel LPT) for conjugation of the stimulus-trigger signal during EEG recording.
3. E-PRIME program and PSYCHOTOOLBOX open source software working in MATLAB environment are used for stimulus material generation;
4. A powerful workstation with two monitors and open source programs EEGLAB and BRAINSTORM, which work in MATLAB environment, are used to compute the data obtained during the experiment. Using the given programs it is possible to calculate EEG signal spectral power on different EEG waves; calculate parameters of excited potentials, as well as

visualize current processes in the cortex.

Electroencephalography is one of the most widely used methods to study the electrical activity of the human brain. This method is especially used in medicine and neurocognitive research. In addition, electroencephalography is successfully applied in the field of applied research, such as engineering psychology, occupational psychology, ergonomics, as well as other fields of psychology.

Electroencephalography is increasingly being used not only in medicine, but also in neurocognitive science, which includes modern psychology and its emerging fields of science, such as neurocognitive economics and management. In this area, special attention is paid to neuro-marketing research, business decision-making research, and other perspectives that explore human behaviour in management.

## **II - Description of the Study Direction (5. Cooperation and Internationalisation)**

**5.1. Provide the assessment as to how the cooperation with different institutions from Latvia and abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study direction contributes to the achievement of the aims and learning outcomes of the study direction. Specify the criteria by which the cooperation partners suitable for the study direction and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the employers.**

In order to ensure the quality of education, the aim of the BIA cooperation and internationalization is primarily to promote the sustainability of study directions. BIA cooperates with several organizations in Latvia in order to achieve the goals and study results: companies, governmental and non-governmental organizations, professional associations, universities, colleges, secondary schools, etc. c. (**Appendix List of cooperation agreements**).

Contact with the programs of other universities is made thanks to the lecturers (academic staff), because the lectures in the Baltic International Academy are taught by specialists from Riga Technical University, University of Latvia, Transport and Telecommunication Institute and other universities. The academics also teach at these universities.

Partnerships with colleges are also maintained. College graduates are encouraged to continue their studies at BIA and take the opportunity to use these partnerships. Co-operation in Latvia is currently developing and is continuing at the level of colleges and universities that train specialists in similar or related fields. Colleges have agreed on curricula (study course composition and credits) to allow students to continue their education in Bachelor programs in Business Management and Administration. There is close cooperation with the College of Management and the College of Accounting and Finance, which operate on the premises of the Academy: students have the opportunity to attend lectures and guest lectures of the Academy or College, attend conferences, summer schools and other events, and communicate with each other.

Co-operation with schools is maintained as well. Secondary schools are visited, where study

opportunities in BIA programs are presented. Pupils are invited to attend the Academy on Career Days and Open Days, and taken for studies at BIA Small Academy.

Most of the programs implemented by BIA are professional higher education study programs, so regular cooperation at various levels with employers is of particular importance.

Cooperation with employers and professional organizations developed in the following directions:

- Participation in the development of study fields and study programs - inviting professionals to work in the faculty, field or program council;
- Participation in the implementation of study programs as guest lecturers teaching one or more study courses or a part thereof;
- Participation in science, research and creative activities;
- Provision and management of internships;
- Organization of guest lectures and creative workshops;
- Developing, discussing and approving the topics for term papers and final papers;
- Supervising and reviewing of final papers;
- Participation in defence committees for final papers and internships overviews.

The BIA conducts employer surveys, which provide information on the professional activities of BIA graduates. Employers can evaluate the study program on the basis of its result - analysis of the quality of work of graduates and specialists. Therefore, employers were asked to assess the qualifications, knowledge, skills and abilities of graduate trainees as well as graduates working in the relevant organizations and institutions, as well as to predict the qualifications needed by the organization in the near and distant future. The range of questions the employers are asked cover the following topics:

1. The volume and quality of the theoretical knowledge of the graduates of the study program "Management, Administration and Real Estate Administration" and their compliance with the requirements of the organization and institution, their necessity in practical work;
2. Correspondence of practical skills and abilities of graduates of the study program "Management, Administration and Real Estate Administration" to the requirements of employers. Summarizing the opinion of employers, the following can be concluded:

1) The volume and quality of the theoretical knowledge of the graduates of the program "Management, Administration and Real Estate Administration" are fully satisfactory to the employers. Graduates starting out in companies and organizations have good knowledge of economics, management, marketing, as well as specialty subjects - finance and accounting, business law, and commercial services management. Employers note that students/graduates have a "good theoretical basis" for starting practical work, and students/graduates are able and able to apply theoretical knowledge in practice.

2) Practical skills and competencies of graduates of the program "Management, Administration and Real Estate Administration" correspond to the requirements of employers. Student practices are mentioned as a positive aspect. Employers note that students get to know organizations during internships, and employers often consider the most successful students, who could also be recruited in the future. This is often the case, and after internships, many students retain the opportunity to collaborate, stay in touch with employers, and enter work after graduation. Employers, when assessing students' skills and abilities, point to the need to develop and improve students' communicative skills and competences, such as teamwork, creativity and initiative.

Employers believe that the demand for management specialists will not decrease in the near future. In addition, many professionals working in government institutions and organizations, as well as in businesses, who require additional specialty or qualifications are required to pursue

higher professional economic education. This is also indicated by the large number of part-time students in the study field of Management, Administration and Real Estate Management.

Employers positively evaluate study programs in the field “Management, Administration and Real Estate Administration” and forecast that in the perspective of developing and improving study programs paying more attention to student practices, knowledge of foreign languages, computer programs and practical application of theoretical knowledge, “Administration and Real Estate Administration” graduates have every opportunity to become actively involved in the labor market.

The Baltic International Academy is open for cooperation and is represented by:

- **Board of Rectors** (all higher education institutions accredited in Latvia participate),
- **Association of Private Universities** (all higher education institutions founded by legal entities),
- **Association of Colleges** (higher education institutions founded by state and legal entities),

and the BIA maintains partnerships with associations, unions and confederations.

International cooperation should be one of the key elements of the institutional strategy. The international cooperation activities of the BIA mainly focus on the EU, the Baltic Sea region and Eastern Europe.

BSA promotes:

- Mobility of students and teaching staff with the aim of improving the quality of studies and improving the qualifications of staff;
- Participation in international academic and professional organizations (including associations);
- Attracting foreign students by increasing the proportion of courses taught in foreign languages;
- Active participation in international scientific and educational exhibitions, conferences, seminars, refresher courses, and other activities;
- designing and implementing summer school and International Week programs with international study courses;
- development of transnational higher education study programs;
- participation in international education and research programs and projects.
- BIA seeks to expand teaching and student exchanges and develop exchanges between BIA and foreign higher education institutions (through EU programs and bilateral agreements).

The main goal of BIA in internationalization is to increase the international competitiveness of the Academy by promoting international mobility of students and lecturers, strengthening international cooperation and ensuring its sustainability, attracting foreign lecturers and supporting the integration of foreign students in higher education. By doing so BIA will become internationally recognized and get a high-quality international education environment.

Cooperation is based on mutually agreed cooperation agreements, as well as on long-term collegial and friendly relations. BIA has been actively developing cooperation with foreign higher education institutions for the last 6 years. Its cooperation with foreign and EU higher education institutions under the ERASMUS program allows not only the implementation of the student exchange program, but also the exchange of lecturers. Lectures, open seminars, international conferences have strengthened the place of BIA in the European Higher Education Area. The university has successfully entered the Erasmus program, which is certified by more than 100 cooperation agreements. The collaboration is used by students, academic staff and the administration of the university. Every year the university will expand international cooperation. There has already

developed a recognized tradition regarding this. Extensive co-operation with existing co-operation partners is carried out, as well as new co-operation partners are sought and new forms of co-operation are created. Within the framework of international cooperation, the university is regularly visited by delegations of related foreign universities and other institutions, who share their work experience and are interested in getting acquainted with the work of the university. Discussions provide insights that allow the University to improve its work.

BIA international cooperation forms include staff and student exchanges within mobility programs and projects, international projects, international scientific conferences and seminars, international academic weeks, membership in international associations.

In the next strategic period BIA will continue to develop international cooperation in the following directions: attracting foreign lecturers to lecture study courses and conduct scientific research, implementation of international projects, establishment of joint study programs, organization of summer schools.

## **5.2. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad and provide a description of the dynamics of the number of the attracted students and the teaching staff.**

New opportunities for cooperation are sought regularly, and guest lecturers are invited not only from universities, but also from foreign companies, which provide BIA students with an opportunity to acquire not only academic knowledge but also practical knowledge, examples of good practice, providing relevant knowledge and experience in the context of professional higher education.

In 2006 The European Commission has awarded the Baltic International Academy an Erasmus University Charter and an Erasmus code LVRIGA28. (The Academy has been awarded the **ERASMUS University Charter**, which allows it to participate in the **Erasmus Mobility Program**, which has about 140 cooperation agreements between EU universities (<https://bsa.edu.lv/en/erasmus/>), allowing for the organization of studies and internship exchanges as well as facilitates lecturer mobility activities. Students actively take the opportunity to participate in the ERASMUS program, the most popular student exchange program in Europe. Most students who apply for this program are full-time students, as this program is less popular with evening and part-time students because of their workload. Participation in the ERASMUS sub-program of the European Lifelong Learning Program (LLP) enables the College to develop within a united European context, including: provide exchanges of lecturers and students between European countries, as well as provide greater mobility opportunities for teaching staff across the European Union.

Currently many foreign students are studying in the study courses, but the specifics of the available study support (virtual environment, study materials, academic and administrative staff online, contact hours, and consultations) provide a full opportunity to get education outside Latvia and utilize in e-studying.

Each year, short-term priorities are set at the management level for the implementation of the mobility activities, including the number of foreign guest lecturers planned, sectors represented, countries, etc. The Academy has a solid network of collaborative universities whose professionals are regularly invited to be guest lecturers by the Academy.

BIA positions itself as a cooperative higher education institution, which not only actively invites

visiting lecturers from abroad, but also evaluates the offer of high school lecturers for cooperation and potential cooperation to give lectures to the students of the Academy. In this way, a number of high-quality Mobility-activities related to the content of the Academy's studies has already been implemented, so it is planned to continue evaluating incoming cooperation offers.

Within the framework of international cooperation, the Academy is regularly visited by delegations from foreign related higher education institutions and other institutions, who share their work experience and are interested in getting acquainted with the Academy's achievements. Discussions provide insights that will improve the work of the Academy. The number of guest lecturers has increased, facilitating international co-operation in study and research, professional skills development and personal development when in contact with foreign experience, which is later reflected in both student motivation and academic quality. See **Appendix Statistics on student mobility** for mobility of foreign teaching staff and students.

The academic staff involved in the implementation of the study programs improve their qualification by participating in international scientific conferences and seminars in Germany, Russia, Estonia, Poland, Kazakhstan, etc., as well as giving lectures in foreign higher education institutions such as Lithuania, Poland, Estonia, Ukraine, Russia and others.

It is planned to involve BIA academic staff and study program managers more actively in attracting foreign academic staff through their contacts in Europe and outside Europe. As specialists in the field, who are actively involved in projects and creative activities outside Latvia, they are able to recommend candidates for mobility, and are familiar with the content of study courses, which makes it easier to match foreign guest lectures with the knowledge of the students.

### **5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.**

Purposefully organized process of practical application of theoretical knowledge, which is carried out at the student's workplace or other internship place, setting certain tasks related to the student's professional development aimed at strengthening and supplementing the competences related to professional and personality development, and research work acquired during the studies. BIA students' internships are organized in accordance with the "Regulations on Internships at the Baltic International Academy" (<https://bsa.edu.lv/en/documents/>)

An important part of the study program is student internships, which aim to strengthen and supplement the competences acquired during the studies, related to professional development, research activities and personality development. During the study process of the study program, different types of practice are planned in accordance with the study program practice guidelines.

In cooperation with internship managers (employers), the content of internships is regularly updated in accordance with the requirements of the labor market.

The place for internship is chosen by the student independently, in most cases it is the institution or company where the student works. If the student has difficulties in choosing an internship place, BIA offers internship opportunities within the framework of the signed internship agreements (see **Appendix List of traineeships contracts**). The study programs of the study field have a purpose-oriented organization and management of practice, which includes clearly defined practice

tasks, with the aim to improve students' competences in work with economic and management document analysis, as well as to promote students' skills in business project development and implementation. During the semesters where internships are planned, the students receive the internship documents (contracts, internship programs) in due time, and the internship supervisors introduce the internship process and the requirements for the preparation of internship report. The students acquire the necessary skills and theoretical knowledge for the development of the final paper and defence in practical classes devoted to the methodology of development of the final paper, but the data for the final paper is obtained during the internship. Certain research skills are also developed in the study practice, the obtained results are reflected in the internship reports, analysing and describing the tasks performed, which are evaluated by the internship supervisors.

*The specific practice guidelines and internship programs of the study program "Management, Administration and Real Estate Management" are given in III. Part 2, section 2 of the corresponding study program.*

As shown by the results of the employers' survey and feedback from student internships and meetings with industry professionals, students can successfully work in the acquired specialty as the study process is provided with the necessary theoretical and practical knowledge commensurate with the received qualification.

To provide practice for the students studying in English the "Regulations on Practice at the Baltic International Academy", "Practice Guide" and "Practice Programme" were translated into English and explained to the students during the practice. The BIA does not take any obligation to provide the practice place for students because the students have to develop their communication skills and competencies during the practice.

Sometimes the BIA helps students find the place of practice by providing them with the same with the help of the BIA graduates. There are many branches and representative offices of the foreign companies in Latvia, so the English speaking students have the opportunity to find the places of practice in their home company and also to apply for practice within the framework of ERASMUS student exchange programme.

Students' practices are closely related to the study results achieved within the study programme which are given in the descriptions of the relevant study courses.

**5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.**

***(Not applicable)***

## **II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)**

**6.1. Assessment of the fulfilment of the plan regarding the implementation of the**

**recommendations provided by the experts during the previous accreditation of the study direction, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study direction and the relevant study programmes.**

Summarizing the recommendations provided by the experts in the accreditation of the previous study field, a plan for the implementation of the recommendations of experts was elaborated, the implementation of which had been started already in the academic year 2014/2015. The main activities of the Academy for the implementation of the plan were related to the improvement of the study program and study process, as well as the improvement of the material and technical basis of the study process.

In order to comply with the recommendation "There should be a greater difference between the content of bachelor and master programs and the levels of master and bachelor final papers", the aims, study outcomes, requirements and regulations for developing and defending final papers were revised and updated.

In order to meet the recommendations for wider use of the database, both by academic staff and students, and for greater use of the MOODLE platform, the number of corresponding databases was expanded and they were made more accessible to students and academic staff by increasing the number of computers in the BIA library.

During the reporting period BIA students were provided with access to the MOODLE platform, subject descriptions and other materials were developed and published in order to achieve the results of the required study programs and study courses.

In order to comply with the recommendation "To support the development of English language skills by students and academic staff", the following activities are planned for BIA students and academic staff to improve their English language skills:

- Introductory Testing for 1st year students with the aim of dividing students into small groups according to the level of English proficiency to apply the requirements of the course "Business English" according to the level of English proficiency to achieve the aim of the course;
- Students with a low level of English proficiency are offered opportunities to improve their knowledge by taking additional English language courses;
- For best practice in English, at least one study course (e.g. Business Communication and Professional Ethics) is offered in English already from the 1st semester with the opportunity to receive a consultation from lecturer in Latvian after the lecture;
- The incoming mobility capacity of the academic staff is strengthened and students are offered English lectures by foreign lecturers every semester to help students develop their English skills;
- Academic staff with insufficient English language skills are offered opportunities to supplement their knowledge by organizing additional English language courses at BIA premises;
- The BIA Department of Foreign Languages conducts internal English language testing prior to allowing the lecturer to teach their English course, thus certifying the lecturer's English proficiency to at least B2 level.

Expert recommendation on significant improvement of academic staff publications - both quantitatively and qualitatively - was fulfilled, as evidenced by the number and qualitative

characteristics of BIA academic staff publications (lecturers' publications in Latvian and foreign higher education scientific journals, included in WEB OF SCIENCE, SCOPUS, EBSCO, etc.) databases).

Following the expert recommendation on increasing the number of free choice/limited choice study courses, the aims and study outcomes of the field and programs were updated, and free choice/limited choice study courses were developed and expanded. Each semester BIA publishes an overview of the study courses that BIA students can attend during the semester on its website, taking into account the time and language of the study course. Students of the field are informed about the possibility to attend any study course from other BIA study programs or other study programs of Latvian higher education institution by duly informing their program director in due time

**6.2. Implementation of the recommendations given by the experts during the evaluation of the changes to the relevant study programmes in the respective study direction or licensed study programmes over the reporting period or recommendations received during the procedure for the inclusion of the study programme in the accreditation form of the study direction (if applicable).**

***(Not applicable)***

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List_regul.document.docx	Saraksts ar normatīvajiem dokumentiem.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)	BIA Branch_2020.docx	BSA_filiales_2020 (1).docx
Management structure of the higher education institution/ college	BSA_organizational chart2020_1.pdf	BSAStruktura_2020_2.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	1. Annex. Development plan of the study direction 2016-2022 (1).docx	Studiju virziena attīstības plāns no 2016.gada līdz 2022.gadam.docx
Management structure of the study direction	BIA Quality management system_2020_EN.docx	Studiju virziena pārvaldības struktūra.docx
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	List of teaching staff_ENG.xlsx	Studiju virziena Vadība macībspēks.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CV_Eng_end.7z	CV_LV_end.7z
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Incoming, outgoing staff mobility.docx	Mācībspēku ienākošā un izejošā mobilitāte.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	List of scientific publications of the teaching staff.pdf	Mācībspēku publikāciju saraksts par pārskata periodu.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	List of cooperation agreements.docx	Sadarbības līgumi.docx
Statistical data on the teaching staff and the students from abroad	Statistical data on foreign students and teaching staff.docx	Statistikas dati par ārvalstu studējošajiem un mācībspēkiem.docx
Statistical data on the mobility of students (by specifying the study programmes)	Statistics on student mobility.docx	Statistikas dati par studējošo mobilitāti.docx
Description of the organisation of the traineeship of the students	Regulations on Internships at the Baltic International Academy.docx	BSA_Prakses NOLIKUMS.docx
Information on the agreements and other documents confirming the traineeship of the students in companies	List of traineeships contracts.docx	Prakses līgumu saraksts.docx
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	Fulfilment of recommendations of experts in accreditation of education fields.docx	Studiju virziena akreditācijā ekspertu sniegto rekomendāciju izpilde.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Latvian.pdf	Latviešu.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		

If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	iesniegums_AIC_eng.edoc	iesniegums_AIC_lv.edoc

## Other annexes

Name of document	Document
Studiju virziena attīstības stratēģijas galveno virzienu salīdzinājums ar BSA stratēģiskiem mērķiem un uzdevumiem.docx	Studiju virziena attīstības stratēģijas galveno virzienu salīdzinājums ar BSA stratēģiskiem mērķiem un uzdevumiem.docx
Studiju virziena ieņēmumi no studiju maksas.docx	Studiju virziena ieņēmumi no studiju maksas.docx
Studiju virziena izdevumi EUR uz 1 stud.docx	Studiju virziena izdevumi EUR uz 1 stud.docx
BSA bibliotēkas resursi.docx	BSA bibliotēkas resursi.docx
BSA studiju virzienu zinātnisko pētījumu virzieni.docx	BSA studiju virzienu zinātnisko pētījumu virzieni.docx
Profesionālās studiju programmas “Uzņēmējdarbība” parametru izmaiņas, precizējumi un aktualizācija.docx	Profesionālās studiju programmas “Uzņēmējdarbība” parametru izmaiņas, precizējumi un aktualizācija.docx
Studiju programmu salīdzinājums.docx	Studiju programmu salīdzinājums.docx
Profesionālā bakalaura studiju programmā “Uzņēmējdarbība” paredzētās izmaiņas.docx	Profesionālā bakalaura studiju programmā “Uzņēmējdarbība” paredzētās izmaiņas.docx
Profesionālā bakalaura studiju programmas “Uzņēmējdarbība” sasaiste starp studiju īstenošanas metodēm, vērtēšanas procesiem un programmas studiju rezultātiem.docx	Profesionālā bakalaura studiju programmas “Uzņēmējdarbība” sasaiste starp studiju īstenošanas metodēm, vērtēšanas procesiem un programmas studiju rezultātiem.docx
Scientific Research Education fields 2013–2019 of the BIA’s Study Courses.docx	Scientific Research Education fields 2013–2019 of the BIA’s Study Courses.docx
Revenue from the tuition fee for the education field.docx	Revenue from the tuition fee for the education field.docx

Expenses of the education field EUR 1 stud.docx	Expenses of the education field "Management, Administration, and Real Estate Administration" EUR 1 stud.docx
BIA library resources.docx	BIA library resources.docx
Pielikums Nr. 1 Komersanata aplieciba.pdf	Pielikums Nr. 1 Komersanata aplieciba.pdf
Pielikums Nr.2izglitibas iestades_bsa_reg.jpg	Pielikums Nr.2izglitibas iestades_bsa_reg.jpg
Pielikums Nr.3_BSA zin.institucija aplieciba.jpg	Pielikums Nr.3_BSA zin.institucija aplieciba.jpg
Pielikums Nr.4 BSA_akkred.lapa.jpg	Pielikums Nr.4 BSA_akkred.lapa.jpg
Pielikums Nr.5 BSA_akreditetie studiju virzieni.docx	Pielikums Nr.5 BSA_akreditetie studiju virzieni.docx
Pielikums Nr.6 BSA ieņemumi.docx	Pielikums Nr.6 BSA ieņemumi.docx
Pielikums Nr.7 BSA izdevumi.docx	Pielikums Nr.7 BSA izdevumi.docx
Pielikums Nr.8 finanšu stabilitātes rādītāji.docx	Pielikums Nr.8 finanšu stabilitātes rādītāji.docx
Pielikums nr.9 BSA SKNS.docx	Pielikums nr.9 BSA SKNS.docx
Relationship between the Professional bachelor study programme "Entrepreneurship", methods of study implementation, assessment processes and study outcomes.docx	Relationship between the Professional bachelor study programme "Entrepreneurship", methods of study implementation, assessment processes and study outcomes.docx
Aizstāvētie diplomdarbi.docx	Diplomi_UD.docx
Representated Diploma paper	Diplomi_UD_eng.docx
Konferences.pdf	Konferences.pdf
Conference.pdf	Konferences.pdf
Comparison of the main tendencies of the education field.docx	Comparison of the main tendencies of the education field.docx

BSA_filiales_2020_1 (5).docx	BSA_filiales_2020_1 (5).docx
BSA studiju programmas „Uzņēmējdarbība” salīdzinājums ar ārvalstu programmām	BSA studiju programmas „Uzņēmējdarbība” salīdzinājums ar ārvalstu programmām.docx
BSA studiju programmas „Uzņēmējdarbība” salīdzinājums ar Latvijas augstskolu līdzīgām programmām	BSA studiju programmas „Uzņēmējdarbība” salīdzinājums ar Latvijas augstskolu līdzīgām programmām.docx
Comparison of BIA study program “Entrepreneurship” with foreign programs	Comparison of BIA study program “Entrepreneurship” with foreign programs.docx
Comparison of the BIA study programme “Entrepreneurship” with the similar programmes of the Latvian high schools	Comparison of the BIA study programme “Entrepreneurship” with the similar programmes of the Latvian high schools.docx
Studiju programmā “Uzņēmējdarbība” paredzētās izmaiņas	Studiju programmā “Uzņēmējdarbība” paredzētās izmaiņas.docx
Changes foreseen in the Professional bachelor study programme „Entrepreneurship”	Changes foreseen in the Professional bachelor study programme „Entrepreneurship”.docx
Studiju programmas “Uzņēmējdarbība” sasaiste starp studiju īstenošanas metodēm, vērtēšanas procesiem un programmas studiju rezultātiem	Studiju programmas “Uzņēmējdarbība” sasaiste starp studiju īstenošanas metodēm, vērtēšanas procesiem un programmas studiju rezultātiem.docx
Link between the Professional bachelor study programme “Entrepreneurship” and the study implementation methods.docx	Link between the Professional bachelor study programme “Entrepreneurship” and the study implementation methods.docx
BIA Branch_2020_1 (2).docx	BIA Branch_2020_1 (2).docx

# Business Management and Administration (47345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Business Management and Administration</i>
Education classification code	<i>47345</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Veronika</i>
Surname of the study programme director	<i>Silineviča</i>
E-mail of the study programme director	<i>veronika.silinevicha@gmail.com</i>
Title of the study programme director	<i>Mg.oec.</i>
Phone of the study programme director	<i>+37129287555</i>
Goal of the study programme	<i>The study programme aims to prepare qualified entrepreneurs and managers with up-to-date knowledge, leadership competencies and critical thinking skills enabling them to establish, manage and develop new businesses, as well as manage and develop private sector companies, public bodies, municipalities, non-governmental organisations, ensuring their growth and modification</i>
Tasks of the study programme	<p><i>PO1. To prepare students for practical work in the business environment, providing a competitive education in line with the Republic of Latvia and international standards;</i></p> <p><i>PO2.To raise students' awareness of social, economic and environmental sustainability and their challenges, also in the global context, by developing skills to assess such challenges and to make appropriate management decisions;</i></p> <p><i>PO3. To promote students' deep knowledge and critical understanding of management theories, principles, concepts and methodologies;</i></p> <p><i>PO4. To develop students' analytical competence, by using trend analysis in specific sectors and assessing the situation in the organisation, to work out development strategies in different fields of management, management levels and functional areas;</i></p> <p><i>PO5. To encourage students' growth as a critical, open, responsible and innovative, and ethical-oriented personality who can act and make decisions independently;</i></p> <p><i>PO6. To develop students' research planning and management skills and to promote their abilities to persuade the audience in a reasoned way about the effectiveness and appropriateness of their decisions.</i></p>

Results of the study programme	<p><b>Knowledge</b></p> <p>LO1. Understanding of the challenges of social and economic uncertainty, also in the global context, ability to assess these challenges and take appropriate management decisions;</p> <p>LO2. Understanding of the issues of strategic leadership, both of private sector companies, and of public, municipal, and non-governmental organisations;</p> <p>LO3. A deep knowledge and critical understanding of management theories, principles, concepts and methodologies;</p> <p>LO4. Knowledge and understanding of business functions (e.g. finance, planning, legislation, marketing, etc.), and business model development;</p> <p>LO5. Awareness of the role of business and entrepreneurship in social development and economic growth;</p> <p><b>Skills</b></p> <p>LO6. Ability to use analytical skills and apply them for solving practical problems;</p> <p>LO7. Ability to design development strategies in different business areas, management levels and functional areas, by analysing trends in specific sectors and assessing the situation in the organisation;</p> <p>LO8. Skills to create efficient business plans for establishing new businesses;</p> <p>LO9. Ability to investigate and critically assess research methods and approaches, relevant for management research;</p> <p>LO10. Ability to autonomously plan, organise and execute independent research projects in management research;</p> <p>LO11. Ability to assess and develop corporate, business and human resource strategies for businesses and institutions in turbulent environments;</p> <p><b>Competences</b></p> <p>LO12. Ability to assess decision-making risks in different management contexts and, if necessary, to carry out additional analysis;</p> <p>LO13. Ability to take responsibility and, by arguments, persuade the audience of the decision effectiveness and appropriateness;</p> <p>LO14. Acquiring a range of general skills, including information and time management, team and project working, computer and independent learning, and digital skills;</p> <p>LO15. Demonstrating an innovative, ethical and growth mindset.</p>
Final examination upon the completion of the study programme	Master's Thesis

## Study programme forms

### Full time studies - 1 years, 6 months - latvian

Study type and form	Full time studies
Duration in full years	1
Duration in month	6
Language	latvian

Amount (CP)	60
Admission requirements (in English)	<i>Persons who have obtained a professional bachelor's degree in business, management, marketing, finance and / or economics and / or 2nd level higher professional education and professional 5 levels of qualification in business, management, marketing, finance and / or economics, may be included in the professional master's program "Business Management and Administration" with a duration of studies of 1 year and 6 months. Admission requirements for academic year 2020/2021. (.pdf) <a href="https://bsa.edu.lv/en/provisions-and-statements/">https://bsa.edu.lv/en/provisions-and-statements/</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in company management and administration</i>
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

#### Full time studies - 1 years, 6 months - english

Study type and form	<i>Full time studies</i>
Duration in full years	1
Duration in month	6
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	<i>Persons who have obtained a professional bachelor's degree in business, management, marketing, finance and / or economics and / or 2nd level higher professional education and professional 5 levels of qualification in business, management, marketing, finance and / or economics, may be included in the professional master's program "Business Management and Administration" with a duration of studies of 1 year and 6 months. Admission requirements for academic year 2020/2021. (.pdf) <a href="https://bsa.edu.lv/en/provisions-and-statements/">https://bsa.edu.lv/en/provisions-and-statements/</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in company management and administration</i>
Qualification to be obtained (in english)	—

#### Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

**Full time studies - 2 years - latvian**

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>A person is qualified for admission to the study programme with a total of 80 CP (120 ECTS) credits if they have completed a relevant First Level Professional Higher Education; applicants with a Bachelor's degree or its equivalent in other fields of study qualify for admission to the Professional Master study program 'Business Management and Administration' after completing the Preparatory Semester course or passing written examinations in the Preparatory Semester course subjects. Admission requirements for academic year 2020/2021. (.pdf) <a href="https://bsa.edu.lv/en/provisions-and-statements/">https://bsa.edu.lv/en/provisions-and-statements/</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in company management and administration</i>
Qualification to be obtained (in english)	—

**Places of implementation**

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

**Full time studies - 2 years - english**

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>A person is qualified for admission to the study programme with a total of 80 CP (120 ECTS) credits if they have completed a relevant First Level Professional Higher Education; applicants with a Bachelor's degree or its equivalent in other fields of study qualify for admission to the Professional Master study program 'Business Management and Administration' after completing the Preparatory Semester course or passing written examinations in the Preparatory Semester course subjects. Admission requirements for academic year 2020/2021. <a href="https://bsa.edu.lv/en/provisions-and-statements/">https://bsa.edu.lv/en/provisions-and-statements/</a></i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in company management and administration</i>
Qualification to be obtained (in english)	—

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

### III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

#### 1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction

Since the issuance of the previous study field accreditation document, the characteristics of the Professional Master study program 'Business Management and Administration', such as study programme title, amount of credits and other, have remained unchanged.

However, the characteristics, such as programme goal, objectives and, respectively, learning outcomes (see Table 1.1.1.) have been circumstantially specified and updated.

**Table 1.1.1. Proposed specification and updating of the Professional Master study program 'Business Management and Administration' characteristics**

<b>The programme goal, objectives and learning outcomes for the next accreditation period</b>	<b>The programme goal, objectives and learning outcomes for the previous accreditation period</b>
<b>Programme Goal</b>	
The study programme aims to prepare qualified entrepreneurs and managers with up-to-date knowledge, leadership competencies and critical thinking skills enabling them to establish, manage and develop new businesses, as well as manage and develop private sector companies, public bodies, municipalities, non-governmental organisations, ensuring their growth and modification.	Preparation of highly qualified management specialists for business enterprises in accordance with the modern requirements of Latvian and European Union labour markets.
<b>Programme Objectives - PO</b>	

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PO1. To prepare students for practical work in the business environment, providing a competitive education in line with the Republic of Latvia and international standards;

PO2. To raise students' awareness of social, economic and environmental sustainability and their challenges, also in the global context, by developing skills to assess such challenges and to make appropriate management decisions;

PO3. To promote students' deep knowledge and critical understanding of management theories, principles, concepts and methodologies;

PO4. To develop students' analytical competence, by using trend analysis in specific sectors and assessing the situation in the organisation, to work out development strategies in different fields of management, management levels and functional areas;

PO5. To encourage students' growth as a critical, open, responsible and innovative, and ethical-oriented personality who can act and make decisions independently;

PO6. To develop students' research planning and management skills and to promote their abilities to persuade the audience in a reasoned way about the effectiveness and appropriateness of their decisions.

□ To meet the Latvian and EU labour market demand for specialists able to work in different sectors, and establish their own business entities;

□ To develop analytical and research skills;

□ To train students to apply modern management techniques using computing capabilities;

□ To develop a rational approach to administration decisions, and to train to reasonably select an optimal decision;

□ To train students to apply business forecasting techniques and promote their skills in business assessment;

□ To provide Master students with advanced knowledge and practical skills to apply research methods for developing a Master's thesis in their specialty area.

