

APPLICATION

Study field "Social Welfare" for assessment

Study field	<i>Social Welfare</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 "Social Welfare"

Baltic International Academy

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1. Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development fields,.

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 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 higher educational institution which sets out the goals, tasks and guiding principles of its activities as well as its competences and forms of operation.

The BIA is a member of the Association of Private Higher Education Institutions and is one of the 8 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 wide range of study programs, 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 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 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 programs 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. The BIA is a member of the International Association of Social Work Schools 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.

In 2012 as a result of reorganization the BIA and the limited liability company Baltic Higher educational institution 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).

Academic year 2014./2015. the limited liability company Baltic Higher educational institution 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 Educational Institution 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 a strong high quality and modern infrastructure, academic resources, the internal management and resource management were strengthened and the study fields and study programs were combined and supplemented.

Table 1.1.1.

Study directions after reorganization in 2015

No.	Study directions of the Baltic Higher School of Psychology and Management	Study directions of the Baltic International Academy
1.	Psychology	
2.	Social welfare	
3.	Economics	Economics
4.		Information and communication sciences
5.		Information technology, computer technology, electronics, telecommunication, computer control and computer science
6.		Art
7.		Sociology, Political Science and Anthropology
8.		Jurisprudence
9.		Translation
10.		Management, administration and real estate management
11.		Hotel and restaurant service, tourism and recreation organization

Considering the qualitative and quantitative factors the study direction "Information Technology,

Computer Engineering, Electronics, Telecommunications, Computer Control and Computer Science" was closed in 2017 and study direction "Information and communication sciences" was closed in 2021.

Table 1.1.2.

Dynamics of the BIA study directions for 2013-2022

<i>Academic year</i>	<i>Number of study direction</i>
2022/2023	9
2014/2015	11
2013/2014	9

The BIA provides higher education at four study levels in 2022/2023. academic year.

Table 1.1.3.

Number of study programs at different levels in 2022./2023. academic year

<i>EKI level</i>	<i>Type of study programme</i>	<i>Number of programs</i>
8	Doctoral study programme	2
7	Master's study programme	9
6	Bachelor's study programme	10
5	First level study programme	3

The list of study directions and programmes accredited by the BIA as of December, 2022 (Appendix 5) contains 9 study directions and 24 study programmes.

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.

Table 1.1.4.

Dynamics of the number of students 2016/2017 till 2022/2023

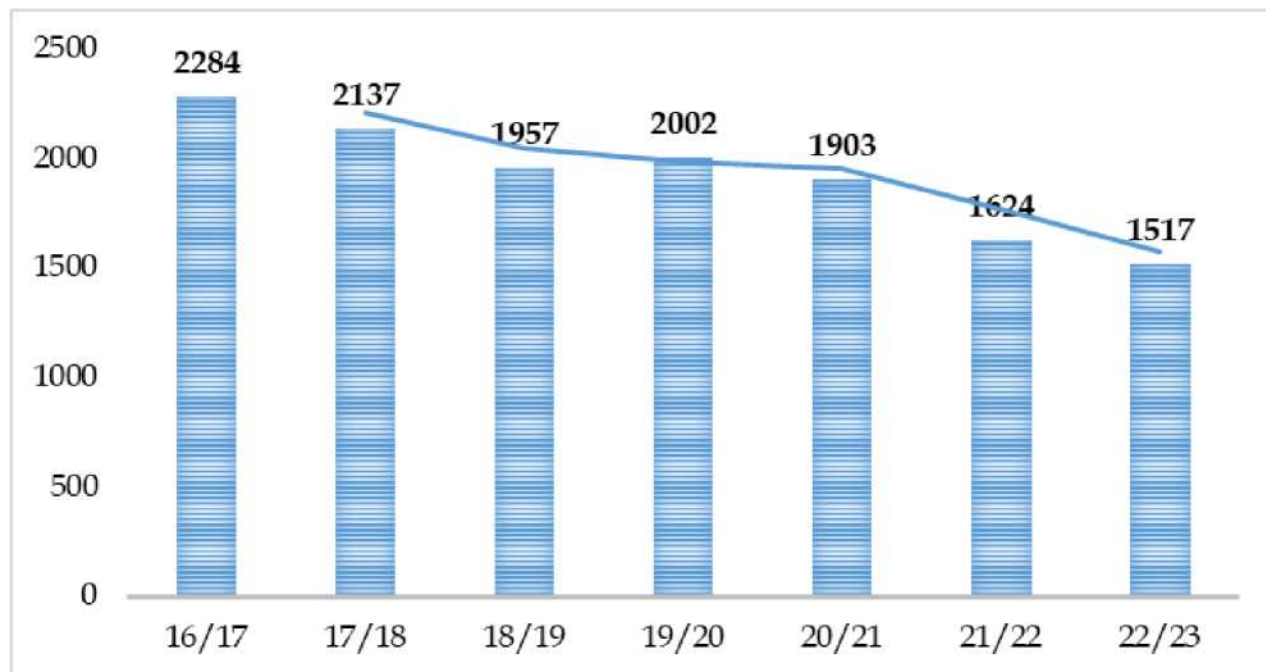


Table 1.1.5.

Dynamics of the number of students in the BIA branches from 2016/2017 till 2022/2023

	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Daigavpils (DA)	275	292	251	253	310	259	240
Jēkabpils (JK)	108	111	104	117	111	56	18
Jelgava (JL)	140	121	107	122	104	50	18
Liepāja (LI)	101	94	71	83	78	80	85
Rēzekne (RE)	74	60	48	49	38	4	3
Rīga (RI)	1522	1400	1335	1332	1226	1176	1150
Smiltene (SM)	30	31	19	24	19	1	0
Ventspils (VE)	34	28	22	22	17	0	0
Kopā	2284	2137	1957	2002	1903	1624	1517

The number of students in Rīga (RI), Jelgava (JL), Jēkabpils (JK), Daugavpils (DA), Rēzekne (RE), Smiltene (SM), Liepāja (LI) and Ventspils (VE).

The number of students of the BIA has sufficiently decreased during the period from the academic year 2016/2017 till the academic year 2022/2023.

Table 1.1.6.

Dynamics of the number of students in the study directions from 2016/2017 till 2022/2023

Study direction	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Law	596	586	491	507	452	297	298
Management, administration and real estate management	362	355	323	359	347	308	242
Economics	169	152	147	148	137	108	99
Art	209	180	141	141	135	117	110
Hotel and restaurant service, tourism and recreation organization	255	211	216	198	196	188	142
Translation	90	64	49	49	42	38	39
Sociology, Political Science and Anthropology	16	17	13	14	24	37	38
Psychology	200	224	222	225	236	266	289
Social welfare	307	271	291	297	299	259	260

Information technology, computer technology, electronics, telecommunication, computer control and computer science	6	0	The course of study is closed				
Information and communication sciences	74	77	64	64	35	6	The course of study is closed

Positive dynamics can be observed in the study direction social welfare which demonstrates a stable number of students. 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.

Table 1.1.7

The main activities

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.

Table 1.1.8.

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 Financial resources of higher education institutions	Financial resources of the BIA
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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 institution 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.	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.). (Appendix 6 Revenues of the BIA).

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 (Appendix 7 Expenditures Science 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 (Appendix 7 Expenditures Science of the BIA).

The salary system and the social support programme facilitate the formation of a 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. (Appendix 8 Expenditures of the BIA)

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

Table 1.1.9.

Intangible assets and acquisition of fixed assets

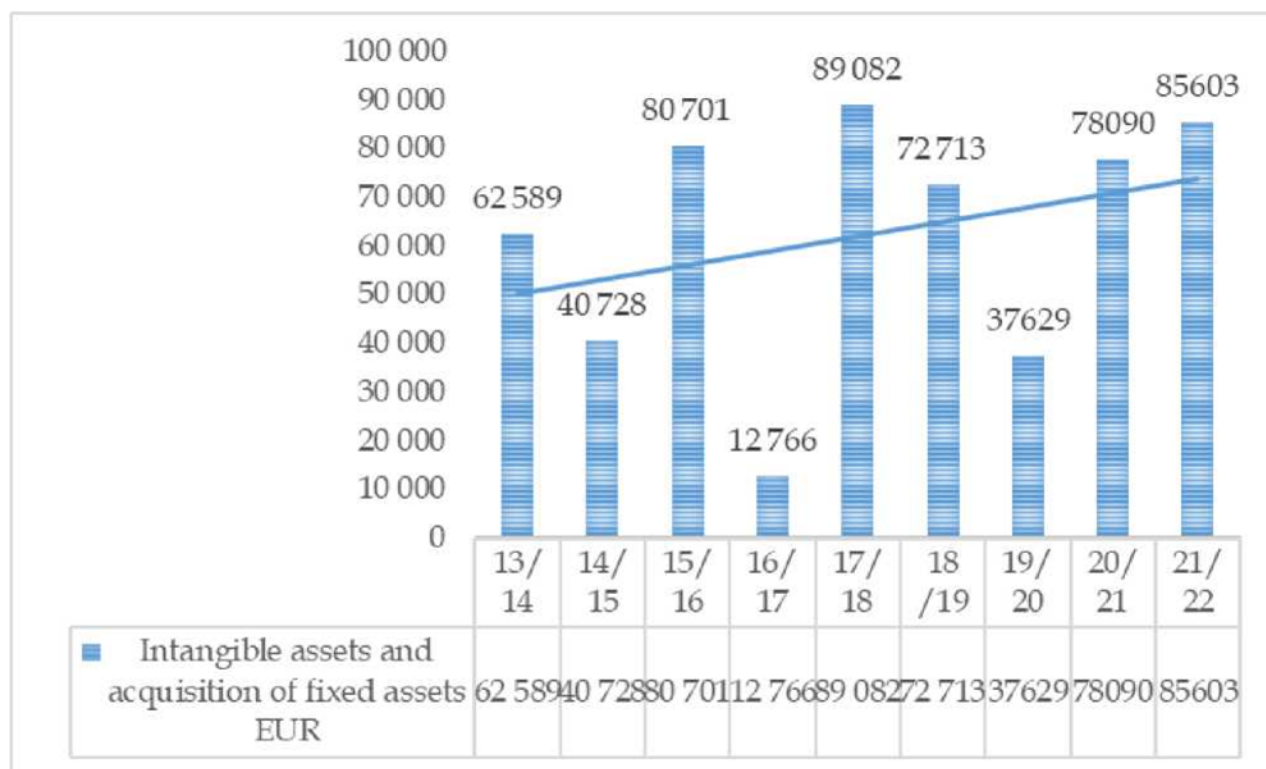
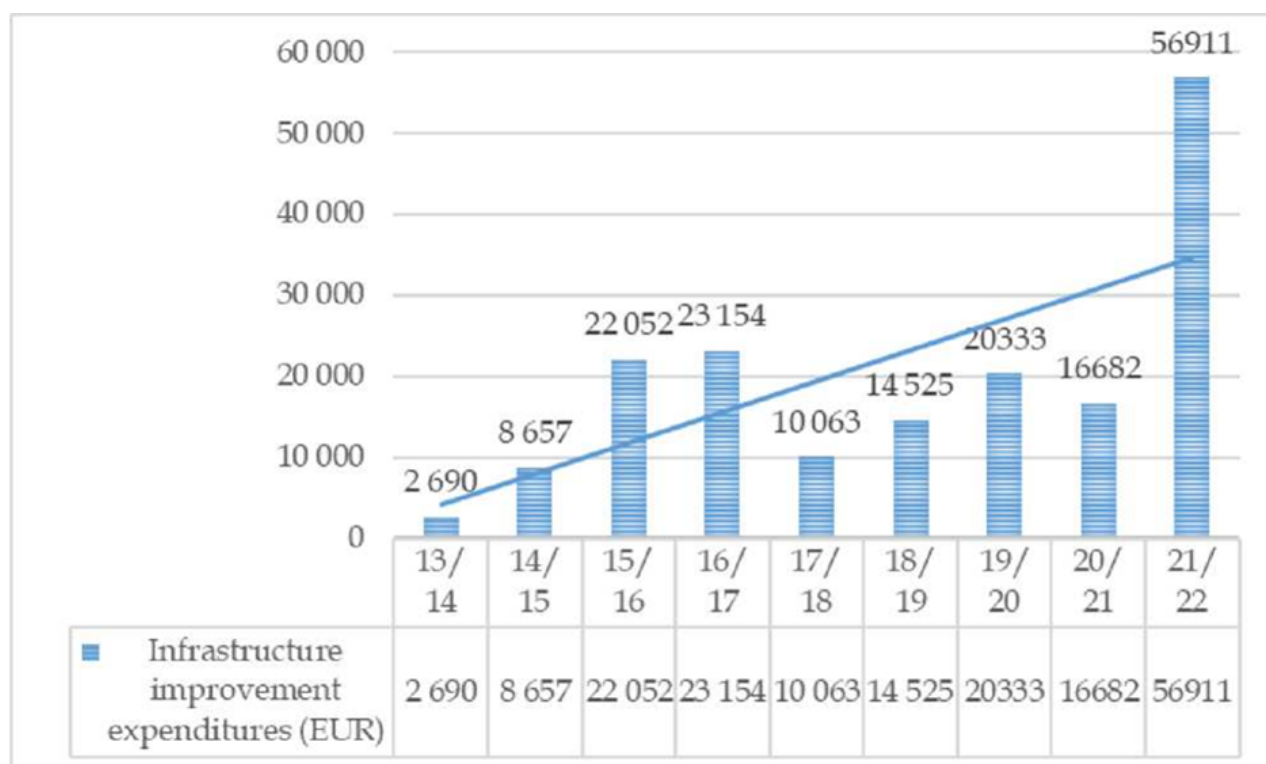


Table 1.1.10.

Infrastructure improvement expenditures (EUR)



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. 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.

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.

On August 24, 2021, the Board of the Baltic International Academy (hereinafter referred to as the BIA) in accordance with the provisions of the Article 3 of the Law on High Schools "Types and strategic specialization of high schools" took the decision that the limited liability company "Baltijas Starptautiskā akadēmija" (the BIA) complies with the title of the **University of Applied Sciences**.

On April 27, 2022, at the meeting of the founders of the BIA it has been established that the initial strategic specialization of the BIA is the academic and scientific work in the branch group "Social Sciences" which includes the study directions "Hotel and restaurant service", organization of tourism and recreation" and "Social welfare" implemented by the BIA. Strategic specialization serves as a basis for planning the strategic development of the university and is determining the science branches and study directions to be primarily developed. Constitution of the University of Applied Sciences "Baltijas Starptautiskā akadēmija" (the BIA) has been approved on May 30, 2022 at the general meeting of the founders of the BIA.

The BIA is the autonomous institution of higher education and science with the right to self-government. The BIA is implementing the academic and professional study programmes, performing scientific activities and artistic creativity. The BIA is operating in accordance with the Constitution of the Republic of Latvia (Satversme), Law on Education, Law on High Schools, Law on Scientific Activities, other regulatory acts and Constitution of the BIA.

Mission of the BIA is to provide the highly qualified training of competitive specialists, focused on the continuous self-improvement, long-term sustainable development of society, Latvian and world economy, by providing the high-quality internationally recognized higher education and educational services based on integration with the Latvian and world economic and educational communities, science and research.

Objectives, tasks, main directions and basic principles of the BIA

Main objective of activities of the BIA:

1. to provide the students with higher education and qualification, competitive in the Latvian and international labor market, in accordance with the today's international requirements, to develop the study and lifelong learning programmes, to develop science and promote the growth of persons involved in the education process.
2. to carry out the applied research, to ensure the transfer of knowledge in the relevant sectors of the national economy.

Tasks of the BIA:

1. to ensure the academic freedom of the academic staff and students;
2. to develop and implement the bachelor's, master's and doctoral study programmes and lifelong learning programmes;
3. to ensure the inseparability of studies and scientific research work with innovations and lifelong learning processes in cooperation with the relevant enterprises and organizations of national economic sectors;
4. to cultivate and develop science, art and national language.
5. to implement the internal quality assurance system.

6. to inform the society and offer it the acquired scientific, artistic and professional insights, methods and research results.

Main directions of activity of the BIA:

1. implementation of the study programmes for obtaining the bachelor's, master's and doctoral degrees, professional qualification of the 1st and 2nd levels or professional qualification and professional degree;
2. scientific research work which includes science, research, knowledge transfer, innovations, cooperation with relevant enterprises and organizations of national economic sectors;
3. organization of scientific, cultural and sports events;
4. stimulation of social and creative activity of youth;
5. development of international communication and cooperation in the field of education, science and culture.

The BIA adheres to the following **basic principles** in the implementation of its objectives and tasks:

1. Free choice of the methods and forms of implementation of tasks proposed by the founder of the BIA and complying with the Law on High Schools;
2. academic freedom of the academic staff and students, if it does not conflict with the rights of other persons, Constitution of the BIA and regulatory enactments;
3. distribution of power and responsibility between the state institutions and the BIA, as well as between the founder of the BIA and its decision-making institutions;
4. democracy and institutional autonomy;
5. inseparability of the study and research work;
6. free expression (publication) of the scientific opinion and research results without a censorship, if this freedom does not conflict with ethical norms, the rights of other persons and regulatory enactments.

APPROVED at the BIA Senate meeting on August 24, 2022. Protocol No.154. **Operation and development strategy of the Baltic International Academy for 2022 - 2025.**

Mission of the BIA: The BIA is a modern institution of higher education, the main value of which is the person, and which provides quality higher education based on research. BIA aims to provide the Latvian economy and society with internationally competitive high-quality scientific research, higher education, technology transfer and innovation.

Vision of the BIA: the BIA guarantees students the opportunity to obtain high-quality higher education, to develop professional competence which provide high added value.

Overarching goal and goals for 2025 of the BIA

The overarching goal is to ensure the development of higher professional and academic education based on the knowledge, professional competence and research in Latvia, improving the sustainable and balanced development of the BIA on the way to the status of a high school integrated in Europe. Characteristic features of high school are all levels (short-cycle, bachelor, master, doctorate) of studies, integrated research in the studies characterized by a regular increase in the staff qualification, defending doctoral theses and reaching at least 65% of academic staff with a doctorate degree, high proportion of research funding and projects in the budget, publishing of own scientific journals.

By 2025 the BIA is expected to carry out the preparatory work to meet the status of a scientific high school also in the sense of Latvian legislation.

Goals of the BIA for 2025

In order to achieve the defined overarching goal and future vision the BIA has set the interrelated and synergistic goals:

Goal 1: Development of the competitive study directions, raising the quality of studies in accordance with the needs of the Latvian state, regions and cities and the labor market forecasts.

Goal 2: Integration of science and research in all study directions and ensuring scientific excellence and international competitiveness in the priority research areas: involvement in the international projects, mobility of students and lecturers, promotion of scientific activity, further development of doctoral studies.

Goal 3: Strengthening the importance of lifelong learning in education and ensuring the supply according to the needs of the state and regional population by monitoring the demand of the labor market, cooperation of the educational institutions in the supply of lifelong learning programmes.

Goal 4: Cooperation with the interested parties, strengthening cooperation at the national and regional levels, cooperation with entrepreneurs as the future employers of graduates, cooperation with the other Latvian universities and science centers.

Goal 5: Stabilization and expansion of the international dimension of activities of the BIA in all areas of activity: creating the appropriate offers to attract the foreign students, to attract the guest professors and researchers, involvement in the international organizations, cooperation with the foreign universities, scientific institutes, and companies, involvement in the implementation of international projects.

Goal 6: Development of human resources at the BIA to ensure the improvement of quality of the academic and administrative staff by increasing the number of staff with doctoral degrees, promoting the transfer of experience to the young scientists, and developing the doctoral studies.

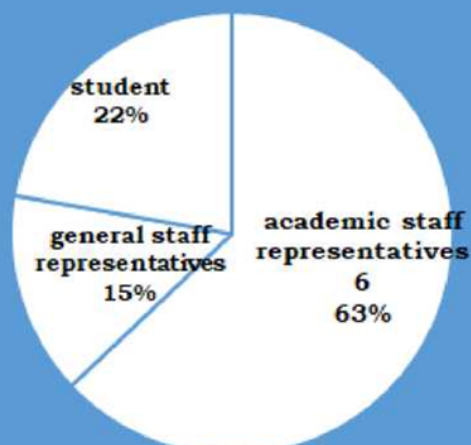
Goal 7: increasing the capacity of the BIA and ensuring financial efficiency by improving the resource management, implementing the result management and developing the infrastructure of the BIA.

1.2. Description of the management structure 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](#). 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.

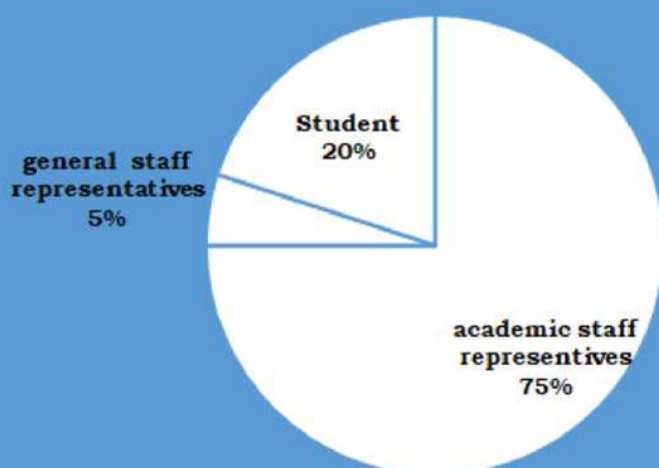
The BIA Constitutional meeting has 27 members, among them 17 academic staff representatives 4 general staff representatives and 6 students.

PARTICIPANTS OF THE BIA CONSTITUTIONAL MEETING



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

THE BIA SENATE



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 https://bsa.edu.lv/docs/BSA_organizational_chart2020_EN.pdf) 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.

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. Description of the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

The quality assurance system for studies of the Baltic International Academy has been developed in accordance with the European Model of Excellence (EIM) and the European Association for quality Assurance in higher Education document Standard 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 and updated (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/wp-content/docs/BSA_organizational_chart2020_EN.pdf). 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 **British standards Investors in Excellence**. Investments, processes and results are evaluated by the study quality assurance system. The key criteria 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:

- [Quality policy](#)
- [Privacy Policy](#);
- [Staff policy](#);
- [Internationalization policy](#)

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.

1.4. 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 2(1) of the Law on Higher Education Institutions 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 justification.

<p>1. The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.</p>	<p>Developed and approved by decision of the BSA Senate meeting of 07.10.20, the quality assurance system (SKNS) for studies of the Baltic International Academy has been developed in conformity with the Standard integrated in the European Association for quality Assurance in higher Education document 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 accordance with the British Standard investors in Excellence, which is based on the knowledge and respect of the interests of the public, academy staff, partnership, understanding of quality development, training and involvement of staff in quality improvement processes to achieve the BSA objectives. For the British Standard, the introduction of the investors in Excellence model provides an opportunity for systematic self-evaluation of the performance of the BSA education quality system, gathering information on both inconsistencies and the Academy's significantly improved activities.</p> <p>SKNS is a document describing BSA's quality policies and objectives, the academy's quality system. THE SKNS includes or refers to quality system procedures and defines the structure of the documentation to be used in the quality system. The Academy shall implement quality management by applying the Investors in Excellence model, which is based on the knowledge and respect of the interests of the client (students), partnership with students, understanding of quality improvement, educating and involving employees in development processes, process management based on facts, innovations, adherence to the interests of the Academy staff (employees, students) and achievement of specific objectives. Quality management shall be provided by a responsible person approved by the BIA Senate as the quality Manager responsible for quality implementation. The quality Manager shall identify and document processes in co-operation with the heads of units.</p>
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2.	<p>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>	<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. https://bsa.edu.lv/docs/nolikums/Development_approval_new_study_programme_09072020.pdf</p> <p>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. The 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.</p>
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>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 56 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>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<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>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 field whilst implementing their quality assurance systems.	<p>The management process structure of the education field 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, which shows the relationship between the processes and their respective executors. Processes of the education field management system fall into three groups:</p> <ol style="list-style-type: none"> 1) Top management processes (V1 to V6): 2) Study processes (from 2.1 to 2.5), 3) Resource management processes (R1 to R3). <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 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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2.1. Management of the Study Field

2.1.1. Aims of the study field and their compliance with the scope of activities of the higher education institution/ college, the strategic development fields, as well as the development needs of the society and the national economy. The assessment of the interrelation of the study field and the study programmes included in it.

The activity of the field of study “Social Welfare” (SW) of the limited liability company “Baltic International Academy” (BIA) is focused on a set of quality social work education, which provides higher professional education at three levels based on the Constitution of the Republic of Latvia, [Education Law](#), [Higher Education Law](#), [Law “On Scientific Activity”](#), other regulatory enactments of the Republic of Latvia and the [BIA Constitution](#) and other regulatory enactments, which define the goals, tasks and basic principles of the Academy, as well as competences and forms of activity.

Study programs of the field of study “Social Welfare”

<i>LQF level</i>	<i>Program name, code, place of delivery</i>
Level 7	Professional Master's study program “Social Work”, qualification: Leading Social Worker. Code: 47 762. Place of delivery: Riga
Level 6	Professional Bachelor's study program “Social Work”code: 42 762, qualification: Social Worker. Place of delivery: Riga, Daugavpils

Study programs included in the field of study “Social Welfare”, which correspond to the [Latvian Classification of Education](#) (LV only) thematic group 7 “Health Care and Social Welfare”, thematic area 76 “Social Welfare”, program group 762 “Social Services”, which correspond to the International Standard Classification of Education ([International Standard Classification of Education \(ISCED\)](#), 2013).

[Regulations on Classification of Education in Latvia \(LV only\)](#)

(Issued by: Cabinet of Ministers, Adopted: 13.06.2017, In force since: 16.06.2017)

Third classification level		Fourth classification level		Fifth classification level		ISCED-F 2013
Third digit of the code	Thematic education group	Third and fourth digits of the code	Thematic education area	Third, fourth and fifth digits of the code	Program group of education	
7	Social Care and Social Welfare	76	Social Welfare	762	Social Services	0921; 0923

The field of study “Social Welfare” corresponds to the group of scientific branches of social sciences, the branch of science - sociology and social work, which includes the scientific sub-branches - social policy and social work organisation, as well as other sub-branches of sociology and social work.

[Regulations on the scientific groups, branches and sub-branches of Latvia \(Issued by: Cabinet of Ministers, Adopted: 27.09.2022, In force since: 30.09.2022\) - LV only](#)

No	Scientific branch groups	Scientific branches	Scientific sub-branch
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5.	Social Sciences	5.4. Sociology and social work	Theoretical Demography Historical Demography Socio-Economic Demography Social Economy Theory and History of Sociology Applied Sociology Social anthropology Social Policy and Organisation of Social Work Sociology of Culture and Mass Communication Rural Sociology Sociology of Organisations and Public Administration Sociology of Politics Sociology of Religion Ethnology Historical Anthropology Other sub-branches of sociology and social work
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Professional social work is oriented towards problem-solving and change to reduce or eliminate inequalities in society and restore social justice. In Latvia, as in the rest of the world, there is a growing need for qualified social work professionals who can work with families and individuals with multiple and enduring problems, assess the causes of problems and link them to the most appropriate services. Professional competences, i.e. the level of knowledge, skills and abilities of social work professionals, as well as insufficient human resources in the field of social work have a negative impact on the quality of social service provision and do not contribute to the development of modern social services that meet the changing needs of society.

For the development and improvement of the field of study “Social Welfare” international, national, regional as well as institutional planning documents were analysed, which are important for the further development of the field of study and study programs.

International policy planning documents:

Taking into account the sustainable development goals of the UN Resolution **“2030 Agenda for Sustainable Development”** to ensure inclusive, equitable and quality education and to promote lifelong learning opportunities for all, to provide equal access to quality higher education regardless of gender, age and social status in the implementation of fields of study and study programs.

Analysing the European Commission's long-term policy strategy, which includes the reform agenda for growth and jobs **“Europe 2020: a strategy for smart, sustainable and inclusive growth”**, where the flagship initiatives point to the need to improve access, quality and performance of higher education institutions, which is promoted through the implementation of study pathway

programs.

The Covid-19 pandemic has put unprecedented pressure on the education and training sector and the pandemic has led to a massive shift towards distance and mixed type teaching and learning. This shift has created multiple challenges and opportunities for education and learning systems and communities, exposing the impact of the digital gaps and connectivity shortcomings in Member States, as well as inequalities between income groups and between urban and rural areas, while also demonstrating the potential of education and learning to build resilience and foster sustainable and inclusive growth.

The study pathway for defining sustainable goals includes promoting sustainable growth, improving well-being and building inclusive societies, as well as the use of green resources and the acquisition of digital competences, as defined by the report **“Towards a Sustainable Europe 2030”**.

Digital transformation requires deeper use of digital skills in the transition to e-government, therefore the field of study is engaged in qualitative and quantitative improvements in education related to digital technologies, support for digitalization of pedagogical methods of education, digital skills development for students, academic staff, employers, cooperation partners. In five key areas: supercomputing, artificial intelligence, cybersecurity, digital literacy, enabling the widespread use of digital technologies in the economy and society.

Program “Digital Europe” (DIGITAL) and Digital Education Action Plan 2021-2027 offers a long-term strategic vision for quality, inclusive and accessible digital education in Europe. Strengthening the digital skills and competences needed to make digital a reality.

The European Pillar of Social Rights (2019-2024) sets out the principles and rights needed for fair and well-functioning labour markets and welfare systems in 21st century Europe. Social dialogue has a key role to play in strengthening social rights and promoting sustainable and inclusive growth.

Everyone, regardless of sex, race or ethnic origin, religion or belief, disability, age or sexual orientation, has the right to equal treatment and opportunities in areas such as employment, social protection, education and access to goods and services available to the public.

The objectives of the field of study and the programs are based on **“Global definition of social work profession”**, **“Global standards of social work education and professional improvement”** (2020) and **“Global report on ethical principles of social work”**, approved by the General Assembly of the International Federation of Social Workers General Assembly (*International Federation of Social Workers* (IFSW)) and the International Association of Schools of Social Work (*The International Association Of Schools Of Social Work* (IASSW) in July 2014, which develops an understanding of the history of social work, the structural inadequacies of society, discrimination, oppression and the lack of social, political, environmental and economic justice and its impact on human development at all levels in the field of study “Social Welfare”. The role of social work in policy planning, implementation, evaluation and social change processes, social welfare policies, services and laws at national, regional and international levels. Social work's contribution to sustainable peace and justice in communities affected by political and ethnic conflict or violence.

The growing number of common problems and challenges is influencing social work education and practice worldwide, including in Latvia. These include growing inequalities resulting from neoliberal globalisation, climate change, man-made and natural disasters, economic and political corruption and armed conflicts, wars.

Latvia's economic and economic development, redistribution of income through tax policy, access

to lifelong healthcare and education, mobility opportunities and other factors have an impact on poverty reduction and social inclusion, directly influencing the future vision of the field of study “Social Welfare”.

The development of the field of study “Social Welfare” and its programs, the research and practical orientation of students towards problem solving also contribute to the realisation of Latvia's „**Europe 2020**” goal of reducing the number of people at risk of poverty and social exclusion, as well as the need to improve access to and quality of higher education.

At the national level, the highest ranking development planning document in **Sustainable Development Strategy of Latvia until 2030**, which defines Latvia's long-term development vision; the main planning document outlining an integrated vision for balanced and sustainable development of the country's territory. A paradigm shift in education is needed - a transition to an efficient and flexible higher education system in which the educational institution is aware of its co-responsibility in providing quality education that meets the requirements of the labour market and the development of the economy.

The field of study develops systematic cooperation with external partners, ensuring the relevance of education to the needs of the labour market, and improving and developing adult learning as a sustainable and necessary activity for society, in particular by promoting the skills to recognise the need for lifelong learning.

The **National Development Plan 2021-2027** is the main national medium-term development planning document in Latvia, setting out the objectives of social inclusion in its broadest sense and the framework for policy measures. It defines the necessary changes in higher education: improving the quality of education, modernising and digitising the study environment, implementing the principle of integrated science, internationalisation, developing international and inter-sectoral cooperation, improving governance, introducing a quality monitoring system. Universities need to produce critical thinkers, emotionally intelligent, digitally skilled professionals. Technology and digitalisation provide opportunities for the development of new forms of employment, attracting and retaining skilled graduates for the labour market.

Medium-term policy planning document for the education sector is **On Education Development Guidelines 2021-2027 (lv only)**. The Guidelines are named “Future Skills for the Future Society”, emphasising the importance of the usability of knowledge and skills as an educational outcome, and referring to current regional and global development planning initiatives. The overarching goal is to provide quality education opportunities for all people in Latvia, to promote the development and realisation of their lifelong potential, and to build their capacity to change and responsibly manage the constant changes in society and the economy. Education is essential for the development of the individual and the country. Inclusive education and educational opportunities throughout life correlate directly with a person's competitiveness in the labour market, their exposure to the risk of poverty and social exclusion, and their level of income. The quality of higher education is promoted by cooperation with industry, social partners and other educational institutions in Latvia, the Baltic States and globally.

The COVID-19 pandemic crisis and the social and economic challenges in all sectors of the economy have created a need for innovative solutions to mitigate the negative effects and new development opportunities, as well as increased demand for digital competences and solutions in all sectors. A medium-term policy planning document defining science and technology development policy is **Guidelines for Science, Technology Development and Innovation 2021-2027 (LV only)**, with a particular role for digitisation, research, technology development and innovation. As part of digitisation in all sectors and areas, an inclusive approach and equal opportunities in all professions will require appropriate skills and technology literacy. This will only be possible at all levels of

education if competent and highly qualified academic staff and a modern infrastructure are available, which can also provide adequate training and retraining for teachers and professionals.

The effectiveness of the implementation of the administrative-territorial reform will have a direct impact on the coverage and delivery of existing social services. The capacity of local authorities, in particular the quality of social services and social service providers, correlates with the effectiveness of the support provided to local residents, their inclusion in society and the labour market. The **Regional Policy Guidelines 2021-2027 (LV only)** include tasks to ensure the attraction of human capital to the regions, to provide services in the regions in line with demographic challenges, to improve the efficiency of planning regions and municipal administrations, etc..

Low digital literacy and limited access to infrastructure can have a negative impact on people's future employability and their access to services and information. Similarly, the competence and digital skills of professionals involved in public administration and service delivery are essential for future technological developments. The **Digital Transformation Framework 2021-2027 (LV only)** sets out objectives to develop coherent digital solutions and introduce new efficient services and infrastructure accessible to the public, to develop digital skills for citizens, professionals and service providers.

Cohesion and an active civil society are among the key prerequisites for the effectiveness of the solutions offered to overcome socio-economic challenges. Mutual cooperation and support between population is also an important factor in the implementation of social protection and labour market policy initiatives. **Guidelines for the development of a cohesive and civically active society 2021-2027 (LV only)** set out objectives that promote inclusive participation, thereby empowering everyone to engage in public governance and building a broad representation of society in all its diversity.