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### Learning Outcomes - LO

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**Knowledge**

LO1. Understanding of the challenges of social and economic uncertainty, also in the global context, ability to assess these challenges and take appropriate management decisions;

LO2. Understanding of the issues of strategic leadership, both of private sector companies, and of public, municipal, and non-governmental organisations;

LO3. A deep knowledge and critical understanding of management theories, principles, concepts and methodologies;

LO4. Knowledge and understanding of business functions (e.g. finance, planning, legislation, marketing, etc.), and business model development;

LO5. Awareness of the role of business and entrepreneurship in social development and economic growth;

**Skills**

LO6. Ability to use analytical skills and apply them for solving practical problems;

LO7. Ability to design development strategies in different business areas, management levels and functional areas, by analysing trends in specific sectors and assessing the situation in the organisation;

LO8. Skills to create efficient business plans for establishing new businesses;

LO9. Ability to investigate and critically assess research methods and approaches, relevant for management research;

LO10. Ability to autonomously plan, organise and execute independent research projects in management research;

LO11. Ability to assess and develop corporate, business and human resource strategies for businesses and institutions in turbulent environments;

**Competences**

LO12. Ability to assess decision-making risks in different management contexts and, if necessary, to carry out additional analysis;

LO13. Ability to take responsibility and, by arguments, persuade the audience of the decision effectiveness and appropriateness;

LO14. Acquiring a range of general skills, including information and time management, team and project working, computer and independent learning, and digital skills;

LO15. Demonstrating an innovative, ethical and growth mindset.

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**Knowledge, Skills and Competences**

Upon completion, students should be able to:

1. Demonstrate an in-depth knowledge and understanding of the relationship between economic diversity and development trends in the context of globalisation.

2. Assess and analyse the business environment in the domestic and international markets.

3. Independently apply the latest theories, discoveries, methods and problem-solving skills to carry out research and innovation activities that encourage creative thinking.

4. Independently use theoretical knowledge in practical businesses and business management, promoting innovative solutions.

5. Work in teams, with ability to understand the interests of different groups, to reliably explain and discuss opinion, with good communication and conflict management skills.

6. Independently improve professional competencies and specialisation by strengthening theoretical knowledge and introducing pioneering approaches.

7. Analyse complex scientific and professional problems and critically assess the situation, address current business management issues by taking decisions, and perform relevant professional functions.

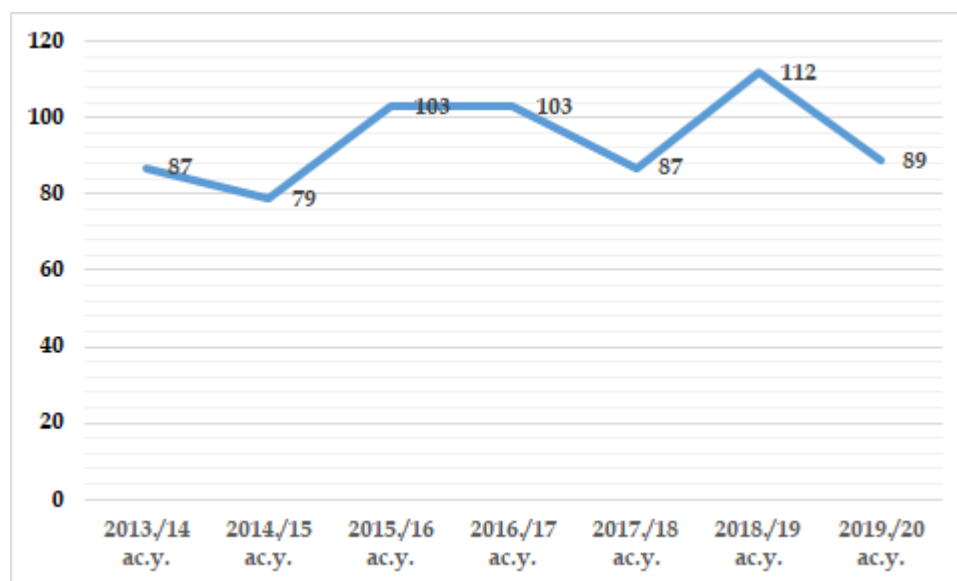
8. Demonstrate business and project management skills ensuring the company's competitive performance, increasing its added value in the changing and sustainable global economic development context.

9. Demonstrate understanding of and ethical responsibility for the environmental and social impacts caused by business activities.

**1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.**

The Master's Study Programme "Business Management and Administration" (hereinafter "the Programme") has been implemented for 14 years and, until 2019, it was implemented in a full-time form with the following languages of instruction: Latvian, English, Russian and bilingual (Latvian - above 80% of the credits and English - up to 20% of the credits), and since 1 January 2019 - Latvian, English and bilingual. The Programme tuition costs are privately funded; tuition fee discounts are available to collaborating partners, two or more family members enrolled, as well as to students achieving academic excellence and those paying a lump-sum annual fee.

On the basis of the student number statistics over the recent years, Annex 1, Tables 1 and 2, and the number of students enrolled, Table 3, it can be concluded (i) that the total number of students is relatively adjusted, fluctuation - not more than 10%; (ii) given Latvia's demographic situation and high competition, the total number of local students will continue to decrease, so it is necessary to look for opportunities to attract more international students in the Programme.



*Figure 1.2.1. Changes in the number of enrolled students*

The number of international students (see Figure 2) is increasing, the number of international students in the academic year 2014/15 was 32, and in the last two years, - 54 and 48, respectively.

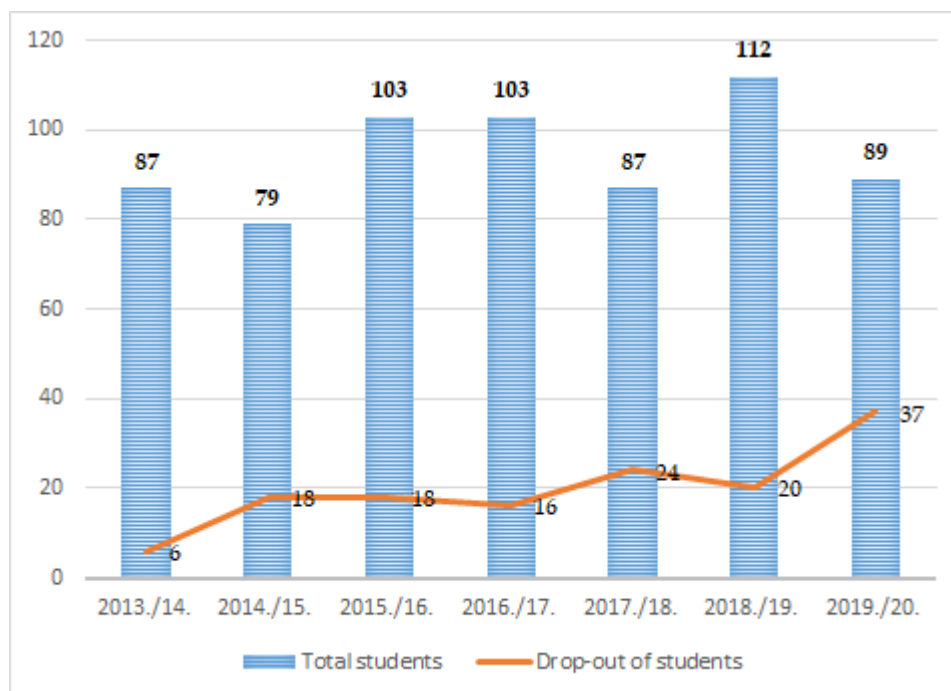


Figure 1.2.2. **International students**

According to the latest OECD study, in Latvia many students embark on their studies, but they don't graduate [1]. Some students choose to work instead of studying, but others find studies too complicated. According to Table 5, dropout statistics (see Figure 3) of the study programme increases and, based on the Baltic International Academy (BIA) general statistics for the reporting period, the dropout reasons are as follows: (i) own free will - 23 students in the first year and 8 students in the second year of study; (ii) due to academic failure - 39 students and 24 students, respectively; (iii) due to financial debts - 11 and 9; (iv) termination of the study contract - 6 and 1. The first year students tends to be the largest dropout group. From discussions with students, it can also be concluded that Master studies require much commitment and self-discipline.

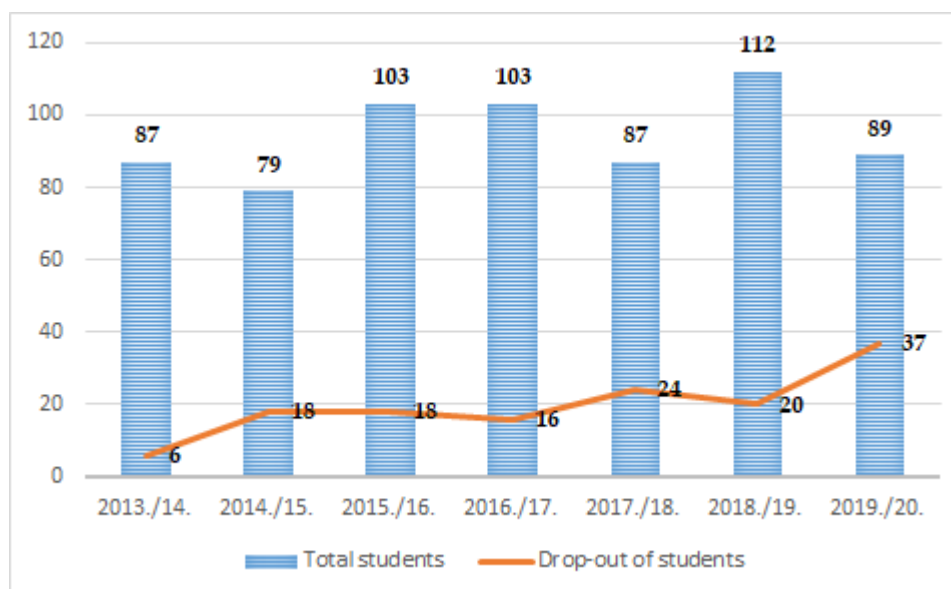


Figure 1.2.3. **Dropout statistics within six years**

Another dropout reason is that the students who, for personal reasons, after an academic leave didn't resume studies to write a Master's thesis, despite having completed the study program. In order to reduce these dropouts, the following measures have been introduced in the last four years: (i) students are being consulted on the choice of a master's thesis topic from the introductory week;

(ii) at the end of the first semester, students submit an essay, “Statement of the Problem for the Master’s Thesis”; (iii) at the end of the second semester, they develop and defend a “Master’s Thesis Project”; furthermore, during the third semester, the Econometria course of the programme to be accredited will include seminars. Such measures could potentially reduce the relevant dropout number.

The overall number of students imatriculated in the programme has been almost unchanged. The highest number of imatriculations was in the academic year 2015/16, with 71 students enrolled, and in the academic year 2018/19 - 70 students.

[1] OECD (2019), Table B5 .1. More information in the relevant section of the report and in Annex 3 (additional explanations, comments). (<https://doi.org/10.1787/f8d7880d-en>).

### **1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

The BIA Professional Master's Programme has been developed in compliance with the Law on Higher Educational Establishments of the Republic of Latvia, in conformity with the standard of the state vocational higher education level 2 and the Classification of Occupations of the Republic of Latvia.

The Master's programme content ensures acquiring knowledge, skills and competence necessary for performing professional activities corresponding to the knowledge, skills and competencies of Latvian Qualifications Framework (LQF) level 7.

Professional Master's Programme “Business Management and Administration” (47345), degree to be obtained: Professional Master's degree in Business Management and Administration.

In line with the BIA mission and strategic plan, the aim of the Master's Programme Business Management and Administration is to prepare qualified entrepreneurs and managers with up-to-date knowledge, leadership competencies and critical thinking skills enabling them to establish, manage and develop new businesses, as well as manage and develop private sector companies, public bodies, municipalities, non-governmental organisations, ensuring their growth and modification.

The coherence between the Programme objectives (PO) and learning outcomes (LO) (Table 1.1.2).

PO1. To prepare students for practical work in the business environment, providing a competitive education in line with the Republic of Latvia and international standards;

1LO – 15LO.

PO2.To raise students’ awareness of social, economic and environmental sustainability and their challenges, also in the global context, by developing skills to assess such challenges and to make appropriate management decisions;

1LO; 2LO; 5LO; 6LO;10LO.

PO3. To promote students’ deep knowledge and critical understanding of management theories, principles, concepts and methodologies;

3LO; 6LO.

PO4. To develop students' analytical competence, by using trend analysis in specific sectors and assessing the situation in the organisation, to work out development strategies in different fields of management, management levels and functional areas;

1LO; 2LO; 4LO; 6LO; 7LO; 11LO; 12LO, 14LO.

PO5. To encourage students' development as critical, open and responsible personalities with an innovative and ethical mindset, who can take independent actions and decisions;

13LO, 8LO; 15LO

PO6. To develop students' research planning and management skills and promote their ability to reliably persuade the audience of the decision effectiveness and appropriateness;

3LO, 9LO; 10LO, 14LO, 15LO.

It can be concluded that study program tasks and study results are closely related - at least two study results correspond to each program task.

**Table 1.3.1. The coherence between the knowledge, skills and competences of the Latvian Qualifications Framework (LQF) level 7 and the Master's Programme learning outcomes.**

LQF 7	<p>Able to demonstrate advanced or extensive knowledge and understanding, a part of which conforms with the most recent findings in the concrete branch of science or professional field and which provide the basis for creative thinking or research, inter alia, working in the interface of various fields</p>	<p>Able to use independently theory, methods and problem solving skills to perform research or artistic activities, or highly qualified professional functions</p> <p>Able to provide arguments when explaining or discussing complex or systemic aspects of the concrete branch of science or professional field both to specialists and non-specialists</p> <p>Able to guide independently the improvement of one's own competences and specialisation, to assume responsibility for the results of staff and group work and analyse them, to perform business activities, innovations in the concrete branch of science or profession, to perform work, research</p>	<p>Able to define independently and critically analyse complex scientific and professional problems, substantiate decisions and, if necessary, carry out additional analysis</p> <p>Able to integrate knowledge of various fields, contribute to the creation of new knowledge, research or the development of new professional working methods, demonstrate understanding and ethical responsibility for the possible impact of the scientific results or professional activity on environment and society</p>
LO	<b><u>Knowledge</u></b>	<b><u>Skills</u></b>	<b><u>Competences</u></b>

Master Programme learning outcomes.	<p>LO1. Understanding of the challenges of social and economic uncertainty, also in the global context, ability to assess these challenges and take appropriate management decisions;</p> <p>LO2. Understanding of the issues of strategic leadership, both of private sector companies, and of public, municipal, and non-governmental organisations;</p> <p>LO3. A deep knowledge and critical understanding of management theories, principles, concepts and methodologies;</p> <p>LO4. Knowledge and understanding of business functions (e.g. finance, planning, legislation, marketing, etc.), and business model development;</p>	<p>LO5. Awareness of the role of business and entrepreneurship in social development and economic growth;</p> <p>LO6. Ability to use analytical skills and apply them for solving practical problems;</p> <p>LO7. Ability to design development strategies in different business areas, management levels and functional areas, by analysing trends in specific sectors and assessing the situation in the organisation;</p> <p>LO8. Skills to create efficient business plans for establishing new businesses;</p> <p>LO9. Ability to investigate and critically assess research methods and approaches, relevant for management research;</p> <p>LO10. Ability to autonomously plan, organise and execute independent research projects in management research;</p> <p>LO11. Ability to assess and develop corporate, business and human resource strategies for businesses and institutions in turbulent environments;</p>	<p>LO12. Ability to assess decision-making risks in different management contexts and, if necessary, to carry out additional analysis;</p> <p>LO13. Ability to take responsibility and, by arguments, persuade the audience of the decision effectiveness and appropriateness;</p> <p>LO14. Acquiring a range of general skills, including information and time management, team and project working, computer and independent learning, and digital skills;</p> <p>LO15. Demonstrating an innovative, ethical and growth mindset.</p>
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### Admission Requirements

Persons who have obtained a professional bachelor's degree in business, management, marketing, finance and / or economics and / or 2nd level higher professional education and professional 5 levels of qualification in business, management, marketing, finance and / or economics, may be included in the professional master's program "Business Management and Administration" with a duration of studies of 1 year and 6 months.

Persons who have obtained higher professional education in other fields, than those related to business, management, marketing, finance and / or economics may be included in the professional

master's program "Business Management and Administration" with a duration of studies of 2 years.

[Admission requirements for academic year 2020/2021. \(.pdf\)](#)

Based on the analysis of coherence between the admission requirements, the study programme title, the degree to be obtained and the professional qualification, it can be concluded that:

- The Professional Master's Programme title "Business Management and Administration" is directly related to applicants' Professional Bachelor's degree in Economics, Finance or Management, and/or the 2nd level of higher professional education and the 5th level of professional qualification in Business, Management, Marketing, Finance and/or Economics;
- The Master's Programme admission requirements follow the continuity principle, i.e. students can deepen and enhance the knowledge, skills and competences acquired in the Professional Bachelor's studies at the Master's level;
- Whereas applicants with a Bachelor's degree in other fields of study, who intend to enroll for the Professional Master's Programme in Business Management and Administration, may choose the Programme with a total duration of 2 years.
- The Master's Programme with a total duration of 2 years includes the Preparatory Semester course enabling the students acquire the knowledge, skills and competences necessary for the Master's level studies.

Following the above rules, students are successful in studying the Professional Master's Programme.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

When assessing the programme and course relevance to the labour market demands and employability of graduates, the labour market forecasts are to be considered. In 2019, within the State Employment Agency (SEA) project, employers were surveyed on their expectations related to the labour market. According to the SEA report published in April 2019, the employers' survey aims to provide data for short-term labour market forecasts using an econometric model, in order to adjust the forecasts, considering the employers' recruitment/dismissal plans, and to identify the labour market demand.

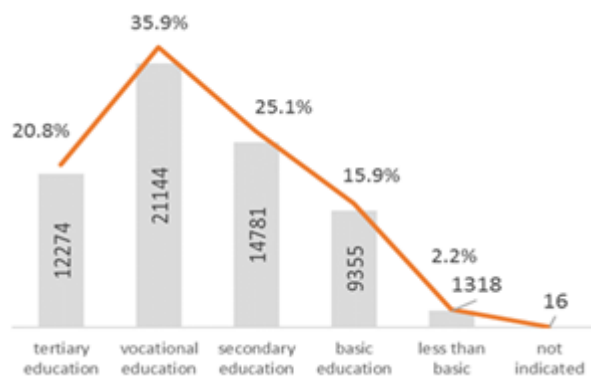


Figure 2.1.1. **Number of unemployed by level of education** [1]

The employers are optimistic about 2019. Most entrepreneurs expect demand for goods and services to remain at the previous level (43% of respondents) or to increase (37%). Only 11% of businesses expect a downturn. The employers of all sectoral groups similarly expect a demand growth across all sectoral groups. However, compared to the 2018 survey results, more moderate optimism can be seen this year, as commented by the SEA[2].

In 2019, the Latvian labour market will be characterised by positive developments. The number of new jobs planned for 2019 is 8099, while that of jobs to be eliminated is 2080, resulting in a positive balance of the planned new jobs against eliminated jobs: the number of new jobs by 6019 exceeds the number of jobs to be eliminated. However, compared to 2018, when this balance was 8122, the labour market is expected to fall, as the SEA forecasts.

The BIA Professional Master's Programme has been developed in compliance with the Law on Higher Educational Establishments of the Republic of Latvia, in conformity with the standard of the state vocational higher education level 2 (see Annex 2) and the Classification of Professions of the Republic of Latvia, though professional qualifications are not granted by the Programme.

The Master's programme content ensures acquiring knowledge, skills and competence necessary for performing professional activities corresponding to the knowledge, skills and competencies of Latvian Qualifications Framework level 7(see Table 1.3.1.).

The Master's Programme is specialised in the Management Studies branch, the Business Management sub-branch.

In a society characterised by both increased development dynamics and uncertainty, individuals with business skills play a key role. Business skills make it possible to identify and use the opportunities for creating new businesses, as well as to work in the existing ones as function managers, project managers or organizational leaders. Digitisation has made a significant impact on the labour market, replacing traditional occupations by the unknown ones, changing business types, working style and interpersonal relationships. In Europe, 54% of jobs is expected to reach the risk area over the next 10-20 years; this fact was mentioned by the representative of Turība University addressing, on 26 April 2019, the International Conference "The Human Factor in the Digital Era".[3]

The Programme is designed for students with or without work experience, who plan their careers in existing companies and organizations or plan to start their own businesses. The benefits of the programme are (i) a practice-oriented education; (ii) involvement of sectoral experts and entrepreneurs, as guest lecturers; (iii) with a view to determining their educational priorities, students are offered a variety of optional courses; (iv) scheduling classes on Friday evenings and Saturdays enables students to combine work and studies; (v) possibility of studying in an international environment.

The course content of the Master's Programme "Business Management and Administration" is annually updated in accordance with the Regulations for the development, approval and amendment of the study programmes of the Baltic International Academy [4], considering industry and labour market requirements and scientific developments. The responsiveness to labour market trends and professional environment requirements is facilitated by cooperation with the BIA's Faculty of Economics, Finance and Management (Faculty Council) and business professionals and experts, involved as guest lecturers in teaching and examination boards. We also maintain contacts with BIA graduates, given about 10% of them, for the past 5 years, chose to continue studies in the BIA Doctoral Programme and two of these have been offered teaching positions at the Academy. The Programme's consistency with science is ensured by the academic staff participation in international scientific conferences and research publications in scientific journals. The Programme students are also involved scientific research work. For example, the research results of Master's theses are presented at both scientific and professional conferences.

The Master's Programme assessment and updating is a continuous process. This activity is the responsibility of the Faculty Council, they engage academic staff from the study programmes and summarise the results of the students and graduates' survey. The procedure includes the following steps:

The Programme goals and objectives are being specified, (i) whether they are consistent with the study direction goals and objectives; (ii) whether they comply with the new regulatory documents; (iii) whether they are still aligned with the expected learning outcomes of the Programme and the expected course goals and learning outcomes; (iv) and are supported by the results of the students and graduates' survey; (v) by the academic achievements of students, etc.;

Academic staff, considering the Programme goals and learning outcomes, critically evaluate the course content, title, tasks and organisation of the independent study, criteria for evaluation of learning outcomes, methods of instruction and compulsory reading list;

For this purpose the following evaluation criteria are used: compliant, partially compliant and non-compliant;

If the Master's Programme objectives are reflected in the intended learning outcomes of the study courses - knowledge, skills and competences, or / and related to the students' independent study - the criteria *compliant* or *partially compliant* are used; if the Programme objectives are mentioned casually or not mentioned as such, then - *non-compliant* is used.

Evaluation and analysis of learning outcomes are very important for updating the course content and for developing and implementing new study courses within the Programme, thus, new study courses, such as Organisational Behaviour, Leadership: Concepts and Strategies; Business Strategies and Risk Analysis, and others, have been developed; while the following study courses - Dynamics of Marketing (complemented by new industry trends - the part on digital marketing strategies), Global Macroeconomics and International Finance, Innovation Management and others - have been revised and specified. (Table 2.1.1)

Another reason for the Programme's course content updating and developing new courses is the dropout rate (see subsection 1.2); the students who, for personal reasons, after an academic leave didn't resume studies to write a Master's thesis, despite having completed the study program. In order to reduce these dropouts, the following measures have been introduced in the last four years: (i) students are being consulted on the choice of a master's thesis topic from the introductory week; (ii) at the end of the first semester, students submit an essay, "Statement of the Problem for the Master's Thesis", developed as an independent study work within the Global Macroeconomics and International Finance course; (iii) at the end of the second semester, they develop and defend a

“Master’s Thesis Project” within the course “Challenges in the Modern Business Environment”.

As a result of the recently adopted Standards of Professions, the BIA Faculty of Economics, Finance and Management Faculty Council adopted a decision to modify, in substance and organisational terms, the Professional Master's Programme in line with the current regulatory frameworks and Latvia's Cabinet of Ministers Regulations No 512, of 26 August 2014, "Regulations on the state standard of second level professional higher education", labour market demand and trends in science. For this purpose, the Faculty Council developed a project on the necessary study course changes at the Bachelor's and Master's levels. The BIA Faculty Council developed a draft of the relevant study programmes' updating (Faculty Council Protocol No 12 of 25.09.2019). The draft was submitted for consultation to the BIA Senate and approved by the Senate on 23.10.2019. (Protocol No 140).

2.1.1. Table. Intended changes to the Professional Master's Programme “Business Management and Administration”

Course title and amount of credits for the next accreditation period	Course title and amount of credits for the previous accreditation period
Part A (obligatory courses)	
<i>Part A1 courses provide knowledge of the latest theory and practice developments in the field (12)</i>	<i>Part A1 courses provide knowledge of the latest theory and practice developments in the field (8)</i>
Global Macroeconomics and International Finance (4)	Management in the Macroeconomic Environment (2)
Business Strategies and Risk Analysis (4)	Strategic Management (3)
Dynamics of Marketing (4)	International Marketing (3)
<i>Part All courses in research work, creative work, design work and management (12/22)</i> <a href="#">[5]</a>	<i>Part All courses in research work, creative work, design work and management (13/23)</i>
Basics of economic theory (2)	Basics of economic theory (3)
Fundamentals of Accounting (2)	Accounting and Business Analysis (3)
	Mathematical Methods in Business and in Data Processing Systems (4)
Organization Management (4)	
Marketing(2)	
Econometrics (4)	Econometrics (4)

	Commercial Law (4)
Entrepreneurial Financial Management (2)	Financial Management (3)
	Computer Modelling and Business Project Management (2)
Business Research Methods (4)	
Organizational Behavior (2)	
<i>Part AIII Practice (6/16)</i>	<i>Part AIII Practice (12)</i>
Practice I (10)	Practice I (6)
Practice II (6)	Practice II (2)
	Practice III (4)
<i>Part AIV State examination, including elaboration and defense of the Master's thesis</i>	<i>State examination, including elaboration and defense of the Master's thesis</i>
Research work "Challenges in the Modern Business Environment". Master's project (4)	
Elaboration and defense of the Master's thesis (16)	Elaboration and defense of the Master's thesis (20)
B. Limited elective study courses (10)	<i>B. Professional and specialty study courses (13)</i>
<i>BI. Professional specialisation study courses (6KP)</i>	
	Logic and Methodology of Scientific Research (2)
Business Project Management (2)	
Innovation management (2)	Risk Analysis and Management (2)
	Problem Solving and Decision Making in Management (1)
	Basics of Management Theory (2)

Legal Aspects of Business (2)	
Leadership: Concepts and Strategies (2)	Problems of Interaction Between Business and Politics (2)
<i>BII. Professional specialisation study courses (4KP)</i>	
Human Resource Marketing and Labour Market (2)	Human Resource Management Strategies and Technologies (3)
	Finance and Credit (2)
Psychological Aspects of Human Resource Management (2)	Management Pedagogy and Higher Education Psychology (3)
Human Resource Economics (2)	
Cross-cultural Communication (2)	
Basic Latvian (2)	

Table 2.1.1. shows that the study courses providing knowledge of the latest theory and practice developments in the field have increased by 4 credit points - from 8CP to 12CP. In the section of research work, creative work, design work and management, the credits of study courses have decreased from 13/23 to 12/22. The study courses: Legal Aspects of Business (2), Business Project Management (2), Business Research Methods (4) have been transferred to another block.

In order to analyze the competitiveness and compliance with the labor market demands of the BIA Professional Master's Programme "Business Management and Administration", it was compared with other such programs across Latvia and Europe. The characteristics comparison of the Master's Programme to be accredited with several similar programmes offered in Latvia can be seen in the study field description Part II. (Table 2.6). The reference factors that can be used to determine programme eligibility are selected as follows: duration of study, admission requirements, amount of credits, degree awarded, program structure, interdisciplinarity of management studies, practice, development and presentation of a Master's thesis, and assessment forms. The selected universities are Chalmers Technology University in Sweden[6] with Master's Programme Entrepreneurship and Business Design, and Frankfurt School of Finance and Management in Frankfurt[7] with Master's Programme Master in Management.

2.1.2. Table. Comparison of the Baltic International Academy Professional Master's Programme "Business Management and Administration" with similar programmes in Sweden and Germany

Factors Compared	Baltic International Academy (Course credits indicated as RL credit points and ECTS)	Chalmers Technology University (ECTS)	Frankfurt School of Finance and Management (ECTS)
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Master's Programme Title	Business Management and Administration	Entrepreneurship and Business Design	Master in Management
Duration of study	18 months or 2 years	2 years	2 years
Admission requirements	Professional Bachelor's degree in the relevant fields (18-months) or in other fields (2 years); prerequisite knowledge of English	Professional Bachelor's degree (or students in their last year of studies leading to such a degree) in the relevant fields or in other fields; prerequisite knowledge of English	Professional Bachelor's degree in the relevant fields or in other fields; prerequisite knowledge of English
Amount of credits	60 or 80 KP 90 or 120 ECTS; Full-time	120 ECTS;  Full-time	120 ECTS;  Full-time
Degree awarded	Professional Master's Degree in Business Management and Administration	Master of Science MSc	MiM
Programme structure	18-month Programme: Obligatory courses – 24CP; Limited elective study courses – 10KP 2-year Programme: – additional obligatory courses 10CP; Final semester – development of a Master's thesis	1st semester – obligatory courses – 20CP; 2nd semester – limited elective study courses – 10CP and free elective study courses – 10CP; 3rd semester – limited elective study courses – 20CP; Three specialties have the same 1st semester study content. 4th semester – Master's thesis	No specialisation offered. The final semester includes two free elective study courses.

Interdisciplinarity in management studies	Global Macroeconomics and International Finance	Social Innovation and Social Entrepreneurship	No interdisciplinary courses offered
Practice	6CP or 16CP	No practice offered	SIGMA Challenge simulation
Elaboration and defense of a Master's thesis	4+16 CP - thesis is developed gradually during two final semesters	30ECTS (20CP) - thesis is developed gradually during two final semesters	30ECTS (20CP) - thesis is developed gradually during three final semesters
forms of assessment	Examinations, graded test, defense	Examinations, defense	Examinations, defense

#### Conclusions:

The BIA Master's Programme classes are scheduled on Friday evenings and on Saturdays, allowing students time for independent study, language courses or work. The programme in Chalmers Technology University, Sweden is scheduled on weekdays and in Frankfurt School of Finance and Management, Germany on a 3-day Model;

The BIA Master's Programme offers a first Preparatory Semester depending on the admission requirements, while the programme in Sweden, despite admitting applicants with or without relevant First Level Professional Higher Education and with or without previous work experience, seems to offer no Preparatory Semester. In Germany, there is no Preparatory Semester either, but applicants must take an entrance examination;

The BIA Master's Programme to be accredited offers 18CP (27 ECTS) limited elective courses, of which students choose 10CP (15ECTS), the Chalmers University of Technology Master's Programme offers as many as 20CP (30ECTS) limited electives and 5CP (7.5ECTS) free electives and the Higher School of Finance and Management in Frankfurt - 5 limited elective courses, of which two can be chosen;

Of the compared programmes, only the Chalmers University of Technology Master's Programme offers three directions within the specialization programme, while the BIA Master's Programme does not include specialisations, it nevertheless offers in-depth Human Resource-related courses.

#### Relevance of the Programme and study courses to the trends in science

All courses in the study program incorporate (i) the basic concepts of management studies, (ii) the description and methodology of the most applied quantitative and qualitative research instruments, (iii) opportunity to use the acquired knowledge in research activities in several courses of the Programme. Summarizing the above information about the study process in the Master's Programme, it can be concluded that the structure of the Programme is logical, it facilitates independent research activities and purposeful development of practical skills, which complies with the principles of management studies. The changes introduced in the Programme conform to the current labour market demands for organizational managers. The Programme and its study courses are in line with the current trends in science and offer a competitive education.

[1] LR Labour Market Report 2018

[2] SEA, [https://www.nva.gov.lv/docs/31\\_5ce7f0d76366d9.97263833.pdf](https://www.nva.gov.lv/docs/31_5ce7f0d76366d9.97263833.pdf)

[3] LVportal <https://lvportals.lv/norises/303901-ko-darit-sodien-darbam-nakotne-2019>

[4] Baltijas Starptautiskā Akadēmija [www.bsa.edu.lv](http://www.bsa.edu.lv)

[5] 12CP in the 18-month programme with 60 CP/ 20CP in the two-year programme with 80CP.

[6] [chalmer.se](http://chalmer.se)

[7] [frankfurt-school.de](http://frankfurt-school.de)

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.**

The accredited Master's degree programme will be implemented as full-time studies, 60CP and 80CP, depending on admission requirements. Duration of study is 1.5 years (3 semesters) with a prior Bachelor's degree in Economics, Finance or Management and/ or Second level professional higher education and Level 5 of professional qualification in Business, Management, Marketing, Finance and/ or Economics; or 2 years (4 semesters) with prior professional bachelor's degree in other areas.