Creating opportunities for the development and welfare of all young people, their inclusion in society and participation in all areas of life, forms the basis for their future working lives, careers and education. The tasks set out to raise awareness of the need for non-formal and informal learning, including volunteering, to acquire the skills and competences needed for the labour market and independent life, to improve the system for implementing volunteering, and to establish and develop a system to support work placements for young people, including in NEET situation, by providing advisory support, mentoring and work internship opportunities, are specified in the draft guidelines **"Youth Policy Guidelines 2021-2027" (LV only)**.

Social Protection and Labour Market Policy Guidelines 2021-2027 (LV only) in the medium and long term, are influenced by global and local challenges and socio-economic trends. One of the risks with significant implications for economic development and support to the population in the short and medium term is the spread of the COVID-19 pandemic and containing the spread of the infection. Challenges related to adapting to remote working, ensuring occupational safety and health in a pandemic, transformation and digitisation of service delivery, constraints in the provision of in-person services in various areas, reviewing material support from national and local governments, reducing unemployment in pandemic-affected sectors, affect all the action lines planned in the guidelines, public finances and public support expenditure.

Labour market changes resulting from the rapid technological and digital transformation of the economy are affecting the restructuring of economic sectors, the emergence of new forms of employment, the demand for new knowledge and skills, and the ability to adapt flexibly to changing labour market conditions. Along with the shrinking labour force and high levels of migration, it is becoming increasingly important in Latvia to make the most of existing human resources, including in the context of active ageing, as well as to pay more attention to the participation of the

economically inactive population in the labour market, creating the conditions for the most inclusive employment possible, in line with people's abilities and level of work capacity.

Lack of access to justice and failure to address legal problems in a timely manner significantly increases the risk of social exclusion and poverty, affects a person's material and physical situation, which in turn can have a long-term impact on health, employment, family stability, educational opportunities for children, increasing the risk of violence. The State is responsible for protecting, strengthening, upholding and ensuring access to the rule of law. In order to improve the situation of people at risk of social exclusion and poverty, it is particularly necessary to ensure timely access to legal instruments for the enforcement and protection of their rights and obligations, thus having a preventive and immediate effect on the protection and support of this vulnerable group.

The socio-economic situation of women and men tends to be different - for example, for a long time there have been twice as many women as men among Latvia's seniors - so it is justified to pay more attention to men's daily habits and attitudes towards their health. Gender equality is a fundamental value of a socially responsible state, without which it is impossible to ensure an environment in which every member of society has not only equal responsibilities, rights and opportunities, but also equal access to resources and opportunities to use them.

The ageing population and the increasing burden of caring responsibilities and the need for care services reinforce the need to improve the accessibility and efficiency of care services, especially community-based, innovative services in the person's home. Long-term care services (institutional care, home care, residential care) are needed by an increasing number of people.

Short-term policy planning document **On the Social Services Improvement and Development Plan 2022-2024** (LV only), where the actions are in two fields - "Modern and accessible social services" and "Strengthening the governance of social services", which *inter alia* improve people's opportunities to live independently and in society, to participate in education and the labour market, which include tasks, targeting specific client groups (children in out-of-family care, children with a severe diagnosis, children with mental health disorders, children with severe and very severe functional disorders, children with autistic spectrum disorders, children and adults who are dependent on intoxicating substances, children and their families in palliative care, adolescents and young people with behavioural disorders, children and adults with functional disabilities, adults with mental disabilities, families with a disabled child, elderly people, people with dementia, and chronically ill and terminally ill people). The Improvement and Development Plan aims to strengthen the role of social work among other related sectors and in society, to raise awareness of the social work profession and promote its appreciation in society, to strengthen the social work profession in the legal framework, including the issue of social work specialisations and registration or certification, the influence of the opinion (status) of a social worker (regardless of place of practice) in the decision-making of professionals in other institutions. To strengthen the capacity of the professional organisations **Latvian Association of Social Workers**, **Latvian Association of Local and Regional Governments (LV only)** to maintain and improve the professional standards of the social work profession and to develop policy.

The plan also gives an important role to universities, where it is planned to create a government order for the content of education programs for social work specialists, to improve education programs for social work specialists (first and second level higher education, continuing education programs). To provide methodological support, develop opportunities for specialisation and promote the development of professional competences, including through work-based learning elements, ensuring the sustainable implementation of methodologies for working with different client target groups in practice and the timely integration of the content of reforms and other changes and innovations into the training of additional competences and new professionals.

To assess and increase the number of study places in the field of study “Social Welfare” in state-founded higher education institutions in accordance with the labour market demand (including family assistants, mentors, social rehabilitators and social carers), which limits the possibilities of the Baltic International Academy to participate in the field of study “Social Welfare” on state budget-funded study places.

Updating and inter-institutional policy planning on the development of social work education, involving cooperation with the Ministry of Welfare, the Ministry of Education and Science, the Ministry of Health and universities. Organisation of international scientific conferences on social work issues, which includes the development of a cooperation model for the sharing of a platform for scientific conferences between universities, pooling the resources of the parties involved, and promoting research on social work practice. Ensuring the publication and dissemination of scientific papers at international scientific conferences and introducing incentives for the recruitment and training of professional academic staff in the field of social work.

The field of study is represented at the **Cooperation Council of the Social Work Professionals of the Ministry of Welfare** (CCSWP), a consultative body established to promote the development of professional social work and the education and equipping of social work practitioners, thereby facilitating the involvement of members of the public in the development of social work policy.

The study program of the first level of professional higher education included in the field of study ensures faster preparation of qualified specialists for the labour market. It also provides lifelong learning opportunities for people wishing to change careers or upgrade their qualifications.

The Professional Bachelor's and Professional Master's degree programs of the field of study “Social Welfare” have been developed and will comply with the latest applicable professional standards **Social Worker** and **Leading Social Worker**.

The basic principles of development of the field of study and study programs are based on the values of the Academy and the overall development strategy of the Academy, as well as in compliance with the requirements of regulatory enactments and priorities set out in national and international policy planning documents. The implementation of the field of study and study programs is based on a number of European Union and Latvian guidelines, policy planning processes, including the European Union and the Latvian national policy planning processes. Therefore, the study of students' opinions is important in order to evaluate the current higher education process and to develop the field of study in such a way that it aims at a more efficient and responsible study process.

Students of Professional Bachelor's and Professional Master's study programs conduct research on topical issues in the field of social welfare, as well as carry out multidisciplinary research, developing proposals for their solution for municipal social service institutions, the non-governmental sector, and other institutions.

The field of study “Social Welfare” has a positive track record of implementing study programs since 2004 and working with regional governments (Appendix No. 1, 2) to understand the social needs of the regions of Latvia, working with employers, student-practitioners and graduate-practitioners. The study program extends cooperation with other Latvian, European and international universities, which creates both an understanding of international social work and broader boundaries for cooperation, as well as innovative approaches to new social work research and achievements.

The course of study was implemented in Riga, Jelgava, Jēkabpils and Daugavpils, but based on the decision of the BIA board, **it will be implemented in Riga and Daugavpils in the future.**

2.1.2. SWOT analysis of the study field 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 field 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 field for the next assessment period shall be provided.

The BIA Study Direction "Social Welfare" implements two study programs - the professional Bachelor's study program "Social Work" (code 42 762) and the professional Master's study program "Social Work" (code 47 762).

Professional social work is focused on problem solving and change in order to reduce or eliminate existing inequalities in society and restore social justice. In Latvia, like all over the world, there is a growing need for qualified social work specialists who are able to work with families and individuals.

Professional competences, that is, the level of knowledge, skills and abilities of social work specialists, as well as insufficient human resources in the field of social work, negatively affect the quality of social service provision, and also do not contribute to the creation and development of modern social services that meet the changing needs of society.

Based on the evaluation of the performance of the study direction development documents, as well as taking into account the long-term political strategy of the European Commission, the qualification framework of the European Higher Education Area, in the context of the implementation of Latvia's long-term development strategy "[Latvija 2030](#)", i.e. reduce the number of people who are at risk of poverty and social exclusion, the "[Global Report on the Ethical Principles of Social Work](#)", which creates an understanding of the history of social work in the "Social Welfare" study programs, the [Regional Policy Guidelines for 2021-2027](#) (LV only) include tasks, in order to ensure the attraction of human capital in the regions, to provide services in the regions according to demographic challenges, the strategic development of the "Social welfare" study direction is based on the following goals:

1. Further development of the study direction and quality assurance of the study process;
2. Improvement and qualification of academic staff;
3. Development of scientific research capacity of academic staff and students;
4. Cooperation with employers, cooperation partners in Latvia and abroad;
5. Improvement and development of the study environment, development of the material and technical base.

These priorities are regularly reviewed. They are argued and included in the overall BIA development strategy. During the reporting period, the annual SWOT analysis was performed, evaluating the program's activity in the fields of study, research, scientific activity, as well as internal and external communication.

Social Welfare of the BIA study direction: SWOT analysis in Annex.

The development plan of the study direction is attached in Annex.

As the main strengths in the SWOT analysis, BIA has defined long-term experience in the development and implementation of social welfare programs of various levels, qualified and

professional academic staff, including industry professionals, and their support for students throughout the study period, active participation of employers in the study process, education provided by BIA is up-to-date, practically applicable and meets the trends and demands of the modern labor market with competitive study fees.

The main weaknesses that should be worked on are low motivation of students to continue their studies at the next student levels, low student mobility and publicity activity and low prestige of the social work profession, in order to improve the weaknesses, cooperation with state and local government institutions, e.g. the Ministry of Welfare, would be necessary, there are regularly organized various summer schools and other activities that would arouse interest and additional motivation for students, as well as talk about opportunities to financially motivate student social workers at the state and local government level, as well as look for opportunities to provide paid local and international study practice opportunities.

Possibilities include regular cooperation with employers, which is regularly improved and developed, and the ever-widening use of the e-environment in the study process, which facilitates the work of both lecturers and students.

The main threat that could be avoided is the lack of academic staff with doctoral degrees in the social work field, it is definitely necessary to look for opportunities to attract foreign academic staff.

As the main priority in the development plan of the study direction "Social welfare" is the strengthening the student mobility, as its level is low throughout the country, here one of the possible solutions could be paid study internships. Expanding the teaching methodical base, lecturers should be motivated to prepare and publish methodical materials and textbooks, as well as to regularly replenish the library's collections with the latest industry literature, which would undeniably facilitate the study process. Local and international cooperation with employers, professional associations and universities implementing the Social Welfare direction, the mobility of lecturers and students and attracting guest lecturers are very important. As well as improving the e-environment of the learning process and the use of digital technologies in the study process.

2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field 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 field.

The Study Direction Council, which develops the direction development strategy, mission, vision, goals and tasks, controls their implementation, plan study and methodological work. The Study Direction Council is elected by the BIA Senate for three years. The numerical composition of the Study Direction 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 Study Direction Council may involve experts, practitioners, etc. The Study Direction 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. Study process planning
2.	Operator of the Study Information Centre (SIC)	Communication with students and academic staff, provision of information on the course of the study process, acceptance of applications
3.	Studies (Dean's Office)	Listing of student documentation and study results, preparation of informative documents, communication with group elders, organisation of program documentation
4.	Librarian	Work with library stock resources (books, periodicals, databases) and make them available to students
5.	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:

1st 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.

2nd 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.

3rd group – related to the implementation of the study program "*Social Welfare*". This group includes: Studu Programme Directors; Study Direction 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.

Study programme (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. Students' participation in the program management is ensured by

participation in the Study Direction Council, study elders' meetings, Student Parliament, BIA decision-making institutions – the Constitution (Satversme), the Senate which ensures effective achievement of the study direction 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 Study Direction 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 Study Direction 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 Study Direction Council and approved by the BIA Senate.

The management process structure of the study direction "Social Welfare" defined in general the processes necessary to use the quality management system. In the Annex, the governance structure of the study direction is the structure of the management processes of the "Social Welfare" study direction, which reflects the relationship between processes and relevant performers.

Processes of the study direction management system fall into three groups:

1) Top management processes (V):

- Strategy development and monitoring (V1),
- Human resources management (V2),
- Finance management (V3),
- Document management (V4),
- Cooperation with interested parties (V5),
- Internal audit of the management system (V6).

2) Essential education management processes:

2.1. Development and improvement of study programmes:

- Planning the development of study directions. Development and improvement of programs;
- Quality control of study programs. DS and SP self-assessment;
- Results monitoring. Satisfaction of students, graduates, job titles.

2.2. Study process management:

- Admission of students and management of their documents;
- Study process planning and management;
- Practice organization and management;
- Implementation and monitoring of the study process;
- Examination of student submissions and complaints;
- End of studies. Graduation.

2.4. Scientific and research processes:

- Development and management of scientific research projects;
- Organization of conferences;

- Preparation of editions. Publication of magazines.

2.5. Internationalization processes:

- Mobility programme

3) Resource management processes (R):

- Electronic information and IT resource management (R1);
- Library management process (R2),
- Ensuring material and technical resources (R3).

2.1.4. 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 options for the students to have their study period, professional experience, and the previously acquired formal and non-formal education recognised within the study field 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 - "Enrolment Rules and Matriculation Procedure at the Baltic International Academy" https://bsa.edu.lv/docs/admission/uznemsanas_noteikumi_BSA_2022_23.pdf. 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](#)" (LV only), 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](#)" (LV only) and Regulation approved by BIA Senate - "[Admission Rules and Matriculation Procedures at the Baltic International Academy](#)".

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.

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 A.M. has obtained the secondary education in the Republic of Latvia, she submitted the Secondary school certificate and the 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 A.M. 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 A.M. in the 1st semester of the 1st year professional higher education study programme of which the applicant was notified. Then the study agreement was concluded with A.M. on the basis of the decision of the Admission Commission.

In the 2017/2018 academic year the student I.Z. applied to the BIA Admission Commission to enter the 2nd level of the professional higher education study programme 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 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 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 I.Z.

2.1.5. 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 professional knowledge, skills and attitudes and competences specified in each course of study are assessed by a variety of tests in accordance with the principles of student-centred education, which are:

- academic staff are familiar with the testing and examination methods that are most appropriate for the course of study;
- students are informed of the assessment criteria and methods at the start of the course;
- assessment is consistent, fair and appropriate for all students and is carried out in accordance with BIA-approved procedures;

- assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students receive feedback and guidance on their learning.

All study courses provided for in the study program are implemented in accordance with the study course descriptions, which also define the evaluation system of the respective course, following the BIA unified evaluation system regulated by the **Regulations on Assessment of Study Outcomes at the Baltic International Academy**, which are based on the Cabinet Regulations No 141 of March 20, 2001 „**Regulations regarding the State Standard for First Level Professional Higher Education**” (LV only) and Cabinet Regulations No 512 of August 26, 2014 „**Regulations regarding the State Standard for Second Level Professional Higher Education**”(LV only).

The BIA assesses study results according the indicators:

- qualitative assessment – with a grade on a 10-point scale;
- quantitative assessment - the number of credits according to the scope and relevance of the course. The assessment of study achievements is carried out on a 10-point scale, based on the following criteria:
 - extent and quality of the knowledge acquired;
 - skills and competences acquired;
 - attitudes to study;
 - dynamics of study achievements.

Basic principles for the assessment of the completion of study programs:

The principle of openness and clarity of assessment - course descriptions set out the minimum content of a study course, including basic requirements for student achievement and learning outcomes;

Principle of mandatory assessment:

- students must achieve a pass grade in all courses of the study program;
- students must achieve a grade in all coursework, internship and dissertation in their program of study. A student may only defend his/her thesis once he/she has mastered all the content of the program.

Principle of variety of methods used to determine the assessment - the assessment of study achievements is based on written, oral, practical and combined tests, individual and group achievement assessments, and a variety of test works - control works, presentations, defences, assignments, project work, examinations, group work, case studies, etc. The mastering of a course of study is successful if the requirements set in the program are fulfilled by the end of the examination period, except in cases where an extension of the examination period has been granted.

The principle of assessment compliance - the final thesis gives students the opportunity to demonstrate their knowledge, skills and abilities in tasks, questions, examples and study situations appropriate to all levels of assessment. The organisation of the final thesis ensures adequate and objective assessment.

The principle of the possibility of revision of the assessment - the Academy shall determine the procedure for reviewing the marks obtained. The BIA Study Regulations, which are approved by the Senate, state that if a student wishes to improve his/her final grade, he/she must agree with the relevant academic staff and the study program director on the time, obtain from the secretary of the relevant study program a referral in a certain form in accordance with the price list for

additional fee-paying services.

BIA's methods of assessing study and knowledge are objective and consistently followed. The scope of each assessment is consistent with the content of the course program and the skills and knowledge requirements of the Professional Standards.

The studies are based on the student's independence, while being guided and supported by academic staff. The description of each course of study specifies the scope and content of students' independent work and the methods of its assessment. The BIA e-environment publishes the assessment requirements, criteria and methods for giving grades for each course of study, as well as an explanation of the grades.

2.1.6. Description and assessment of the academic integrity principles, the mechanisms for 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.

In 2016, the European Union implemented the General Data Protection Regulation signed by all Member States on 25 May 2018. This act establishes the obligations and rights of individuals, companies, institutions with regard to storage, maintenance, use and protection of data; for example, in education and research, it applies to personal "data relating to people, articles or research proposals submitted for scientific review, records in personnel files, litigation proceedings, and proprietary data".

The BIA has developed [POLICY Statute on "Privacy"](#) in Latvian (approved at the BSA Senate sitting, protocol No.140 of 23.10.2019). BIA Internal data protection rules.

Developing the principles and requirements of the BIA Academic Code of Academic Integrity and Ethics based on the laws of the Republic of Latvia, namely, the Law on Higher Education Institutions, the Law on Scientific Activities and Copyright Law, the BIA working group used *Plagiarism in Academia* as well "General Guidelines for Academic Integrity" developed for the promotion of academic integrity in European network of the Erasmus+ project. The BIA has developed "[Code of Academic Integrity and Ethics](#)" in Latvian (approved at the BSA Senate sitting, protocol No.137 of 14.02.2019).

Aiming to strengthen the academic culture and integrity in the BIA academic environment, the Baltic International Academy Code of Academic Integrity and Ethics clarifies the concept of academic integrity and actions related to it and defines key procedures for dealing with academic integrity violations. The principles of academic integrity are objectivity, responsibility, mutual respect and trust, and they exclude deception and fraud.

The Code of Academic Integrity and Ethics supports the principles and values of the Code of Ethics as expressed by BIA students, academic and general staff. Unfair academic behaviour belittles the BIA name and reputation, undermines values, and reduces competitiveness. Explicating the concept of academic honesty and related behaviour, the Code lists the most common violations of academic integrity in the academic environment and the responsibilities of the BIA personnel in addressing academic dishonesty.

The BIA introduces students to the principles of academic honesty, compliance requirements during studies, and sanctions in case of non-compliance at the beginning of the study process. These

principles are also explained to the students at the beginning of study courses by teaching staff. Academic integrity and methods of violation detection are also taught to teaching staff, researchers and general staff.

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

- at the end of each study year, students complete questionnaires evaluating lecturers' work and study course content, the questionnaires analysed and taken into account when planning future studies in order to improve the quality of lecturers' work;
- the final assessment of the study course consists of several parts; they are attendance, class activities, independent work, mid-term examinations; the exam mark represents only 10-25% of the final assessment;
- the deadlines for submission of written papers are strictly adhered to and no works are accepted after the deadline;
- regulations on evaluation of study results, procedure, presentation of results, possibilities of appeal have been developed;

Ensure academic integrity, repeated discussions and evaluation of plagiarism cases in the study process, including research, by the BIA Study Methodological Council, in cooperation with the Student Council, resulted in the improvement of regulatory enactments and making amendments to the BIA methodological guidelines for the development of academic papers.

The guidance on dealing with academic integrity violations and types of plagiarism is based on the BIA approved Code of Academic Integrity and Ethics, and it is designed to be used by students, researchers, teaching and general staff. If signs of plagiarism are found in a student's work, the lecturer writes an application to the study programme director. The student's own point of view is heard – they are invited to a study council meeting where they have to give an explanation. As a result, the student is reprimanded and the written work in question needs. More severe and repeated cases of plagiarism are dealt with at the Vice-Rector and Rector level, and the student is already threatened with expulsion from the academy. However, cases when a student repeatedly commits plagiarism are extremely rare in the BIA, and explanatory work and the first admonition at a council of the study direction meeting is usually sufficient.

When submitting their research papers (Bachelor's, Master's), students must certify with their signature that the work is not counterfeit or plagiarised. The scientific supervisor of the thesis also certifies it with his / her signature. With academic staff, the relevant issues are addressed in the discussions of the collegial bodies.

2.2. Efficiency of the Internal Quality Assurance System

2.2.1. Assessment of the efficiency of the internal quality assurance system within the study field 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 field and the relevant study programmes.

Management of the study direction is effective in achieving the goals of the study direction, it is democratic, has clearly defined responsibilities of administrative staff, teachers and students, and involvement of employers.

Development and implementation of proposals for innovative teaching methods and practices promote the research integration, foster interdisciplinarity and implementation of the courses, practices and such learning methods which directly develop the students' innovation competencies (critical thinking, improvement of the transversal competences and their evaluation system). For the purpose of development of the study direction the trends of development of the global and national study direction implementation opportunities and their compliance with the strategy and common vision of the BIA are analyzed.

The key functions of the study direction council are as follows: to develop the study programme (s) of the respective study direction, to carry out evaluation and implementation analysis of the study programme, to analyze the students' learning achievements, to analyze the quality/performance of the academic staff involved in the study direction and to promote the integration of scientific work into the study programme. The study direction council works out the strategy for development of the study programmes of the branch, evaluates and submits to the study council for approval the applications for new study programmes of all levels, annual self-assessment of the study programmes and changes in the study programmes.

Pursuant to the provisions of the regulations of the “Social Welfare” study direction council of the BIA (approved on December 11, 2013 by the BIA Senate decision No. 112), the direction council is a collegial governing body which administers the academic Professional study programmes of all levels relating to the same branch of science.

European standards and guidelines emphasise the need to implement an internal quality management system in higher education institutions.

The BIA study quality assurance system is a central component of the Academy Management System (AMS). This is one whole system for all the study directions and programmes, all the departments, including branch offices. The general management system of the Academy includes:

- Quality policy and other (privacy, personnel, internationalisation) policies, values and excellence approach defined in the internationally recognised British standard Investors in Excellence.
- Management, educational management and resource management processes.

The educational management processes refer to the branches, and are introduced to the staff. For details, please see the “BIA Study Quality Assurance System” document enclosed.

The Academy's management system is founded on a continuous improvement process based on the quality guru, the Edward Deming's cycle PLAN – DO – CHECK – ACT. But Academy is going a step further into excellence direction. After successfully made self-assessment done by 23 representatives of the management staff, including branches, BIA got Committed to Excellence certificate (UK) (in the attachment).

2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including

the process of the approval of study programmes).

Process of development and revision of the study programmes is regulated by the Rules “[Development, approval and amendment of the study programmes at the Baltic International Academy](#)” which define the BIA procedure as a whole:

- Development of the study programmes;
- Development of the study plans;
- Development of the basic documents for study courses;
- Maintaining the basic study documents.

New study programmes and their amendments are approved by the BIA Senate. Programs are reviewed on the basis of recommendations from the parties involved: students, graduates, practice supervisors, international and national experts and auditors, as well as employers and professional organizations always in consideration of the current industry needs. (See appendix “Improvement of the study programme”).

Directors of the study programmes communicate on the issues of the study programme content coordination and exchange of experience with employers in the field as well as Latvian and foreign higher education institutions / colleges. Employer surveys are conducted on a regular basis to clarify the requirements of today's labour market.

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 2.2.2.1. 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:

Table 2.2.2.1.

Mechanism of obtaining and providing feedback

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

A proposal is considered a proposal made by one or more BIA students or employees for the improvement of some activity, process or order of the BIA.

2.2.3. 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 field 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 **British standards Investors**

in Excellence 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 (attached hereto as the Annex 1) 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 (SIC), the BIA branches or by sending the scanned copy of completed form by email to 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.

For example, in the 2020/2021 academic year, it was found that one instructor did not offer clear information on the task of working arbitrarily for one study course. Students turn to the program manager to solve the problem. Negotiations with this donor to prevent future occurrences. Another example of written appeals from students from a branch is that lecturers post grades on settled items in an untimely manner. With branch students, the academy's management held a remote Moodle meeting. Students from other groups were also invited to the meeting to also hear their views on this and other problems. Students positively appreciate the formal way to solve problems and the possibility to observe the Code of conduct for Social work in everyday work.

2.2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with regard to the work with the students, graduates, and employers.

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 departmentsa.

The following information is provided annually to the various institutions.

Table 2.2.4.1.

Types of the BIA statistical data, deadlines and institutins

<i>Type of information</i>	<i>Institution</i>	<i>Deadlines</i>
Number of enrolled students	Ministry of Education and Science; Central Statistical Bureau	Every year as by September 5
Information on the BIA student status	National Education Information System	Every month
Overview of higher education institution	Ministry of Education and Science; Central Statistical Bureau	At the beginning of each academic year - 15.10.
Overview of the circulation of diplomas and diploma forms	Ministry of Education and Science	Every year as of January 1

Information on the BIA International Relations	Ministry of Education and Science	Until October 15 of the current academic year
CSB Statistical Report and information on the international relations of the Baltic International Academy in the current academic year	Ministry of Education and Science; Central Statistical Bureau	Until October 15 of the current academic year
Information on the foreign students at the BIA	National Security Service	Every year in October
Number of foreign students at the BIA in the current academic year, included (Higher education institution review)	Ministry of Education and Science; Central Statistical Bureau	Until October 15 of the current academic year
Students of the BIA who study abroad in the current academic year as a result of exchange (Higher education institution review)	Ministry of Education and Science; Central Statistical Bureau	Until October 15 of the current academic year
Number of mobile students at the BIA in the current academic year (Higher education institution review)	Ministry of Education and Science; Central Statistical Bureau	Until October 15 of the current academic year
Data on the graduate study mobility in the current academic year	Ministry of Education and Science	Until August 31 of the current academic year
Information on the individuals and agencies which attract the foreign students to study at the BIA	National Security Service	Until November 1 of the current academic year
Information on the third country citizens who are studying at the BIA	State Border Guard	Upon request
Information on the international cooperation with different countries (including number of students, mobile students, partners and projects)	Ministry of Foreign Affairs of the Latvia Ministry of Education and Science	Upon request
Communication on engagement (Sustainable Development Goals)	United Nations Global Compact	Every second year starting from 2013
Sharing information on progress (SIP)	Principles for Responsible Management Education	Every second year starting from 2018

Current academic year final report on the BIA partners, project duration, project participants (including project participant reports) and budget used	Mobility tool; Lifelong Learning Project Erasmus + Information System	Until October 30 of the current academic year
Interim reports on the BIA partners, project duration, project participants (including the participant reports) and budget used	Mobility tool Lifelong Learning Project Erasmus + Information System	Until January 10 of the current academic year
Current year report and updating of data on the BIA activities	The European Parliament's Transparency Register	Every year on March 30, starting from 2017
Information on the internationalization, monitoring and development of internationalization at the BIA	European Association for International Education (The EAIE Barometer survey)	Every fourth year starting from 2017
Information confirming that the scientific institute has international cooperation in the field of science	Central Statistical Bureau	Every year by March 30
Information confirming that scientists at the scientific institute publish the scientific articles or patent inventions or develop technologies	Central Statistical Bureau	Every year by March 30
Review of implementation of scientific work of the scientific institution controlled by a higher education institution (1- Research)	Central Statistical Bureau	Every year by March 30
Number of theses to be defended	Ministry of Education and Science	Every year
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	Internal Reports - Board of the BIA, Rector	Every month
Student annual surveys	Board of the BIA, Program Director	Twice a year (in autumn and spring)
Graduate survey	Board of the BIA, Program Director	

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

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.

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).

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.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field 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 (State Education Information System (VIIS), E-platform).

Information about the field of study and corresponding study programs is available on the BSA home page (<https://bsa.edu.lv/index.php/en/>) and in the NEXUS system.

Table 2.2.5.1.

Information about websites that publish information about the field of study.

Information	Web site	Type of access	The person responsible for
About accredited programs	AIKA: https://eplatforma.aika.lv/index.php	For authorized users	Vice-Rector of Studies Svetlana Smane
About study programs	On the website of the Academy: https://bsa.edu.lv/index.php/lv/uznemsana/programmas.html	Free access	The head of each field of study is responsible
About admission	On the website of the Academy: https://bsa.edu.lv/index.php/lv/uznem-sana/uznemsanas-kartiba.html	Free access	The head of the admission committee is responsible Marina Lihušina
About the field of study "Social Welfare"	On the website of the Academy: Bachelor's program https://bsa.edu.lv/index.php/lv/bakalaura-studiju-programmas/socialais-darbs.html Master's program https://bsa.edu.lv/index.php/lv/magistra-studiju-programmas/socialais-darbs.html	Free access	The head of each field of study is responsible
About study plans	MS NEXUS	For authorized users	The director of the study program answers and head of the teaching department Natalija Umanska

About the performance of studies for students	MS NEXUS: https://bsa.edu.lv/index.php/lv/studentiem/mans-bsa.html	For authorized users	The director of the study program answers and head of the teaching department Natalija Umanska
Program and student registers	VIIS: https://www.viis.gov.lv/	For authorized users	An IT specialist answers Birute Mazurenko
About ERASMUS+	On the website of the Academy: https://bsa.edu.lv/index.php/lv/mobilitate/erasmus.html	Free access	Answer ERASMUS coordinator Viktorija Petljaka

2.3. Resources and Provision of the Study Field

2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.

BIA is a university funded by its founders. In accordance with Section 77 of the "Law on Higher Education Institutions" of the Republic of Latvia, a founder provides the necessary financial resources and control over their use for the continuous operation of the university, also for the performance of tasks set by the founder.

Budget of the BIA field of study "**Social welfare**" is created in a dialogue between the founders, the BIA management and the field of study. Respective representatives of the administration are personally responsible for execution of the budget and tasks planned within it.

Revenues of the BIA field of study "**Social welfare**" are made up of the following main funding sources:

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

The main source of financing of the study process in the study course "Social Welfare" is mainly income from tuition fees. The amount of study fees and the payment procedure for each study year are determined and approved by the Senate. Before the start of studies, an individual study contract is concluded with each student, which is valid for the entire study period.

Table 2.3.1

Annual tuition fees for the "Social Welfare" field of study for the academic year 2021/2022 (Euro)

Name of the structural unit	Social work (bachelor's study program)	Social work (master's study program)
-----------------------------	--	--------------------------------------

	Full time	
Rīga	1500	1600
Jelgava	X	1400
Daugavpils	X	1300
Jēkabpils	X	1300
	Part time	
Rīga	1300	X
Jelgava	1100	X
Daugavpils	1000	X
Jēkabpils	1000	X

Study fees in branches are lower than in Riga. Thus, accessibility to studies in the regions of Latvia is ensured.

Table 2.3.2.

Annual tuition fees for the "Social Welfare" field of study for the academic year 2022/2023 (Euro)

Name of the structural unit	Social work (bachelor's study program)	Social work (master's study program)
	Full time	
Rīga	1750	1750
Daugavpils	X	X
	Part time	
Rīga	1550	1550
Daugavpils	1250	X

As an important positive point it should be mentioned that BIA did not increase tuition fees until academic year 2022/2023 and maintained the policy of social support for students using discount system. The types of discounts and arrangement system are determined in the "Regulations on studies at the Baltic International Academy".^[1] The main goal is to create a system of student support and motivation. BIA provides an opportunity to apply for study and student loans. Every academic year, the number of BIA-financed budget places in full-time studies is determined by the order of the board; the competition for budget positions is regulated by the "Regulations on the competition for budget places".

Income of the field of study "Social welfare" is closely related to the students. Despite the decrease in the number of students in the academy as a whole in recent years, a positive balance can be observed in the field of study "Social welfare".

Income from tuition fees of the BIA field of study **"Social welfare"** is reflected in table 2.3.3.

Table 2.3.3.

Revenues from tuition fees for the field of study "Social welfare"

Study program	Branch	academic year 2016/2017		academic year 2017/2018		academic year 2018/2019		academic year 2019/2020		academic year 2020/2021		academic year 2021/2022	
		Tariff	Discount	Tariff	Discount	Tariff	Discount	Tariff	Discount	Tariff	Discount	Tariff	Discount
	DA	2750	165	3720	0	3100	75	1000	50	1000	50	2500	100
SL / "Social assistance organizer" (SAO)	JL	5694	165	6000	220	5170	275	4950	55	4950	55	1100	0
	RI	14424	2175	11275	1215	9800	1368	7110	95	10560	390	19167	825
	Total	22868	2505	20995	1435	18070	1718	13060	200	16510	495	22767	925
	DA	37785	2570	36450	4195	40650	3345	40150	2460	51670	3025	49510	3200
	JK	46522	1981	48850	1668	59150	1923	58600	2900	44810	1600	31110	1550
SL / "Social work" (SW)	JL	33726	2080	37690	2343	40848	1325	36313	1183	30040	770	25980	660
	RI	100114	9556	82000	8644	74008	4805	74136	3483	70605	2463	78920	4120
	Total	218146	16188	204990	16849	214655	11398	209199	10025	197125	7858	185520	9530
	DA	23060	2287	30695	2181	19760	585	23270	793	31285	1619	25430	988
	JK	9100	1443	14400	1092	13775	455	14385	1235	10350	250	0	0
SL / Social work (masters')	JL	18877	1626	13967	1580	7100	448	14985	356	11000	195	0	0
	RI	19425	2624	14985	2772	14980	2992	15110	993	27842	953	40125	1785
	Total	70462	7980	74047	7625	55615	4480	67750	3377	74027	2961	65555	2773
	DA	63595	5022	70865	6376	63510	4005	64420	3303	83955	4694	77440	4288
	JK	55622	3424	63250	2760	72925	2378	72985	4135	48710	1795	31110	1550
SL / Social welfare	JL	58296	3871	57657	4143	53118	2048	56248	1594	45990	1020	15965	660
	RI	133963	14355	108260	12631	98788	9165	96356	4570	109007	3805	133495	6730
Total		311476	26672	300032	25908	288340	17595	290009	13602	287662	11314	273842	13228
Total	SL	311476	26672	300032	25908	288340	17595	290009	13602	287662	11314	273842	13228

The tuition fee depends on the place of study (see table 2.3.1).

Funding for science consists mainly of own and EU structural funds. Expenses include salaries for

research workers, professors and associate professors. Expenses also include organization of annual conferences, the costs of business trips and participation fees for taking part in international conferences; expenses for the BIA "Journal of Legal and Social Sciences Baltic" publishing house and editorial board.