For applicants with a degree in a field of study other than Business Administration, e.g. in Computer Science, Political Science, Law or Engineering, the BIA offers a preparatory semester of 20 CP (30ECTS), the first semester of a two-year programme that will impart knowledge, skills, and competencies required for successful acquisition of Master's programme in Business Administration.

The following study courses are offered this semester: Fundamentals of Economics 2CP; Accounting Fundamentals 2CP; Marketing 2CP; Management of an Organization 4CP and Internship 10CP (Annex 4). The aim of the semester is not only to ensure an opportunity to intensively acquire or renew theoretical knowledge and skills for the students with non-profile undergraduate education, but also to assist students in their choice of research area and formulation of the research problem through regular meetings with academic and administrative staff of the Master's programme.

Professional internship of 10CP (15ECTS) organized during the preparatory semester is intended for students with non-profile professional undergraduate education. The internship placement allows to understand the work, work responsibilities, work organization, planning and control of the professionals working in the field of the study profile, as well as to get introduced to the management structure and operating principles of the respective organization. During the internship, the necessary information is collected, systematized and processed according to the theme confirmed by the supervisor. In that regard, the preparation of an internship report offers

unique opportunities to integrate the work environment with the study content, through the application of the knowledge and skills acquired during the preparatory semester of the programme “Business Management and Administration”.

Finally, during the preparatory semester, the Baltic International Academy can offer students not only the mastery or improvement of English, Latvian and Russian, but also the development of their academic writing skills in the respective languages.

The curriculum contains study courses, which ensure an in-depth acquisition of the most recent and up-to-date achievements in the theory and practice of the branch; the study courses in research work, design, planning and management, as well as attainment of professional competence in entrepreneurship are compulsory for all students. In the limited elective part, the students obtain the required number of credits by choosing courses according to their interests or if these courses have not been acquired in a lower level study programme.

The BIA professional Master's study programme was developed in accordance with the Cabinet of Ministers Regulations Nr. 481 “On the National Standard for the Second Level Professional Higher Education”, which regulated the mandatory content of the professional higher education Master's study programmes. The programme complies with the new Cabinet of Ministers Regulations Nr. 512 “On the National Standard for the Second Level Professional Higher Education” (see Annex 2).

According to the new regulations, the content of the Master's programme shall consist of:

1. study courses, which ensure an in-depth acquisition of the most recent and up-to-date achievements in branch theory and practice - 12 CP,
2. research, design, planning and management study courses - 12/22 CP,

professional competence in entrepreneurship courses - 14 CP (where 10 CP preparatory semester),

3. limited elective courses - 10 CP, the courses of this part give students an opportunity to choose 6CP from a limited electives block BI, consisting of 4 professional competency driven business courses, each worth 2CP.

The limited elective courses are selected based on the personal professional interests or if they have not been acquired in a lower level study programme. By choosing courses from this block, the students will be strongly encouraged to enrol in the course Business Project Management, which is essential for the achievement of the programme's expected learning outcomes. Considering the importance of human resources in the field of entrepreneurship, a B II - a limited electives block of 10CP was created, where the students will be able to choose study courses for 4CP. Within the BII block, the acquisition of 2 credit points in the Latvian language course is compulsory for foreign students in accordance with the requirements of Article 56 of the Law on Higher Education Institutions.

- 4.internships - 6 / 16CP,

Internship (preparatory semester) - 10CP; Internship - 6CP.

- 5.state examination - 20 CP, of which

*Research Paper "Modern Challenges in Business Environment" Master's project - 4CP; Master's thesis - 16CP.*

In conformity with the Paragraph 12 of the Cabinet Regulations No. 512 “On the National Standard for the Second Level Professional Higher Education” the study course “Environmental Protection and Civil Defence” is included in the programme since the academic year 2017/2018 for the students, who have not completed the course in the lower level study programmes.

The students are engaged in research work throughout the study period except the preparatory semester, through the following activities: (i) discussions and consultations with students on the choice of a Master's thesis research theme starting from the introductory week; (ii) at the end of the first semester, the students submit an essay "The Master's Research Problem Statement", which is developed as an individual work within the framework of the study course "Business research methods"; (iii) at the end of the second semester the students present and defend the Master's thesis project "Research Project. "Modern challenges in the business environment"; (iv) during the third semester, students continue working on Master's thesis, by taking part in workshops within the Econometrics course, recording the results and defending the Master's thesis at the end of the semester.

The information included in the study courses is determined by the study course goals and learning outcomes, which in turn stem from the programme goal and its expected outcomes. The linkage is clearly visible from the mapping of the study programme (see Annex 3). Each study course provides for the achievement of 1 to 5 learning outcomes specified by the programme. Each learning outcome to be achieved in the programme tally with at least one study course, but on average with 5 or more courses.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

BIA study and knowledge assessment methods are objective and consistently respected. The scope of each examination corresponds to the content of the study programme of the respective course and to the skills and knowledge requirements specified in the Profession Standard. The BIA evaluates study outcomes according to two indicators:

- qualitative assessment- by 10-point grading scale;
- quantitative assessment - the number of credit points according to the volume and significance of the study course.

The amount of credit points to be obtained is indicated in the study plan. In order to evaluate the compliance of students' workload with the plan, each semester and study year its quantitative assessment is prepared in credit points - 1 credit point corresponds to 40 hours.

The study outcomes of the Master's study programme are evaluated in accordance with the regulations of the Baltic International Academy on the Evaluation of Study Outcomes. The regulations have been drafted to specify the BIA study programme content and study course content as related to the formulation of study course acquisition criteria for achievement and assessment of learning outcomes, types, forms and procedures of competence assessment.

The programme respects the following guiding principles for assessment:

- **transparency in the assessment of knowledge and skills** - a set of requirements for a positive assessment of educational achievement is set in accordance with the stated aims and outcomes of the programmes, as well as the aims and outcomes of the study courses;
- **principle of compulsory assessment** - it is necessary to obtain a positive evaluation of the

mandatory content of the programme.

The content and scope of tests and activities correspond to the content of the courses and the expected learning outcomes of the programme - skills, knowledge and competences.

The assessment methods are chosen to evaluate whether the students have attained the expected learning outcomes. Thus, as soon as the expected learning outcomes for the study course are formulated, assessment methods are formulated as well.

The assessment refers to the procedures used by the academic staff to evaluate students' achievement in the course, both through interim tests and at the end of the course. These procedures include decision-making on the relevance of the evidence on whether a particular outcome was achieved, decision-making on how to collect and interpret evidence, and how to provide feedback to intended users (students, academic staff, academy administration).

The system of evaluation of study outcomes should:

- promote students learning;
- measure students achievement against learning outcomes to ensure that obtained grades are reliable and meet academic standards;
- be clear, transparent, and fair.

Students' achievements are evaluated on a 10-point grading scale and according to the BIA requirements. The lowest positive grade is 4 points (almost satisfactory).

The methods for studies implementation were defined succeeding the definition of procedure and criteria for evaluation and as such were based on the principle of transparency, meaningfulness and usefulness. Considering that the student groups in the Master's programme are usually small, the implementation methods corresponding to the level of the Master's programme are easier to implement.

For the practical implementation of the study programme, lecturers use several study methods in their work with students, such as interactive lectures (including discussions), practical classes, seminars (including case studies), small group work (3-4 students per group) to improve communication and dialogue skills, skills of reasoning by analysing various situations and cases.

The following study methods are used in the study process:

- 1) lectures, seminars, practical tasks;
- 2) methods that promote analytical, critical, systemic and creative thinking, develop communication skills - groupwork, discussions, presentation, situation and case studies;
- 3) promotion of independent and research work conducted by students individually or in groups - drafting of reports, projects;
- 4) meetings with invited experts, who are industry professionals are organized in the framework of study courses as a part of study process (e.g. Kristīne Galviņa, Dr.oec., SIA VILSEKO, Board Member; Inese Lovina, PS Boss Construction, Procurer; Vladislavs Tkačuks, SIA Modis, Technical Director; Sergējs Zakrevskis, Ltd RD Consult, Board Member; Sandis Saulitis, Ltd. Sava meistars, Board Member, Andrew Kriščenko, Ltd. MEBUS, Executive Director; Guntis Zemturis, tel. 29834221, Nordic Timber Ltd., Board Member; Maksims Jakovlevs, Ltd. KOMPLEKTS.LV, Board Member, and others)

The study process is largely guided by problem-based learning, i.e. analysis of problem situations to develop students' skills to apply theoretical knowledge in practice, to develop their discussion skills, argumentation skills, as well as presentation skills required for presenting of theoretical findings

when analysing research literature and topicalities in the field.

Each mode of study implementation has certain feedback measures, i.e. how and when students are informed about the assessment of study outcomes.

The relation between the professional Master's study programme “Business Management and Administration” implementation methods, assessment procedures and programme learning outcomes is presented in Table 2.3.1.

This table introduces various study delivery methods that encourage students’ collaboration and active learning and support student-centred learning concept.

**Table 2.3.1. Relation between the professional Master's study programme “Business Management and Administration” study implementation methods, assessment procedures and programme learning outcomes**

<b>Learning outcomes of the programme</b>		<b>Study implementation methods for achieving SR</b>	<b>Evaluation methods for achieving SR</b>
<b>Knowledge</b>			
1SR	Understand the challenges of social and economic uncertainty, including in a global context, assess them and take appropriate management decisions	Classroom discussion and problem-solving. Discussion on real-time problems using terms and concepts acquired in the course. Situation analysis Lectures	Tests Exams Case Studies Presentations Participation / Attendance
2SR	Understand the issues related to strategic management	Reading Discussion on real-time problems using terms and concepts acquired in the course. Groupwork Lectures	Reports Presentations Participation / Attendance

3SR	Demonstrate in-depth knowledge and critical understanding of management theories, principles, concepts, and methodologies	Case study Groupwork Individual / group projects Lectures Reading	Tests Exams Case Studies Presentations Participation / Attendance
4SR	Demonstrate knowledge and understanding of business functions (e.g. finance, planning, legislation, marketing, etc.) as well as development of new business models	Lectures Reading Individual / group projects	Discussions Presentations Public speaking Participation / Attendance
5SR	Demonstrate understanding of the role of entrepreneurship and entrepreneur in societal development and economic growth	Lectures Reading Groupwork	Exams Case studies
<b>Skills</b>			
6SR	Can apply strong analytical skills to solve practical problems	Performing data analysis tasks including by computer programmes: SPSS software and/ or MS Excel and/ or MS Access and others Seminars	Tests Case studies Reports Exams Presentations Participation / Attendance
7SR	Can elaborate development strategies for different business areas, management levels and functional areas by analysing industry-specific trends and evaluating the organizational situation	Analysis of publications in leading academic journals. Lectures Project	Tests Reports Exams Presentations

8SR	Demonstrate skills to develop an effective business plan for starting a new business	Individual research projects	Research projects (report) Presentation of research projects Participation / Attendance
9SR	Explore and critically evaluate research methods and approaches relevant to conducting research in management	Case study Groupwork Individual / group projects Lectures Reading	Case study Reports Presentations Business Plan Budget
10SR	Can independently plan, organize and execute research projects in management	Lectures Reading Individual / group projects Discussions	Research projects (report) Presentation of research projects Report
11SR	Can evaluate and develop corporate, business and human resource strategies for businesses and institutions in turbulent environments	Case study Groupwork Group presentations	Presentations Exams
<b>Competencies</b>			
12SR	Can evaluate the risks of management decision making in different contexts and conduct further analysis if required	Individual / group projects Performing data analysis tasks including by computer programmes: Excel, SPSS and others	Case study Reports Presentations
13SR	Can take responsibility and convince the audience of the effectiveness and validity of decisions	Group presentations Discussions Business games	Discussions Presentations Public speaking

14SR	Demonstrate a range of generic skills including information and time management, team and project work, computer and self-study, digital skills	Individual / group projects Research Projects MOOCs (Massive Open Courses) Blended learning approach	Individual projects Group projects Internship Report
15SR	Demonstrate an innovative, open and ethical mindset	Problem solving Discussions Business games	Reports Essays Situation analysis

Practically all the teaching staff involved in the implementation of the professional Master's study programme use the electronic learning environment - e-studies, the MOODLE platform, which provides a wide range of possibilities for the circulation of study materials and organization of independent work.

Respecting the desire of students of the professional master's program to engage in business and / or management practice during studies and integrate into the future work environment, as well as analyzing the work of organizations and commercial institutions, the master's program implements the study process according to good practice of student-centered education:

- implement different ways of program implementation and evaluation (Table 2.3.1));
- individualizes study plans (Limited choice study courses) and study course acquisition methods;
- adapts learning paths - e-platforms, Zoom, MOOCs (Massive open online courses);
- regularly evaluates and improves teaching methods and techniques, which, among other things, promote students' teaching skills - critical thinking skills, oral and argumentation skills, time management skills, etc .;

prioritizes the student's independence and ability to take responsibility for study results, at the same time ensuring the support of lecturers in the form of consultations.

The organization of the study process in BIA branches offers students the opportunity to obtain a second level higher education closer to the student's place of residence. The study department in the branch compiles the lists of classes based on the semester plan developed by the director of the study program and approved by the vice-rector for studies, which the branch receives before the beginning of each semester. At this stage of the study process planning, the director of the study program controls the compliance of the thematic plan and other study methodological documentation with the approved study course programs. In order to control the study process and increase efficiency at the beginning of the semester, the branch receives test and exam plans, practice and master's thesis defense schedules..

When implementing the study process in BIA branches, both traditional study methods are used - lectures, seminars, practical classes (solving practical tasks, group work), individual / group projects, consultations, defense of practices, and interactive study methods: trainings, scientific methodological seminars and conferences. Branch students do regular work: write reports, study the offered study literature, develop research projects and self-assessments.

Students in branches actively participate in scientific research conferences (for students of the master's study program participation in conferences / publication, in accordance with the

"Regulations on the development and defense of final theses at the Baltic International Academy" is mandatory.)

The control of the quality of the knowledge and application of the knowledge acquired in the study process is controlled by taking tests (exams or in writing), developing projects, implementing internships in companies (according to the study plan) and presenting the acquired knowledge and skills in defending internships (public speaking, research projects (successively focusing on the potential topic of the master's thesis); presenting them in the defense of term papers, developing and defending the final theses - master's thesis. Quality control of the study process and implementation of the program is implemented by monitoring of the attendance of students 'classes, current progress, elimination of students' academic debts, compliance of the content of classes with thematic plans.

The study process in the branches is provided by both Riga and local teaching staff of the region, as well as guest lecturers. Practically all lecturers involved in the implementation of the professional study program from the Riga branch use electronic learning environment - e-studies: video lectures, video workshops and video consultations on MOODLe platform, TV bridges, Web meetings, SKYPE consultations, ZOOM, Whatsapp group information platform, video calls, sms, e -mail, etc. Thus, the branch coordinates with the Riga study department schedule of trips of the teaching staff , as well as the schedules of defense of internships and master's theses. Teachers leave Riga for the branch for two days (Friday - Saturday). The administration of Daugavpils branch is open: Tuesday - Thursday (10.00 - 18.00), Friday (10.00 - 21.30), Saturday (09.00 - 17.00). Lectures in Daugavpils branch take place for 2 days: on Fridays (17.00 - 21.30) and on Saturdays (09.00 - 16.30).

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

The core underlying principle of qualitative study programme content acquisition is unity of studies and practice.

The internship is a compulsory part of the professional study programme and its implementation is ensured in accordance with the "Regulations on Internships at the Baltic International Academy" (approved by BIA Senate on 23.05.2018).

Pursuant to the Cabinet of Ministers Regulation No. 512 of August 26, 2014 "Regulations on the National Standard of the Second Level Professional Higher Education", the study volume of internship in the professional Master's study programme has to be at least 6 CP (9ECTS). The Master's study programme envisages two internship placements:

- two-year programme sets two internships - the first internship of 10CP (15ECTS) takes place in the first (preparatory) semester and the second internship of 6CP (9ECTS) in the second semester;
- year-and-a-half programme sets one internship - the internship in the amount of 6CP (9ECTS) is planned in the first semester.

The content of the internship according to the degree to be obtained is determined in conformity with the profession standard.

### **Internship 1. 10CP (15ECTS).**

Abstract. The professional internship outside the educational establishment is intended for students with non-profile professional bachelor's previous education. The internship placement allows to get to know the work, work responsibilities, work organization, planning and control of the professionals working in the field of the study profile. During the internship, the necessary information is collected, systematized and processed according to the theme confirmed by the supervisor.

Thus, the preparation of an internship report offers a unique opportunity to integrate the work environment with the curriculum content, through the application of the knowledge and skills acquired during studies in the programme "Business Management and Administration". The volume of internship is 10 CP. At the end of the internship the report is prepared and defended in conformity with the regulations.

**The aim:** The aim of the internship is to systematize, consolidate and expand the theoretical and practical professional knowledge and skills in the chosen field of study, to assist students in Master's research problem formulation.

Objectives. During the internship students:

- analyse the object of research and identify operational issues in the enterprise, devise solutions for to the theme chosen for the Master's thesis;
- summarize information concerning the researched problem, including statistical data and literature analysis, Latvian and international experience;
- set provisional design for the Master's thesis on the basis of analytical conclusions on problem statement.

#### **2.4.1. Table At the end of the internship, students should develop the following competencies:**

The intended learning outcomes of the programme	Competencies (analysis, synthesis and evaluation)	Affiliated professional tasks (indicative)
		.

14SR	- can use computer skills for business / organizational analysis;	Work with statistical information when preparing forecasts, trends, etc .;
7SR; 4SR; 6SR	- can develop problem solving solutions taking into account the interests of the enterprise/ organization, legislation and ethical norms, integrating the knowledge acquired during the studies;	Assist a new business development project team;
10SR	- can elaborate a detailed written internship report.	Collection, grouping of information, development of information quality criteria;
10SR; 8SR	- can draft term paper /Master's thesis based on the analytical conclusions and problems identified.	To design the research plan, to plan the research stages and results.

## Internship 2. 6KP (9ECTS).

Abstract. Professional internship outside the educational institution is intended for students with and without prior profiled professional bachelor's education.

The aim of the Master's internship is to ensure a close link between students' theoretical and practical training, the acquisition of practical experience in line with the profile of their Master's programme, thus creating conditions for the development of practical competences and the collection of material for the preparation of Master's thesis.

The tasks of the internship are:

to acquire professional work skills, to enhance and consolidate knowledge and competences acquired during theoretical training. Thus, the preparation of an internship report offers unique opportunities to integrate the work environment with the curriculum content, through the application of the knowledge and skills acquired during studies in the programme "Business Management and Administration". The internship volume is 6CP. At the end of the internship the report is prepared and defended in conformity with the regulations.

### Objectives.

to analyse, verify, evaluate information through professional activities;

to plan and develop projects and activities aimed at implementing the company's strategy;

to raise intellectual and cultural level, to develop professional and career trajectories;

to present the results of the research in the form of a report, an analytical report or an article.

**Table 2.4.1. At the end of the internship, students should develop the following competencies:**

<b>The intended learning outcomes of the programme</b>	<b>Competencies (analysis, synthesis and evaluation)</b>	<b>Affiliated professional tasks (indicative)</b>
		.
<b>6SR; 9SR</b>	- can identify and collect the data required to address research challenges in management;	Use of databases, classification of information, verification;
<b>13SR</b>	- can present the findings of the performed research in the form of a report, analytical report or article;	Presentation preparation and reporting, conducting discussions, preparation of written reports;
<b>10SR</b>	- can plan and develop projects and activities aimed at realization of company strategy;	Preparation of project plans, monitoring of plans implementation, evaluation of results;
<b>10SR; 14SR</b>	- can use modern management technologies and develop new management tools in order to increase the efficiency of the company;	Organization of brainstorming activities
<b>2SR; 6SR; 7SR</b>	- can explore the data required to address management and business challenges; collect and analyse data.	Assistance in the preparation of analytical reports

The place and role of the Master's study program in supporting students to achieve the tasks set within the study practice:

- Within the framework of the Baltic International Academy, the "Regulations on Internships at the Baltic International Academy" have been developed (approved by the BIA Senate on 23.05.2018);
- Within the framework of the Master's study program, in accordance with the above-mentioned regulations, methodological instructions for organizing internships in the program have been developed - including internship diary, agreement, internship report form, report title page, etc.;
- According to the regulations, students are responsible for choosing the internship place, however, considering that the master students are mostly employed, they can choose this company as their internship place. At the same time, the program administration is aware

that sometimes internships in an existing company cannot be completed, or foreign students may have difficulty finding an internship, then additional internships are provided by long-term cooperation agreements between BIA and various companies (eg SIA VILSEKO, PS Boss Construction, SIA Modis, SIA RD Consult, SIA MEBUS, Nordic Timber SIA, SIA KOMPLEKTS.LV etc.);

- Respecting the desire of students of the professional master's program to engage in business and / or management practice during their studies in order to better integrate into the future work environment, as well as taking into account the principles of student-centered education, practice tasks are formulated individually, in cooperation with the student, ensuring specified competencies developing (Tables 2.4.1, 2.4.2);
- During the professional practice, the student is assigned with practice manager from the company and from the study program;
- Students of the study program also have access to international internships organized within the framework of the ERASMUS + program, several foreign students have successfully used this opportunity.

## **2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the final theses.**

The students choose the topic of their Master's thesis in the field of business management. As "Business Management and Administration" is a professional Master's degree programme, the topic of the paper should be related to practically oriented issues - specific existing company, institution, establishment of a new company, analysis of market situation, determination of product competitiveness, strategy development, etc.

The elaboration and defence of the Master's thesis is performed in accordance with a strictly regulated procedure, which is detailed in the Regulations on the Development and Defence of Final Theses at the Baltic International Academy ( [www.bsa.edu.lv](http://www.bsa.edu.lv) ).

During the period from the academic year 2013/2014 to the spring semester of the academic year 2018/2019, 261 Master's theses were defended in the professional Master's programme "Business Management and Administration". The distribution of Master's thesis topics across research directions is introduced in Table 2.5.1.

**Table 2.5.1. Distribution of Master's Thesis topics across research directions**

Research directions	Number of papers
Issues in Organizational Management	23
Starting a New Business	14
Marketing Research	48
Finance	17
Strategy Development	56

Innovation Management / Economics	7
Human Resource Management	74
Human Capital Development	9
Regional Development	13

The majority of graduate students choose to write research papers on business strategy development, marketing strategy improvement, company structure, function and process development, which emphasizes that these topics are closely related to their further professional and research activities. For instance, Master's students have devised topics such as "Developing a Marketing Strategy for Food Union's International Market", "Developing a Marketing Plan for Tourism Development in the City of Nicosia, Cyprus", "Developing a Marketing Plan for a Small to Medium Construction Company to Enhance its Strategic Development under the Regulations of the Republic of Latvia", "STENDERS Exit to International Markets", "Impact of Macroeconomic Key Indicators on Commercial Non-Profit Banks in Cyprus", "Development of Transport Company Management on Logistics-Based Approach", "Evaluation of Development Opportunities of Beef Livestock Enterprises in Latvia", "New Product Business Model.", "Development of Social Entrepreneurship - Creation and Promotion of New Care Service". As the above-mentioned topics demonstrate, the research is devoted to the study of different fields in different groups of professions, most of which are related to business management issues. Similarly, Master's students have chosen topics related to the administration of organizations. For example, topics such as "Internal Audit Development Opportunities for Commercial Higher Education Institutions in Latvia", "Development of Social Entrepreneurship - Creation and Promotion of New Care Service", "Latvian Railway" Risk Analysis in the times of Crisis", "Development of New Education Programmes Promoting Attraction of International Students to Boost Competitiveness in the Education market (on the example of the BIA)", "Improvement of Remuneration System and Employee Motivation Strategy in a Non-Banking Credit Institution", "Analysis of Natural Gas Market and Proposals for Liberalization", "Quality of Service Management in B2B Logistics Market in the Case of Freight Company KRAFTTRANS LTD", "The Process Approach to Organizational Management on the Example of TUF Ltd", "The Impact of E-Commerce on Small and Medium Sized Enterprises in India", "Developing an Effective Charity Model for a Latvian Nonprofit Organizations", "Improvement of Personnel Recruitment and Appraisal System at SDK Group Filtr", Development of Commercialization of Office Center "X" Projects in Latvian Real Estate Market".

When evaluating the aforementioned topics, it should be concluded that most of the Master's theses contain interdisciplinary aspects that correspond to the trends in modern science and entrepreneurship.

### **Thesis Evaluation**

At the end of the study programme, Master's students should develop a Master's thesis, which is an empirical study that combines practical work experience and theoretical knowledge acquired during studies.

The monitoring of the Master's thesis development process is currently implemented as follows:

- At the beginning of the 1st semester the students are introduced to the provisional topics of the theses, theses developed in the previous years and directions of research;
- Master's students submit applications for theme and supervisor approval by mid-semester during the first semester of their studies;

- At the end of the 1st semester the themes are reviewed and approved by the Council of the BIA Faculty of Economics and Management or forwarded for specification;
- At the end of the 2nd semester Master's project defence is organized;
- At the beginning of the 3rd semester a series of seminars is organized for elaboration of Master's thesis in econometrics;

A month before the defence, a preliminary defence is organized, to which only Master's students who have at least 90% of thesis written up as acknowledged by the supervisor, are admitted. Pre-defence takes place in front of the Board consisting of supervisors advising on Master's theses and BIA leading teaching staff;

Master's thesis is defended in front of the Examination Board, which includes key Latvian field experts with doctoral degree.

Master's thesis is evaluated by the following criteria:

- ability to obtain and process relevant information and solve management issues by applying theoretical knowledge;
- understanding of the organisation management processes and management decisions and their impact on the performance of the organization
- ability to extract, collect, process and analyse data (analytical reasoning) for decision making;
- ability to apply management and economic tools and methods to solve the problem in an innovative way;
- ability to draw reasoned conclusions and formulate appropriate recommendations;
- ability to present and explain developed recommendations and personal opinion.

The Board operates in accordance with the regulations approved by the Senate of the higher education institution. The Board consists of a chairman and members. The head of the Board and part of its members are representatives of sectoral professional organizations or employers in the field.

Evaluating the Master's theses assessments, it can be concluded that more than half of graduates receive "good", "very good" and "excellent" assessment. There is a tendency for a broader range of grades in student evaluations in recent years, for example, more students graduating the programme have received lower grades in recent years than at the beginning of the reporting period, due to stricter evaluation criteria.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

A number of changes have been introduced to the programme proposed for accreditation, and they mostly affect programme structure, for instance, the course content has been supplemented in order to achieve the required learning outcomes, thus the attention is paid to students' evaluations of programme quality and technical support.

Student activity in assessing programme content and quality until the academic year 2014/2015 was very low, which made it impossible to calculate averages. This situation can also be explained

by the fact that during that period the assessment of study courses and programme was not compulsory for the students at the Baltic International Academy, as a result students' assessments of the quality of the Master's programme are accessible only from the academic year 2015/2016. The student survey is conducted annually in the autumn (October) as students begin their studies. The results of the students' survey show that the level of students' satisfaction with the studies in the professional Master's study programme has significantly increased in recent years. The students also admit that the quality of the study course delivery (8.83 points from max 10) and the level of methodological support (8.51 points from max 10) have significantly improved (Annex 5).

2.6.1. table. Student's survey results (averages) in the period from the 2015/2016 academic year to 2018/2019. academic year.

	Average rating 2015/2016. per year	Average rating 2016/2017. per year.	Average rating 2017/2018. per year.	Average rating 2018/2019. per year.
Degree of satisfaction with studies	7,05	7,11	7,13	8,07
Quality of teaching	8,30	8,56	8,86	8,83
Level of methodological provision of lessons	8,16	8,05	8,30	8,51

In the comments, students indicated that there should be a choice of study courses and more practical classes.

**Graduates survey;** The survey was completed by the graduates of 2016-2018 (Annex 5). The results of the survey demonstrate that:

- 87% of graduates admitted that the study programme has provided competitive education in conformity with international standards and prepared them for work.
- 60% of graduates indicated that they had developed market-relevant competences and were motivated to proceed with their education,
- 82% of graduates admitted that knowledge acquired during studies helps them to think structurally and take decisions,
- at the same time, graduates advised to adapt the programme to market dynamics.

Graduates advised to make greater use of information and telecommunication technologies in teaching and communication between lecturer and students.

**The results of the employers' survey** demonstrate (see Annex 5) that in general the graduates of BIA professional Master's study programme meet the requirements defined by the European Qualifications Framework (EQF), as of 10 employers surveyed, most fully agree that graduates are able to integrate knowledge from different sectors, invest in the development of new knowledge; show awareness and ethical responsibility for the potential impact of the professional performance on the environment or society. All surveyed employers fully agree that graduates are able to independently develop their competence, take responsibility for their performance and analysis, as

well as independently use theory, methods and problem-solving skills to carry out their activities. Almost all of employers fully agree that graduates are able to reasonably explain and discuss important aspects in their field with professionals and other stakeholders. A large majority of employers fully agree that graduates demonstrate good knowledge of innovation in their professional field.

**2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

Considering that students studying for Master's degree mostly hold paid employment jobs and are full-time students, only six students had taken advantage of mobility in the time period starting from the academic year 2013/2014 to the spring semester of the academic year 2018/2019.

In 2015/2016, Gaļina Berjozkina-El Džamila completed her internship at the Semeli Hotel in Cyprus, Margarita Malašenko and Milana Možaiko studied for one semester at Vilnius University in Lithuania;

In 2016/2017, Kristīne Mazure during the last semester of her studies worked on elaboration of Master's thesis at Schmalkalden University of Applied Sciences in Germany;

In 2018/2019, Safarjon Bakhridinov completed internship at the Kings Court Hotel in the Czech Republic, which became the object of his Master's thesis, and Makhsudjon Kayumov took an internship at Auto Trip Brno in the Czech Republic.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

The given information is reflected in Part II, Section 3, sub-sections 3.1 to 3.3 of the Report.

**3.2. Assessment of the study provision and scientific support, including the resources provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).**

### **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

#### **4.1. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.**

The analysis of the dynamics of the teaching staff during the period from the academic year 2013/2014 to the autumn semester of 2018/2019 demonstrates that the number of teaching staff has slightly increased from 24 to 27 (see Study direction, section 3.6). Not only has the quantitative composition of teaching staff changed, but qualitative changes have also been made, for example in the academic year 2013/2014 there were 3 professors in the study programme, while in 2018/2019. g. there are 5. The positive tendency stems from the staff development and succession policy through engagement of BIA graduates with a Master's or Doctoral degree from the BIA. Likewise, the branches (Liepaja and Daugavpils) had opportunities to attract local qualified teachers and engage them in the teaching process. The graduates of the BIA Master's programme of the years 2013-2015 K. Galviņa (Golubkova), A. Iljina and J. Popova defended their doctoral theses in economics at the Baltic International Academy and are now members of teaching staff of the study programme. Lada Širjaeva, a graduate of the Master's programme in Business Management and Administration, is currently studying for a doctoral degree at the Baltic International Academy and is currently a doctoral candidate in Economics, and she is also employed as a visiting lecturer in the Master's programme. There are also positive trends associated with an increase in the number of associate professors and professors. In the time period from 2016 to 2018, Nīna Blūmenaua became an associate professor; Žanna Caurkubule became a professor of economics (sub-branch "Social Economics") in 2014, Jurijs Kočetkovs became a professor of economics (sub-branch "Econometrics"), etc.

The quality of the Master's program studies depends on many factors, including the qualification and scientific activity of the academic staff, the ability to acquire and apply new teaching methods, the link with industry research and innovation. Taking into consideration the dynamics of the above-mentioned changes in the composition of the teaching staff, as well as the data of Table 4.2.1, it can be concluded that the proportion of academic staff with scientific degrees is increasing. Both graduates of doctoral study programs with professional experience in business (K. Galviņa (Golubkova), A. Iljina and L. Shirjajeva) and foreign academic staff (G.Fainšten - Tallinn University of Technology, Tallinn University of Technology) are involved in the program during the reporting period. This provided an opportunity to significantly increase the scientific potential of the study program, which helped to increase the study results.

#### **4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and**

**the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

The Bachelor's study programme is succeeded by the professional Master's study programme "Entrepreneurship Management and Administration", where Bachelor's graduates can continue their studies, the composition of which is presented in Table 4.2.1. It is planned to attract 27 new members of teaching staff for the implementation of the professional Master's study programme in Riga and Daugavpils.

Distribution of teaching staff by academic position (see Table 4.2.1) - five professors (18.5%), three associate professors (11.1%), two senior researchers (7.4%), 12 assistant professors (44.4%), four lecturers (14.8) %) and 1 assistant (3.7%).

Distribution of teaching staff by scientific degree - 19 (16 BIA elected, 3 unelected) members of teaching staff hold doctoral degree (70.4%), 8 (6 BIA elected, 2 unelected) members of teaching staff hold Master's degree (29.6%), three of them are studying for doctoral degree.

*Table 4.2.1.*

**Structure of the study programme teaching staff**

			2018/ 2019.
<b>Professors</b>	Total		<b>5</b>
	Elected in the BIA	Numbers	5
		%	100
	Not elected	Numbers	0
		%	0
<b>Assoc. professors</b>	Total		<b>3</b>
	Elected in the BIA	Numbers	3
		%	100
	Not elected	Numbers	
		%	

<b>Senior researchers</b>	Total		<b>2</b>
	Elected in the BIA	Numbers	
		%	
	Not elected	Numbers	2
		%	<b>100</b>
<b>Assistant professors</b>	Total		<b>12</b>
	Elected in the BIA	Numbers	<b>10</b>
		%	83.3
	Not elected	Numbers	<b>2</b>
		%	16.7
<b>Lecturers</b>	Total		<b>4</b>
	Elected in the BIA	Numbers	<b>2</b>
		%	<b>50</b>
	Not elected	Numbers	<b>2</b>
		%	50
<b>Junior lecturers/ Assistants</b>	Total		<b>1</b>
	Elected in the BIA	Numbers	
		%	
	Not elected	Numbers	1
		%	100

Considering that the programme to be accredited will be implemented in Latvian and English, the qualification of the teaching staff in the state and foreign languages is as follows: Latvian language skills - when it is not the mother tongue - C-level; English language skills - starting at B1 level and above, for those teaching in English fluency - B2 and above.

The qualification of the teaching staff is considered appropriate, as in general the programme involves both active research staff publishing the results in indexed editions, thus being able to ensure high quality in the acquisition of the latest scientific knowledge in the field, and recognized professionals.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The given information is represented in Part II. Section 3 Sub-sections 4.1, 4.2, 4.3, 4.4.

The research activities of the academic staff follow the directions of scientific research of the faculty and are one of the main directions of BIA activities. In order to ensure successful research process, the BIA has a Scientific Methodological Council, a Research Institute for Social and Humanitarian Issues, a Science Council, and a Doctoral Council.

The research topics of the academic staff of the study program "Business Management and Administration" are closely related to the content of the study program and the academic courses of each lecturer.

The academic staff of the study program develop their research activities, according interests of their study field. As part of these activities, they conduct research, write and publish research papers, participate in conferences, and supervise research papers of students and postgraduates. The research work done by the academic staff of the study program is used for the development and actualisation of the study program and in the training of the students, and it has a direct influence on the study work.

The academic staff of the study program regularly introduce the results of their research to the scientific community by participating in conferences and scientific seminars organized by the BIA, as well as conferences, symposia and congresses organized by other Latvian and foreign higher education institutions. Participation of the academic staff of the study program in international scientific conferences is reflected in the appendices of the Study Direction.

**4.5.1. Table. Total number of publications of the academic staff of the study program**

### **“Business Management and Administration” during the reporting period**

Nr.	Scientific and methodological work of lecturers.	Number of publications
1.	Scientific publications included in Thomson Reuters Web of Science, Elsevier (SCOPUS and others), ERIH + databases	54
2.	Scientific publications included in EBSCOhost, Copernicus and several international databases	47
3.	Scientific publications included in other international editions	84
4.	Publication of textbooks and methodological literature	6

The results of the research are reflected in published monographs, scientific articles and published conference materials, projects and other scientific activities. The participation of the academic staff of the study program in projects and other scientific activities is reflected in the appendices of the direction.

The qualification of the teaching staff can be assessed as appropriate, because in general the implementation of the program involves both teaching staff who are actively engaged in research, thus able to ensure high quality knowledge related to the latest scientific knowledge in the field and economically recognized professionals who both directly and indirectly shares their practical work experience, improving students' skills. In general, the teaching staff involved in the program is able to develop appropriate competencies for students, achieving the set study results.

For example, the involvement of the professor, Dr.sc.soc., V.Volkova, in scientific research at both national and international level greatly promoted the improvement of the content of the study course “Psychological Aspects of Human Resource Management” in the accredited program.

Thus, at the national level, V.Volkovs, as comanager, together with I. Korolev and I.Mieriņš, led the following scientific research project: "The role, place and self-understanding of ethnic groups in Latvia: 20th century discourse", LZP; 2018 - 2021, then 2016-2017, led the project of the Latvian Ministry of Culture “Participation of national minorities in democratic processes in Latvia”.

Participant or manager of international research projects - 2013-2014. gg. - Friedrich Ebert Stiftung project “Ethnicity. Politics of recognition” – head of project; 2014-2016. - Polish Ministry of Science and Education project "Patterns of Dispute and Dispute Resolution as Elements of Popular Legal Culture" - project manager in Latvia. In turn, 2014-2017. - Latvian-Norwegian scientific project "Gender, Culture and Power: Diversity and Interactions in Latvia and Norway" - head of sociological research.

#### **4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

The average student-to-staff ratio in the EU countries is 15.4, in Latvia - 16.6.

Currently, 89 full-time students are studying in the Master's programme "Business Management and Administration", 27 lecturers will work in the programme in accreditation, with 23 of them being BIA elected. Accordingly, the coefficient is 3.87.

A lower student-to-staff ratio can help students to cultivate closer relationships with teaching staff, have quicker access to feedback on written assignments, and get deeper involved in interactive seminars and discussions.

Mechanisms of teaching staff cooperation to ensure the interconnection of study courses are necessary for planning, development and implementation of interdisciplinary study courses.

Several mechanisms / models for interdisciplinary graduate training exist at the BIA.

Special seminars, co-hosted guest lectures, organised conferences are conducive to rapid response to new trends in interdisciplinary fields.

At the BIA, there are several mechanisms / models of interdisciplinary study courses.

Seminars;

Co-hosted lectures with invited guests;

Organized conferences allow for a quick reaction to new trends in the field of interdisciplinary courses.

### **Evaluation of the teaching staff cooperation**

The Methodological Council was established by the BIA Senate decision "On the establishment of the Methodological Council" , with one of its functions being to plan and implement events, i.e. public seminars for teaching staff and other interested people.

To develop the competences of the academic staff in creating and implementing inter-branch/ interdisciplinary studies and study courses, the following seminars with the best lecturers of the academy as well as sectoral experts and representatives of governmental and non-governmental institutions have been organised.

The following forms of faculty cooperation are applied to determine the quality of academic and scientific activities in the implementation of the study program:

- Mutual attendance of lectures / classes, master classes / examinations of the lecturers of the Academy, which allows to evaluate the strengths and weaknesses of the class-work;
- Preparation of annual reports of the Academy's lecturers on academic and scientific activities, publications, participation in scientific research and scientific conferences;
- Promoting the international exchange of the Academy's lecturers by attracting funding from international funds and creating an opportunity for the Academy's lecturers to gain experience in foreign universities;
- Inviting highly qualified guest lecturers and lecturers to teach study courses, conduct master classes, including from foreign universities;
- Analysing and evaluating of the content of the study program, preparing self-evaluation reports for the past academic year. The obtained data and conclusions then considered at the meetings of the Faculty Council and the Senate,
- Implementing quality control and analysis of the study process and teaching, which is regularly performed by the responsible person from programs and the Faculty Council,

- Surveys and analysis of graduates' work skills and their suitability for the labor market,
- Student surveys, obtaining an opinion on the implementation of specific courses of study programs, the compliance of the content and form of teaching with the requirements of study quality,
- Use of external experts to evaluate the study process and students' knowledge,
- Strategic planning of the study process, analyzing the weak points of the study program, their elimination and the possibilities of the program development.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Statistical data on the students 1.docx	Statistikas dati par studejosajiem1.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Compliance the state education standard 2.docx	atbilstiba valsts izglītības standartam 2.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping_2020.docx	Kartejums_2020.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Curriculum of the study programme.docx	Studiju programmas plans4.docx
Descriptions of the study courses/ modules	Descriptions of the study courses.docx	Studiju kursu aparaksti 6.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	DIPLOM_UVA_dipl_EN.doc	DIPLOM_UVA_dipl.doc
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	SADARBĪBAS LĪGUMS_BSA_TSI_2v (3)_EN (00000002).docx	SADARBĪBAS LĪGUMS_BSA_TSI_2v (3).docx
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	BIA_Performance of Obligations Mg.2020.pdf	BSA saistību izpilde Mg.2020.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	English language skills academic staff_EN.jpg	Macibspeku_novertejums_anglu valoda_LV.jpg
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Mag_Agreement.docx	Mag_ligums.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Entrepreneurship (42345)

Study field	<i>Management, Administration and Management of Real Property</i>
ProcedureStudyProgram.Name	<i>Entrepreneurship</i>
Education classification code	<i>42345</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Žanna</i>
Surname of the study programme director	<i>Caurkubule</i>
E-mail of the study programme director	<i>bsapror Rektor@inbox.lv</i>
Title of the study programme director	<i>Dr.sc.ing.</i>
Phone of the study programme director	<i>67100230</i>
Goal of the study programme	<i>The aim of the Professional bachelor study programme "Entrepreneurship" is to provide the students with up-to-date knowledge in the fields of entrepreneurship and management keeping the quality of studies in line with European education standards, to ensure their readiness for the further professional activities and capability of strategically and analytically solving the business management problems, to develop their personalities and provide the opportunities to acquire professional qualifications with the right to pursue the postgraduate studies.</i>
Tasks of the study programme	<p><i>The following tasks in relation to students have been established in order to achieve this goal:</i></p> <ul style="list-style-type: none"> <li><i>• to provide the basic theoretical knowledge in economics and business using the European and global experience (PT1);</i></li> <li><i>• to develop the understanding of entrepreneurship, its scientific and practical management and the skills of economic process analysis (PT2);</i></li> <li><i>• to acquaint with the problems and tendencies of economic development of European countries; to provide the analysis of the European integration process and identify the problems and perspectives for development (PT3);</i></li> <li><i>• to provide the knowledge of business organization, management and specifics in Latvia and Europe (PT4);</i></li> <li><i>• to develop the ability to apply the acquired theoretical knowledge in scientific-research work (PT5);</i></li> <li><i>• to develop the analytical and critical thinking, problem-solving analysis and independent decision-making abilities (PT6);</i></li> <li><i>• to promote the personal and professional development by motivating the students to continue education (PT7).</i></li> </ul>

Results of the study programme	<p><i>Knowledge and comprehension:</i></p> <ul style="list-style-type: none"> <li>• <i>Is able to demonstrate general and specialized knowledge specific to the profession of company manager at the level of perception, understanding and use (SR1);</i></li> <li>• <i>Is able to demonstrate critical understanding of the key concepts, theories and regularities in the field of business and management (SR2).</i></li> </ul> <p><i>Abilities:</i></p> <ul style="list-style-type: none"> <li>• <i>Is able to understand and evaluate economic and business development trends and regularities in Latvia and the world, macro and micro environment of business in local and international markets, factors influencing them and business risks at both micro and macro level (SR3);</i></li> <li>• <i>Is able to perform the tasks of the company's manager's professional activities and find innovative solutions by the use of the acquired knowledge and skills; to develop the company's development strategy, effective business model, to develop and manage projects, to organize and manage the human, informative and financial resources and processes necessary for the company's activities, to evaluate economic results and use them in decision-making within the company's manager professional competence (SR4)</i></li> <li>• <i>Follows the achievements of business theory and practice, uses them in his/her professional activities, supplements his/her knowledge in the field of business, using various sources of information; (SR5)</i></li> <li>• <i>Is able to perform research activities and applied research, interpret and analyze their results; to present the results of his/her research, to express opinion in an argumentative manner and to defend it; to independently structure one's own learning, to direct one's own and subordinates' further learning and professional development (SR6)</i></li> </ul> <p><i>Competences:</i></p> <ul style="list-style-type: none"> <li>• <i>Is able to collect, analyze and evaluate the company's economic performance indicators, interpret economic data using statistics and other scientific research methods, find creative solutions and provide reasoned proposals for the improvement of the company's activity, decision-making and problem solving (SR7);</i></li> <li>• <i>Is able to understand the basic principles of professional ethics and evaluate the impact of his/her professional activities on the environment and society; take responsibility and initiative by doing work individually, in a team or leading the work of other people; to observe the principles of ethics in various communication situations and intercultural communication, to ensure active and effective participation in the formation of social dialogue in society (SR8)</i></li> <li>• <i>Is able to understand and apply the legal norms of Latvian and international law in his / her work; to orientate in the requirements of regulatory enactments in his/her professional field; to perform work tasks in compliance with labor legal relations and labor protection requirements, as well as the requirements of civil protection and environmental protection regulatory enactments (SR9)</i></li> <li>• <i>Is able to use modern information technologies in his/her professional activities; to find, systematize and analytically describe information, to use information databases; to plan the operation of the company with the use of information technologies (SR10)</i></li> <li>• <i>Is able to use foreign languages freely within the framework of professional activity; to use language skills in collecting, researching, analyzing commercial information, as well as in communication with foreign partners; to develop language skills in his/her professional activities (SR11)</i></li> </ul>
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Final examination upon the completion of the study programme	<i>Diploma paper</i>
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## Study programme forms

### **Full time studies - 4 years - latvian**

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>

Admission requirements (in English)	<p>The BIA professional Bachelor's programme "Entrepreneurship" is open to applicants with a secondary general or secondary vocational education can enroll in the study programme or with a recognized education corresponding to the study program requirements recognized in Latvia. • Individuals who have completed a full secondary education or a Latvian-recognized pre-education qualification conforming to the requirements of the study programme are eligible to enter the BIA full-time and part-time programmes. Education is attested by the document of secondary education - a certificate of general secondary education or a diploma of vocational secondary education. • Admission to full-time and part-time undergraduate programmes is performed in the course of the open and equitable competition based on the results of centralized exams. Exceptions are made for the persons who have completed their secondary education before 2004, for those who have completed their secondary education abroad, for persons with special needs and persons who are exempted from the State examination for secondary education in accordance with the procedure prescribed by the laws and regulations of the Republic of Latvia.. • Persons who have completed their secondary education in the Republic of Latvia after 2004 for matriculation in the BIA full-time and part-time programmes in 2019/2020 have to submit certificates for centralized examinations in at least two subjects, according to the chosen study programme or at the choice of the applicants. Levels of the centralized exams (at least 2 subjects) have to be from A to E (inclusive) or, starting from 2013 have to be a percentage corresponding to the current level limits for each particular subject. • Persons who did not pass the centralized exams in case they completed full secondary education before 2004, or received full secondary education abroad, or persons with special needs, or persons who were exempted from the state secondary education examination in accordance with the laws and regulations of the Republic of Latvia have to pass the entrance examination the results of which have to be at least □ in foreign language - 30% (Internet test) or 50% (written test); □ entrance examinations in the field of visual art and computer test results - 50%; □ logical aptitude test - 30% (Internet test) or 50% (written test). • Applicants who have achieved the highest scores in the centralized examinations and / or the BIA entrance examinations will have an advantage. • Form and content of the entrance tests are approved by the BIA Rector. • Results of the entrance examinations and admission requirements shall be communicated to the applicant in writing not later than three working days after the date of passing the entrance examinations. • Testing and document processing are paid services, the amount of payment of which is determined by the BIA Senate. • On admission the applicants fill in the application form indicating the chosen study programme and personal data and submit to the BIA admission commission the said forms and all other documents listed in the Clause 40 hereof. • Deadlines for registration and enrollment of applicants in full-time / part-time study programmes in the first year after full secondary education are set by the Cabinet of Ministers of the Republic of Latvia. • Registration and enrollment of applicants who have completed their secondary or higher education in the previous academic year will take place throughout the academic year 2019/2020.</p> <p>(<a href="https://BIA.edu.lv/lang/lat/abiturient.htm">https://BIA.edu.lv/lang/lat/abiturient.htm</a>) Persons, who want to study in professional Bachelor study program "Entrepreneurship" (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program.</p>
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Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in business</i>
Qualification to be obtained (in english)	<i>Manager of an enterprise</i>

### Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Liepāja branch of the Baltic International Academy	LIEPĀJA	LIEDAGA IELA 3, LIEPĀJA, LV-3416
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

### Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>

Admission requirements (in English)	<p>The BIA professional Bachelor's programme "Entrepreneurship" is open to applicants with a secondary general or secondary vocational education can enroll in the study programme or with a recognized education corresponding to the study program requirements recognized in Latvia. • Individuals who have completed a full secondary education or a Latvian-recognized pre-education qualification conforming to the requirements of the study programme are eligible to enter the BIA full-time and part-time programmes. Education is attested by the document of secondary education - a certificate of general secondary education or a diploma of vocational secondary education. • Admission to full-time and part-time undergraduate programmes is performed in the course of the open and equitable competition based on the results of centralized exams. Exceptions are made for the persons who have completed their secondary education before 2004, for those who have completed their secondary education abroad, for persons with special needs and persons who are exempted from the State examination for secondary education in accordance with the procedure prescribed by the laws and regulations of the Republic of Latvia.. • Persons who have completed their secondary education in the Republic of Latvia after 2004 for matriculation in the BIA full-time and part-time programmes in 2019/2020 have to submit certificates for centralized examinations in at least two subjects, according to the chosen study programme or at the choice of the applicants. Levels of the centralized exams (at least 2 subjects) have to be from A to E (inclusive) or, starting from 2013 have to be a percentage corresponding to the current level limits for each particular subject. • Persons who did not pass the centralized exams in case they completed full secondary education before 2004, or received full secondary education abroad, or persons with special needs, or persons who were exempted from the state secondary education examination in accordance with the laws and regulations of the Republic of Latvia have to pass the entrance examination the results of which have to be at least □ in foreign language - 30% (Internet test) or 50% (written test); □ entrance examinations in the field of visual art and computer test results - 50%; □ logical aptitude test - 30% (Internet test) or 50% (written test). • Applicants who have achieved the highest scores in the centralized examinations and / or the BIA entrance examinations will have an advantage. • Form and content of the entrance tests are approved by the BIA Rector. • Results of the entrance examinations and admission requirements shall be communicated to the applicant in writing not later than three working days after the date of passing the entrance examinations. • Testing and document processing are paid services, the amount of payment of which is determined by the BIA Senate. • On admission the applicants fill in the application form indicating the chosen study programme and personal data and submit to the BIA admission commission the said forms and all other documents listed in the Clause 40 hereof. • Deadlines for registration and enrollment of applicants in full-time / part-time study programmes in the first year after full secondary education are set by the Cabinet of Ministers of the Republic of Latvia. • Registration and enrollment of applicants who have completed their secondary or higher education in the previous academic year will take place throughout the academic year 2019/2020.</p> <p>(<a href="https://BIA.edu.lv/lang/lat/abiturient.htm">https://BIA.edu.lv/lang/lat/abiturient.htm</a>) Persons, who want to study in professional Bachelor study program "Entrepreneurship" (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program</p>
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Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in business</i>
Qualification to be obtained (in english)	<i>Manager of an enterprise</i>

### Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Liepāja branch of the Baltic International Academy	LIEPĀJA	LIEDAGA IELA 3, LIEPĀJA, LV-3416
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

### Part-time extramural studies - distance education - 4 years, 6 months - english

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	4
Duration in month	6
Language	<i>english</i>
Amount (CP)	160

Admission requirements (in English)	<p>The BIA professional Bachelor's programme "Entrepreneurship" is open to applicants with a secondary general or secondary vocational education can enroll in the study programme or with a recognized education corresponding to the study program requirements recognized in Latvia. • Individuals who have completed a full secondary education or a Latvian-recognized pre-education qualification conforming to the requirements of the study programme are eligible to enter the BIA full-time and part-time programmes. Education is attested by the document of secondary education - a certificate of general secondary education or a diploma of vocational secondary education. • Admission to full-time and part-time undergraduate programmes is performed in the course of the open and equitable competition based on the results of centralized exams. Exceptions are made for the persons who have completed their secondary education before 2004, for those who have completed their secondary education abroad, for persons with special needs and persons who are exempted from the State examination for secondary education in accordance with the procedure prescribed by the laws and regulations of the Republic of Latvia.. • Persons who have completed their secondary education in the Republic of Latvia after 2004 for matriculation in the BIA full-time and part-time programmes in 2019/2020 have to submit certificates for centralized examinations in at least two subjects, according to the chosen study programme or at the choice of the applicants. Levels of the centralized exams (at least 2 subjects) have to be from A to E (inclusive) or, starting from 2013 have to be a percentage corresponding to the current level limits for each particular subject. • Persons who did not pass the centralized exams in case they completed full secondary education before 2004, or received full secondary education abroad, or persons with special needs, or persons who were exempted from the state secondary education examination in accordance with the laws and regulations of the Republic of Latvia have to pass the entrance examination the results of which have to be at least □ in foreign language - 30% (Internet test) or 50% (written test); □ entrance examinations in the field of visual art and computer test results - 50%; □ logical aptitude test - 30% (Internet test) or 50% (written test). • Applicants who have achieved the highest scores in the centralized examinations and / or the BIA entrance examinations will have an advantage. • Form and content of the entrance tests are approved by the BIA Rector. • Results of the entrance examinations and admission requirements shall be communicated to the applicant in writing not later than three working days after the date of passing the entrance examinations. • Testing and document processing are paid services, the amount of payment of which is determined by the BIA Senate. • On admission the applicants fill in the application form indicating the chosen study programme and personal data and submit to the BIA admission commission the said forms and all other documents listed in the Clause 40 hereof. • Deadlines for registration and enrollment of applicants in full-time / part-time study programmes in the first year after full secondary education are set by the Cabinet of Ministers of the Republic of Latvia. • Registration and enrollment of applicants who have completed their secondary or higher education in the previous academic year will take place throughout the academic year 2019/2020.</p> <p>(<a href="https://BIA.edu.lv/lang/lat/abiturient.htm">https://BIA.edu.lv/lang/lat/abiturient.htm</a>) Persons, who want to study in professional Bachelor study program "Entrepreneurship" (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program.</p>
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Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in business</i>
Qualification to be obtained (in english)	<i>Manager of an enterprise</i>

### Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
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Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

### Part-time extramural studies - distance education - 4 years, 6 months - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	4
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	160

Admission requirements (in English)	<p>The BIA professional Bachelor's programme "Entrepreneurship" is open to applicants with a secondary general or secondary vocational education can enroll in the study programme or with a recognized education corresponding to the study program requirements recognized in Latvia. • Individuals who have completed a full secondary education or a Latvian-recognized pre-education qualification conforming to the requirements of the study programme are eligible to enter the BIA full-time and part-time programmes. Education is attested by the document of secondary education - a certificate of general secondary education or a diploma of vocational secondary education. • Admission to full-time and part-time undergraduate programmes is performed in the course of the open and equitable competition based on the results of centralized exams. Exceptions are made for the persons who have completed their secondary education before 2004, for those who have completed their secondary education abroad, for persons with special needs and persons who are exempted from the State examination for secondary education in accordance with the procedure prescribed by the laws and regulations of the Republic of Latvia.. • Persons who have completed their secondary education in the Republic of Latvia after 2004 for matriculation in the BIA full-time and part-time programmes in 2019/2020 have to submit certificates for centralized examinations in at least two subjects, according to the chosen study programme or at the choice of the applicants. Levels of the centralized exams (at least 2 subjects) have to be from A to E (inclusive) or, starting from 2013 have to be a percentage corresponding to the current level limits for each particular subject. • Persons who did not pass the centralized exams in case they completed full secondary education before 2004, or received full secondary education abroad, or persons with special needs, or persons who were exempted from the state secondary education examination in accordance with the laws and regulations of the Republic of Latvia have to pass the entrance examination the results of which have to be at least □ in foreign language - 30% (Internet test) or 50% (written test); □ entrance examinations in the field of visual art and computer test results - 50%; □ logical aptitude test - 30% (Internet test) or 50% (written test). • Applicants who have achieved the highest scores in the centralized examinations and / or the BIA entrance examinations will have an advantage. • Form and content of the entrance tests are approved by the BIA Rector. • Results of the entrance examinations and admission requirements shall be communicated to the applicant in writing not later than three working days after the date of passing the entrance examinations. • Testing and document processing are paid services, the amount of payment of which is determined by the BIA Senate. • On admission the applicants fill in the application form indicating the chosen study programme and personal data and submit to the BIA admission commission the said forms and all other documents listed in the Clause 40 hereof. • Deadlines for registration and enrollment of applicants in full-time / part-time study programmes in the first year after full secondary education are set by the Cabinet of Ministers of the Republic of Latvia. • Registration and enrollment of applicants who have completed their secondary or higher education in the previous academic year will take place throughout the academic year 2019/2020.</p> <p>(<a href="https://BIA.edu.lv/lang/lat/abiturient.htm">https://BIA.edu.lv/lang/lat/abiturient.htm</a>) Persons, who want to study in professional Bachelor study program "Entrepreneurship" (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program</p>
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Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in business</i>
Qualification to be obtained (in english)	<i>Manager of an enterprise</i>

### Places of implementation

Place name	City	Address
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Liepāja branch of the Baltic International Academy	LIEPĀJA	LIEDAGA IELA 3, LIEPĀJA, LV-3416
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

### III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

**1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction**

**Table 3.1. Characteristic parameters of the study programme „Entrepreneurship”**

<i>Name of the study programme</i>	<b>Entrepreneurship</b>	
<i>Code of the study programme according to the Latvian education classification</i>	<b>42345</b>	
<i>Type and level of the study programme</i>	<b>Professional bachelor study programme</b>	
<i>Level of the acquired qualification (NKI/EKI)</i>	<b>Level 6</b>	
<i>Volume of the study programme (credit points (CP), recommended ECTS)</i>	<b>160 CP, 240 ECTS</b>	
<i>Form of implementation, type, duration (if less than a year, indicate in months) and language of implementation</i>		
<i>Full time studies</i>	4 years	Latvian and English
<i>Part time studies</i>		
<i>Part time extramural studies (distance learning)</i>	4 years and 5 months	Latvian and English
<i>Place of implementation</i>	4 Lomonosova str., Riga, LV-1019	
<i>Director of the study programme</i>	prof., <i>Dr.sc.ing.</i> , Zanna Caurkubule	
<i>Awarded degree and professional qualifications</i>	Professional bachelor's degree in business Professional qualification - Business manager	

<i>Opportunities for continuation of studies</i>	Professional Bachelor's degree gives the opportunities to continue education in the Academic Master's study programme or the Professional Master's programme provided that the relevant requirements for admission to the Master's Study programme are met which include the appropriate prerequisites for successful completion of this study programme. (Regulations on the National standard of the second level professional higher education No. 512).
<i>Study programme of the other high school which in case of termination of the study programme gives the opportunity to continue the acquisition of education</i>	Bachelor study programme <b>"Management Science"</b> of the High School of Economics and Culture Bachelor study programme <b>"Bachelor of Social Sciences in Management Science"</b> of the Transport and Telecommunication Institute Professional bachelor study programme <b>"Business Management"</b> of the High School of Information Systems Management

The BIA has extensive experience in implementing the professional bachelor's programme "Entrepreneurship" - since 1999 it has received a license for the implementation of the professional study programme **"Entrepreneurship"** with a professional qualification - business manager.

In May 2013, within the framework of the state accreditation the professional study programme **"Management, Administration and Real Estate Management"** of the study direction "Entrepreneurship" was accredited for six years. Pursuant to the provisions of the Article 48 of the Law on Higher Education Institutions the accreditation of the study direction "Management, Administration and Real Estate Management" has been extended until 31 December, 2020. Since the issuance of the previous accreditation sheet of the study direction the following changes and clarifications have been made to the characteristic parameters of the second level professional higher education study programme "Entrepreneurship".

**Table 3.2. Parameters changes, refinements and updates of the professional study programme "Entrepreneurship"**

<b>Parameters changes, refinements and updates of the professional study programme</b>	<b>Parameters of the study programme of the previous accreditation period</b>
<i>Programme type</i>	
Professional bachelor study programme	Professional bachelor and Second level professional higher education programmes
<i>Awarded degree</i>	
Professional bachelor's degree in entrepreneurship	-
<i>Purpose of the programme - PP</i>	

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The aim of the Professional bachelor study programme "**Entrepreneurship**" is to provide the students with up-to-date knowledge in the fields of entrepreneurship and management keeping the quality of studies in line with European education standards, to ensure their readiness for the further professional activities and capability of strategically and analytically solving the business management problems, to develop their personalities and provide the opportunities to acquire professional qualifications with the right to pursue the postgraduate studies.

The objectives are as follows:

- to prepare the specialists able to conduct business in accordance with the current market requirements of Latvia and the EU and to use the latest achievements of information technologies in their work;
- to provide the graduates with the theoretical and practical decision-making skills in solving specific management issues in real business operations; marketing, data accounting and analysis, financial operations accounting, analysis and management information support systems. To ensure the graduate's knowledge of organizational and legal aspects of business;
- to prepare the specialists able to use the scientific methods in their professional and social work, know the basic theories of humanities and socio-economic sciences and are able to analyze the social problems and processes;
- to prepare the specialists able to successfully use the enterprise resource planning systems (ERP-systems) in their professional activities;
- to prepare the professionals in the humanities, socio-economic, mathematical, general and professional disciplines to the level which allows them to pursue the postgraduate studies;
- to develop the emerging professionals' creative approach to the learning process in order to facilitate the activation of their position by encouraging them to acquire new knowledge.

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*Programme Tasks - PT*

The following tasks in relation to students have been established in order to achieve this goal:

- to provide the basic theoretical knowledge in economics and business using the European and global experience (PT1);
- to develop the understanding of entrepreneurship, its scientific and practical management and the skills of economic process analysis (PT2);
- to acquaint with the problems and tendencies of economic development of European countries; to provide the analysis of the European integration process and identify the problems and perspectives for development (PT3);
- to provide the knowledge of business organization, management and specifics in Latvia and Europe (PT4);
- to develop the ability to apply the acquired theoretical knowledge in scientific-research work (PT5);
- to develop the analytical and critical thinking, problem-solving analysis and independent decision-making abilities (PT6);
- to promote the personal and professional development by motivating the students to continue education (PT7).

In order to achieve this goal the following tasks have been set in the programme:

1. *Within the cycle of humanitarian and socio-economic disciplines:*

- Development of socio-economic thinking which provides the opportunity to evaluate perceptions of the scientific, philosophical and religious views of the world, the essence, meaning and meaning of a human life, the diversity of forms of human knowledge, development, and knowledge of basic psychic functions and their physiological mechanisms;
- Acquisition of full knowledge and ability to apply it in social analysis, understanding the role and importance of political system and state structure in public life;
- Acquisition of appropriate skills and competences for the distribution of theoretical and practical, psychological and instrumental components of political science;
- Mastering the basics of the Latvian legislative and legal system, especially those related to entrepreneurship.

2. *Within the cycle of mathematical and natural disciplines:*

- Use of methods and results of the probability theory in the analysis of social, economic and technological processes;
- Use of discrete mathematical methods in research of economic and social processes;
- Understanding of linear and non-linear programming concepts and methods;
- Acquisition of the basic principles of computer architecture, local and global computing networks;
- Mastering the basics of algorithmization and programming in solving economic tasks;
- Development of skills to work with office equipment;
- Developing skills for working with functional information technologies focused on business automation.

3. *Within the cycle of general education disciplines:*

- Acquisition of knowledge and abilities to apply the objective tendencies of economic development, regularities of functioning of economic systems, fiscal, credit, monetary, social and investment policy;
- Acquisition of statistical information, processing methods and methodological basis of microeconomic market analysis;
- Mastering methodological and organizational - legal aspects of management, market segmentation principles, methods and goals;
- Acquisition of system analysis skills, mastering of intelligent information systems and database tools, mastering of textual, graphic and database tools, use of advertising work methods in public relations;
- Application of ERP-system capabilities in the management of company material and financial resources, management of the company stock and logistics chain, analysis of the company business activities;
- Mastering of technologies of the company external economic activities.

4. *Within the cycle of special disciplines:*

- Acquisition of knowledge to carry out the analytical and research work by assessing the socio-economic situation and choosing the specific forms of management and information systems;
- Acquisition of modern socio-economic diagnostic methods, information storage and processing with the help of computers;
- Acquisition of professional skills in management, marketing, commercial activities and advertising in the business structures;
- Acquisition of skills in searching, retrieving, systematizing and using the information with the help of computer technology and the use of local information technology for the benefit of the business structure;
- Acquisition of skills and competencies in marketing management in the interests of the company;
- Mastering e-business management technologies.

**Knowledge and understanding:**

- Ability to demonstrate general and specialized knowledge relating to the company manager profession at the level of conception, understanding and use (SR1);
- Ability to demonstrate critical understanding of key concepts, theories, and regularities in the field of business and management (SR2).