In the period from 2016-2021 the field of study "Social welfare" participated (with the support of the European Social Fund) in the project "Development of professional social work in municipalities" implemented by the Ministry of Welfare (No. 9.2.1.1/15/I/001) in order to provide methodological support for social work specialists. BIA ensured preparation and publication of 4 (four) social work periodicals, incl. ensuring the work of editorial board of the publication, printing (typing) work and delivery of printed editions to the Customer.

The target audience of the publications is social work specialists: social workers, social caregivers, social rehabilitators, social assistance organizers, as well as other employees whose responsibility is planning and implementation of social work, social services and social assistance policy; students and lecturers who ensure study process of the field of study "Social Welfare".

Co-financing from the European Social Fund in the total amount of EUR 111,851 was received and realized. As a result, periodicals "Social work in Latvia" were developed and published with own intellectual and material technical means:

1/2016, 2/2016, 1/2017, 2/2017

1/2018, 2/2018, 1/2019, 2/2019

1/2020, 2/2020, 1/2021, 2/2021

The analysis shows that financial resources to ensure implementation of study programs corresponding to the "Social Welfare" field of study are sufficient and ensure sustainability of the field of study and study programs. Financial position of the field of study is stable and has a surplus, which serves as a safety cushion in case the number of students suddenly decreases.

[1] https://bsa.edu.lv/docs/nolikums/Stud_nolikums.pdf

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, available to the students, and the teaching staff.

Every year the BIA continues to develop the infrastructure and facilities necessary for studies (see Table 2.3.2.1).

Table 2.3.2.1.

Premises at the Baltic International Academy

Address	grounds	Total area in BIA branches (m ²)		
		Riga	Daugavpils	Liepaja

Area of study and research premises - total		7135	2146	1110
Lomonosova street 4, Riga	SIA BIA property	3408		
Lomonosova street 1/4, Riga	SIA BIA property	3727		
Dzelzceļu street 3, Daugavpils	SIA BSA property		2146	
Liedaga street 3, Liepāja	SIA BIA property			1110
Hostel area	SIA BIA property	70.4	196	57.1

Key directions of the development of the facilities in the study direction “Social welfare”:

- Purchase of study and scientific literature and periodicals.
- Purchase and modernization of computer equipment, creation of a new computer lab.
- Enhancement of students' access to the Internet.
- Repair and equipping of classrooms.

Table 2.3.2.2.

BIA computer system description as of 01.05.2022.

<i>Title</i>	<i>Total</i>	<i>Riga</i>	<i>Daugavpils</i>
Computers (total)	320	256	64
- students	228	173	55
- administration	92	83	9
Printers, copying equipment, scanner	63	51	12
Multimedia projectors, TV	45	39	6

The details for each of the above addresses specifying premises in Riga, premises in Daugavpils, are provided in the annexed Excel.

Within the framework of various study programmes, the TV-bridge system of the BIA is actively used. Media Bridge is additionally equipped with multimedia equipment (projectors, camcorders, etc.) and has large lecture halls in Riga (200 seats). This system allows real-time lectures to be broadcast in Riga to BIA branches.

The system has been created with the aim of expanding the possibilities of the best lecturers to reach the widest possible audience and to secure bi-directional communication during the classes: lecturer - students; students - lecturer. It is possible to organize seminars, scientific conferences, councils, etc. with real-time video and audio broadcasting. The TV-bridge is also often used by

foreign visiting professors, public and political figures during their lectures. The students may set individual tutorials with teachers from Riga branch offices via the Internet (Skype or BigBlueButton).

BigBlueButton complex features:

- Unlimited camcorder connection (up to 256 cameras at one point) with relatively high resolution 768x576 (PAL);
- conversion of multiple video signals - PAL, NTSC, SECAM;
- audio and video recording capability, incl. high precision: by timer signal;
- high recording speeds (up to 400fps);
- communication protocols TCP / IP, ISDN, X-25;
- two-level system of self-control;
- multifunctional tuning system;
- various modes, incl. User Defined

New equipment and hardware for the programme is purchased as part of BIA's technical development plan. At present, the study process in the programmes is implemented in well- and technically equipped classrooms. The study process is adequately supported by:

- Copying equipment;
- visual presentation equipment (multimedia video projectors; DVD / VHS equipment);
- computer hardware;
- TV equipment providing for teleconferencing.

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

WEB Meetings or teleconferences are the most important element of the Blended system. The TV Bridge System consists of audio and video signal receiving and transmitting equipment to which multiple camcorders are connected, multimedia projectors that allow real-time lectures to be delivered over the Internet with the teacher and classrooms located far apart. The system allows to record guided TV bridges and to convert, burn to CDs. The speed of the Internet connection in the TV bridges' connected branches satisfies the requirements and does not interfere with the operation of the TV bridges. As a result, the system achieves high picture resolution and audio synchronization.

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 BIA website. The early experience of TV Bridges proves the necessity and effectiveness of multimedia labs that provide for the centralized preparation of electronic versions of slides and educational materials.

Software to use:

- Operating systems: Microsoft Windows 2000/ XP.
- Office software: 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.
- Browser: Mozilla FireFox 3.6, Opera 10, Google Chrome, Microsoft Internet Explorer.
- Multimedia applications: VLC, WinAMP, Windows MediaPlayer, Ffdshow, Qtime, Macromedia Flash Player, Macromedia ShockWave player.
- Graphic applications: Microsoft Paint.NET, Gimp, Inkscape.
- Other software: KAV 6, RealVNC, Java REu.c.

Additional software in Riga:

- Operating systems: Windows Vista/7/Server 2003/Server2008, Unix FreeBSD, CentOS, MacOS
- Office software: Abby FineReader, Nero.

Browser: Safari.

Graphic applications: Adobe Creative Suite, Corel DRAW, Macromedia Studio, Final Cut, Adobe Premiere.

Architectural design software: Autodesk 3DMAX, Autodesk AutoCAD, BCAD, ArhiCAD.

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

2.3.3. 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 field 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 field, 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 possibilities for the subscription to the databases.

The scientific library of the [Baltic International Academy](#) (from 15 January 2004 included in the [Library Register of the Ministry of Culture of the Republic of Latvia with No. BLB0530](#); BIA Library Registration Certificate is attached) is a member of the Association of Latvian Academic Libraries (LATABA), which gives the opportunity to use the library funds of all 25 LATABA members (see the list of members here: [LATABA - Latvijas Akadēmisko bibliotēku asociācija](#))

The BIA Science Library cooperates with the library of the European Union Information Agency (ESIA - [ES Māja \(esmaja.lv\)](#)).

Library activity is regulated by the Library Law[1].

At the beginning of the 2022/2023 academic year, the Scientific Library of the Baltic International Academy consists of the Central Library in Riga and 5 Information and Service Points (ISP) (libraries) in Daugavpils, Liepāja, Jelgava, Smiltene, and Jēkabpils. Until 2022/2023, ISP were also in Rēzekne and Ventspils. Educational literature, periodicals, electronic databases, as well as other resources needed by students and academic staff are available in each ISP (library). The entire collection of the BIA library is included in the electronic catalogue. You can also order a book or a scan of necessary chapters from it, or a necessary article from a scientific journal from the BIA Central Library in Riga at any Information and Service Point. Information and Service Points (ISP) have been created to facilitate access to information for BIA students living far away and are also available to students of other LATABA member universities.

The BIA Central Library is located in Riga at 1/4 Lomonosova Street. SL ISPs are located according to branch addresses.

The library is open **55.5** hours a week, including Saturdays, with extended hours during the session.

Users have the opportunity to contact the library and any ISP by phone and e-mail, order [books](#) to branches, use any of the 10 reading rooms, use a “quiet” reading room, work with a library or personal computer, use free Internet and Wi-Fi, copy, print, and scan necessary documents.

In the library, it is possible to prepare literature according to the topic of the course, Bachelor's or Master's thesis upon request.

The library staff works with EVERY student individually, helps to find the necessary source of information in the electronic catalogue, on the shelf, and in databases.

Library employees actively participate in events that contribute to raising professional qualifications: they study in methodical courses, follow changes in the library industry, participate in professional scientific conferences, visit the libraries of other universities both in Latvia and abroad, using the offers of the Erasmus program, follow the publication of new books, and both students and faculty are informed about them.

There are also 5 Information and Culture Centres (ICC) within the scope of the library:

- German-Speaking Countries Language and Culture Centre
- Russian Culture, Literature and Language Centre
- Latvian Culture and Latvian Language Information Centre
- European Union Information Centre
- Nordic Information Centre

(See more information on the library website [Bibliotēka \(bsa.edu.lv\)](http://Bibliotēka.bsa.edu.lv)) ALL library facilities are accessible to people with mobility impairments.

Assessment of informational resources (library and available databases)

The **aim** of library's activity is to provide the study and research process with the necessary information resources, improving and facilitating the availability of library services and using information technologies to achieve the aim.

The Baltic International Academy has an appropriate material base, a modern library, which has available literature, periodicals, electronic databases, as well as other resources needed by students and academic staff.

The BIA always followed the rapid pace of information technology development by modernising computer classrooms (in Riga – 6, in branches – 8), libraries, auditoriums. The BIA was the first higher education institution to establish a TV bridge system between Riga and branches. The years of the Covid-19 pandemic contributed to an even greater digitisation of the process and a rapid reorientation of work in universities as a whole, including libraries. The library provides the study and reference literature necessary for the study process, access to databases and press releases, provides services to the students and academic staff of the academy: computerised workplaces in the daily study process, copying, printing, and other services. The library offers students, lecturers and academy employees consultations on the use of e-services, training for improving information search skills, provides bibliographic references, compiles lists of theses and Master's theses and stores the best ones. At the beginning of the BIA study period, every new student has practical lessons that introduce the library's collection, the possibilities of using electronic resources, the rules of library use. Since such an introductory course is compulsory for all admitted students, it is equated to the student's research activity (scientific internship).

The library offers Interlibrary subscription services, which are actively used both within the BiA library system and between state libraries.

There were a total of 25,131 library visits in the 2021/2022 academic year. There were 12,183

users in Riga, 3,596 in Daugavpils, 2,956 in Liepāja, 3,498 in Jelgava, 855 in Smiltene, 1,247 in Jēkabpils, 564 in Rēzekne, and 232 in Ventspils.

The website of the BIA Library ([Bibliotēka \(bsa.edu.lv\)](http://Bibliotēka.bsa.edu.lv)) contains information about the library, a link to its electronic catalogue and terms of use, as well as information about library's new acquisitions.

Methodological and informative provision

The collection of the library is replenished according to the study programmes in the Academy. A wide collection of methodical and scientific information sources, which is regularly supplemented with the latest literature, contributes to the successful course of the study process.

Publications in the **Latvian language** relevant to the implemented programmes are purchased **in full** both in the Central Library and at all Information and Service Points in proportion to the number of students. Fundamental classical textbooks **in English** by respected authors are procured, necessarily from the Central Library and, if possible, from the ISP. To a lesser extent, the collection is supplemented with valuable publications in Russian.

The **replenishment** of the BIA library collection is carried out in close cooperation with study programme directors and lecturers, according to lecturers' mandatory reading lists and book supply and demand in the market. The number of books purchased is proportional to the number of students.

Donations from other universities and donations from private individuals also become an integral part of the collection.

Recently, the collection of educational literature has been significantly updated. The number of books in English was significantly increased, while editions that had lost their relevance were excluded from the collection.

As of 2018, 1,637 copies of books have been purchased (in Riga and branches) for a total amount of EUR 24,933.02.

During the reporting period, a total of 785 book titles were received as donations, of which 207 were in Latvian, 298 in English.

BIA library space capacity and fund assessment

Branch	Area	Number of workplaces	Computers	Number of employees
Riga + (campus in Ozolnieki (Jelgava) + Smiltene)	Reading rooms – 5 379 sq.m Cultural Centres – 6 358,3 sq.m	For students – 82 For employees – 6 In Cultural Centres – 152	For students – 24 For employees – 6	6
Daugavpils	Reading rooms – 3 136 sq.m	For students – 24 For employees – 3	For students – 14 For employees – 2	1
Liepāja	Reading rooms – 2 64 sq.m	For students – 25 For employees – 1	For students – 4 For employees – 1	1

Kopā	Reading rooms – 10 579 sq.m Cultural Centres – 6 358,3 sq.m	141	51	8
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Library collection dynamics, books, copies, by language, in Riga + ISPs

<i>year language</i>	2017	2018	2019	2020	2021	2022
Latvian	30 888	31 123	31 340	31 624	31 712	31 698
English	3952	3996	4049	4229	4609	4997

Subscribed databases are available for students and academic staff for research and studies:

BIA electronic databases

Database	Description	Source of funding
EBSCO http://search.ebscohost.com	The multidisciplinary database, several full-text and review databases in the humanities, social and STEM disciplines.	<i>BIA funding</i>
LNB Digitālā bibliotēka http://gramatas.lndb.lv/	The digital library contains collections of digitised newspapers, maps, books, and music and sound recordings.	<i>Cooperation Agreement</i>
SCOPUS http://www.scopus.com	The 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>ERDF Project “Establishment of uniform national level Latvian academic network for scientific activities” funding</i>
ScienceDirect www.sciencedirect.com	Elsevier's publishing house database in natural and technical sciences, medicine, humanities and social sciences.	<i>ERDF Project “Establishment of uniform national level Latvian academic network for scientific activities” funding</i>
Latvijas Vēstnesis http://www.lv.lv	The electronic version of the official newspaper of the Republic of Latvia “Latvijas Vēstnesis” (archive from 1993).	<i>BIA funding</i>

iTiesības https://itiesibas.lv/	Electronic magazine on current legal issues	<i>BIA funding</i>
iFinances https://ifinances.lv/	Electronic magazine for financiers, accountants, banking professionals on current issues	<i>BIA funding</i>
iBizness https://ibizness.lv/	Electronic magazine on current issues in the field of business.	<i>BIA funding</i>
Letonika www.letonika.lv	Service and encyclopaedic resources about Latvia. The most important reference data in Latvian is collected in one place.	<i>BIA funding</i>
LURSOFT www.lursoft.lv	Extensive collection of Latvian newspapers, publications and BNS news agency materials on the Internet.	<i>BIA funding</i>

Database subscription takes place at the Culture Information Systems Centre and Business Information Office and is ensured by participation in EU Projects that offer subscription to SCOPUS and Science Direct databases.

In turn, the databases and electronic platforms subscribed to by the National Library (LNB) of Latvia are available to all LATABA members for use at work and at home*

(*It is necessary to fill in the questionnaire and receive an individual username and password for 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, finances their implementation in the Academy as much as possible, continuing to purchase books in traditional paper format.

Since 2018, titles of documents have been purchased for the Social Work program for a total amount of 1,600.80 euros. Also, titles of documents were purchased for the amount of 693.48 euros. During the reporting period, 119 titles of documents from a private collection were purchased for the program (57 in Latvian and 62 in English).

25 titles of documents in Latvian and 3 titles in English were accepted as donations from students and teachers.

Summary of the collection "Social Work" (SW) (Number of Titles)

UDK	Name of department	In total	LV	ENG	other
301(D)	Social work	106	18	63	25

301(D)1	SW theory	26	4	13	9
301(D)2	SW policy	30	3	22	5
301(D)3	Research methods SW	11	3	7	1
301(D)4	SW methods and technologies of SW	50	18	24	8
301(D)4.1	SW with children and young people	32	12	7	13
301(D)4.2	SW at school	15	10	4	1
301(D)4.3	SW with family	15	5	4	6
301(D)4.4	SW with old people	8	3	3	2
301(D)4.5	SW with people with special needs	20	9	8	3
301(D)4.6	Social rehabilitation, socialization	19	6	6	7
301(D)9	History of SW	5	2	--	3
301(D)15	Psychology of SW	20	14	3	3
301(D)17	Ethics and professionalism of social work	26	9	12	5
In total		383	116	176	91

Related departments (number of titles):

UDK	Name of the department	In total	LV	EGL	other
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17	Ethics, professional ethics	27	16	6	5
301(P)	Social psychology	43	8	22	13
301	Sociology	80	25	37	18
37	Education, pedagogy	89	42	24	23
37.015	Education psychology	30	6	6	18
In total		269	97	95	77

In the library and in the information and methodological room you can familiarize with the best samples of bachelor's and master's theses, as well as the opportunity to get acquainted with the scientific publications of teaching staff and students, including the cited scientific periodicals. There is an opportunity to work with the "Social Work in Latvia" magazine archive. The library regularly receives a magazine in paper form - a joint project of the BIA and the Ministry of Welfare of Latvia - "Social work in Latvia".

[1]Library Law (Admitted on: 21.05.1998, Vali from: 23.06.1998) <https://likumi.lv/doc.php?id=48567>

2.3.4. Provide a description and assessment of information and communication technology solutions used in the study process (e.g., MOODLE). If the study programmes within the study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.

BIA uses the Moodle e-learning platform (hereafter - Moodle) as a modern complementary solution in the study process. The use of Moodle environment is topical due to the rapid development of the use of information technologies in society and the need to introduce new educational technologies in the learning process, which enable students to connect to the study processes at any time and from any place. Therefore, the effective use of Moodle helps to improve student achievement, the quality of education, the openness of the scoring system for monitoring the learning process, self-monitoring, diagnostics, as well as mutual exchange of information.

Using Moodle system allows to ensure: differentiated delivery and interactivity of learning; repetition of learning material; continuous learning and methodological support; learner self-monitoring; creation and implementation of individual learning plans; confidentiality of learning; a more successful learning process through objective feedback.