**Skills:**

- Ability to understand and evaluate economic and business development trends and regularities in Latvia and in the world (SR3);
- Ability to understand and evaluate the macro and micro environment of business in the local and international markets, factors affecting it and business risks at both micro and macro level (SR4);
- Ability to identify and evaluate business start-up and development opportunities, select company establishment business model, business form, investment or state support involvement to start a business (SR5);
- Ability to formulate the mission, vision, goals and development directions of the company, to draw up the company work plans, to analyze and evaluate the company activities and results, to determine the commercial and financial risks and to analyze them by evaluating their possible consequences (SR6);
- Ability to collect, analyze and evaluate company economic performance indicators, interpret economic data using statistical and other scientific research methods, make substantiated proposals for improvement of business activity and problem solving (SR7);
- Ability to present the results of his / her research, express his / her opinion and defend it (SR8).

**Competence:**

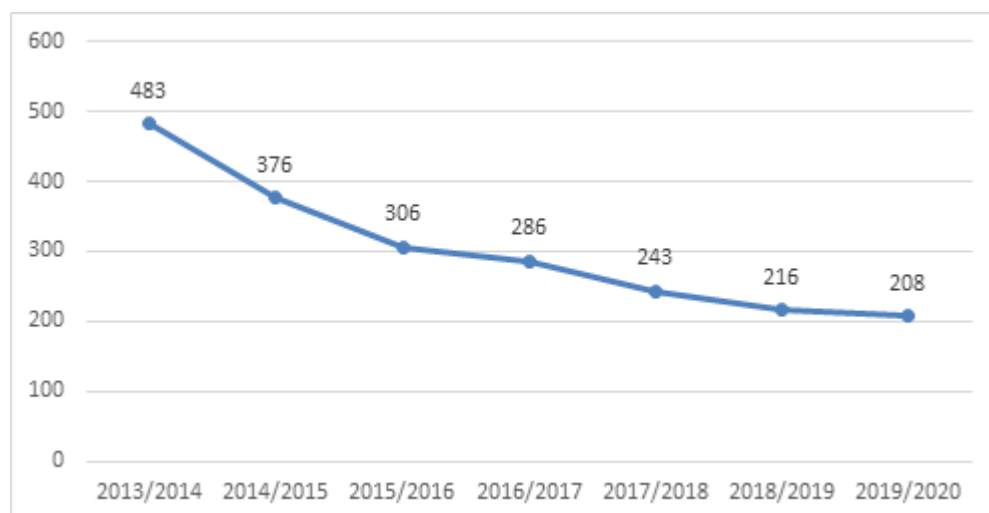
- *Professional* - ability to carry out the business management tasks and find innovative solutions using the acquired knowledge and skills, develop business development strategy, make decisions to optimize business performance, develop and implement an effective business model, develop and manage projects, organize and manage business activities, human, information and financial resources and processes, evaluate performance and use it in decision making within the business management professional competence (SR9);
- *Communicative* - ability to understand the basic principles of professional ethics and assess the impact of his / her professional activities on the environment and society; take responsibility and take the initiative to work individually, in a team, or to lead the work of other people, to observe ethical principles in different communication situations (SR10);
- *Legal* - ability to understand and apply legal norms of Latvian and international law in his / her work; be familiar with the requirements of regulatory enactments in his/her professional field; perform work tasks in compliance with the legal labour relations and labour protection requirements, as well as the requirements of the civil protection and environmental protection regulatory enactments (SR11);
- *Cultural* - ability to accumulate and develop experience in the intercultural communication, ensure active and effective participation in the development of social dialogue in society; observe ethical aspects in formulating and achieving goals (SR12);
- *Information technology* - ability to use modern information technologies in his/her professional activities; to find, systematize and analytically describe information, use information databases; plan business operations using information technology (SR13);
- *Languages* - ability to use foreign languages freely in the course of professional activities; in business information gathering, research, analysis and communication with foreign partners; develop language skills in his/her professional activities (SR14);
- *Learning and scientific* - ability to follow the achievements of business theory and practice, use them in his/her professional activities, improve his/her business knowledge by using various sources of information; demonstrate a scientific approach to problem solving and the ability to carry out research and applied research, interpret and analyze his/her results; structure his/her learning independently, guide his/her further learning and professional development and the same of his/her employees (SR15);

Study programme "Entrepreneurship" of the BIA was developed in accordance with the Law on Higher Education, the Regulations on Profession Standards and the Regulations on the National second level professional higher education standard. As a result of implementation of the aims and objectives of this study programme the BIA prepares the highly qualified professionals - business leaders who understand the nature and social importance of a company manager and his mission in business, are able to find their professional niche and flexibly adapt to any changes in the field of entrepreneurship.

Since the time of issuance of the previous accreditation sheet of the study direction there have been no changes in the characteristic parameters of the second level professional higher education study programme "Entrepreneurship" such as the title of the study programme, qualification to be awarded, admission requirements, or volume of the study programme. The study programme was developed by the head of the study direction "Management, Administration and Real Estate Management", leading teachers, students, graduates and employers.

### **1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.**

During the reporting period from 2013/2014 academic year till the beginning of 2019/2020 academic year (as of October 1) the number of students in the professional bachelor's study programme "Entrepreneurship" decreased by 57% which is in line with the demographic situation observed in the recent years and the decrease of the total number of students of higher education in the country:



#### **Total number of students of the study programme "Entrepreneurship" as of October 1 of academic year**

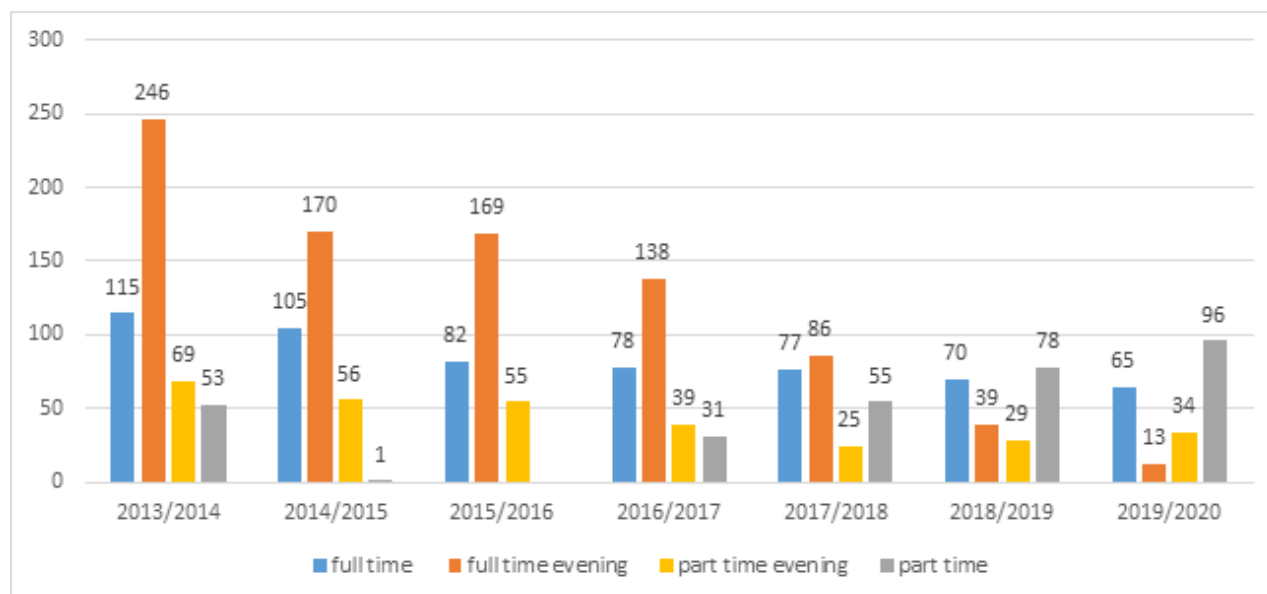
The main factors influencing the negative dynamics of the number of students are as follows:

- The overall negative demographic situation in the country;
- The desire of high school graduates to study at foreign universities and the uninterrupted emigration of Latvians from the country;
- Fierce competition between universities with similar study programs and budget places (especially in state universities);
- Decrease of demand for private higher education due to low income level of people;
- Lack of a bachelor's degree in comparison with other similar Latvian higher education programs.

Analysis of the BIA branches shows that the greatest decrease in the number of students during the

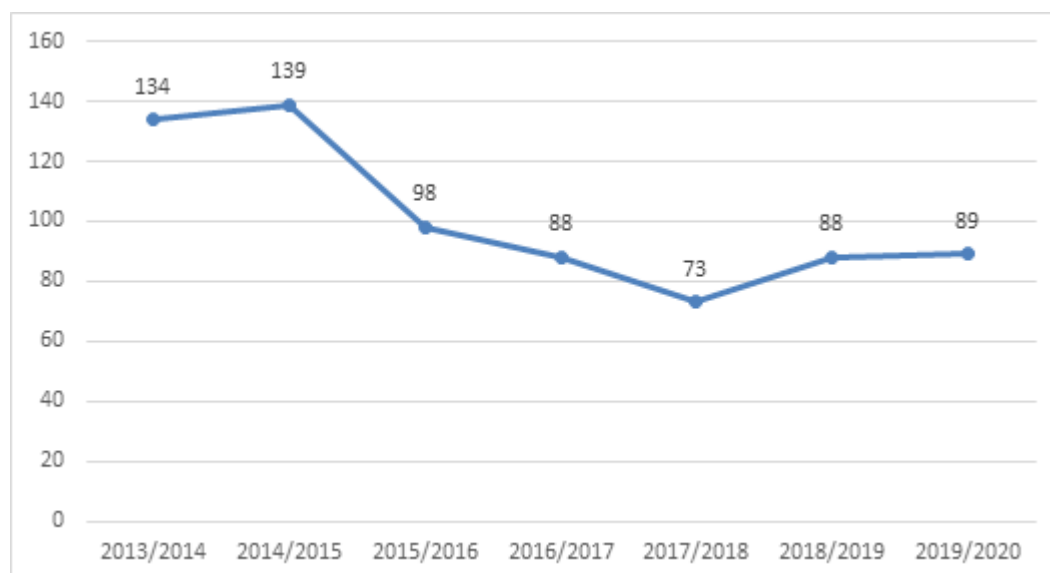
reported period was observed in the Liepaja branch, the dynamics of the number of students in the Daugavpils branch corresponds to the total programme dynamics.

Students are enrolled and study in the study programme “Entrepreneurship” both full-time and part-time studies, evening and extramural studies. Analysis of students by the branches shows that students in the Riga branch have full-time studies and in the branches - part-time studies - on Fridays and Saturdays.



**Total number of students in the study programme „Entrepreneurship” by the flow as of October 1 of academic year**

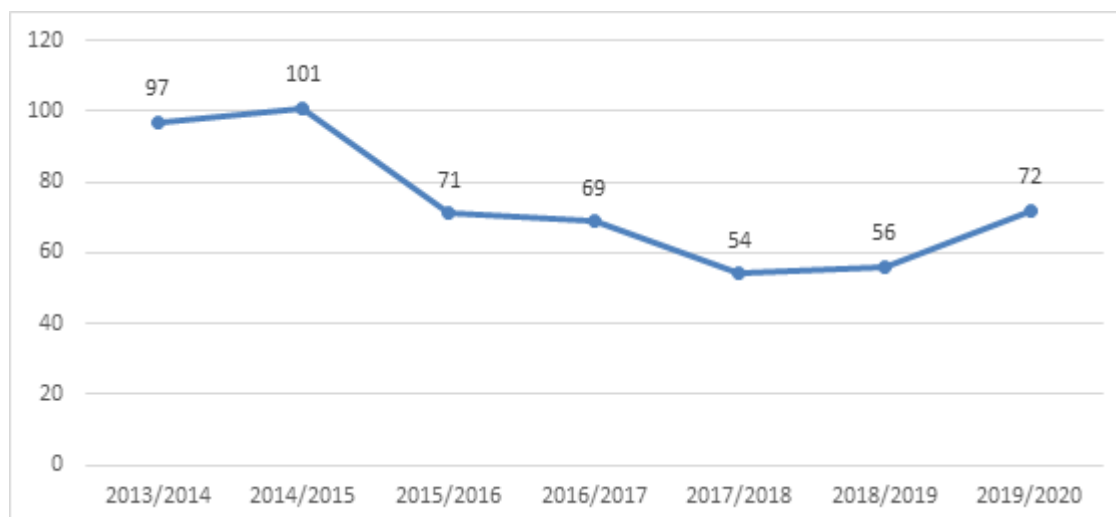
During the period from 2013/2014 academic year till autumn of 2019/2020 academic year the number of students enrolled in the Professional bachelor study programme “Entrepreneurship” is 709.



**Total number of students enrolled in the study programme “Entrepreneurship”**

The highest number of enrolled students from 2013/2014 academic year till autumn of 2019/2020 academic year was 447 students in the Riga branch, the smallest - 51 students in the Liepāja branch. During the same period there were 211 students enrolled in the Daugavpils branch.

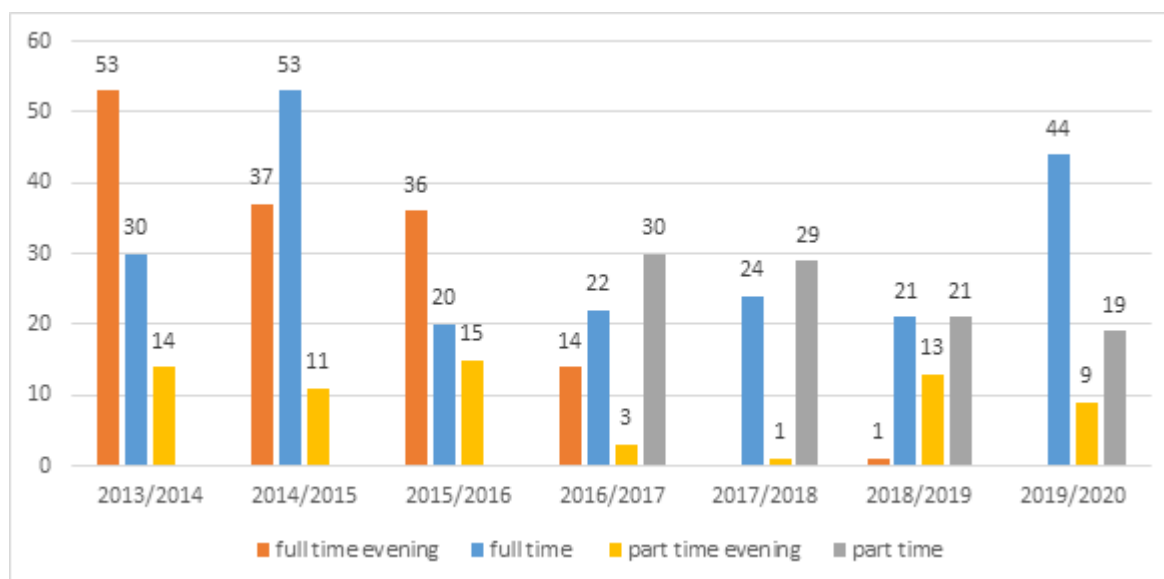
During the reporting period the students were enrolled for both the 1st and the 3rd courses after their graduation from colleges.



### **Total number of students enrolled in the study programme “Entrepreneurship” for the 1st course**

Analysis shows that during the reporting period from 2013/2014 academic year till autumn of 2019/2020 academic year the enrollment of students for the 1st course had fallen insignificantly from 97 to 72. The smallest drop in enrollment was observed in the Liepaja branch, the largest – in the Daugavpils branch. The number of students enrolled in Riga increased slightly from 50 to 57.

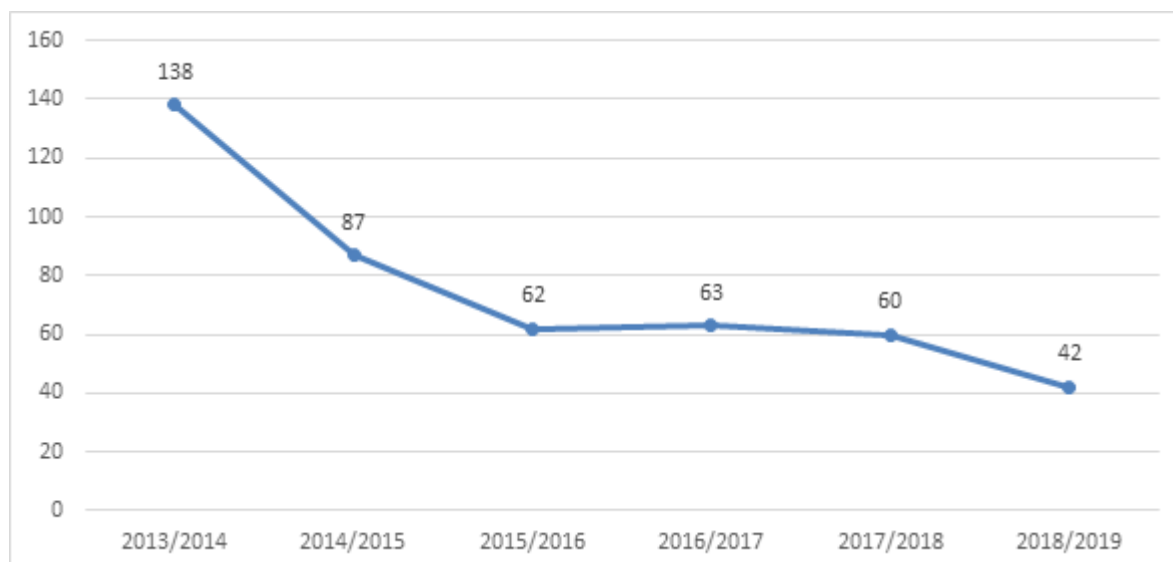
During the reporting period enrollment for the 1st course was made to both the full-time and evening studies and part-time and extramural studies:



### **Total number of students enrolled in the study programme “Entrepreneurship” for the 1st course by the flows**

The highest number of flows was in the Riga branch, but in the Daugavpils branch and Liepaja branch the enrollment till 2016/2017 academic year (inclusive) was dominating in full-time studies and from 2016/2017 academic year in part-time studies.

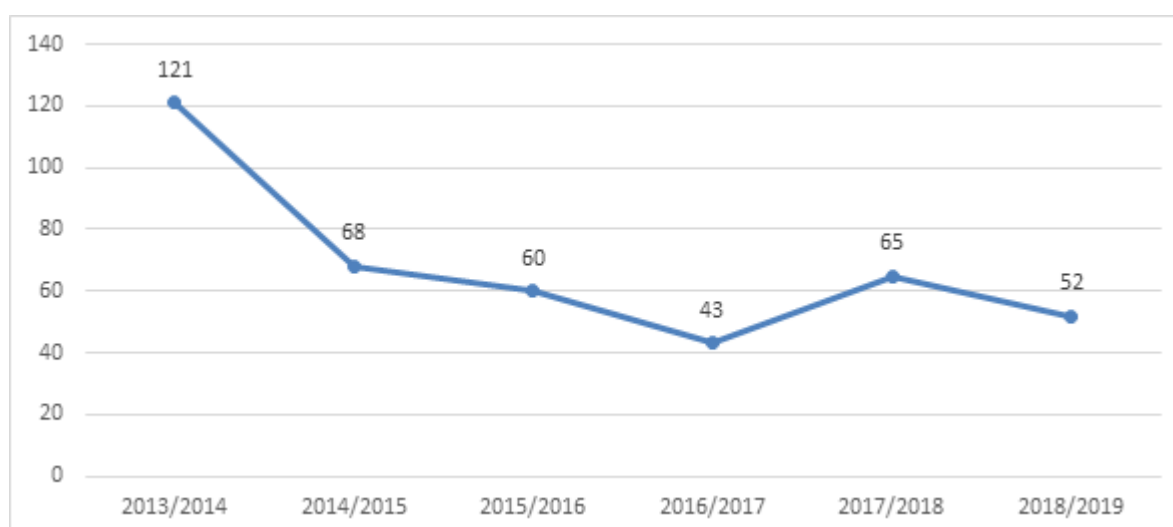
During the reporting period from 2013/2014 academic year till the beginning of 2019/2020 academic year there were 452 graduates who successfully completed their studies.



### **Dynamics of the total number of graduates of the study programme "Entrepreneurship"**

The highest number of graduates was in the Riga branch (244 or 54%), followed by the Daugavpils branch (152 or 34%) and Liepaja branch (56 or 12%).

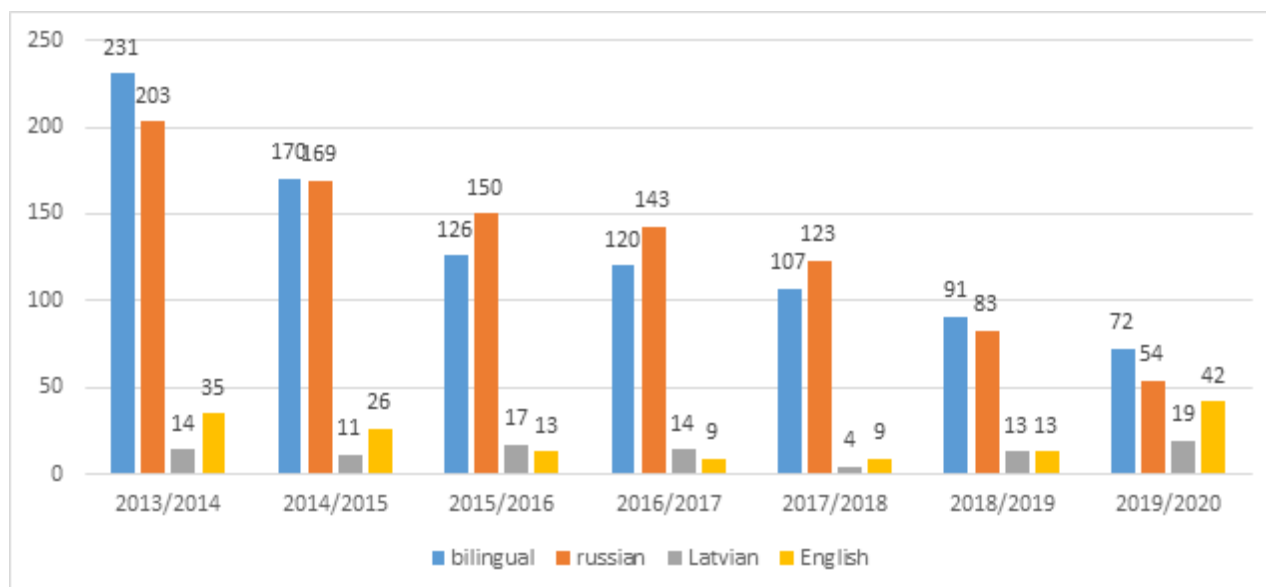
Analysis of the trends in student drop-outs shows that the student drop-outs are uneven every year.



### **Enrollment in the study programme „Entrepreneurship”, total**

Every student who has decided to drop out is asked to complete a questionnaire on the reasons of his dropout which helps the BIA to analyse the reasons of the student dropouts. The most common reasons are personal (voluntarily, financial debts, academic debts, etc.).

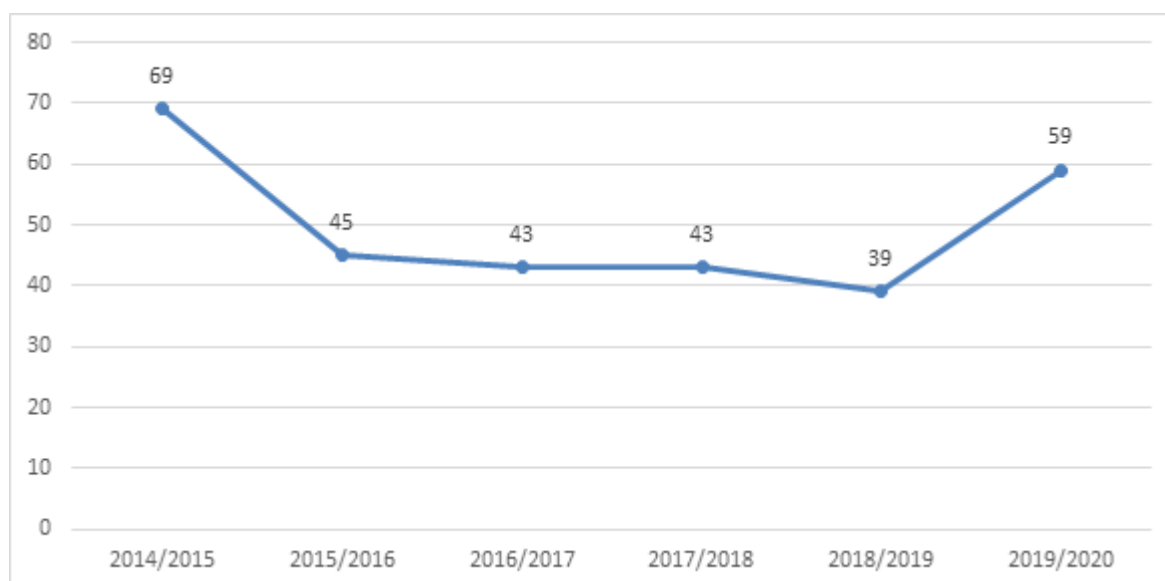
There are no budget places in the study programme. The full-time and part-time students study for a fee only. In 2019/2020 academic year the study programme has been implemented both bilingual (in Latvian and Russian) and in English.



### Number of students by the languages of study programme implementation, total

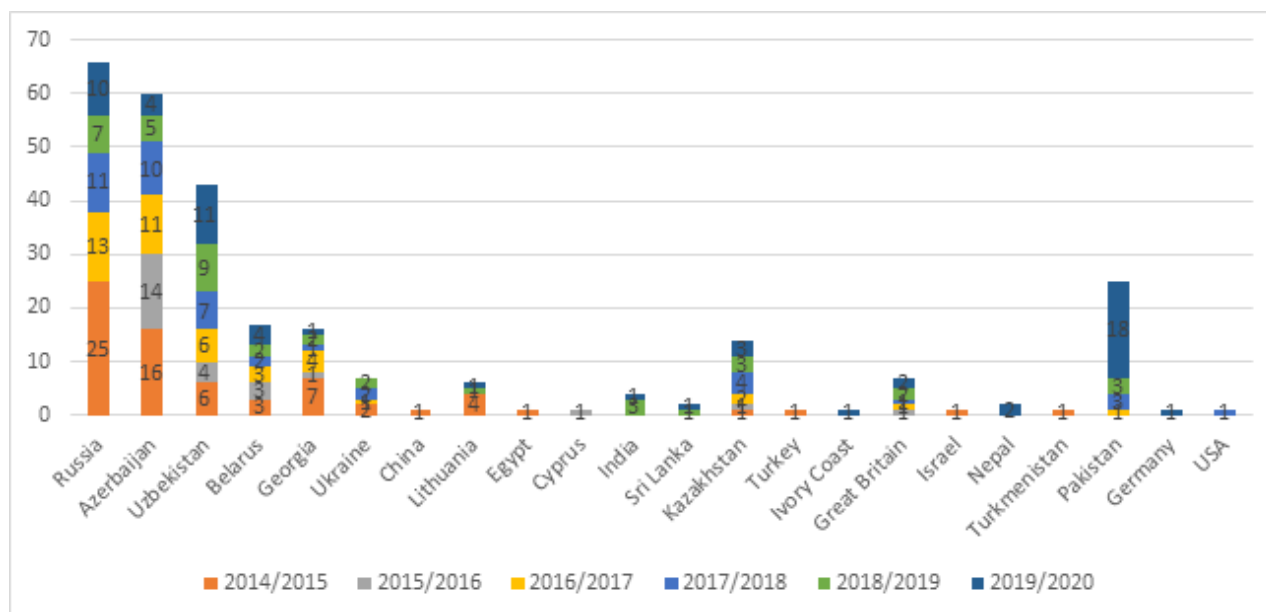
Starting from 2019/2020 academic year the students are admitted either in bilingual (Latvian and English) or English only.

For the period from 2013/2014 academic year till autumn of 2019/2020 academic year the number of foreign students (outside the framework of exchange programmes) has gradually decreased in full-time studies, but in 2019/2020 academic year the number of foreign students has increased.



### Total number of foreign students in the study programme "Entrepreneurship"

Analysis shows that the majority of foreign students came to the BIA from Russia, Azerbaijan and Uzbekistan. This situation is also characteristic of the Riga branch. On the other hand in the Daugavpils branch there are students from Belarus, Georgia, Lithuania and Russia, while in the Liepaja branch - only from Russia.



**Total number of foreign students in the programme by countries**

### 1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

The Professional bachelor study programme "Entrepreneurship" is evaluated on the basis of the following normative documents:

1. Regulations of the Cabinet of Ministers No. 512 "Regulations on the National Standard for the Second Level Professional Higher Education" (26.08.2014);
2. Regulations of the Cabinet of Ministers No. 322 "Regulations on the Classification of Education in Latvia" (13.06.2017.);
3. European Qualifications Framework;
4. Guidelines for the Development of the Study Direction Self-Assessment Report (04.03.2019.)
5. Standards and Guidelines for Quality assurance in the European Higher Education Area (ESG) (15.05.2019).
6. Company Manager Professional Standard of September 18, 2019

Name, degree, aims and objectives, as well as admission requirements of the Professional bachelor study programme are interrelated and compliant as this is a professional bachelor's programme which is implemented over 4 years in full-time and 4.5 years in part-time study forms. It gives the opportunity to obtain the professional bachelor's degree in entrepreneurship and a business management qualification and continue education in both academic and professional Master's study programmes.

Purpose and tasks of the Professional bachelor study programme "Entrepreneurship" as well as the knowledge, skills and competence acquired during the studies correspond to the sixth EQF level (the Bachelor's level).

**Interrelation of knowledge, skills and competence corresponding to the 6th level of the Latvian Qualifications Framework (LQF) and and study results (SR) of the Bachelor study**

programme

LOF 6	Ability to demonstrate the basic and specialized knowledge and critical understanding of a particular discipline or profession, whilst part of this knowledge corresponds to the highest level of excellence in the discipline or profession concerned. Ability to demonstrate the understanding of key concepts and regularises within a given scientific discipline or professional field.	Ability to use the acquired professional, artistic, innovative or research activities, formulate and analytically describe the information, problems and solutions in the acquired field of science or profession, explain and reasonably discuss them with specialists and non-specialists. Ability to structure their studies independently, guide their own and their employees' further learning and professional development, demonstrate a scientific approach to problem solving, take responsibility and initiative by working individually, in teams or leading the other people, make decisions and find creative solutions in changing or uncertain circumstances.	Ability to independently acquire, select, analyze and use the information, make decisions and solve problems in the relevant scientific discipline or profession, demonstrate understanding of professional ethics, assess the impact of one's professional activity on the environment and society and participate in the development of the relevant professional field.

Study results	Knowledge	Skills	Competence
SR	SR1 - SR2	SR3 - SR6	SR7 - SR11

<p>Bakalaura Study programmes studija rezultatu Bakalaura Study programmes studiju rezultatu</p>	<p>• Ability to demonstrate the general and specialized knowledge specific to the company manager profession at the level of conception.</p> <p>• Ability to demonstrate the critical understanding of key concepts, theories and regularities in the field of business and management.</p>	<p>• Is able to understand and evaluate economic and business development trends and regularities in Latvia and the world, macro and micro environment of business, in local and international markets, factors influencing them and business risks at both micro and macro level.</p> <p>• Able to perform the tasks of the company's manager's professional activities and find innovative solutions using the acquired knowledge and skills, to develop the company's development strategy, effective business model, to develop and manage projects, organize and manage the human, information and financial resources, and processes necessary for the company's activities, evaluate the results of economic activities and use them in decision-making within the professional competence of the company manager.</p> <p>• Follows the achievements of business theory and practice, uses them in higher professional activities, supplements higher knowledge in the field of business, using various sources of information.</p> <p>• Is able to perform research activities and applied research, interpret and analyse their results, to present the results of higher research, to express opinion in an argumentative manner and to defend it, to independently structure one's own learning, to direct one's own and subordinates' further learning and professional development.</p>	<p>• Is able to collect, analyse and evaluate the company's economic performance indicators, integrate economic data using statistics and other scientific research methods, find creative solutions and provide reasoned proposals for the improvement of the company's activity, decision-making and problem solving.</p> <p>• Is able to understand the basic principles of professional ethics and evaluate the impact of higher professional activities on the environment and society, take responsibility and initiative by doing work individually, in a team or leading the work of other people, to observe the principles of ethics in various communication situations and intercultural communication, to ensure active and effective participation in the formation of social dialogue in society.</p> <p>• Is able to understand and apply the legal norms of Latvian and international law in his / her work, to orientate in the requirements of regulatory enactments in higher professional field, to perform work tasks in compliance with labor legislative and labor protection requirements, as well as the requirements of civil protection and environmental protection regulatory enactments.</p> <p>• Is able to use modern information technologies in higher professional activities, to find, systematize and analytically describe information, to use information databases, to plan the operation of the company with the use of information technologies.</p> <p>• Is able to use foreign languages freely within the framework of professional activity, to use language skills in collecting, researching, analyzing commercial information, as well as in communication with foreign partners, to develop language skills in higher professional activities.</p>
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Analyzing Table "Changes, clarifications and actualization of the parameters of the professional study program" Business Management" it can be concluded that the aim and tasks of the professional bachelor study program, as well as knowledge, skills and competencies acquired during studies are interrelated and allow to achieve the aim of the study program corresponding to the Profession Standart "Company Manager":

**Interrelation of the purpose of the programme (PP), programme tasks (PT) and study results achieved (SR) of the Professional bachelor's study programme „Entrepreneurship”**

PM						
PU1	PU2	PU3	PU4	PU5	PU6	PU7
SR1 – -SR11	SR1-SR7, SR9, SR10	SR3, SR8, SR9, SR11	SR3, SR4, SR8, SR9, SR11	SR2, SR5, SR6, SR7, SR10,SR11	SR2, SR4 SR6, SR7,	SR1, SR4-SR8

**Admission requirements for the study programme “Entrepreneurship”**

The BIA professional Bachelor's programme “Entrepreneurship” is open to applicants with a secondary general or secondary vocational education can enroll in the study programme or with a recognized education corresponding to the study program requirements recognized in Latvia.

Individuals who have completed a full secondary education or a Latvian-recognized pre-education qualification conforming to the requirements of the study programme are eligible to enter the BIA full-time and part-time programmes. Education is attested by the document of secondary education - a certificate of general secondary education or a diploma of vocational secondary education.

- Admission to full-time and part-time undergraduate programmes is performed in the course of the open and equitable competition based on the results of centralized exams. Exceptions are made for the persons who have completed their secondary education before 2004, for those who have completed their secondary education abroad, for persons with special needs and persons who are exempted from the State examination for secondary education in accordance with the procedure prescribed by the laws and regulations of the Republic of Latvia..
- Persons who have completed their secondary education in the Republic of Latvia after 2004 for matriculation in the BIA full-time and part-time programmes in 2019/2020 have to submit certificates for centralized examinations in at least two subjects, according to the chosen study programme or at the choice of the applicants. Levels of the centralized exams (at least 2 subjects) have to be from A to E (inclusive) or, starting from 2013 have to be a percentage corresponding to the current level limits for each particular subject.
- Persons who did not pass the centralized exams in case they completed full secondary education before 2004, or received full secondary education abroad, or persons with special needs, or persons who were exempted from the state secondary education examination in accordance with the laws and regulations of the Republic of Latvia have to pass the entrance examination the results of which have to be at least
  - in foreign language - 30% (Internet test) or 50% (written test);
  - entrance examinations in the field of visual art and computer test results - 50%;
  - logical aptitude test - 30% (Internet test) or 50% (written test).

- Applicants who have achieved the highest scores in the centralized examinations and / or the BIA entrance examinations will have an advantage.
- Form and content of the entrance tests are approved by the BIA Rector.
- Results of the entrance examinations and admission requirements shall be communicated to the applicant in writing not later than three working days after the date of passing the entrance examinations.
- Testing and document processing are paid services, the amount of payment of which is determined by the BIA Senate.
- On admission the applicants fill in the application form indicating the chosen study programme and personal data and submit to the BIA admission commission the said forms and all other documents listed in the Clause 40 hereof.
- Deadlines for registration and enrollment of applicants in full-time / part-time study programmes in the first year after full secondary education are set by the Cabinet of Ministers of the Republic of Latvia.
- Registration and enrollment of applicants who have completed their secondary or higher education in the previous academic year will take place throughout 2019/2020 academic year. (<https://bsa.edu.lv/en/provisions-and-statements/>)

### **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

Relevance of the study programme and study course to the branch, labour market needs and scientific trends are analyzed from several aspects.

#### ***Study programme and study course relevance to the industry***

The BIA Professional bachelor study programme "Entrepreneurship" provides the opportunity to acquire the basic education in business and management. This programme provides the courses which enable students to acquire knowledge of entrepreneurship management guidelines, principles, structure and methodology, history of development and current issues within key sub-disciplines, as well as provides an insight into the business management science and interdisciplinary aspects (study programme plan for full-time and part time extramural studies part-time part-time study forms is attached hereto as the Appendix "*Study program plan*", study course

descriptions are attached hereto as the Appendix "Descriptions of study courses"). As shown in the Appendix "*Study program plan*" the total volume of the programme is 160 credit points (240 ECTS).

It consists of:

- 1)** general education courses (*part AI*) of at least 20 credit points (30 ECTS) – the study programme offers study courses of 20 CP;
- 2)** basic theoretical courses of the branch (professional activities) and courses of information technologies (*part AII*) of at least 36 credit points (54 ECTS) – the study program offers 36 credit points ;
- 3)** professional specialization courses in the field (professional activities) of at least 60 credit points (90 ECTS) - the study programme offers limited compulsory elective courses of 72 CP, of which at least 60 CP are to be completed;
- 4)** optional courses (*Part C*) of at least 6 credit points (9 ECTS) - the study programme offers the study courses of 12 CP, of which at least 3 study courses (6 CP, 9 ECTS) are to be completed;
- 5)** practice of at least 20 credit points (30 ECTS) – the study programme offers practice of 26 credit points;
- 6)** state examination of at least 12 credit points (18 ECTS) consisting of the development and presentation of the Diploma thesis.

The study plan covers four study years (eight academic semesters), full-time studies and 4.5 study years (nine academic semesters) **part-time**. During the first two years of study the students mainly acquire compulsory subjects thus forming successive mastery of business management science, regularity of science development, basic principles and methodology of different branch theory and research work. During the third and fourth year of studies the students acquire mostly compulsory elective subjects which complement the understanding of different business branches and sub-branches but at the end they defend their bachelor's thesis. Students start working on the bachelor's thesis already from the third year of studies. Throughout the study period the students complete the practice tasks at different levels (see Section 2.4).

### ***Study programme and study course relevance to the labour market needs***

Economic growth of the Republic of Latvia is inconceivable without highly qualified specialists able to manage the commercial companies, provide recommendations to the business owners to solve problematic situations, as well as forecast the development of economic indicators of the company and develop a strategy of development of the company.

Assessment of the relevance of the study programme and study course to the labour market needs and employment opportunities of graduates has been made in consideration of the labour market forecasts. Since 2008 the labour market forecasts in Latvia have been prepared by the Ministry of Economics. The labour market forecasts are based on the economic development and demographic target scenarios developed by the Ministry of Economics. According to the labour market forecast prepared by the Ministry of Economics till 2020, the labour market situation is expected to continue to improve in the coming years while the improvement will become more modest, influenced by the higher base effect and slower growth rates. The target scenario sets the conditions for the Latvian economy to achieve growth rates in the medium term that ensure annual convergence to the EU average level of at least 2-3 per cent. Moreover, the situation will be increasingly affected by the negative demographic trends which will affect not only the labour market but also the availability of labour. By 2020 the number of employed people is expected to increase approximately by 3.1% or 28,000 compared to 2014. As a result, the number of employed people could exceed 912 thousand

in 2020, while the proportion of employed people between the ages of 15 and 74 would increase to 64 percent ([https://www.em.gov.lv/files/tautsaimniecibas\\_attistiba/zin/2015\\_jun\\_en.pdf](https://www.em.gov.lv/files/tautsaimniecibas_attistiba/zin/2015_jun_en.pdf)).

According to the medium and long-term forecasts of the labour market of the Ministry of Economics the situation in the labour market will gradually improve in the coming years - by 2022 the number of employed people will increase by approximately 50 thousand and the unemployment rate will decrease to 6%.<sup>[1]</sup>

Prospective evaluation of the study programmes from the point of view of the interests of the Republic of Latvia has been made on the basis of the Latvian Sustainable Development Strategy 2030 (Latvia 2030). This document outlines the main challenges facing the education system in the country as well as the major challenges in the field of higher education. In order to ensure development and sustainability of the study programme “Entrepreneurship” the Faculty Council has aligned the aims and objectives of the study programme with the directions of action described in the Latvian Sustainable Development Strategy. The following *Latvia 2030* strategy directions are used in the development plan and implementation of the study programme:

- Latvian higher education system will not be able to survive by enrolling only local students (§64; p. 16);
- due to income inequality and uneven territorial demographic development the access to quality education is becoming a serious long-term challenge (§ 65; p. 16);
- in the long term the Latvian competitiveness will depend on the link between the education system and labour market changes and the ability to prepare people for work in changing conditions throughout their lives (§§ 66; 16 p.);
- the purpose of the 21st century education system is to strengthen the individual's skills for continuous learning and innovation (§ 67; p. 17);
- education is not just the acquisition of specific competences and qualifications but the process of human talent, emotional and social intelligence and development of personality (§ 68; p. 17);
- systematic cooperation of general education institutions with higher education institutions both in terms of the programme development and in improving the teacher competence becomes important (§§ 72; p.18);
- particular emphasis should be placed on (..) the adult continuing education (§ 78; p. 20);
- a large group of students in colleges and high schools is already the so-called non-traditional age group (students over 23 years of age) so colleges have to move to adult education as a stable and necessary course of their activities (§§ 80; p.20);
- higher education institutions have to follow the local and global economic trends in order to be able to anticipate and deliver content and formats of study which will enhance the competitiveness of individuals and organizations in tomorrow's economy (§§ 80; p.20);
- higher education institutions can create programmes intended entirely for the e-environment. (§ 94; p. 22).

*In order to analyze the competitiveness and compliance with the labour market requirements of the BIA professional bachelor's study programme "Entrepreneurship" it was compared with the other programmes of this kind in Latvia and Europe.*

The BIA study programme “Entrepreneurship” was compared with two foreign study programmes - Lithuanian (Vilnius Gediminas Technical University)<sup>[2]</sup> and Turkish (Istanbul Aydin University)<sup>[3]</sup> Study. The results of comparison are shown in the **Appendix Comparison of BIA study program “Entrepreneurship” with foreign programs**

When comparing the BIA programme with the programs of European universities, it should be noted that:

- the BIA programme "Entrepreneurship" is being implemented in consideration of the European experience and existing standards of higher vocational education;
- the content of the BIA programme is similar to the programmes of European universities. The programme corresponds to the EU Bachelor's programs in Business Management.
- the BIA programme is the original study programme which has been developed in consideration of the European and Latvian interests and market situation;
- the BIA programme provides the necessary level of theoretical knowledge and professional training and provides the students with the opportunity to continue their education in the relevant Master's programmes, including those in the European universities;
- despite the existing differences there are opportunities for cooperation between the BIA and the other higher education programmes in different fields (student exchange, guest lecturer exchange, cooperation in research and study projects).

*Conclusion:* Analysis of the BIA programme "Entrepreneurship" and the foreign analogue study programmes shows that the structure and character of the study courses comply with the national and international educational standards.

The content and organization of the programme at these universities is similar to the breakdown of the BIA study programme into thematic areas (entrepreneurship; management; economics; finance; marketing; mathematics and informatics; law; social sciences; languages), but the main difference is that the BIA study programme has more general subjects and the BIA programme is more focused on practical experience. In general the BIA study programme is well-balanced and provides the knowledge and skills needed in business management.

The BIA study programme "Entrepreneurship" was compared with the study programmes of two Latvian universities - High School of Business, Arts and Technology (RISEBA[4]) and Latvian University of Agriculture (LLU[5]). The results of comparison are shown in the **Appendix Comparison of the BIA study programme "Entrepreneurship" with the similar programmes of the Latvian high schools**

This self-assessment represents the comparison of the BIA Professional bachelor study programme "Entrepreneurship" with the Bachelor study programme "Entrepreneurship management" of the High School of Business, Arts and Technology RISEBA and the Bachelor study programme "Entrepreneurship and Business Management" of the Latvian University of Agriculture. Comparison of these programmes shows that the structure of the programmes is very similar. All of them are professional programmes, developed in accordance with the Regulation No. 512 of the Cabinet of Ministers dated 26 August 2014, Regulations on the National standard of second level professional higher education, they have the similar structure and duration of studies. The study volume of all compared programmes is 160 CP.

#### *Comparison with High School of Business, Arts and Technology RISEBA*

Comparison of the BIA Professional bachelor study programme "Entrepreneurship" with the RISEBA Bachelor study program "Business Management" has shown that the BIA Bachelor study programme is a powerful block of information and communication technologies, accounting and auditing and marketing. The emphasis is placed on the general study courses such as logic and rhetoric, philosophy, sociology etc. The degrees obtained are also different – upon the acquisition of the BIA Professional bachelor study programme "Entrepreneurship" the students receive the Bachelor's degree in entrepreneurship, but upon the acquisition of the RISEBA Bachelor study programme "Business Administration" the students receive the professional bachelor's degree in business management.

Professional Bachelor's higher education study programme of the Latvian University of Agriculture provides the students with the opportunity to acquire professional education in business and management within 4, 4.5 or 5 years. The structure of the BIA professional bachelor's study programme "Entrepreneurship", however, shows slight differences in the division of study courses by blocks as well as in the distribution of practice. The BIA Professional bachelor study programme "Entrepreneurship", in its turn, places great emphasis on the financial and marketing blocks, as well as on the general study courses such as logic and rhetoric, philosophy, psychology, etc.

Subject to the conditions formulated in the recently adopted Profession Standard the Council of the Faculty of Economics, Finance and Management of the BIA has decided to transform the professional Bachelor's study programme in terms of content and organization in accordance with the current regulatory framework and the regulations of the Cabinet of Ministers No.512 "Regulations on the national standard of the second level professional higher education", requirements of the labour market and scientific trends. For this purpose the faculty council has developed a project on making changes to the Bachelor's and Master's study programmes. The BIA faculty council developed a project of study direction study programme changes. **Changes foreseen in the Professional bachelor study programme „Entrepreneurship” is in Appendix**

Deepening of acquisition of various business activities and elimination of study courses the number of "B" courses has decreased significantly and there remain study courses that provide the latest achievements in industry theory and practice, in line with the new profession "Business Manager" standard.

Evaluation of the study results and their analysis is a very important reason for updating the study course content, developing and introducing new study courses in the study programme. Thus the new study courses were developed such as "Economic forecasting" (2CP.), "Business organizational and legal basics" (2CP.), "Analysis and planning of economic activities" (2CP.), "European economic integration" (2CP.), "Business in Europe" (3CP.), "Social entrepreneurship" (2CP.). At the same time the the study courses "Higher Mathematics" (5), "Informatics" (3), "Management" (3), "Marketing" (3), "Marketing communication technologies" (2), "Information technology in management" (3), "Business foreign language" (8) and "Language of use" (3) have been moved to another block with a partial changing of CP volume or specifying the name. The concept, types and volume of practice have also been changed.

#### *Compliance of the study programme and study courses with the scientific trends*

Every year the content of the study courses of the study programme "Entrepreneurship" is updated according to the requirements of the branch and labour market, as well as the tendencies of scientific development. All courses in the Professional bachelor study programme "Entrepreneurship" have been updated; the latest literature has been included and the clear assessment criteria have been defined. Information included in the study courses is based on the goals and achievements of the study course which, in their turn, are based on the goals and achievements of the study programme. This interrelation is clearly seen in the study course mapping of the study programme. Each training course provides the achievement of 1 to 5 programme results. At least 1 training course corresponds to each programme result, but on average it is 5 or more courses. Coordination with the Faculty council and involvement of professionals in teaching of the study courses ensure compliance with the labour market trends and requirements of the professional environment. Compliance with the science requirements is ensured by participation of the teachers in the international scientific conferences and publication of research results in the scientific magazines. Students of the programme are also involved in the

scientific work.

Synthesis of information on the educational process in the Professional bachelor study programme "Entrepreneurship" leads to a conclusion that the structure of the programme is logical and oriented to students, it contributes to independent research and development of practical skills conforming to the principles of economics. The changes made to the programme are in line with today's labour market needs for economists. Study programme and the relevant study courses are in line with the current trends in economics and offer the competitive education.

[1] Darba tirgus vidēja un ilgtermiņa prognozes  
<https://www.em.gov.lv/lv/aktuali/10556-darba-tirgus-videja-un-ilgtermina-prognozes> 2016

[2] <https://medeine.vgtu.lt/programos/programa.jsp?fak=11&prog=235&sid=F&rus=U&klb=en>

[3] <https://ebs.aydin.edu.tr/index.iau?Page=BolumDersleri&BK=39&DersTuru=0&ln=tr>

[4] <https://www.riseba.lv/sites/default/files/inline-files/BV.pdf>

[5] [https://www.llu.lv/sites/default/files/files/lapas/Studiju\\_virziena\\_PZ\\_Vadiba\\_administresana\\_2013\\_2014\\_%281%29.pdf](https://www.llu.lv/sites/default/files/files/lapas/Studiju_virziena_PZ_Vadiba_administresana_2013_2014_%281%29.pdf)

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.**

The study programme has been developed in accordance with the requirements of the Regulation of the Cabinet of Ministers No. 512 dated 26 August 2014 "*Regulations on the National standard of the second level professional higher education*" and the decisions of the BIA Senate.

Acquisition of the study programme is intended for 8 semesters (full time) and 9 semesters (part time) for in the volume of 240 ECTS. Credit points are awarded for each completed study course (including the practice) if the assessment is positive. Acquisition of the study programme is planned in the form of contact hours and independent work. The importance of students' independent work and responsibility in acquiring the study content has increased.

In the course of analysis of interrelationship between the intended outcomes of the study course with the achievements of the Professional bachelor study programme "Entrepreneurship" mapping of the study course included in the programme has been performed. Mapping results (see Appendix 8) shows that the intended outcomes of the study courses included in the study programme are in full conformity with all the outcomes to be achieved by the study programme.

Most of the study courses provide the ability to demonstrate a critical understanding of scientific disciplines, key concepts and regularities both within management science and the other disciplines, e.g. economy and business; ability to independently obtain, select, analyze and critically evaluate information from a variety of sources, analytically describe information, problems and solutions. Likewise, most of the study courses are focused on the ability to develop successful

contact and effective communication skills; ability to formulate and analytically describe the information and problems relating to management science and their solutions, to explain and present them; the ability to communicate and defend own ideas and research, both orally and in writing, in discussions with colleagues and faculty and the ethical research in management science. Consequently, it can be concluded that by the end of the study programme the students will achieve all the learning outcomes foreseen in it. Study outcomes are defined for each study course forming a single study programme and generating common learning outcomes.

For each type of study implementation the feedback types are established, with the help of which the students get to know their learning outcomes. Quality control and analysis of the implementation of the study process, teaching and acquisition of the study content are regularly controlled by the responsible structural units.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

Study and knowledge assessment methods of the BIA are objective and consistently observed. Scope of each examination corresponds to the content of the study programme of the respective course and to the requirements relating to the skills and knowledge stipulated in the Profession standard. The BIA assesses the study results according to two factors:

- qualitative assessment – a score in the 10-point system;
- quantitative assessment – a number of credit points corresponding to the volume and significance of the study course.

The amount of credit points to be obtained is indicated in the study plan. Every semester and study year the quantitative assessment is made in credit points to assess the compliance of students' workload with the plan – 1 credit point corresponds to 40 hours.

The BIA Professional bachelor study programme “Entrepreneurship” is developed to achieve the objectives of the study programme through the achievement of individual course outcomes following the principles of student-centered education. In the course of implementation of the study programme various teaching methods are used:

- theoretical lectures with the elements of active teaching methods;
- seminar sessions with discussions on the current issues in economics and business science (theory and research);
- independent work – reports, essays, analysis of scientific articles, preparation of presentations;
- observation and analysis, interview collection and analysis, self-analysis;
- practices which give the opportunity to appraise the acquired knowledge in practical work; practices are included in the study courses and various special practice study programmes;
- tests are used to analyze the students' knowledge acquired in the course of studies;
- developing and defending the research papers.

Teaching methods are chosen according to the objectives set for each study course and the

unplanned learning outcomes. Teachers do not only use lectures for preliminary acquaintance with the material, but also combine the active teaching methods by stimulating discussions, organizing work in small groups and presenting their own works. Active study methods are widely used in seminars. Such methods allow the economics lecturers to create the democratic and free atmosphere in the study process which, in its turn, stimulates students' personal and professional development. In addition, these methods can be used more and more often as the students access a wider range of study literature which they can read themselves. Thus, the students' workload corresponds to 40 academic hours of work for one credit point (of which 16 academic hours (NLK) or 12 academic hours (NLK) are contact hours but the rest are devoted to independent work).

Practically all the lecturers involved in the implementation of the professional bachelor's study programme use the electronic learning environment - e-studies which provides a wide range of possibilities for both the presentation of the study materials and organization of submission of personal works.

Since 2014/2015 academic year the BIA traditionally maintains the curatorial movement. Most activities are organized at the beginning of the academic year - acquaintance, informative lectures on the study process at the BIA, meetings with the lecturers of the programme, senior students and Students' Parliament and the informative classes at the BIA scientific library.

*Assessment system (educational criteria) and assessment methods for achievement and assessment of learning outcomes, forms and procedures of assessment.*

The evaluation system used in the professional bachelor study program "Entrepreneurship" takes place in a 10-point system and complies with the Regulations for the Evaluation of Study Results at the Baltic International Academy.

The evaluation system used in the professional bachelor study program "Entrepreneurship" takes place in a 10-point system and complies with the Regulations for the Evaluation of Study Results at the Baltic International Academy.

Assessment system used in the Professional bachelor study programme "Entrepreneurship" is based on the 10-point system and complies with the BIA regulations for the assessment of study results. Training the qualified professionals in economics is impossible without extensive and rigorous control of knowledge and skills acquired by the students. In addition to controlling the knowledge gained during the training courses, it is also necessary to assess the abilities and logical reasoning of students to express their views publicly, the ability to independently find and analyze information. Description of the study courses in the Parts A, B and C of the Professional bachelor study programme clearly defines the assessment criteria and the results achieved for each assessment.

Assessment and tests of the students' knowledge are used to evaluate the students' knowledge during the semester. At the end of the course the oral / written examinations are performed which represent at least 30% of the total assessment. Thus the assessment of the students' knowledge and control of independent work is carried out during the semester in parallel with the study work. Firstly, it provides a feedback between the student and the lecturer at a certain course, allowing the lecturer to assess the level of development of the units of the course and, therefore, the quality of teaching. Secondly, it ensures the development of real, continuous study work. Requirements for obtaining credit points for each training course and their share in the overall assessment of the course are clearly indicated in the course description and communicated to students during the first two classes.

At the end of the study course the students pass the exam or a differential test. At present 70 - 80% of students pass the exams in the written form - the knowledge assessment tests as well as

problem-situation analysis is used to assess the practical application of the acquired knowledge. Oral examinations have survived only in some study courses such as foreign language, psychology and rhetoric. Defense of the bachelor's thesis is an important element of student examination. Students who have not passed the preliminary defense are not allowed to defend the bachelor's thesis. Defense of the bachelor's thesis is not only formal. This grading system ensures the gradual development of the bachelor's thesis to achieve the student's ability to independently and correctly develop economics and entrepreneurship research in accordance with the basic principles of economic research.

Analysis of the foregoing allows us to make a conclusion that the programme fully meets the requirements of professional bachelor's study in terms of content and volume.

A link between the Professional bachelor study programme "Entrepreneurship" and the study implementation methods, assessment processes and programme learning outcomes is shown in **Appendix Link between the Professional bachelor study programme "Entrepreneurship" and the study implementation methods**. This table presents some of the study delivery methods which encourage the student collaboration and active learning and reflect the view that "learning is a student-centered and social concept" .

Practically all the lecturers involved in the implementation of the Professional bachelor's study programme are using the electronic learning environment - e-studies on the MOODLE platform which provides a wide range of possibilities for the placement of study materials and organization of independent work.

Part-time students of the study program "Entrepreneurship" will be offered the opportunity to fully master the study process in absentia - both lectures, consultations with lecturers, and taking exams in the e-environment. Distance learning studies at the Baltic International Academy are organized in accordance with the Regulations on Distance Learning Studies at the Baltic International Academy (<https://bsa.edu.lv/en/documents/>). Distance learning studies at BIA are organized by the Distance Learning Study Center, working in close cooperation with study program directors and / or study field managers.

For each BIA student there is his / her own individual profile in the BIA study e-environment created, assigning his / her username and password. BIA e-studies mean attendance of the video lectures, seminars, discussions, as well as taking exams and defending bachelor's thesis in the e-environment in live mode. BIA has developed two systems for e-learning: Moodle and BigBlueButton. The systems have been created with the aim to expand the opportunities for the best lecturers to contact as larger audience as possible and to provide an opportunity to communicate with the distant audience during the lectures in two directions: lecturer - audience; auditorium - lecturer. It is also possible to organize seminars, scientific conferences, councils, etc. with "real time" video and audio signal transmission. Part-time students must be at a computer at a certain time (outside the BIA premises), through which communication with the lecturer and group members takes place.

The following distance learning tools and methods are used for the implementation of study programs:

- distance learning study materials (study methodological complexes) in electronic format, which are placed on the distance learning study website <https://do.bsa.edu.lv/>,
- video conferencing, video collections and telebridges,
- internet forums,
- presentations and video materials,
- on-line consultations with the lecturer using electronic means of communication (Skype,

- Skype for Business or Big BlueButton);
- electronic library and catalogs.

Methodological complexes of study courses for academic staff and guest lecturers were included in the BIA Moodle system, which includes:

- descriptions of all study courses (aim and tasks of the study course, acquired competencies, topics, requirements for acquisition of the course, evaluation criteria of study results, recommended literature);
- exam or final test questions;
- lecture notes, presentations and necessary additional information;
- tasks for independent work;
- links to video lectures in case the students has not had the opportunity to participate in them.

Using the Moodle system, students can ask the lecturer all the questions of interest both during the lecture and during the consultation. In the Moodle forum, students can discuss answers with course members, work in groups, prepare for exams together, receive additional information, give each other suggestions and advice, or communicate about current events in the Academy or in the world.

The BigBlueButton program provides

- lectures and seminars, discussions in the virtual environment;
- virtual consultations in live mode before the exam or test;
- students can attend lectures, seminars and practical classes in a virtual environment, ask the lecturer questions of their interest, present homework and group work, as well as have discussions with course members and the lecturer.
- if it is not possible to attend a video lecture, it can be viewed in the BigBlueButton system.

If the study program envisages an internship, then the student can choose the internship place independently, in coordination with the management of the distance learning study center and the director of the study program and / or the head of the study field. If the student has difficulty choosing a place of practice, BIA offers assistance in the implementation of the practice. The activities and responsibilities of students and internship supervisors during the internship and in the reporting period are determined by the BIA "Regulations on Internships at the Baltic International Academy" (<https://bsa.edu.lv/en/documents/>).

During the distance learning process, pre-exam consultations are organized in the online environment before the compulsory tests or exams. There is usually a consultation in each study subject before each test or exam. During the online consultation, the student can ask the lecturer questions and get an answer to the question they are interested in.

In order to ensure a higher quality study process, BIA organizes individual or group consultations, which take place according to the consultation schedule approved by the study department. In addition, it is possible to have face-to-face individual consultations using Skype, to ask questions in the electronic learning environment, by sending individual e-mails to the lecturer.

Every student has the right to receive regular consultations of the course lecturer, incl. at least 2 hours of individual consultations in each study course of the current semester (incl. with the help of electronic means of communication). Part-time students can also receive individual or group consultations from lecturers via Skype, as well as individually send questions of interest to the lecturer by e-mail.

According to the semester plans and lecture schedule, the study subjects of the semester are also

arranged in the e-environment. Once the study materials have been studied and the content of the study course has been acquired, exam and test schedules will be planned, which also applies to distance learning students. If the student has chosen to study more intensively, an individual study plan will be developed at his / her request. Examinations are divided into regular examinations (control tests, control exercises, study papers, etc.), final examinations (exam or test), semester examinations (reports and term papers) and state examinations (diploma thesis defense).

The student submits the prepared papers to the course lecturer electronically on the distance learning study site, performing and / or downloading the papers in the relevant folders. In the individual profile of the student in the e-environment according to the schedule of exams and tests or the individual study plan, all the necessary study aids are available: study materials, self-examination tasks, but in the e-environment section "Control tasks" there are test papers available, which require a sufficiently long time and which, together with independent works (eg reports), the student downloads in the e-environment section "Folder". Another type of student knowledge test is related to the variant when the tests become available for completion on the specified dates and at the specified time. The time for completing each test is limited, they are usually max 2 academic hours. Distance learning aids as well as other sources of reference may be used during the examination or test.

If the study program envisages internship, then at the end of the internship it is planned to defend the internship report. The student submits the internship report to the distance learning study website, uploading the works to the relevant folders, but its defense takes place distantly by the use of electronic means of communication (Moodle, Big BlueButton or Skype).

Competences acquired in each study course are assessed by a test or examination evaluation on a 10-point scale, in accordance with the criteria specified in state education standards and other regulatory enactments.

Clear evaluation criteria and a grading table have been developed for each test. The lecturer must, no later than ten working days from the moment of submission, check the independent works submitted by students in the distance learning e-learning system, evaluate them and provide comments for each work evaluated with a grade lower than 4 points on a 10-point scale or with "failed". The student can see the received evaluation in his / her individual profile of the e-environment and view his / her completed test work with the lecturer's comments. The lecturer can also send an individual letter to the student if he / she deems it necessary to discuss an issue separately.

Also, in the acquisition of each study course, the student is helped to perform self-assessment by specially designed self-assessment tasks at the end of each topic. If the assessment obtained in the examination or test is unsatisfactory, it is lower than 4 points on a 10-point scale, or the assessment "failed" has been received; the student has the right to re-submit corrected tests within the next two weeks or by individual agreement with the lecturer. However, if any information has not reached the student or topical questions have arisen, the student can contact BIA.

The organization of the study process in BIA branches offers students the opportunity to obtain higher education closer to the student's place of residence. The study department in the branch compiles the lecture schedule based on the semester plan developed by the study program director and approved by the vice-rector for studies, which the branch receives at the beginning of each semester. At the stage of compiling the lecture schedule, the logical succession of the study course is realized, in accordance with the requests of the leading lecturers and the descriptions of the study courses and thematic plans. At this stage of the study process planning, the director of the study program controls the compliance of the thematic plan and other study methodological documentation with the approved study course programs. In order to control the study process and

increase efficiency, at the beginning of the semester, the branch receives lists of tests and exams, schedules of defending internships and term papers.

When implementing the study process in BIA branches, both traditional study methods are used - lectures, seminars, practical classes (solving practical tasks, group work), individual / group projects, consultations, defense of practice and term papers, as well as interactive study methods: trainings, workshops, scientific methodological seminars and conferences. Branch students do regular work: write reports, study the offered study literature, develop research projects and self-assessments.

Students in branches actively participate in scientific research conferences (for students of the master's study program participation in conferences / publication, in accordance with the "Regulations on the Development and Defense of Final Theses at the Baltic International Academy" is mandatory.)

The control of the quality of the application of the knowledge and understanding acquired in the study process takes place by passing tests / exams (oral or written), developing projects, implementing internships in companies (according to the study plan) and presenting the acquired knowledge and skills in defending internships (public speech, evaluated by the commission); term papers (successively focusing on the potential topic of the diploma thesis); presenting them in the defense of term papers, developing and defending the final theses for the commission - diploma thesis, master's thesis. Quality control of the study process and implementation of the program is implemented by monitoring the attendance of students lectures, current progress and elimination of students' academic debts, compliance of the content of classes with thematic plans.

The study process in the branches is provided by both Riga and local lecturers of the region, as well as guest lecturers. Practically all lecturers from Riga involved in the implementation of the professional study program use electronic learning environment - e-studies: video collections, video seminars and video consultations on MOODLe platform, TV bridges, Web meetings, SKYPE consultations, ZOOM, Whatsapp group information platform, video calls, sms, e- mail, etc. Thus, the branch coordinates with the schedule of field trips of the teaching staff of the Riga study department, as well as the schedules of internships, term papers, diploma theses, defense of master's theses. Lecturers leave Riga for the branch for two days (Friday - Saturday). Daugavpils branch works: Tuesday - Thursday (10.00 - 18.00), Friday (10.00 - 21.30), Saturday (09.00 - 17.00) Lectures in Daugavpils branch take place for 2 days: on Fridays (17.00 - 21.30) and on Saturdays (09.00 - 16.30). In turn, lectures in Liepāja branch take place from Tuesday to Friday (two lectures from 18.10 to 21.10), on Saturdays lectures take place from 10.00 to 16.40).