For each study course, the lecturer develops a course description in accordance with the BIA-approved regulations, study course materials, which include theoretical material, student self-examination tasks, independent work tasks, criteria for assessing learning outcomes. The lecturer uploads the course materials to their Moodle classroom, including survey templates that can be

used by the teaching staff to provide feedback upon completion of the course, making it easier for teaching staff to create the course in Moodle.

According to the Rector's order, student attendance is recorded in Moodle. The IT Service Centre ensures constant monitoring of the information and communication technology infrastructure and timely resolution of user support issues.

Moodle provides a mutual virtual communication environment where one can share news, useful information or take part in a discussion. The environment allows not only the input of text fields but also the addition of images, videos and presentations on specific topics, areas of activity. Students have access to various Moodle resources and activities that allow them to participate, e.g. as a guest, in any of the Academy's classes. Moodle docent can create different activities for students, use their own set of Moodle tools.

Students, following the instructions in the course, have the possibility to access at any time the educational materials published in the e-learning environment, to access recordings of lectures and online seminars; to complete group assignments and store general information; to use the environment to submit and receive feedback on independent work; to view test results; to communicate with the lecturer and other participants in the educational process via e-mail and other means of communication available in the e-learning environment, as well as to participate in discussions. Summarizing the students' evaluation of the accessibility, convenience or disadvantages of using Moodle, it can be concluded that the students desire to modernize it, which reflects their practical experience in its use, as well as their activation of independence in the use of digital tools in the study process.

Moodle is suitable for both group and individual lessons. Moodle has proven itself and its meaningful use not only in workshops and seminars, but also in project activities, which are relevant in the current digitalisation of education. The systematic use of Moodle and the sequencing of modules and activities in the course delivery contribute to unlocking of the pedagogical potential of teaching while maintaining feedback. Moodle allows the teacher to interact more effectively with the students. However, the successful use of Moodle requires further training of teachers, good collaboration opportunities and access to this educational technology, technical and administrative support, as Moodle develops new tools that can be used to improve the study process.

2.3.5. 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](#)". 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 meetings of the study direction Social Welfare, self-assessment reports of academic staff, 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.

2.3.6. 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 qualifications (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.

In the period from the 2016/2017 academic year to the spring of the 2022/2023 academic year, not only the quantitative composition of the Social Work Professional Bachelor Study Programme has changed, but also its qualitative changes have been made.

Table 2.3.6.1.

Scientific degrees of the teaching staff of the study direction "Social Welfare"

Doctors		Masters		Other		Total	
Number	%	Number	%	Number	%	Number	%

16	72.7	6	27.3			22	55.0
5	27.8	12	66.7	1	5.5	18	45.0
21	52.5	18	45.0	1	2.5	40	100.0

As can be seen from the table, at this moment 55.0% of the lecturers involved in the implementation of the study direction have a tenure job at BIA. Out of the total number of lecturers, 52.5% of the academic staff is provided by 21 lecturers with a Doctoral degree (16 tenured at BIA, 5 non-tenured). 18 (6 BIA tenured, 12 non-tenured) lecturers have a Master's degree (45.0%).

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 "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/index.php/en/conferences/plan-of-conferences.html>)

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;

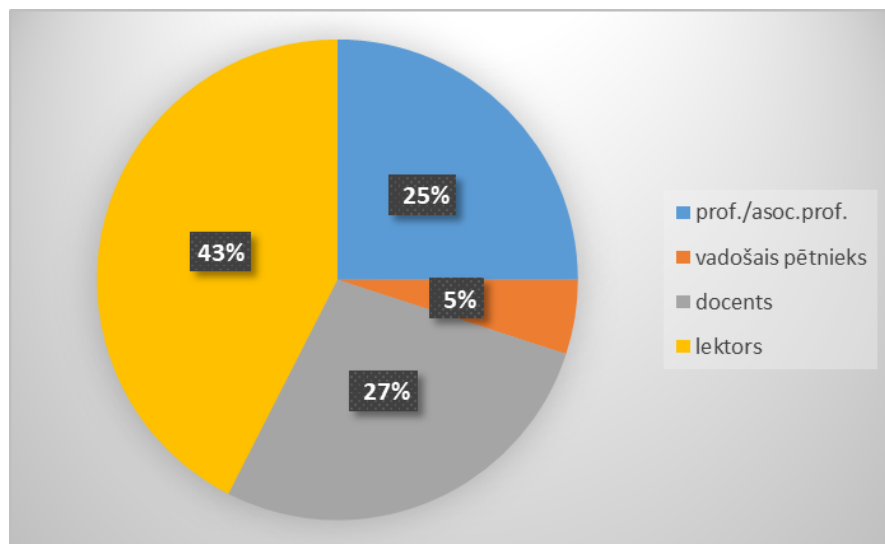
- co-financing of participation in the scientific and business conferences organized by the BIA and the conferences organized by the other universities;
- co-financing of publication of scientific articles in the internationally recognized databases and scientific journals;
- attracting financial resources 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, practically all lecturers are working remotely using e-environment (BIA MOODLE system and BigBlueButton system).

2.3.7. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

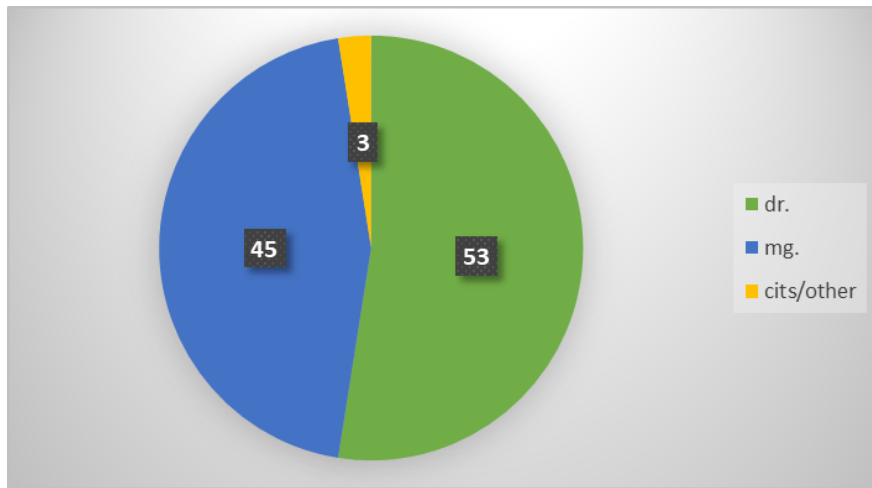
The academic staff of the BIA study program "Social Welfare" are qualified specialists who contribute to the fulfilment of the aims and objectives of the program. There is a tendency to increase the number of Masters included in the teaching process. This has been particularly noticeable in recent years. There are also positive trends in the number of associate professors and professors working in Bachelor and Master programs.

Teaching staff of the field of study "Social Welfare"



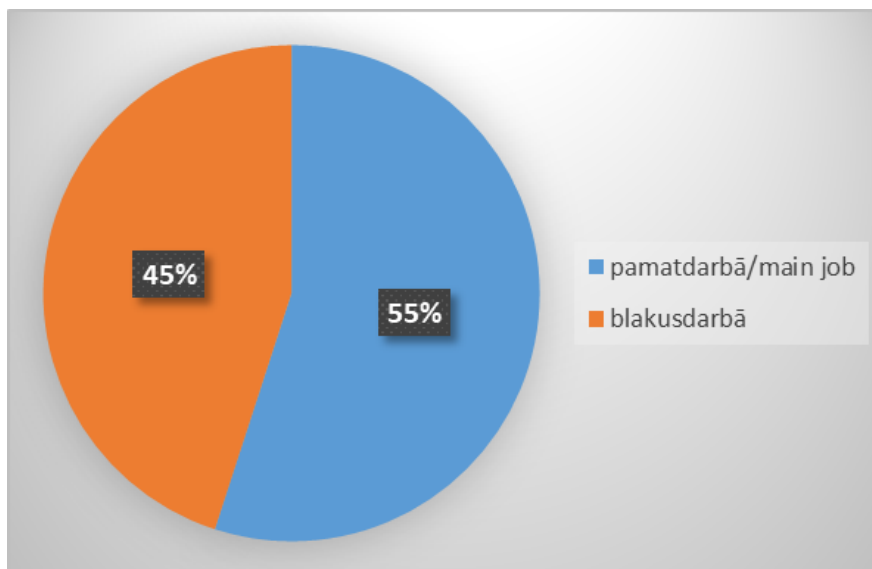
Considering the percentage distribution of the teaching staff, it is concluded that the qualifications of the teaching staff are in line with the Law of the Higher Education Institutions, which states that "at least 50 percent of the persons elected to academic positions in academies must have a doctoral degree". In this case, the BIA study program "Social Welfare" is implemented with 53% of the teaching staff holding doctoral degrees.

Teaching staff with Ph.D.



Also, the condition of the lecturers' **main job** is fulfilled for the implementation of study programs - 55% of lecturers have their main job at BIA.

Teaching staff in basic work



Given that the field of study "Social Welfare" includes Academic Bachelor's and Professional Master's study programs, they are implemented by lecturers with appropriate education, qualifications and practical experience, who have worked for many years in various institutions and companies, have gained high recognition from their employers and continue their education. Some of the lecturers employed in the field of study are also engaged in scientific research, which ensures synergy between studies and research. The list of teaching staff involved in the implementation of the study programs of the field of study "Social Welfare" is given under the relevant study program (see Annex Excel table).

The academic staff involved in the field of study is highly qualified and competent, and provide students with the necessary research skills, theoretical knowledge, skills and competences. The analysis of the academic and research workload of the BIA teaching staff is carried out both in the planning of the study process, in the development of self-assessments of the study fields and study programs, and in the evaluation of the self-assessment questionnaire of the teaching staff prior to their election to an academic position. The procedure for determining the remuneration of BIA teaching staff, the amount of remuneration and the size of the workload is determined by the "Regulations on the organisation of remuneration and types of teaching load at BIA" approved by the BIA Senate on 25.08.2016. Teaching staff are paid with a salary of €/month or an hourly rate of €/acad. hour.

The remuneration of the BIA teaching staff depends on the type of teaching load: classroom load (lectures, seminars, consultations, semester and final examinations) and non-classroom load (participation in various events, organisation and management of conferences; publications; writing, editing and reviewing of scientific, teaching and methodological materials). The duties to be included in the workload of academic staff are laid down in the Regulations. The hourly rate of remuneration shall be calculated by dividing the monthly salary by the prescribed workload, which corresponds to one month salary rate expressed in hours of work per month.

The remuneration of the BIA academic staff complies with the Cabinet of Ministers Regulations No 335 "Regulations Regarding Remuneration of Teachers" of 05.07.2016. The workload (hours per year) depends on the position (professor 900; assistant 1000) and complies with load restrictions specified in the Cabinet of Ministers Regulations No 335 "Regulations Regarding Remuneration of Teachers" of 05.07.2016 - 600-1000 hours per year (items 9 and 10 of Annex 3 to the Regulations).

Study programs in the field of study "Social Welfare" are delivered in Latvian. The knowledge of foreign languages of the teaching staff involved in the program is confirmed by a higher education document with the speciality and qualification obtained, as well as by the self-assessment of the teaching staff in the European-level document EUROPASS Language Passport, regardless of whether the language has been acquired in formal education or outside it, determining the level of proficiency in accordance with the Common European Framework of Reference for Languages and Paragraph 4 of Section 3 of Annex 1 to Cabinet of Ministers Regulations No 407. Also, every teaching staff member working in the field of study "Social Welfare" has the opportunity to enhance their international organisational competence (by participating in conferences, giving lectures) in foreign universities within the Erasmus international mobility program.

In general, the Erasmus+ mobility of the BSA teaching staff is implemented in the following directions:

- outbound mobility for teaching and staff development between EU program countries, as well as between program countries and partner countries;
- inbound teaching and staff development mobility between EU program countries and between program countries and partner countries.

Erasmus+ mobility program:

- Ensures quality education opportunities and better preparing of future professionals;
- Ensures that the requirements for highly qualified professionals are met by recruiting academic staff from partner universities and staff from companies abroad;
- Promotes the exchange of knowledge and experience in pedagogical methods.

The difficulties that the BIA faces in the mobility of teaching staff are related to the heavy workload of the teaching staff, which does not always indicate the possibility to leave during the study period, as well as subjective reasons (health, poor knowledge of foreign languages, family circumstances). In general, it can be concluded that during the reporting period, the teaching staff of the BIA study program "Social Welfare" *requires more* mobility visits to partner universities abroad, which will also be encouraged in the following years.

2.3.8. 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 (SIC) 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.

Each study group has a group elder, who is nominated by the students among the students, who ensures communication with the teaching staff, the director of studies and the BIA administration, creating a continuous study process. In cooperation with the BIA Student Self-Government, BIA students are also involved in extracurricular activities (e.g. dinners for presentations of Erasmus+ member universities, excursions, Christmas and other events organized by the Student Self-Government).

2.4. Scientific Research and Artistic Creation

2.4.1. Description and assessment of the fields of scientific research and/or artistic creation in the study field, their compliance with the aims of the higher education institution/ college and the study field, 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 research is an integral part of BIA's activities, involving academic staff and students. Research activities of academic staff are one of the main activities of the BIA. The Scientific and Methodological Council, the Scientific Research Institute for Social and Humanitarian Problems are functioning to ensure the successful research process. The research process at the BIA is

coordinated by the Vice-Rector of Science, who chairs the Scientific Council of the BIA and is responsible for the strategy of the Academy's scientific research work, the implementation of the set objectives and the quality of the achieved results. The academic staff of the field of study “Social Welfare” has the opportunity to conduct research at the BIA Research Institute for Social and Humanitarian Problems, where OECD disciplines such as Social Sciences and Humanities are represented. The tasks of the research activities of the BIA are:

- to provide science, research and innovation in line with the research directions defined in the BIA's operational and development strategy;
- develop scientific research capacity;
- increase the number of people employed in science by renewing and developing human resources for science, technology and innovation, promoting international excellence and quality;
- maintain and improve the scientific infrastructure. Research ethics are defined as the guiding principles of the BSA;
- the indivisibility of teaching and research work;
- knowledge transfer;
- collaboration, interdisciplinarity, integrity.

A total of 40 teaching staff members are involved in the implementation of the field of study, of whom 3 professors, 5 associate professors, 10 docents, 2 lecturers, 2 researcher have been elected to academic positions in the BIA, which accounts for 55% (Chart 2.4.1.1.) of the total number of teaching staff. For the lists of professors and associate professors, a researchers in the field of study “Social Welfare”, as well as for the lists of experts in the LCS, see Tables 2.4.1.1; table 2.4.1.3 and 2.4.1.2.

Chart 2.4.1.1.

Elected members of the academic staff of the study field “Social Welfare”

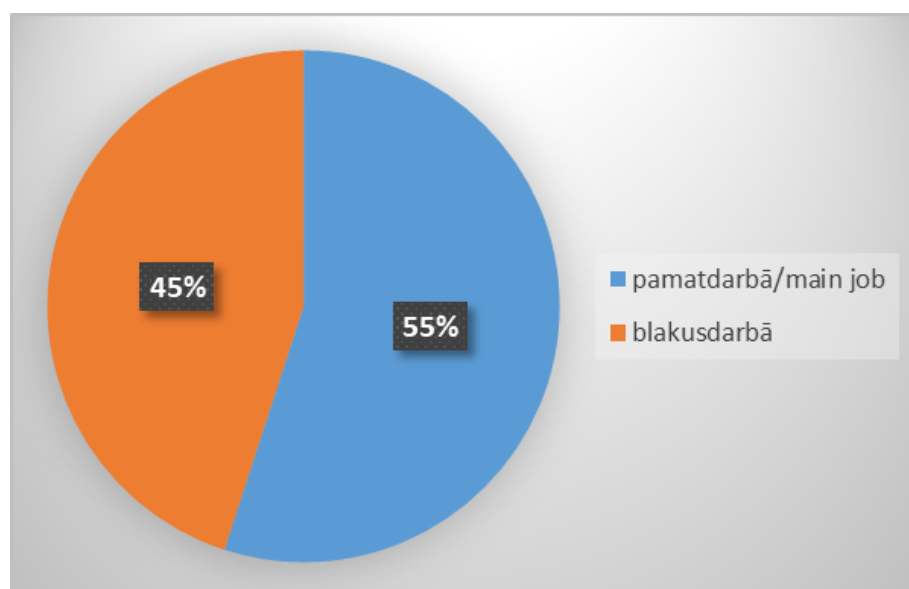


Table 2.4.1.1.

List of professors and associate professors in the field of study “Social Welfare”

<u>No.</u>	<u>Surname, name</u>	<u>Position</u>	<u>Branch</u>	<u>Sub-branch</u>
1.	Plotka Irina	Professor	Psychology	Social Psychology

2.	<i>Blūmenaua Ņina</i>	Associate professor	Psychology	Social Psychology
3.	<i>Caurkubule Žanna</i>	Professor	Economy and Business	Social Economics
4.	<i>Breslavs Geršons</i>	Associate professor	Psychology	Social Psychology
5.	<i>Gunare Marina</i>	Associate professor	Economy and Business	Social Sciences
6.	<i>Jurkeviča Tatjana</i>	Associate professor	Jurisprudence	Civil law
7.	<i>Volkovs Vladislavs</i>	Associate professor	Sociology and Social Work	Social Sciences
8.	<i>Filjina Oksana</i>	Professor	Pedagogy	University pedagogy

Chart 2.4.1.2.