Each BIA branch has its own good material and technical base: the study process takes place in a building owned by BIA Ltd., where there are well-equipped auditoriums, computer classes, scientific libraries with a rich collection of books and journals, as well as students' programs "Code", "EBSCO", " Rubricon ", " HeinOnline ", " Cir.ru ", " Lv.lv " as well as ordinary programs and electronic thematic folders containing the laws of the Republic of Latvia in Latvian and Russian, according to the study programs of the university.

Synthesis of information on the correspondence of implementation of the study process to the principles of student-centered education shows that:

- 1) diversity of the students' needs is considered and respected in the study process (adaptation at the beginning of studies, individual approach to the study process, involvement of academic and support staff in solving student problems, study opportunities according to the individual plan);
- 2) different ways of realizing the study programme (offering both full-time and part-time studies) are implemented as appropriate;

- (3) variety of pedagogical approaches are used as appropriate;
- 4) pedagogical methods are regularly evaluated on the basis of the students' surveys to find the optimal ways to achieve the aims of the study courses and study programme;
- 5) students' tendency to be independent is promoted along with the guidance and support of the teaching staff and support staff;
- 6) mutual respect between students and teachers is promoted through the involvement of the director of the study programme in case of problems and conflicts.

Conclusions on the assessment system:

- 1) teachers are familiar with the methods of tests and examinations and not only focus on the knowledge transfer but also use various problem analysis methods which allow assessment of the practical application of the acquired knowledge;
- 2) students receive individual feedback on each submitted individual homework and test paper within the study course and get the advice on the learning process if necessary;
- 3) teachers of the study programme strive to ensure that the assessment is consistent, fair to all students, and implemented according to approved procedures.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

Basic principle of the qualitative study programme content acquisition is the unity of study and practice. Practice is a mandatory part of the Professional study programme and is organized in accordance with the "Regulations on the practice at the Baltic International Academy" (<https://bsa.edu.lv/en/documents/>).

Pursuant to the provisions of the Regulations of the Cabinet of Ministers No. 512 dated 26 August 2014, "Regulations on the National standard of second level professional higher education" the volume of practice has to be at least 20 CP (in the BIA it is 26 CP).

In the course of practice the students have to consolidate, deepen and systematize the theoretical and practical knowledge and independent work skills acquired during the study process, acquire the competence appropriate to the study programme which is necessary to improve the quality of professional training.

Common **tasks of practice**:

1. effective adaptation of prospective specialists to practical work, strengthening of the position of graduates in the labour market;
2. systematization, consolidation and extension of theoretical knowledge in the acquired specialty;
3. acquisition of practical skills in solving specific scientific, commercial and economic tasks;
4. collecting, processing, systematizing and analyzing information in the course of development of the term papers and diploma thesis;

5. testing and using the basic ideas, conclusions and proposals of the future diploma thesis (bachelor thesis) in the company of practice.

Four practices are implemented within the Professional bachelor study programme "Entrepreneurship".

**Practice I - Qualification (Management)** is aimed to consolidate, deepen and systematize the knowledge and practical skills acquired during the studies, acquire the study program-specific competence in the business management organization. Practice performance determines the ability to get acquainted with the general characteristics of the company; consider the organizational structure of management; master the management of the company's production process and workplace organization; assess the external and internal environmental factors of the company and their impact on the company operations; formulate the mission and vision of the company as well as the long-term and short-term strategic goals and directions of development of the company; get acquainted with the personnel management system; consider the management information system of the company.

**Practice II - Qualification (Business)** is aimed to consolidate, deepen and systematize the knowledge and practical skills acquired during the studies, acquire the competences required by the study programme for specialists in the respective field, acquire business economics and financial management.

Practice tasks:

- acquisition of the indicators of the main economic activity which characterize the production and economic activities of the company;
- acquaintance and analysis of the accounting documentation of the company;
- analysis of the financial position of the company;
- analysis of marketing activities of the company;
- business and financial risk analysis of the company.

**Practice III - Projection** is aimed to contribute to the consolidation and development of theoretical knowledge, professional skills and competence in accordance with the study programme by working on the real projects in business or other field in the course of solving the relevant tasks.

Practice tasks:

- systematization, consolidation and extension of theoretical knowledge in the acquired managerial specialty;
- acquisition of practical skills in developing a specific business project;
- testing and applying the ideas, conclusions and suggestions of the future project in his/her practice or workplace.

**Practice IV - Pre-diploma** is aimed to consolidate, deepen and systematize the knowledge and practical skills acquired during the studies and to acquire the competence appropriate for the study programme which is necessary for the specialists of the respective field; study and analyze the operation of the company, collect the necessary information and materials in order to carry out analytical and research work in accordance with the chosen theme of the bachelor thesis. Practice tasks:

- acquisition of the company structure, organization and production technology, as well as the basic functions of the manufacturing subdivisions, economy, management;
- acquisition and analysis of sales planning for manufacture and products (services);
- evaluation of effectiveness of the company marketing department activities;
- analysis of scientific - research, construction and technical preparation of production;

- material and technical analysis of the manufacturing process;
- analysis of the cost formation mechanism, its effectiveness and price formation;
- determination and analysis of financial results of the company business activities;
- analysis of provision of information to the management of the company;
- development of suggestions for management decision making aimed to improve production and personnel management;
- business management analysis from the point of view of production efficiency.

One of the most important tasks of the practice is to acquire the skills to draw up the practice report in accordance with the methodological instructions, to defend it and independently substantiate own opinion. Within the study programme the guidelines "Practice guidance" and "Practice programme" have been developed.

Practice is organized outside the BIA in the company associated with the student's profession in which the fulfillment of tasks specified in the guidelines for practice is guaranteed. The BIA, the company (place of practice) and the student enter into the tripartite agreement covering the rights, duties and responsibilities of the parties, term of the agreement, terms of payment, etc. (see appendix to the study direction description).

In order to ensure the acquisition of internships for the English language students, the "Regulations on Internships at the Baltic International Academy", "Internship Guidelines" and "Internship Program" have been translated into English and are explained to students in internships. BIA does not undertake any obligation to provide an internship place for students, because when searching for an internship place, students develop their communicative skills and competencies. Sometimes BIA helps students to find an internship by providing them with internships at their graduates. As many branches and representative offices of foreign companies work in Latvia, English language students have the opportunity to find internships both in Latvia and in their home company, and to apply for internships within the ERASMUS student exchange program.

Student practice is closely related to the achievable learning outcomes of the Professional bachelor's study programme which is reflected in the relevant study course description.

## **2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the final theses.**

At the end of the study programme the students pass the state examination. At the end of their studies the students have to develop and defend the Bachelor's thesis. In order to successfully complete the full range of courses and obtain a professional degree and qualification the students have to demonstrate both academic knowledge acquired during the study process and practical work skills acquired in accordance with their qualifications.

Bachelor's thesis is developed and defended in accordance with a strictly regulated procedure which is detailed in the "Regulations on the development and defense of the final thesis at the Baltic International Academy" (<https://bsa.edu.lv/en/documents/>).

Students may take the final exams in case they have got:

- positive assessment of the study course envisaged in the programme;
- assessment of the practice reports;

- assessment of the course papers and
- all financial obligations stipulated in the study agreement have been fulfilled.

Students choose the subject of their diploma thesis from the study topics offered by the teachers conducting the study programme which are posted on the BIA website. According to the requirements of the programme the final thesis is to be related to entrepreneurship and management. Every year the Faculty council evaluates the relevance of the topics to the programme. It is to be noted that students choose the topics which are socially and practically relevant and are broadening the research knowledge and providing in-depth understanding of specific issues in Latvia and Europe.

During the period from 2013/2014 academic year till spring of 2018/2019 academic year 452 diploma theses were defended in the Professional study programme "Entrepreneurship". The topics of the defended diploma theses are listed in the **Appendix Representated diploma paper**. Division of theses by research directions is shown in the Table.

**Division of theses by research directions**

No.	Research directions	Thesis, number	Thesis, %
1.	Management of the company	118	26.1
2.	Establishment of new company	9	2.0
3.	Marketing management	100	22.1
4.	Financial management	42	9.3
5.	Strategy development and management	63	13.9
6.	Innovation management	2	0.4
7.	Human resource management	83	18.4
8.	Project management	30	6.7
9.	Quality management	3	0.7
10.	Risk management	2	0.4
	Total	452	100

The analysis has shown that students prefer writing the bachelor's theses on business

management, marketing management and human resource management. This evidences that the student work topics are closely related to their further professional and scientific activities.

Analysis of the division of the bachelor's theses also shown that more than a half of the graduates are more likely to receive "almost good", "good" and "very good" grades. There is a tendency for students to have a broader range of grades in recent years, e.g. more graduates have received lower grades in the recent years than at the beginning of the reporting period due to the stricter assessment criteria.

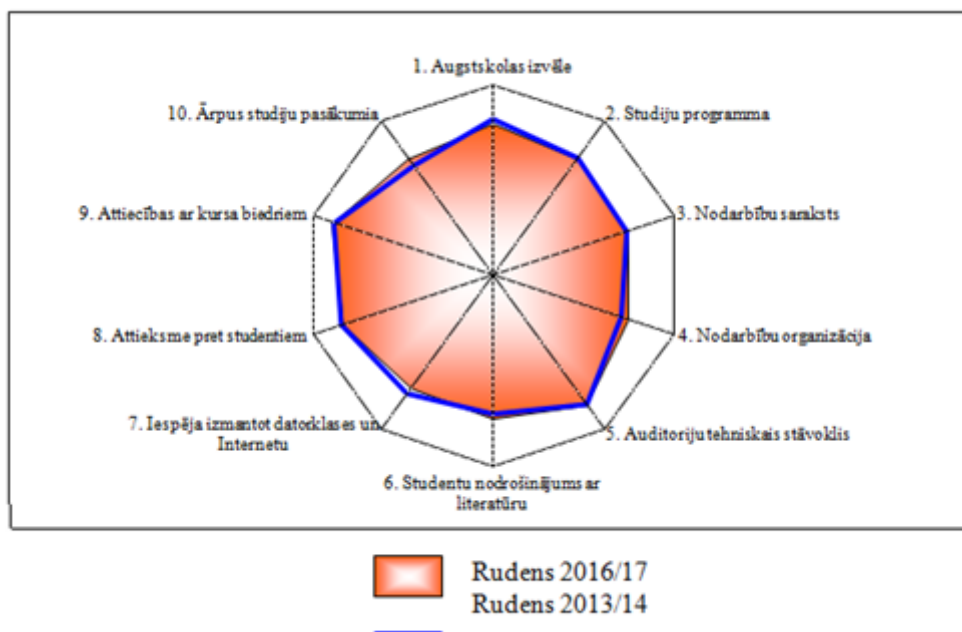
In case the student has successfully completed the study programme and got a positive assessment at the final examinations (the lowest passing score is 4 points) he/she is assigned the professional bachelor's degree in entrepreneurship and the fifth level (LKI 6-7 level) professional qualification of the business manager.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

At the end of each semester the BIA organizes a survey in order to improve the study process. A questionnaire has been developed for the students' survey which is available on the BIA website.

In order to ascertain the students' opinion on the quality of implementation of the study programme or individual study course the survey may be initiated by the students, the BIA management, course lecturers or programme director.

The results of the surveys shall be processed by the BIA Computer centre and the BIA Analytical centre and depending on its purpose they are submitted to the appropriate programme or rector's office or submitted to the Senate secretary. The students' opinion expressed in the survey is considered in the process of election of the lecturer and in the selection of the lecturers to be invited for implementation of the study course. Results of the surveys are recorded and considered in organization of the next academic year. This applies mainly to the teaching staff, as well as to the progress of the study process. Many of the students' proposals have been implemented such as timely informing of the students, efficient use of the premises, etc. Results of two student surveys are available for the period from 2013/2014 academic year till 2016/2017 academic year. Students rated their studies at the BIA by 10 parameters using the 10-point system in which 10 is the highest score (excellent).

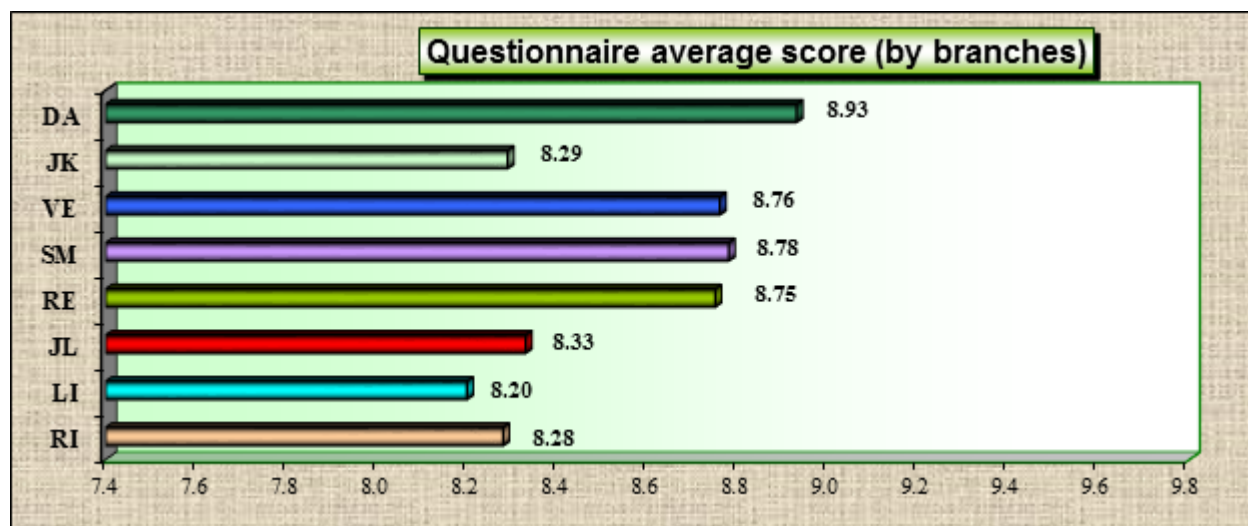


Level of

### students' satisfaction with the BIA study programme "Entrepreneurship"

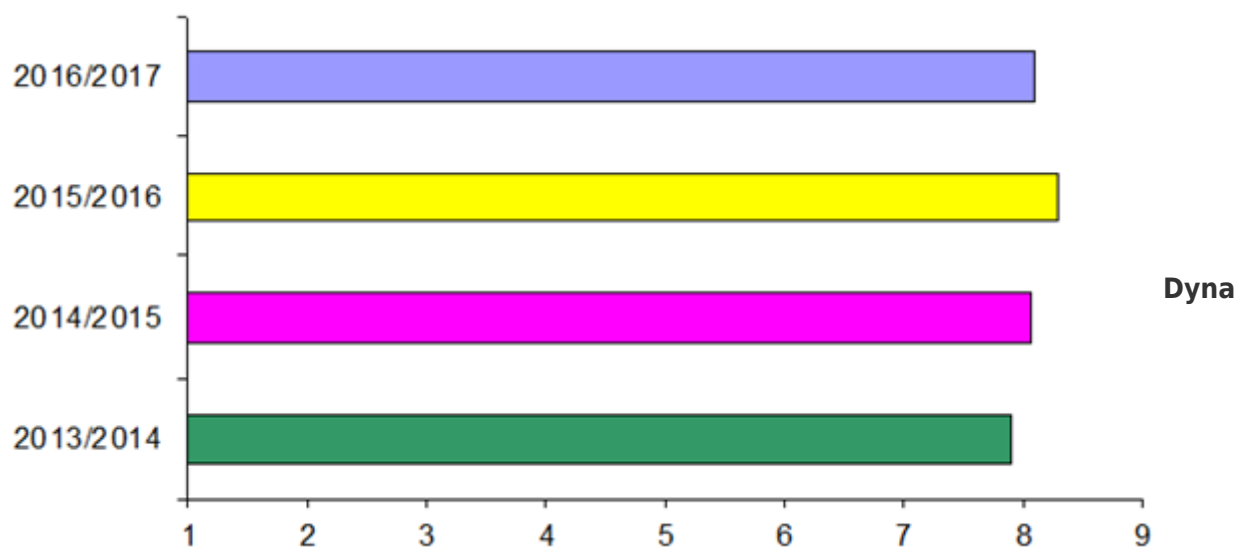
The Fig. 3.27 shows that the results of the surveys are stable: students evaluate the study programme as a very well organized learning process; it is downgraded by three indicators: out-of-class activities, organization of classes and also the state of computer classrooms and the opportunities to use WiFi. Responding to the results of the students' survey the BIA management has significantly improved the organization of study processes and communication with students by changing the computer classroom equipment and access to the WiFi system, as well as by organizing the BIA Study information centre and focusing on the BIA Student Parliament activities.

Survey of the BIA branch students showed that the students of the BIA also appreciate the organization of the study process in the branches and the quality of teaching.



### Level of the BIA branch students' satisfaction with the study programme "Entrepreneurship"

Comparison of the overall score dynamics on the basis of the study programme students' survey by years shows that in general this rating is very high and exceeds 8 points in a 10-point system:



**Results of overall grades of survey of the students of the study programme  
“Entrepreneurship”**

Considering the AIC recommendations of new guidelines on the preparation of the high school study direction and study programme accreditation the BIA management has revised the student survey questionnaire by introducing the electronic student survey directly on the BIA website.

The range of questions about the student satisfaction with the BIA studies as well as the number of lecturers' evaluation criteria was increased.

**Results of the survey of students of the professional bachelor's study programme  
“Entrepreneurship” during the period from the academic year 2017/2018 till the  
academic year 2018/2019 (average indicators)**

	2017/2018	2018/2019	Average rating total
	n=28	n=32	

**Assessment of the BIA and Study Process**

Material technical assessment of the BIA (technical condition of the lecture rooms, possibility to use the computer classes and networks, library funds incl. electronic information systems, e-studios, etc.)	4.2	4.3	Max 5.0
Infrastructure available to the BIA (classrooms, offices, labs, centres, computer rooms, library, cafeteria, etc.)	4.3	4.4	
International cooperation of the BIA	4.1	4.3	2017./2018.gads: 4.13

Assessment of provision material resources for the study process (textbooks and teaching aids, professional practice programmes, documentation, etc.)	4.2	4.0	2018./2019.gads:	4.15
Students' opportunity to participate in the quality improvement assessment of the BIA	3.5	3.4		
Conformity of the BIA to the student's ideas	4.5	4.5		
<b>Assessment of the teaching staff</b>				
At the beginning of the study course the teacher informed the students about the study programme, requirements for the course and the possibility of getting an assessment	4.0	4.0		
The teacher presented the study content in a comprehensible, systematic and dynamic way, and the use of the lecture time was effective	4.6	4.4		
The teacher presented the subject content in an interesting way and created the interest to this course	4.3	4.2	2017./2018.gads:	4.2
The teacher focused on two-way teacher / audience collaboration and had good contact with the audience	4.3	4.2	2018./2019.gads:	4.17
Suggested study literature was available and helped in the acquisition of the study course	4.0	4.0		
The teachers can provide the consultation if necessary	4.2	4.2		

Study course outline	4.3	4.2
interacted with the other study courses		

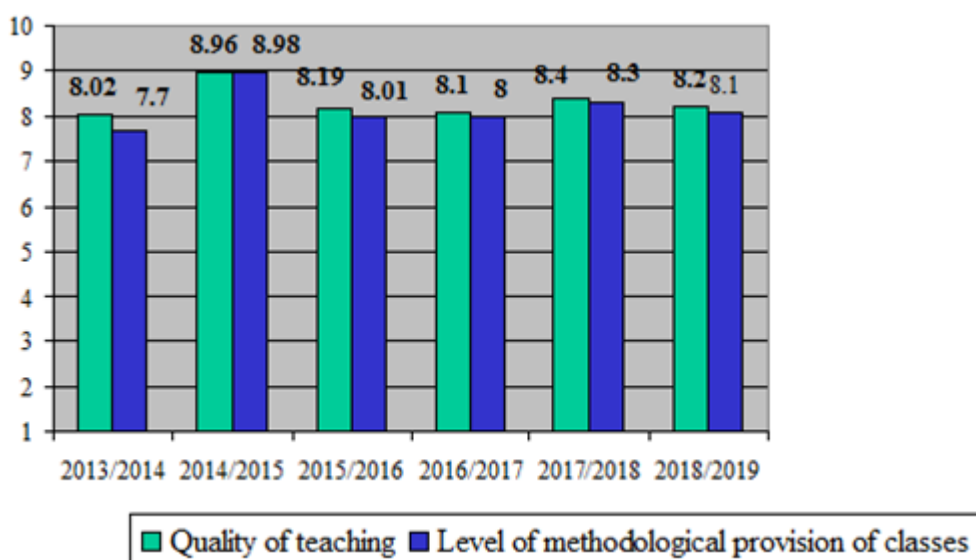
During the reporting period the students evaluated positively the work of both the study process organization of the BIA and the study programme lecturers. Students' evaluation of the quality of the professional Bachelor's study programme is of no less importance. 51.4% of students fully agree that the course plan interacts with the other study courses. 64.9% of students admit that during the study process it is possible to get the advice of the teaching staff if necessary. More than a half of the surveyed students (54.1%) fully agree that the lecturers always have good contact and cooperation with the audience. Main recommendations of the students for the improvement of the study programme are related to bringing the contents of the lessons closer to the actual activities in the market increasing the number of study literature units. Some teachers were advised to make more active use of audiovisual aids, computers and projectors.

Synthesis of the results of the student surveys shows that the students are generally satisfied with the work of lecturers of the BIA and they believe that under the guidance of professional lecturers they will acquire the necessary knowledge and skills:

- content of the courses corresponds to the competence required by the relevant professional qualification;
- at the beginning of the course the lecturers introduce the requirements of the course acquisition, most of the lecturers also inform the students of the requirements and criteria of the relevant examinations;
- lecturers are generally well prepared for the lectures,
- lecturers' attitude towards students is favourable.

Main disadvantages noted by the students:

- lecturers of the study courses did not always create the interest to the study course;
- necessity to acquire the content of the study course was not always motivated;
- not all the lecturers covered all the content planned in the course programme,
- the home tasks were not systematically set.

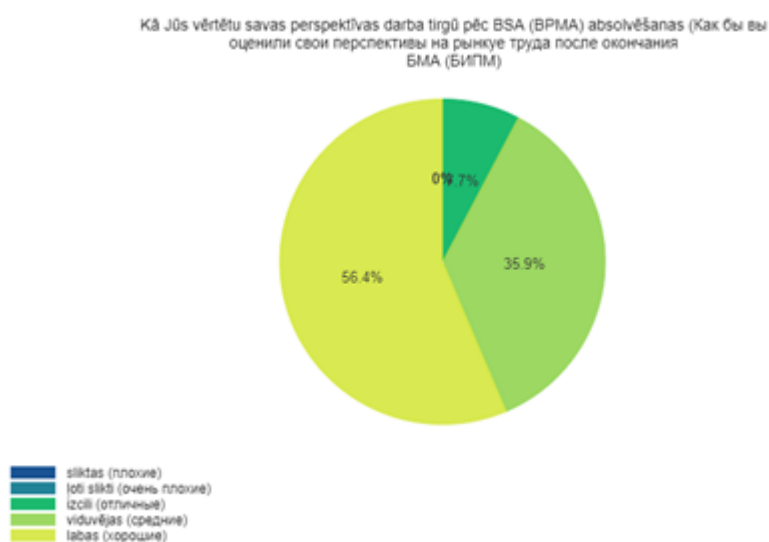


#### **Students' comparative assessment of teaching quality of the BIA study programme "Entrepreneurship"**

Synthesis of results of the students' surveys for the period from 2013/2014 academic year till

2018/2019 academic year using the 10-point system shows that the degree of students' satisfaction with the studies in the professional bachelor study programme "Entrepreneurship" is high. The students also admit that the quality of the study courses and the level of methodological provision of the classes are comparatively high throughout the considered period of time. The results of the students' surveys are analyzed at the Faculty council meetings, administration meetings, if necessary with the participation of Students' Parliament representatives.

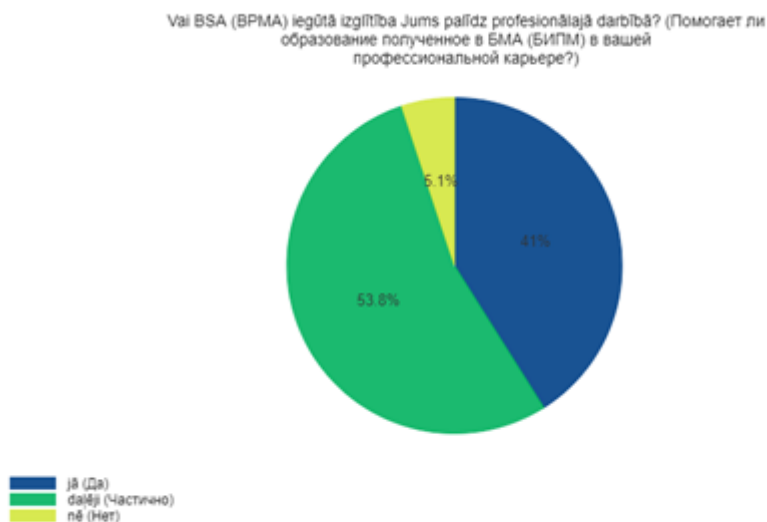
Analysis of results of survey of the employers and graduates of the study programme "Entrepreneurship" has shown that graduates have very broad employment prospects. Business management is important in all sectors of the national economy, so analysis of employment prospects shows that all indicators of the branches of the national economy are important. During the period from 2013/2014 academic year till spring of 2018/2019 academic year the graduate survey was conducted to get an insight into the quality of the study process in the bachelor study programme. Graduates answered the question "How would you rate your job prospects after graduating from the BIA?" More than a half of the graduates rated their job prospects as excellent and good



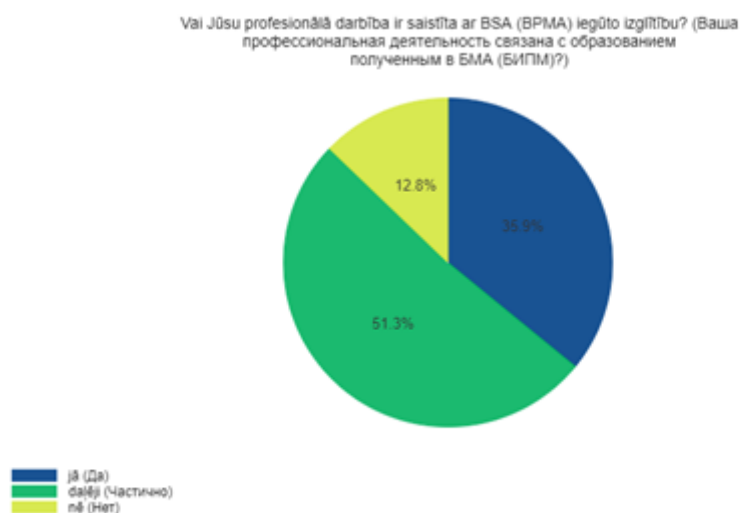
### Answers to the question "How would you rate your job prospects after graduating from the BIA?"

Synthesis of the information provided by the graduates in the course of the survey on the importance of the acquired education during the study process shows that 94.9% of the graduates answered positively (3.31.Figure).

In addition, 87.2% of graduates noted that their professional work is related to the BIA education (Figure 3.32). This is evidenced by the positions held by the graduates which they indicated in their questionnaires, e.g. managers, executives, company directors and board members, accountants and chief accountants, administrators, senior professionals and specialists, consultants and teachers.

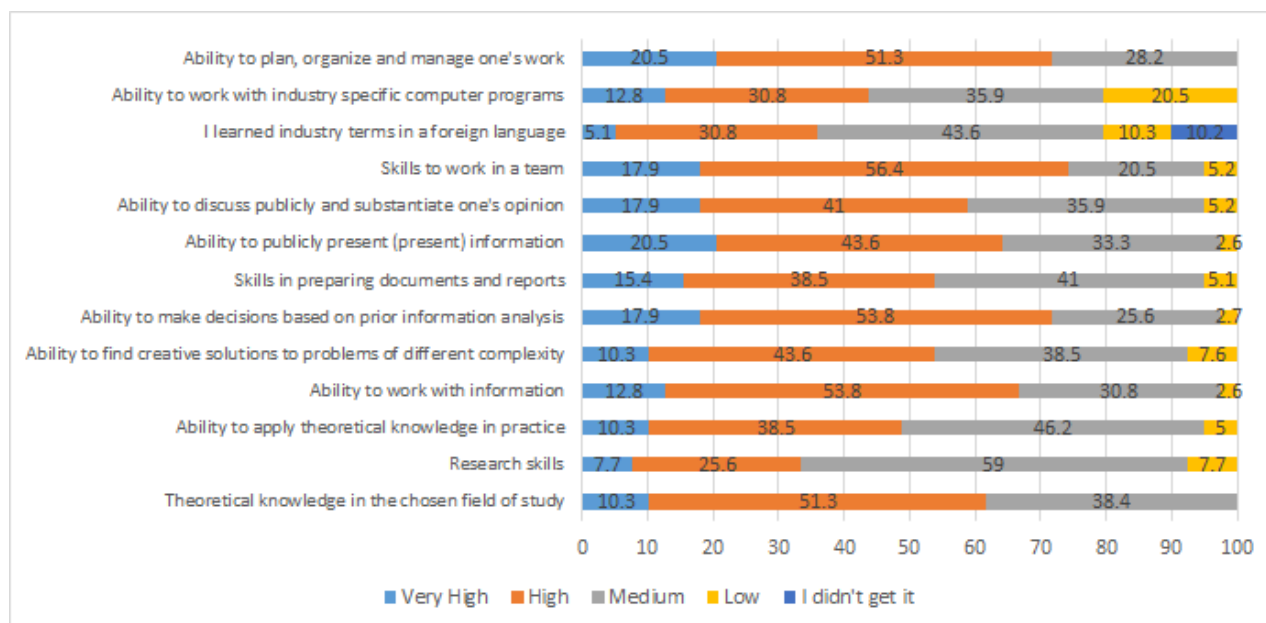


### Answers to the question "Does the BIA education help you in your professional career?"



### Answers to the question "Is your professional activity related to the BIA education?"

Graduates acknowledge that they received good basic and specialized theoretical and practical knowledge in the BIA study programme "Entrepreneurship" (Figure 3.33. More than a half (51.3%) of the participating of the survey considered their level of theoretical knowledge to be high, and 53.8% of graduates highly rated their skills in information processing and decision making based on the prior information analysis. 56.4% of graduates noted a high level of teamwork skills, 51.3% of them noted the ability to plan, organize and manage their work. Most of the graduates highly rated their ability to find creative solutions to problems of varying complexity and their ability to publicly present the information (43.6%), as well as their ability to publicly discuss and justify their opinions (41%). Most of the graduates rated as average their research skills (59%), ability to apply theoretical knowledge in practical activities (46.2%), skills in writing documents and reports (41%), acquisition of industry terms in foreign language (43.6%), work with industry-specific computer programmes (35.9%). Graduates recognized that their education acquired in the bachelor programme "Entrepreneurship" increased their competitiveness in the Latvian labour market.



### Answers to the question "As regards to the studies at the BIA please rate at what level did you acquire such knowledge and skills during the study process"

Graduates pointed as the strong sides of the BIA its qualified lecturers (grades: 61.5% - excellent and 23.1% - good) and responsive staff (grades: 59.0% - excellent and 28.2% - good), high quality study programme (grades: 28.2% - excellent, 38.5% good and 28.2% satisfactory) and good practice content (grades: 20.5% - excellent, 30.8% - good and 35.9% - satisfactory), wide range of educational opportunities in the regions (grades: 23.1% - excellent, 51.3% - good and 23.1% - satisfactory) and a broad offer of study abroad study programs (grades: 15.4% - excellent, 41.0% - good and 33.3% - satisfactory), targeted research (grades: 10.3% - excellent, 51.3% - good and 30.8% - satisfactory) and active student self-government (grades: 12.8% - excellent, 33.3% - good and 33.3% - satisfactory), good material and technical facilities (grades: 17.9% - excellent, 38.5% - good and 35.9% - satisfactory) and good facilities (30.8% excellent and 51.3% good).

In general, the results of the survey have shown that the majority of graduates are satisfied with the knowledge gained in the study process which is confirmed by their answers and the evaluation of the BIA study programme "Entrepreneurship". In particular, graduates have emphasized that the acquired education has enabled them to self-develop, and has promoted their career (professional) development. Graduates have acknowledged that the acquired education is competitive in both Latvian and EU markets, and the level and volume of acquired education is in conformity with their investments.

In order to improve the quality of the study process the graduates recommend expanding of involvement of employers and practitioners (22.1%) and foreign guest lecturers (16.8%) in the study process and improvement of practice (15.8%).

Conclusion: graduate survey results have shown that the content of the BIA study programme provides the the required level of knowledge and skills to the students. In general, graduates give a very positive assessment of their readiness for work. However, many graduates (approximately 30%) upon the acquisition of the business manager profession are planning to complement their competence with the other knowledge and skills in the master's programme.