Elected to an academic position

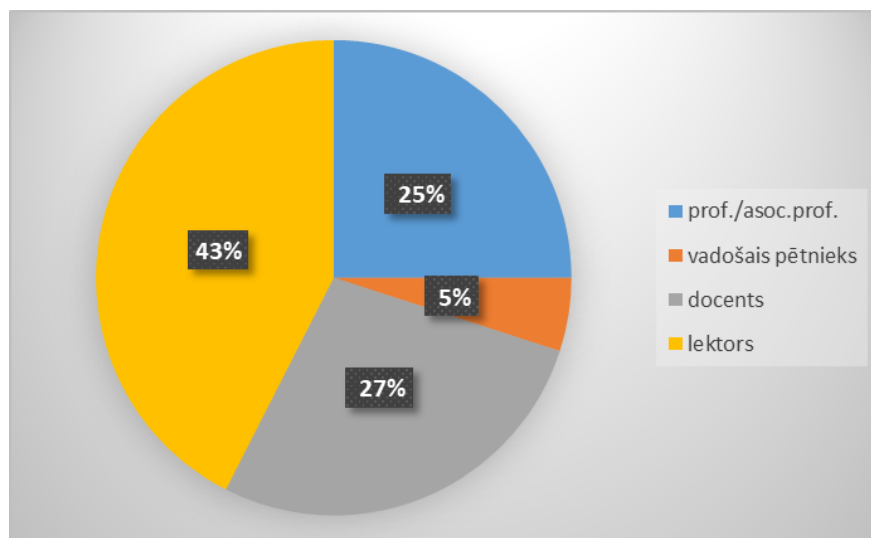


Table 2.4.1.2.

List of LCS experts for the field of study "Social Welfare"

<u>No.</u>	<u>Surname, name</u>	<u>Position</u>	<u>Science branch(-es)</u>	<u>Expiry of the LCS expert right</u>
1.	<i>Blūmenaua Ņina</i>	Associate professor	Psychology	07.10.2023.
2.	<i>Caurkubule Žanna</i>	Professor	Economy and Business	06.07.2025.

3.	<i>Volkovs Vladislavs</i>	Associate professor	Sociology and Social Work	02.02.2025.
4.	<i>Plotka Irina</i>	Professor	Psychology	02.11.2025.
5.	<i>Gunare Marina</i>	Associate professor	Economy and Business	30.06.2024.

Table 2.4.1.3.

<i>No.</i>	<i>Surname, name</i>	<i>Position</i>	<i>Science branch(-es)</i>
1.	Nikiforovs Oļegs	a senior researcher	psychology
2.	Radionovs Jānis	a researcher	jurisprudence

Pursuant to **Long-term Strategy for Activities and Development of Baltic International Academy 2022 - 2025**, the main directions of research activities of the BIA are:

- to promote research activities of teachers and students, especially in areas that are important for the further development of the Latvian economy and culture;
- collaborate with business entities, developing applied research;
- develop and expand scientific and methodological cooperation with Latvian and foreign universities for joint scientific research;
- promote the development of shared scientific infrastructure (development of research laboratories, analytical and competence centre, psychological support centre, etc.);
- attract EU structural and social funding for research by academic staff of the BIA;
- involve students in the development of EU structural and social projects.

The staff of the field of study "Social Welfare" has also actively participated in several international cooperation projects. For example, Professor Irina Plotka in collaboration with the researchers of the Scientific-Psychological Laboratory of Sociocultural Research of the International Research University "Higher School of Economics" (Prof. N. Lebedeva; Prof. D. Berry) conducted a research "Transmission of values and social attitudes between generations in different cultural environments" (Grant Erasmus Mundus Action 2, Strand 1, European Community Mobility Program Ref.372117-1-2012-1- FI-ERA MUNDUS-EMA21 (strand: mobility of academic staff) and work in the Erasmus Mundus Action 2 Aurora project at the International Research University, Higher School of Economics, in the Research and Pedagogical Laboratory for Sociocultural Research, 2013). Associate professor Vladislavs Volkovs actively participated in the Latvian-Norwegian research project "Gender, Culture and Power: Diversity and Interactions in Latvia and Norway" (2014-2017). Also, associate professor Vladislavs Volkovs participates in the national research project (2018 - 2021) "Interaction of the Individual, Society and State in the Common Historical Process of Latvia: Value Conflicts and the Formation of Shared Values at Historical Turning Points" and leads the working group "The Role, Place and Self-Cognition of Ethnic Groups in Latvia: 20th Century Discourse".

During the reporting period, the participation of academic staff in research projects in collaboration with other disciplines and the public sector has played a major role. For example, associate professor G. Breslavs has participated in the project "Our Common History. Paths and Destinies." "Minorities and Latvian Youth Cooperation Program" Integration Fund (2019), project No. 2019.LV/MTSP/07/05 and in the project "Life Dedicated to Latvia. Minorities in Latvian Culture" (contract No 2018.LV/MTSP/08/03)", Integration Fund. Professor Ž. Caurkubule has participated in several projects: the ESF Fund funded project No.8.3.6.1/16/I/001 'Participation in international educational research' (2016); the NVA International (Poland, Lithuania, Latvia) research project 'Problematic use of new digital technologies for students' (2015); the European Social Fund Project

No.8.2.2.0/18/1/005 "Capacity Building of the Academic Staff of the Daugavpils University Study Direction" "Education, Pedagogy and Sports" in Strategic Specialization' 2019-2020.

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 Study directions 2017-2021 of the BIA's Study Courses 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.

2.4.2. 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.

- 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, assistant professors).
- to participate in the development of the BIA's research directions and academy's progress strategy.
- 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).
- 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).

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.

Teachers are actively published in scientific publications within the framework of two research areas approved by the Senate of the Baltic International Academy (Transformation of the economic policies, Economic, Finance, Accounting and Management, The research of the implementation of the business). Their scientific publications contribute to the improvement of the content of the read disciplines. Here are two short lists of scientific publications of teachers, which are related both to the areas of scientific work of the Academy and to the content of the disciplines read.

Annex 2.4.4. table

Directions of scientific work and scientific publications of the academic staff of the Baltic International Academy

(the table shows the author, the year of publication, the title of the publication; the source where the work was published is indicated in the CV of the teacher and Self-assessment of the program)

2.4.3. 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.

Teaching staff members of the field of study "Social Work" organised sections at the regular international scientific conferences of the Baltic International Academy - "Time of challenges and opportunities: problems, solutions, perspectives" (every year in May) and "Transformation of society in social sciences and humanities" (every year in December), as well as at other BIA scientific conferences. The work of these conferences has led to the publication of the collections of scientific articles published on the Academy's website (<https://bsa.edu.lv/index.php/en/conferences/main-publications.html>)

Collection of scientific works of BIA.

- XII International Scientific and Practical Conference "Time of Challenges and Opportunities: Challenges, Solutions, Perspectives" May 13-14, 2022(.pdf)
- X International Scientific and Practical Conference "Transformation of society in social sciences and humanities" 10-11.12.2021(.pdf)
- XI International Scientific and Practical Conference "Time of Challenges and Opportunities: Challenges, Solutions, Perspectives" May 13-15, 2021(.pdf)
- IX International Scientific and Practical Conference "Transformation of society in social sciences and humanities"(.pdf)
- X International Scientific and Practical Conference of New Researchers and Students "Time of Challenges and Opportunities: Challenges, Solutions, Perspectives" May 15-16, 2020(.pdf)
- I International Multidisciplinary Conference **"Supporting the entrepreneurship and innovation economy in the EU, Latvia and Ukraine"**12.2018. (Ukraine)(.pdf)
- VII International Scientific and Practical Conference **"Transformation process in law, regional economics and economic policy: current issues in economic, political and legal relations"**12.2018(.pdf)
- VIII International Scientific and Practical Conference of New Researchers and Students **"Time of Challenges and Opportunities: Challenges, Solutions, Perspectives"**17-18.05.2018 (.pdf)
- VI International Scientific and Practical Conference **"Transformation process in law, regional economics and economic policy: current issues in economic, political and legal relations"**12.2017(.pdf)
- VII International Scientific and Practical Conference of New Researchers and Students **"Time of Challenges and Opportunities: Challenges, Solutions, Perspectives"**11-12.05.2017 (.pdf)
- V International Scientific and Practical Conference **"Transformation process in law, regional economics and economic policy: current issues in economic, political and legal relations"**12.2016(.pdf)
- VI International Scientific and Practical Conference of New Researchers and Students **"Time of Challenges and Opportunities: Challenges, Solutions, Perspectives"**12-13.05.2016 (.pdf)
- IV International Scientific and Practical Conference **"Transformation process in law, regional economics and economic policy: current issues in economic, political and legal relations"**12.2015(.pdf)
- V International Scientific and Practical Conference **"TRANSFORMATION OF REGIONAL ECONOMIES: STABLE DEVELOPMENT AND COMPETITIVENESS"**05-06.06.2015 (.pdf)
- V International Scientific and Practical Conference of New Researchers and Students **"Time of Challenges and Opportunities: Challenges, Solutions,**

Perspectives”14-15.05.2015 (.pdf)

- III International Scientific and Practical Conference **”Transformation process in law, regional economics and economic policy: current issues in economic, political and legal relations”12.2014(.pdf)**
- II International Scientific and Practical Conference **”Transformation process in law, regional economics and economic policy: current issues in economic, political and legal relations”12.2013(.pdf)**
- II International Scientific and Practical Conference **”Transformation process in law, regional economics and economic policy”12.2012(.pdf)**
- **Development of Modern Business within the Concept of Green Economy.**
- **Collection of scientific articles of students and young scientists No 1(.pdf)**
- **Development of Modern Business within the Concept of Green Economy.**
- **Collection of scientific articles of students and young scientists No 2(.pdf)**
- **Development of Modern Business within the Concept of Green Economy.**
- **Collection of scientific articles of students and young scientists No 3(.pdf)**

Periodicals produced and published by the BIA (<https://bsa.edu.lv/index.php/en/conferences/main-publications.html>), or **Social Work in Latvia (2016 - 2022)** published at <https://www.lm.gov.lv/lv/periodiskais-izdevums>

Scientific articles on social work and social policy issues are also published in the BIA scientific journal “Baltic Journal of Legal and Social Sciences” (LV only) (<https://bsa.edu.lv/index.php/en/journals.html>)

Individual research activities of academic staff of the Social Work field in the sphere of social work, social policy.

Associate Professor of the program, dr.sc.soc. Vladislavs Volkovs has been an expert in sociology and social work at LCS since 2012. The right of expert expires on February 23, 2025.

Associate Professor of the program, dr.sc.soc. Vladislavs Volkovs has been the Head of the State Examination Commission of the Department of Social Work and Welfare, Riga Stradiņš University since 2018.

Associate Professor of the program, dr.sc.soc. Vladislavs Volkovs, participant or head of the research projects, programs and international research projects funded by the LCS or the state:

- In 2021 – Leader of the working group “The role, place and self-understanding of ethnic groups in Latvia: 20th century discourse” of the National Research Project “Interaction of the Individual, Society and State in the Common Historical Process of Latvia: Value Conflicts and the Formation of Shared Values at Historical Turning Points”.
- In 2017 – Latvian Ministry of Culture project “Participation of Minorities in Democratic Processes in Latvia”. One of the project leaders together with I. Koroļevs and I. Mieriņš.
- In 2017 – Leader of sociological research at the Latvian-Norwegian research project “Gender, Culture and Power: Diversity and Interactions in Latvia and Norway”.
- In 2016 – Polish Ministry of Science and Education project “Patterns of Dispute and Dispute Resolution as Elements of Popular Legal Culture”. Project leader in Latvia.
- In 2014 – Leader of the Friedrich Ebert Stiftung project “Ethnicity. Politics of recognition”.

Associate Professor of the program, dr.sc.soc. Vladislavs Volkovs has published several articles in the National Encyclopaedia since 2019 (articles “Social class”, “Social structure”, “Social status”, “Ethnicity”, “Ethnos” and “Ethnic minority”, “National identity”, “Multiculturalism”, “Debates on multiculturalism”

(<https://enciklopedija.lv/skirklis/99480-soci%C4%81l%C4%81-%C5%A1%C4%B7ira>)

Dr. paed., Associate Professor Līga Āboltiņa is a member of the Editorial Board of the scientific collective monograph “Modernization of the system of public management and administration in Ukraine: the experience of the Republic of Latvia” (Baltic International Academy, Dnipro University of Technology, NGSO “Foundation of Public Law Initiatives”) (<https://cuesc.org.ua/en/about/>)

2.4.4. 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 field by providing examples.

The staff involved in the implementation of the BIA study direction “Social Work” ensures sufficient scientific capacity for the performance of the scientific activities in the law 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 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 full list of the BIA conferences planned can be viewed on the BIA website in the section “Conferences” <https://bsa.edu.lv/index.php/en/conferences/plan-of-conferences.html> .

The scientific activity of the academic staff within the direction “Social welfare” can be divided into 4 main areas: Social policy; Social entrepreneurship; Interpersonal and intergroup communication and Social psychology.

2.4.5. Specify how the involvement of the students in scientific research and/ or applied 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 field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

The study research work is being planned in terms of content and organisationally in accordance with the requirements of the study programme and targeted in a way that future professionals would gradually acquire the necessary knowledge and abilities. The development and defence of study paper and diploma thesis is foreseen in Bachelor study programmes, for Master students – the development of research projects and Master thesis and defence of the thesis.

The student research activities are related to the implementation of different projects both within and outside the activities of the BIA. Researches or creative projects are implemented during the period of different study courses that contribute to strengthening students’ competitiveness. Students without assistance must perform micro-research in relation with the problem acquired during the course developing both empirical and theoretical work skills. When collecting, summarising and analysing all of the information to be learned on a specific matter, students develop experience of empirical work, while interpreting the material according to the theoretical findings of the subject specialists and drawing up their conclusions in the report, statement,

students develop their scientific work skills with the help of writing.

The research works performed by students in the framework of the studies correspond with the objectives of the study course. The final (Bachelor, Master) thesis of the course „Sociāl Welfare" is an independently developed and implemented project with the practical implementation part in the specialisation chosen by the student. The project is independently implemented, carried out and presented. In order to successfully qualify, it is necessary to acquire competences in their own professional and research work, to be able to justify and carry out the creative intention, to comprehend and to be able to apply variously the knowledge, abilities and competences related to the future profession. Throughout the entire study process these competences are integrally formed and promoted by starting with small, creative tasks, later – with practical projects and scientifically grounded researches. Students acquire the basic knowledge on research during the study course.

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 programs.

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.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field 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 (SIC) 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 labour 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.

2.5. Cooperation and Internationalisation

2.5.1. Provide the assessment as to how the cooperation with different institutions from Latvia (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners for the study field 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 cooperation partners.

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 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 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 are fully satisfactory to the employers. 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 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 the demand for social work specialists will not decrease anytime soon. In addition, higher vocational social work education is required for many professionals working in public institutions and organisations, as well as companies, who require additional specialty or qualifications.

Employers positively evaluate directional study programmes and predict that in the perspective of developing and improving study programmes, paying even greater attention to student practices, foreign language knowledge, acquisition of computer programs, acquisition of practical applicability of theoretical knowledge, graduates of directional study programmes have all possibilities to actively participate in the labour 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.

The choice of cooperation partners within the field for its education programs primarily considers:

- availability of similar education areas for training specialists at an appropriate level;
- willingness to cooperate in the domain of science, exchange students, tutors, administrative personnel;
- availability of English-speaking student cohorts, tutors and administrators;
- geographical location, considering the recommendations of the Ministry of Foreign Affairs and the Ministry of Education of the Republic of Latvia, geopolitical interests of Latvia, prioritising the development of the Baltic Region, the respective countries' presence in the lists of nations eligible for Latvian scholarships and existence of international treaties on education, science and/or culture between Latvia and these countries;
- the role of the respective association/organisation/community in shaping the European and global social work policy.

The most essential mechanisms for securing cooperation with partners are:

- joint participation in scientific conferences, research activities and projects;
- participation in other events, such as summer schools, international weeks, intensive programs;
- attending meetings with university representatives during their visits to Latvia, both individual and those organised by such organisations as the Investment and Development Agency of Latvia, the State Education Development Agency, the Employers' Confederation of Latvia, foreign embassies and the Ministry of Foreign Affairs of the Republic of Latvia;
- international visits within the boundaries or marketing activities;
- direct contacts between university representatives and international departments with the Academy's International Department.

2.5.2. Provide the assessment as to how the cooperation with different institutions from abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners suitable for the study field 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 cooperation partners.

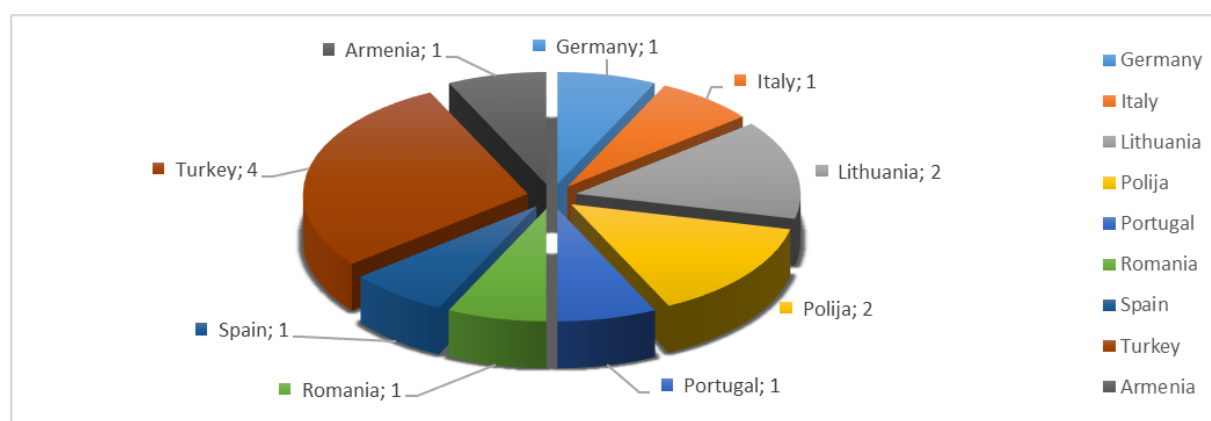
The international cooperation of the "Social welfare" direction and its training programs fully complies with the Academy's development strategy 2022-2025. for the year, goals and objectives of the direction.