#### Analysis of employer survey results

One of the main ways to get the formation on the quality and relevance of the study programme to

the labour market requirements for the management of the study programme is cooperation with employers. Employers can evaluate the study programme on the basis of analysis of the quality of work of graduates and interns. Normally the information on the employment opportunities for the specialists prepared within the study direction is obtained from the companies in which the students had practice.

Therefore, employers were asked to evaluate the interns' of the study programme, as well as the qualifications, knowledge, skills and abilities of the graduates working in the company, as well as to predict what kind of qualifications the company will need in the near and distant future. Employers' views on the study programme graduates and interns (working for the company during the practice) were identified in the course of the survey. The results of the survey have shown that the graduates of the study programme will be in demand in the labour market.

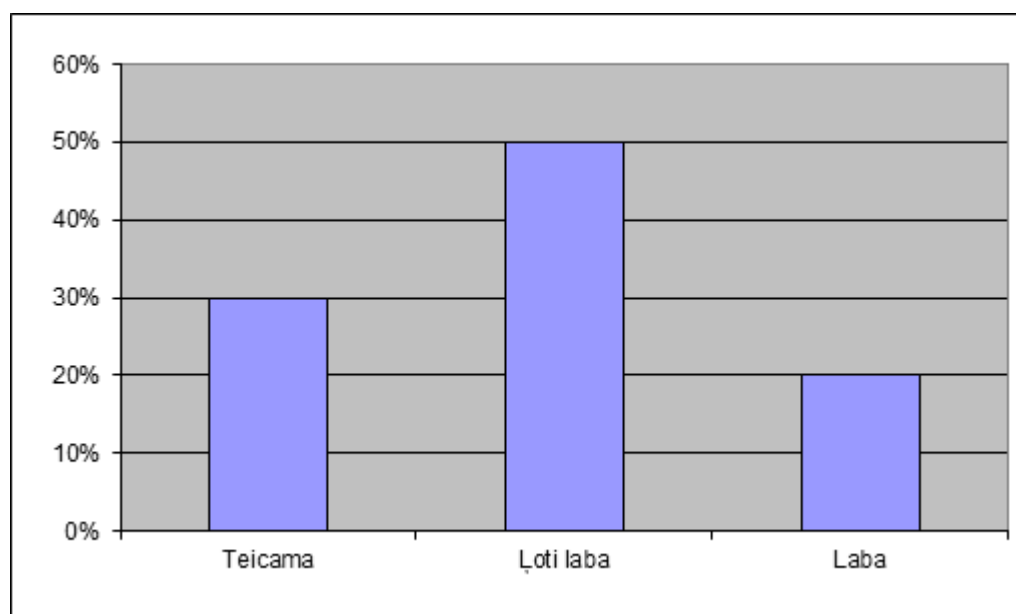
Questions asked to employers related to the following topics:

Volume and quality of theoretical knowledge of the graduates of the study programme "Entrepreneurship", their compliance with the requirements of the company and the need for their practical work;

Compliance of practical skills of the graduates of the study programme "Entrepreneurship" with the requirements of employers;

Results of the survey are shown in the table below.

#### **How do you rate the professional activities of the graduate of the study programme "Entrepreneurship"?**

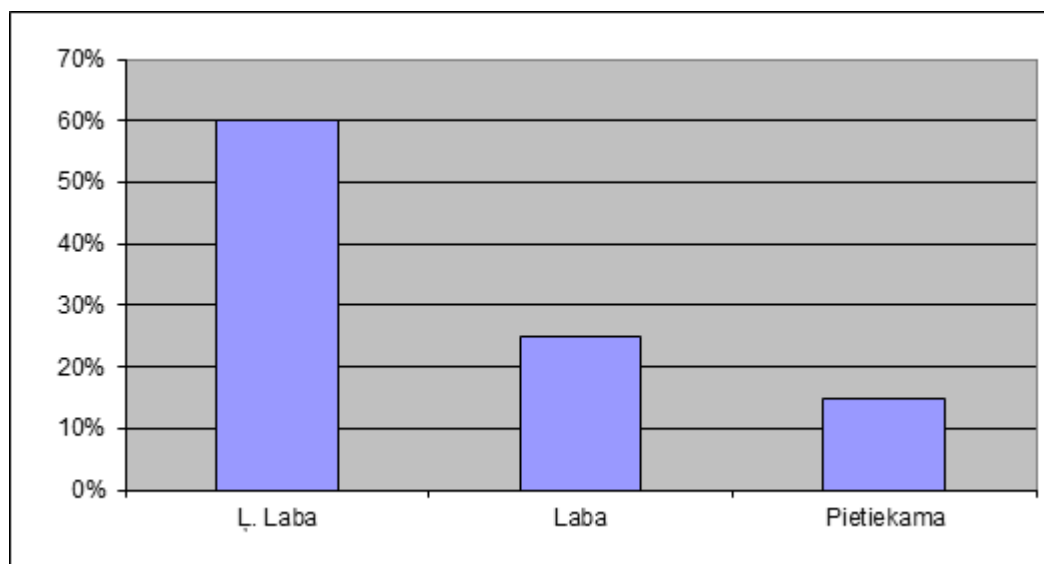


#### **Employers' responses to the question "How do you rate the professional activities of the graduate of the BIA study programme "Entrepreneurship"?"**

30.0% of employers rated the preparedness of the graduates of the study program "Entrepreneurship" as excellent and believe that the graduates are capable of performing their professional duties independently, while 50.0% of the employers believe that the graduates are able to perform their professional duties after a short training. 20.0% of employers rated the graduates of the study programme „Entrepreneurship" as sufficient and admit that the graduates have a good theoretical background but not enough practical skills.

#### **How do you rate the employment opportunities of the graduate in the sector you are**

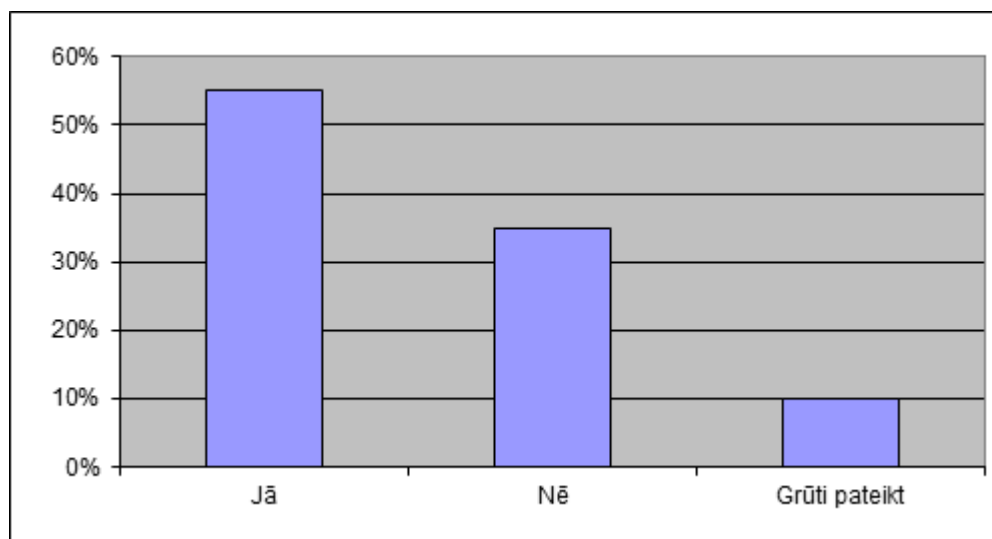
### working in?



### Employers' answers to the question " How do you rate the employment opportunities of the graduate in the sector you are working in?"

In general, more than 80% of employers rated the BIA study programme „Entrepreneurship” graduate opportunities in their sector. Results of the survey show that employers in general are satisfied with the practical skills and abilities of the BIA graduates and students and consider that they are in line with their company professional requirements

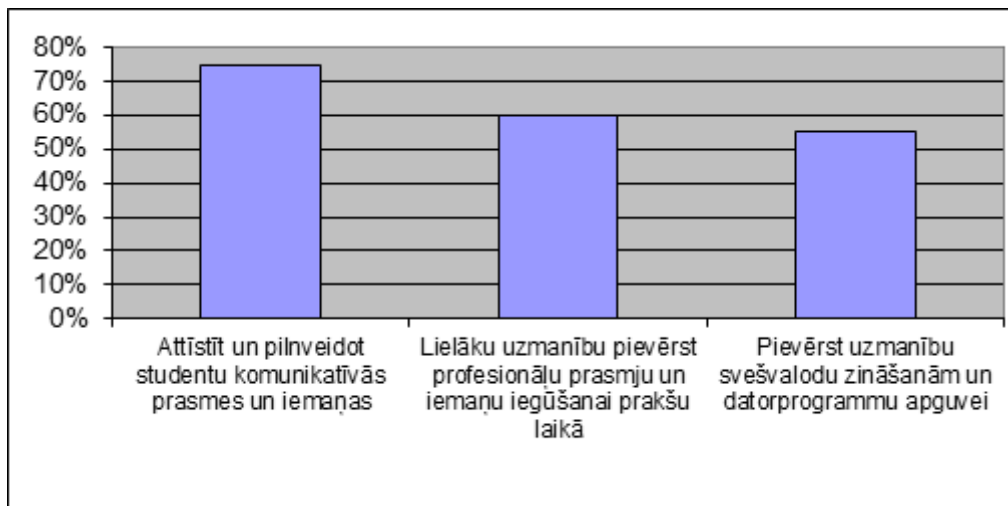
### Would you recommend the graduates of the study programme “Entrepreneurship” to the other employers?



### Employers' answers to the question "Would you recommend the graduates of the study programme “Entrepreneurship” to the other employers?"

Results of the survey show that the employers in general are ready to recommend the BIA graduates to the other employers (Fig. 3.35). None of the employers has rated the graduates knowledge as insufficient. Participants of the survey rated almost all criteria characterizing the graduates in the questionnaire as “very good” or “good”.

### Your suggestions and comments



### Employers' suggestions and comments

Results of the employers' survey show that the graduates of the BIA professional bachelor's study programme "Entrepreneurship" in general meet the requirements of the European Qualifications Framework (EQF). Employers fully agree that the graduates are able to independently obtain, select, analyze and use information; make decisions and solve problems in the relevant industry or profession; evaluate their professional activities and their impact on the society using the acquired theoretical basis and skills. Graduates are able to carry out professional, innovative or research activities; formulate and analytically describe information, discover problems and find solutions; explain and reasonably discuss with professionals as well as the other interested parties and are able to critically evaluate the knowledge acquired.

Synthesis of opinions of the employers allows us to make a conclusion that:

- 1) Employers are fully satisfied with the volume and quality of theoretical knowledge of the graduates of the study programme "Entrepreneurship". Graduates who started working in the companies have good knowledge in business, economics, management, marketing, as well as specialty subjects - finance and accounting, business law, tourism and hotel business, business services management. Employers noted that students / graduates have "good theoretical basis" for starting practical activities and are able to put theoretical knowledge into practice.
- 2) Practical skills and abilities of the graduates of the study programme "Entrepreneurship" correspond to the requirements of the employers.

Employers mentioned student practice as a positive aspect. They noted that during practice the students became familiarized with the company and employers often mark the most successful students who can be recruited in the future. This often happens, and at the end of practice many students retain the opportunity of cooperation, keep in touch with employers and come to work after the completion of the study programme. Employers when assessing the students' skills and competence pointed the need to develop and improve the students' communication skills, such as teamwork, creativity and initiative.

Employers have positively evaluated the study programme "Entrepreneurship" and expect that owing to the development and improvement of the study programme, paying more attention to the student practice, foreign language skills, mastering computer programmes and practical application of theoretical knowledge the graduates of the study programme "Entrepreneurship" will have every opportunity for active participation in the labour market.

Employers assume that demand for entrepreneurs in the near future will not decrease. Higher professional education is required for many professionals working in the commercial sector

companies and require additional specialty or qualification. This is evidenced by the large number of part-time students in the study programme “Entrepreneurship”.

## 2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

During the period from 2013/2014 academic year till 2018/2019 academic year there were 130 foreign students studying within the ERASMUS programme in the study programme “Entrepreneurship”, among them 31 student from Turkey, 30 students from France, 25 students from Spain, 14 students from Lithuania, 6 students from Romania, 6 students from Poland and 6 students from Germany.

### Mobility of the foreign students of the study programme "Entrepreneurship" at the BIA

Country	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Kopā
France	1	2	10	6	4	7	30
Romania		2	1		2	1	6
Czech Republic	1		1				2
Switzerland			1				1
Spain	2	3	5	6	6	3	25
Italy			1		1	2	4
Portugal	3			1		1	5
Germany					1	5	6
Lithuania	7	7					14
Poland	1	1		1		3	6
Turkey	4	3	9	5	6	4	31
<b>Total</b>	<b>19</b>	<b>18</b>	<b>28</b>	<b>19</b>	<b>20</b>	<b>26</b>	<b>130</b>

Synthesis of external mobility of the students of the study programme “Entrepreneurship” within the ERASMUS exchange programme shows that during the period from 2013/2014 academic year till 2018/2019 academic year 17 students left Latvia for studies and practice. Their main goal was not only to learn, but also to acquire the principles of professional practice, communication skills, and intercultural aspects.

### Outgoing mobility of the students of the study programme “Entrepreneurship” at the BIA

Country	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Kopā
Greece			1	1	1		3
Russia				3			3
Portugal	1	1					2
Lithuania		2	2				4
Poland					1	1	2
Turkey		2				1	3
<b>Total</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>17</b>

In the course of practice the students have acquired the theoretical and practical knowledge in their future profession, as well as skills to reasonably discuss the problems and their solutions, to to independently acquire, select, analyze and present the information and work in a team. Students have also developed the skills of selection and justification of scientific research methods. Students have also acquired the principles of professional activity, communication skills, intercultural communication aspects, as well as skills of assessment of their competence according to the purpose of practice. Students completed their practice in all companies under the supervision of the practice supervisor.

During mobility, the recognition of study courses is performed on the basis of the BIA Regulations on the Implementation of International Mobility of Students and Lecturers according to the ERASMUS + program between the program countries and partner countries. (<https://bsa.edu.lv/en/documents/>). Within 10 days of return, students must submit to the ERASMUS + program coordinator of their university a Transcript of Records and a certificate of completion of study mobility issued by the ERASMUS + program coordinator of the partner university. The director of the respective study program and the employee of the study department, on the basis of the received copies of documents and the application for the transfer of study courses, provides the transfer the acquired study courses and credit points by drawing up a relevant order. According to the credit transfer and accumulation system established by the European Union (<http://ec.europa.eu>), the student must be credited for the entire study period after the ERASMUS + program - all study courses successfully completed at the partner university. In case the students has successfully completed the study courses of the free choice block agreed during the study mobility in the partner higher education institution, which were not provided in the respective study program of the Academy, the director of the given program submits the appropriate documents for the implementation of the changes of the study program to the student who has returned from the studies of the ERASMUS + program to the employee of the study department for further accounting of the given study courses. If the total number of acquired study courses or the number of credit points (ECTS) exceeds the number provided in the signed study agreement, the director of the respective study program decides on the recognition of the given excess and provides information to the Academy / partner higher education staff. If a student has not acquired all the study courses provided in the study mobility program and study agreement, he / she must pass the appropriate study courses within the deadlines set by the director of the respective study program of his / her higher education institution. If the total number of completed study courses or credit points (ECTS) is less than 30 ECTS per semester or 60 ECTS during the study year, the director of the respective study program may decide to transfer the student to the next semester, determining the list of study courses and their amount. The student must acquire them according to the individual plan

and the deadlines for the acquisition of the given study courses.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

Main source of financing of the study process of the study programme “Entrepreneurship” is the tuition fees. Amount of the tuition fee and payment procedure for each study year are set and approved by the BIA Senate. There are the following payment options for tuition fees at the BIA:

- for the programme as a whole;
- for the whole study year;
- for one semester;
- monthly payments in accordance with the contractual payment schedule.

Tuition fees may be covered by the following funding:

- personal funds of the student;
- personal funds of the student's parents and other relatives;
- financing of the student's employer;
- study loan with a guarantee provided on behalf of the state;
- commercial credit;
- financing of the sponsor.

Every year the number of budget places financed by the BIA is set upon the BIA rector's order in the basic studies. Competition for the budget places is regulated by the Regulations on the competition for the budget places of the BIA (<http://BIA.edu.lv/lang/lat/abiturient.htm> ).

Methodological and informative resources provided by the BIA are sufficient to ensure the qualitative study process in the study programme “Entrepreneurship”. Since 2015 the Moodle study e-environment has been used. All study programme lecturers have created the Moodle study courses in which the students can access the study materials, study course description and study course requirements. In several study courses the students take exams, submit homework and communicate with the lecturer in the Moodle environment. The lecturers provide feedback on the students' work.

Information system NEXUS of the BIA plays an important role in informing students and teachers

who can receive information about the planned lectures and intended audiences as well as the job and practice opportunities.

NEXUS has a section in which the BIA students can get acquainted with the internal regulations, study programmes, practice programmes, news of the BIA. Complete information on the study programmes, study courses, their volume and content is available on the BIA websites as an important source of information for the students and potential students.

#### *Library*

The BIA library is aimed to provide the students of the study programme “Entrepreneurship” with the qualitative study process and scientific work and to render the bibliographic and information services to the students, lecturers and other visitors. Students of the BIA and other interested parties have the opportunity to use the resources of the BIA library. Library consists of the subscription section and the reading room. Reading room is equipped with 11 computers with the Internet access, printing and copying facilities for students' convenience. It is also possible to work with laptops there. Literature for use is available in almost all study courses with an increasing proportion of the English literature. The library regularly receives periodicals published in Latvia and abroad. Library provides the access to the electronic databases is provided to the students and academic staff. It is also rendering the copying, printing and scanning services.

#### *Infrastructure*

Study process in the study programme “Entrepreneurship” the takes place in the premises of the BIA buildings in Riga at Lomonosova Street 4 and Lomonosova Street 1/4, in Daugavpils and in Liepaja. These buildings have classrooms equipped with modern technical aids - whiteboards, TV sets, VCRs, camcorders, multimedia projectors. Many classrooms are equipped with a stationary multimedia projector, screen, computer with internet connection and other technical means. Free Wi-Fi is available in all buildings. Cafes are located on the ground floors of the buildings for the needs of the students and staff of the BIA, there are also vending machines with various drinks.

#### *Information technologies*

The BIA uses modern IT technologies for the provision of the study proces: computers for study and professional development, NEXUS internal information system, Internet, standard and special software, audio / video and office equipment, equipment for audiences (stationary and portable multimedia projectors). Functionality of the internal information system is being continuously improved.

Modernization of computers is carried out, thus providing a faster, more efficient and effective study process. Teachers and students are using the email system offered by the BIA to provide the better electronic communication.

In order to ensure the academic honesty and prevent plagiarism it is planned to start examining students' final theses with the unified computerized inter-university plagiarism control system. Further information on the compliance of the information base (including libraries), material-technical base and financial base with the implementation and achievement of study results in the study programme “Entrepreneurship” is provided in the Clauses 3.1- 3.3 of the Section 3, Part II.

### **3.2. Assessment of the study provision and scientific support, including the resources provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).**

### **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

#### **4.1. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.**

Qualification and number of academic staff involved in the implementation of the study programme are consistent with the implementation of the BIA's strategic priorities, objectives and tasks. During the reporting period the teaching staff has changed significantly, now it includes the teachers with practical and scientific experience in the field of economics, as well as persons with the PhD. All professional lecturers involved in the implementation of the study programme have a PhD or a Master's degree; the education acquired by the lecturers of the specialized courses corresponds to the field of the study course. Most lecturers are practitioners. Some of the lecturers involved in the implementation of the study programme are simultaneously engaged in scientific research, which ensures synergy between study and research work. Main criteria for the selection of lecturers are education (degree), professional experience, research and creative activity and communication skills. Analysis of dynamics of the teaching staff of the study programme "Entrepreneurship" for the period from 2013/2014 academic year till autumn of 2018/2019 academic year shows that the teaching staff has increased from 43 to 56 persons (see Study direction: "Management, administration and real estate management", section 3.6). During this time not only quantitative, but also qualitative changes in the academic staff have occurred. This follows from the policy of development of the academic staff - to involve young scientists and foreign professors in the study process of the BIA.

There are also positive trends associated with the increase of the number of associate professors and professors involved in the implementation of the bachelor study programme "Entrepreneurship". During the period from 2013/2014 academic year till 2018/2019 academic year Nadezda Novozilova and Viktors Morohins (repeatedly), Sergeis Ignatievs and Natalia Gzibovska from Daugavpils branch became associate professors in economics; Tatjana Golubkova, Zanna Caurkubule, Ludmila Verovska, Aleksandrs Masarskis (repeatedly) and Jurijs Kocetkovs from Liepaja branch became professors in economics.

During the period from 2015 till 2018 Nina Blumenau (associate professor) and Irina Plotka (associate professor, repeatedly) became associate professors and professors of psychology; Inta Camane from Daugavpils branch became professor of pedagogy.

The quality of studies is closely related to the qualification and scientific activity of the academic staff, and in order to increase the quality of studies, it is necessary to constantly increase the proportion of academic staff with scientific degrees, attract qualified foreign academic staff, and constantly renew, replace and engage in further education.

#### **Changes in the Teaching Staff of the Professional Bachelor Study Program "Entrepreneurship" during the Reporting Period from 2013/2014 Academic Year until 2018/2019 Academic Year**

	Doctors of Science		including:			
			Professors		Associated professors	
Study year	2013/2014	2018/2019	2013/2014	2018/2019	2013/2014	2018/2019
Elected in BIA	27	32	5	10	6	4
Not elected in BIA	4	3	1	-	-	1

In the period from the previous accreditation, positive changes took place in the academic staff of the study program "Business Management", which manifested itself in the following results:

- The number of elected Doctors of Science increased by 18.5%;
- The number of elected professors doubled.

This provided an opportunity to significantly increase the scientific potential of the study field and the study program, which helped to increase the study results, as the scientific activity of the teaching staff is directly related to the development of students' scientific activity skills. By attracting more doctors of science, including professors, in the study process, they try to appraise the innovations of new education in the study process by constantly raising their qualification, thus motivating students for further education in the master's program.

In the implementation of the professional bachelor's study program "Entrepreneurship", the scientific and pedagogical experience of the teaching staff ensures the achievement of the goals of the educational program, as well as students to develop appropriate knowledge, skills and competencies, achieving the set study results.

**4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

Faculty council has evaluated the scientific biographies of the academic staff, protocols of the BIA Senate meetings reflecting the documents submitted by the persons for academic election, election process and its results, self-assessment reports of the academic staff, student work results and student feedback, and has acknowledged that the qualification of the academic staff corresponds to the realization of the goals and tasks of the structural unit.

Each lecturer involved in the implementation of the study programme has the following responsibilities:

to develop and publish the training methodological materials for the courses he leads, complement and update the MOODLE platform, prepare the PowerPoint presentations, handouts (summaries, assignments), authentic illustrative materials (video and audio) and other materials which optimize the educational process, conduct the student counseling - 4 hours per semester and pre-examination counseling, conduct open classes and attend at least 2 classes of his colleagues once a year, raise his qualification by submitting a relevant certificate, participate in the events organized as part of the programme implementation or the BIA education activities.

*International activities:*

to participate actively in the international conferences with own essays; deliver lectures at the foreign high schools, including the framework of the Erasmus International Mobility Programme,

*Scientific research:*

to speak at scientific conferences and seminars (at least 2 times a year), publish articles (at least 1 publication per year), follow the latest publications of scientific literature, update the list of literature offered to students, inform the library director of the need to supplement the library funds.

There are 56 lecturers involved in the implementation of the Professional bachelor study programme "Entrepreneurship", among them (see Table 3.10) there are 35 docents (63%) with a doctoral degree (32 elected in the BIA and 3 non-elected), 21 docents (37%) have a Master's degree (15 elected in the BIA and 6 non-elected) and two of them study in the doctoral programme.

**Academic degrees of the teaching staff of the Professional bachelor study programme „Entrepreneurship“**

	Doctors		Masters		Total	
	Number	%	Number	%	Number	%
Elected in the BIA	32	58	15	26	<b>47</b>	<b>84</b>
Not elected in the BIA	3	5	6	11	<b>9</b>	<b>16</b>
Total:	<b>35</b>	<b>63</b>	<b>21</b>	<b>37</b>	<b>56</b>	<b>100</b>

Table shows the academic positions of the staff which ensures the quality of studies: ten professors (18%), four associate professors (7%), one associate visiting professor (2%), 24 associate professors (43%), 3 visiting docents (5%), 5 lecturers (9%), 4 guest lecturers (7%), one assistant (2%), one guest assistant (2%), and three leading researchers (5%).

**Academic positions of the academic staff of the Professional bachelor study programme "Entrepreneurship"**

Academic positions	Professors, number/percentage	Associated professors, number/percentage	Docents, number/percentage	Lecturers, number/percentage	Assistants, number/percentage	Leading researchers, number/percentage	Total
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Elected in the BIA	10	18	4	7	24	43	5	9	1	2	3	5	47	84
Not elected in the BIA	-	0	1	2	3	5	4	7	1	2	-	0	9	16
Riga and Branches	10	18	5	9	27	48	9	16	2	4	3	5	56	100

In general, the involvement of the academic staff is evaluated very positively. Changes in the structure of positions within the programme are monitored and systematic staff development is currently underway.

The qualification of the teaching staff is very important as it is related to the quality of the result of the educational process. The qualification of the teaching staff is directly related to the formation of students' knowledge, skills and competencies. Usually it manifests itself in the unified whole of scientific, study and organizational activities of the teaching staff, where a study-centered approach is applied in the study process. The Baltic International Academy creates opportunities for the teaching staff to improve their professionalism by providing support for scientific research, learning innovative methods and new teaching technologies that can be used in the teaching process.

The systemic way of thinking of the teaching staff influences the development of the student's way of thinking, promotes the acquisition of the main basic concepts and regularities of management science, as well as develops analytical and critical thinking in connection with various scientific approaches and problems. The ability of the teaching staff to create a creative atmosphere, to arouse students' interest and curiosity in the learning process, develops students' skills and abilities to find various solutions in non-standard situations. Lecturers, using interactive teaching methods, develop students' communicative skills, teamwork skills, which is one of the most important professional features of a future company manager.

The scientific activity of the teaching staff also influences the development of students' scientific activity skills. The lecturers of the professional bachelor study program "Entrepreneurship" have a high scientific potential, which is confirmed by the existing scientific publications, which can be found in international databases. Lecturers act as mentors who teach students to independently receive, select, analyze and critically evaluate scientific information from various sources, use it; to carry out research, process the obtained data, interpret and present them. In the study process, students acquire the skills of conducting scientific research, get acquainted with the modern directions of scientific research of the teaching staff, which are not reflected in textbooks. Thus, the scientific research directions implemented by the lecturers are reflected in the term papers and bachelor's theses developed by students. Also, students, in cooperation with lecturers (supervisors), are involved in the process of developing scientific articles, as a result of which students develop a culture of scientific work. Every year students are invited to participate in various scientific conferences.

Also, the qualification of lecturers stems from their ability to create and use various computer technologies in the teaching process; to develop study -methodological materials that provide students with independent acquisition of knowledge, such as electronic books. This, in turn, will provide an opportunity to expand the distance learning environment, access to European national and international integrated education systems in the near future.

In general, the qualification of the teaching staff is assessed as appropriate, and its effectiveness is regularly assessed in the annual student surveys.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Research activities of the academic staff are carried out according to the directions of scientific research of the faculty and are one of the main directions of the BIA activities. In order to ensure the successful research process the BIA has the Scientific and Methodological Council, the Research Institute for Social and Humanitarian Affairs, the Scientific Council for Science and the Doctoral Council.

Research topics of the teachers of the study programme “Entrepreneurship” are closely related to the content of the study programme and the study courses of each of the teachers (<https://bsa.edu.lv/en/scientific-research-at-bia/>). Lecturers of the study programme develop their research activities, in particular, they conduct research, write research papers, participate in conferences and conduct student and postgraduate scientific work. The research work performed by the lecturers of the study programme is used for the preparation of the study programme and training of students and has a direct impact on the study work.

Lecturers of the study programme regularly introduce the results of their research to the scientific community by participating in the conferences and scientific seminars organized by the BIA as well as in the conferences, symposia and congresses organized by the other Latvian and foreign high schools. Participation of academic staff of the study programme in the international scientific conferences is reflected in the **Appendix Conference** and in teaching staff's CV.

**Total number of publications of the academic staff of the study programme  
“Entrepreneurship” during the reporting period**

No.	Scientific and methodological work of the lecturers	Number of publications
1.	Scientific publications included in the Thomson Reuters Web of Science, Elsevier (SCOPUS and other) and ERIH+ databases	86
2.	Scientific publications included in the EBSCO host, Copernicus and other international databases	64
3.	Scientific publications included in the other international editions	173
4.	Scientific publications published in Latvian editions	267
5.	Publication of textbooks and methodological literature	12

List of the main scientific publications and educational literature prepared by the academic staff involved in the implementation of the study programme during the reporting period is indicated in the **Appendix List of faculty publications for the reporting period** and in teaching staff's CV. Research results are reflected in the published monographs, scientific articles, published conference proceedings, projects and other scientific activities. Participation of the academic staff involved in the implementation of the study programme in the projects and other research activities is reflected direction of self-assessment p. 4.3. in the table **International Research and Development Agreement Works** and in teaching staff's CV

Qualification of the teaching staff is assessed as appropriate, since, in general, the programme involves the active researchers with high quality knowledge in the field and economically recognized specialists who share their practical work experience directly and indirectly developing the students' skills. In general, the lecturers involved in the programme can develop the appropriate competence of the students by achieving the established learning outcomes.

#### **4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

Following forms of interaction of the teaching staff are used to determine the quality of academic and scientific activities during the implementation of the study programme:

- Mutual attendance of the lectures / classes, masterclasses / exams by the lecturers which allows evaluating the strengths and weaknesses of work;
- Preparation of annual reports of the BIA lecturers on the academic and scientific activities, publications, participation in scientific researches and scientific conferences;
- Facilitating the international exchange of academic teachers by attracting the funding from the international foundations and creating the opportunities for academic teachers to gain experience in the foreign universities;

- Inviting the highly qualified guest lecturers to lead the study courses and master classes including those from the foreign universities;
- Analysis and evaluation of the contents of the study programme through the preparation of self-assessment reports for the previous academic year. The obtained data and conclusions are considered at the meetings of the Faculty council and the BIA Senate;
- Quality control and analysis of the study process and teaching conducted regularly by the responsible programmes and the Faculty council,
- Surveys and analysis of the graduate job skills and employability,
- Student surveys which provide the opinion on the implementation of the study programme specific courses, the content and presentation of the study programme,
- Use of the external experts to evaluate the study process and students' knowledge,
- Strategic planning of the study process, analyzing the weaknesses of the study programme, their elimination and opportunities for programme development.

The BIA mission is carried out by highly qualified academic staff consisting of a core of professors and associate professors, as well as qualified teaching staff (associate professors) and a reserve for academic renewal. The BIA uses the opportunities to attract the internationally renowned professionals. General teacher-specific approach criteria are established for the teacher elections. Optimal staffing structure of the BIA is determined by the operational objectives of the BIA and may vary depending on the study programme. Working in the market of free competition in the field of education and academic services the BIA promotes a flexible and attractive recruitment policy. Experienced but unskilled practitioners are also used.

The correlation between the students and teachers in the framework of the study programme "Entrepreneurship" (at of the date of submission of the self-assessment report) is given below.

Study programme	Number of students per one academic rate
Entrepreneurship	3.7

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Statistics on students during the reporting period.docx	Statistika par studējošajiem pārskata periodā.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Compliance of the study program "Entrepreneurship" with the state education standard.docx	Studiju programmas „Uzņēmējdarbība” atbilstība valsts izglītības standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Compliance of the obtained qualification of the educational program with the professional standard .docx	Studiju programmas "Uzņēmējdarbība" iegūstamās kvalifikācijas „Uzņēmējdarbības vadītājs” atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Course mapping_Angl.docx	Studiju kursu kartējums_LV.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	UD_plan_Eng.docx	UD_plan_LV.docx
Descriptions of the study courses/ modules	Course descriptions_Eng.pdf	Studiju kursu apraksti_visi_LV.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	UD_diplom_EN.docx	UD_diplom_LV_2020.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	COOPERATION AGREEMENT_Work translate_EN.docx	Ligumi.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme.	BIA_Performance of Obligations Bc.2020.pdf	BSA saistību izpilde Bc.2020.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	English.pdf	Angļu.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	Bak_Agreement.docx	Bak_ligums.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		