The following directions were chosen as the main tasks of international cooperation:

- increasing the international visibility of the direction and its programs by joining international associations and organizations aimed at training specialists in social work;
- creating and maintaining new international relations with other universities, academic and professional organizations and associations;
- maintenance of students' practically oriented outgoing mobility in the ERASMUS + program;
- gradual internationalization of program curricula, including courses in English, inviting guest lecturers within the framework of the ERASMUS+ program;
- promotion of lecturers' participation in Latvian and international projects;
- to increase the participation of lecturers in the field in international scientific activities by increasing the number of internationally recognized publications and participating in international conferences dedicated to social work.

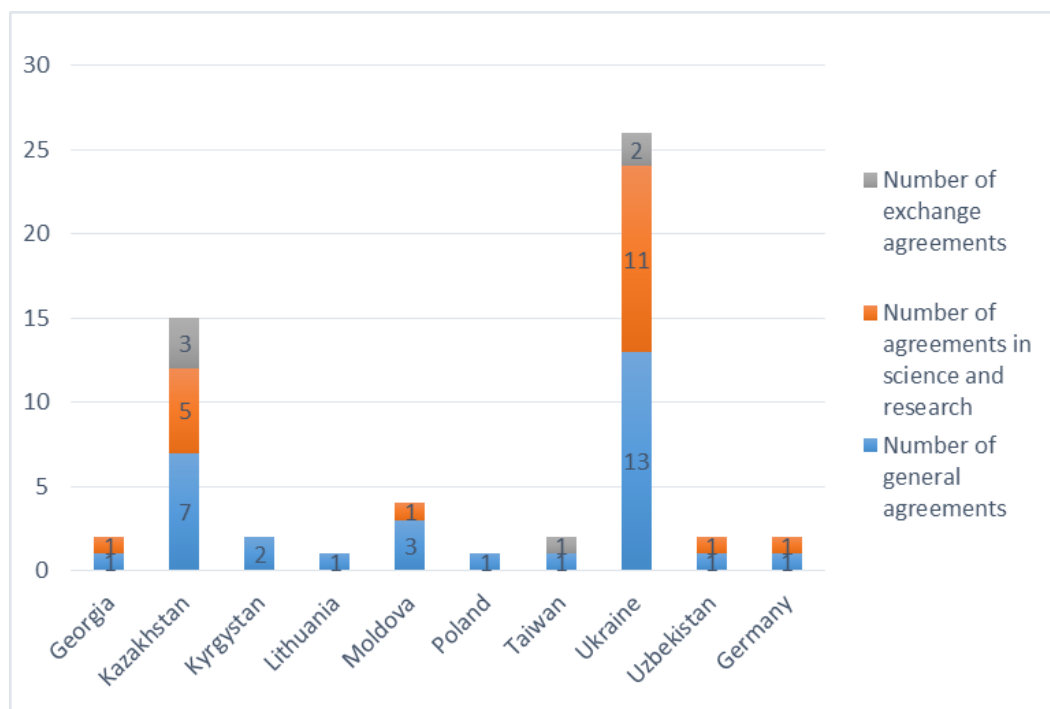
From 2017 to 2023, 15 agreements (*Figure 1*) on the ERASMUS+ program were re-signed and concluded with the Universities and Partner Universities of the program that implement similar fields of study at the bachelor's and master's level.

Figure 1. Number of bilateral agreements under the ERASMUS+ programme



In addition to bilateral agreements on the ERASMUS+ program, the Academy has concluded 30 additional cooperation agreements, 18 additional agreements on cooperation in the field of science and research and 6 agreements on additional student exchange with Partner Universities implementing programs in the field of social welfare, centers and organizations (*Figure 2*).

Figure 2. Cooperation agreements outside the ERASMUS+ programme



Since 2016, the Academy has been a permanent member of the International Association of Social Work Graduate Schools (IASSW, <https://www.iassw-aiets.org/>), committing to act in accordance with the Global Standards for Social Work Education and Training (https://www.iassw-aiets.org/wp-content/uploads/2020/11/IASSW-Global_Standards_Final.pdf) and development priorities of the Northern Baltic region (<https://www.nbrsocialwork.com/>).

Since 2018, the Academy has been a permanent member of the European Association of Schools of Social Work (<https://www.eassw.org/>), which represents education in the field of social work at the European level in the European Commission, the Council of Europe and other international organizations.

Membership in these associations allows the academic staff and the direction's administration to be involved in a unified global and European community of universities implementing social work programs, to monitor trends and apply European and world standards in the field of social work in the implementation of programs, as well as to promote the recognition of the direction among universities and universities implementing these programs. field programs at the European and international level.

By 2025, the direction plans to join the North Baltic regional resource center of IASSW, to apply for the project within the framework of the annual competition announced by EASSW, as well as to strengthen the involvement of representatives of the direction in the activities implemented by both associations.

When choosing international partners, the direction and its training programs are focused on:

- the availability of similar specialist training areas at an appropriate level;
- desire to cooperate in the field of science, exchange of students, lecturers, administrative staff;
- the existence of an English stream, teachers and administration with knowledge of the English language;
- geographical location, taking into account the recommendations of the Ministry of Foreign Affairs and the Ministry of Education of the Republic of Latvia, the geopolitical interests of Latvia with an emphasis on the development of the Baltic region, the inclusion of the country in the lists of

countries that are awarded scholarships of the Republic of Latvia and with which Latvia has signed international agreements on education, science and (or) in the field of culture;

- the role of the relevant association/organization/association in shaping social work policy in Europe and the world.

The main mechanisms for attracting international partners are:

- joint participation in scientific conferences, researches and projects;
- participation in other activities, such as summer schools, international weeks, intensive programs;
- participation in meetings with representatives of universities during visits to Latvia, both individually and in those organized by such organizations as: LIAA, VIAA, LDDK, foreign embassies in Latvia, Ministry of Foreign Affairs of the Republic of Latvia;
- country visits as part of marketing activities;
- direct addresses of representatives of universities and international departments in the international department of the Academy.

By 2025, it is planned to further popularize ERASMUS + program foreign internships among students, as the most acceptable form of mobility for this direction.

From 2016 to 2022, within the framework of the ERASMUS+ exchange program, educators involved in the implementation of field programs made 41 trips (guest lectures, administrative exchanges). 6 lecturers indicated the direction "Social well-being" as the main direction of mobility.

2021-2023 In 2018, there was a tendency to combine several types of mobility, as an example of which is the visit of lecturers from the Daugavpils branch in June 2023 to Bygdoszcz University of Economics (Poland). During the trip, a series of lectures was read, combined with participation in the Learning Week "Academic staff training for new opportunities, implementing the study process", and an agreement was reached on the visit of Daugavpils branch university lecturers in 2023/2024. in the fall of 2018 and joint work on the project together with the social services of Poland and Upper Daugava region.

Mobility of administrative staff supporting the work of structural units directly related to the implementation of the ERASMUS+ program 2016-2022. there were 22 outings per year.

One of the priorities for the direction until 2025 is to increase the percentage of teachers who study professional disciplines on teaching and combined mobility (up to 50% of all teachers in the direction), to more actively involve teachers in short-term activities: international weeks, short-term programs, summer schools, holding additional meetings with academic staff to promote ERASMUS+ programs and activities.

Teaching staff of the department actively participate in international projects and international scientific activities, as well as improve their qualifications, including within the framework of international programs.

Taking into account the specifics of the direction, by 2025 it is planned to increase the number of courses taught in English, including joint practice and teaching of courses by Latvian and foreign teachers, to strengthen incoming academic mobility by inviting guest lecturers, developing and managing international summer schools (at least 1 summer school per year) , short-term training and retraining programs by creating a separate section on social work within the framework of international weeks (at least 1 in 2 years).

2.5.3. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.

The admission of international applicants to the Baltic International Academy is conducted based on the Baltic International Academy “[Admission rules and procedures for matriculation in academic year 2022/2023](#)” adopted by the Senate No.155 of the Baltic International Academy on 25 October 2022 and approved by the Council of Higher Education.

The Baltic International Academy’s admission rules were adopted on the basis of the Law on Institutions of Higher Education, Regulations of the Cabinet of Ministers [No. 846 from 10th October 2006 “Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes”](#) (LV only), Regulations of the Cabinet of Ministers [No. 932 from 16th November 2004 “Regulations of Admission at a Later Study Stage”](#) (LV only), Regulations of the Cabinet of Ministers [No. 505 from 17th August 2018 “Regulations of Assessment of Prior Learning and Work Experience”](#) (LV only), BIA Constitution and Statutes.

The specificity of the study direction “Social Welfare” **(the implementation of programmes takes place only in Latvian)**, as well as the requirements of laws regarding study languages and the implementation thereof in foreign languages in accordance with the requirements of Section 56, Paragraph three of the Law on institutions of higher Education, which comes into force on 01 May 2021, significantly restricted the possibilities for attracting foreign students for this direction in comparison with other study directions.

The interinstitutional exchange programmes are implemented with partner HEIs, which have signed the MoU and/or the agreement on students’ exchange with the Academy and can be implemented in two forms, depending on the conditions of the agreement:

1. students who underwent the selection of a partner university and were recommended to participate in the programme shall study at the Academy for one semester or one year without paying for their studies, but covering all other expenses related to their stay in Latvia and the Academy (accommodation, food, entertainment, etc.);
2. students who underwent the selection of a partner university and were recommended to participate in the programme shall study at the Academy for one semester or one year, paying for studies and covering all other expenses related to their stay in Latvia and the Academy (accommodation, food, entertainment, etc.).

The admission of foreign students under ERASMS + is based on and in accordance with the bilateral agreements signed.

International students studying in foreign HEIs with which the Academy does not have an inter-university agreement on exchange or a bilateral agreement in the framework of the Erasmus + mobility programme may participate in exchange programmes as free-movers by submitting independently an application for studies at the Academy during a semester or an academic year and all necessary documents, as well as confirming the list of study courses for an appropriate study period.

Information about the opportunities and conditions of participation in ERASMUS+ programme is available by link: <https://bsa.edu.lv/index.php/en/international/erasmus.html>

The study direction also concludes agreements on the implementation of inter-university programmes, which allow transferring study courses and credit points of partner HEIs, mastering the difference in study programmes in the Academy and defending the diploma in two HEIs: the Academy and Home HEI. Such programmes facilitate the promotion of the Academy and its image in the international students’ environment.

From 2016/17 to 2022/23, 28 students took part in the ERASMUS+ program. Outgoing student mobility is mostly directed towards the Baltic States (Lithuania and Estonia) and focused at professional practices, thus ensuring practice-minded training of specialists, sustained cooperation with social work organisations of the Baltic Region, the opportunity to master technologies and work practices employed by the neighbouring countries. The popularity of such placements is also driven by the fact that most students of the field are employed in Latvia and therefore unable to leave the country for a prolonged period, and the field’s focus at preparing specialists for Latvian and regional labour markets. The period of 2019 to 2022 saw a slight decrease in ERASMUS+ student mobility due to the COVID-19 pandemic. The core partners of the field within the reporting period have been the “Prenai” Seniors Recreation Centre, Gudkaimis Orphanage, State Institution “Rehabilitation Methods”, ELUPUU MTÜ, Linkuvas Social Care Centre and the “Winners’ Academy Rehabilitation Centre” (Table 1 - Annex, Fig. 1).

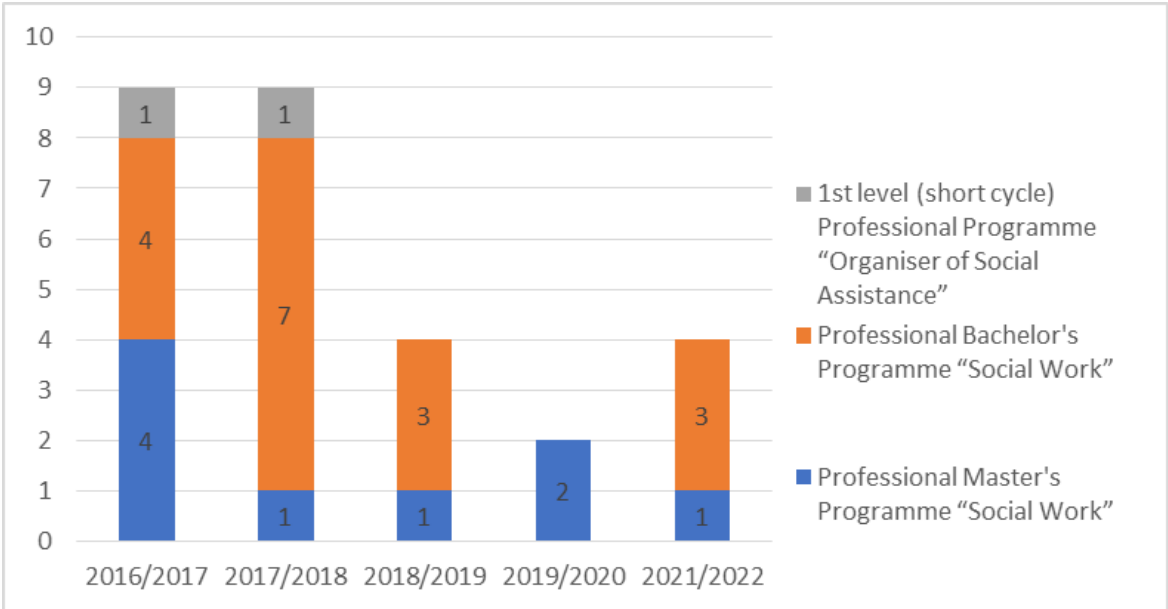


Figure 1. Outgoing student mobility (ERASMUS+ programme)

Field-specific incoming ERASMUS+ student mobility is currently restricted by the fact that the programs are **only taught in Latvian**. Further promotion of ERASMUS+ international placements among students as the most appropriate form of mobility for this area of expertise is intended for the period up to 2025.

Over the period of 2016 to 2022, the tutors employed within the field’s education programs have made 41 business trip (guest lectures, administrative exchanges) within the boundaries of the ERASMUS+ exchange program (Table 2 - Annex, Fig. 2). 6 tutors have specified “Social Welfare” as their main mobility line.

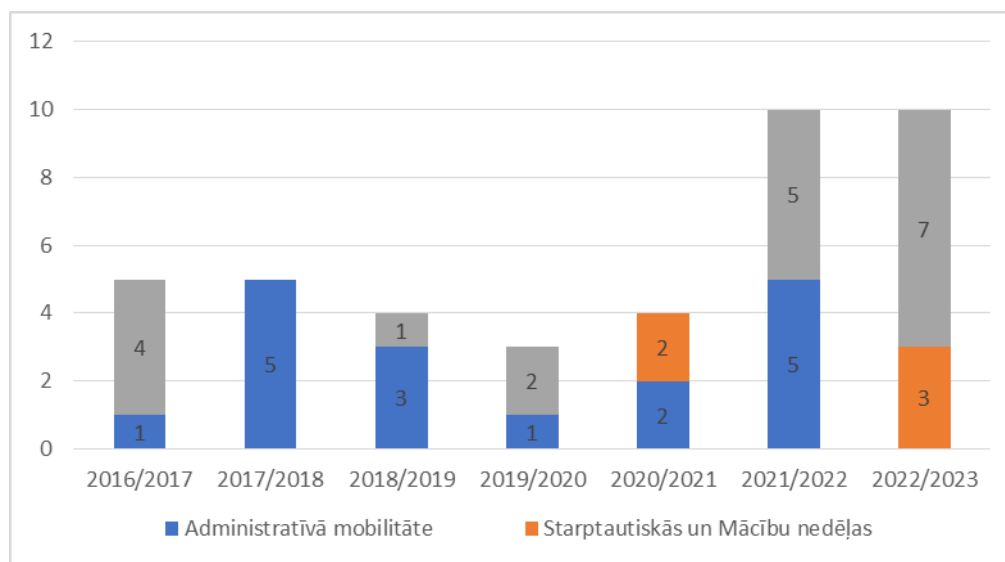


Figure 2. Academic staff who have participated in ERASMUS+ mobility and are involved in the delivery of Social Work study programmes.

The period of 2021 to 2023 has introduced a trend for combining several types of mobility, as exemplified by the visit of Daugavpils Branch tutors to the Bydgoszcz University of Economy (Poland) in June 2023. Aside from a series of lectures, they participated in the Training Week “Education Academic Personnel about the New Opportunities in the Implementation of Education Process”, and arranged a visit to the Daugavpils Branch by the University tutors in autumn 2023/2024 and joint project work with social services of Poland and the Upper Daugava Region.

Mobility of academic personnel supporting the operation of structural subdivisions directly involved in the implementation of the field within the boundaries of the ERASMUS+ program amounted to 22 trips within the period of 2016 to 2022 (Table 3 - Annex, Fig. 3).

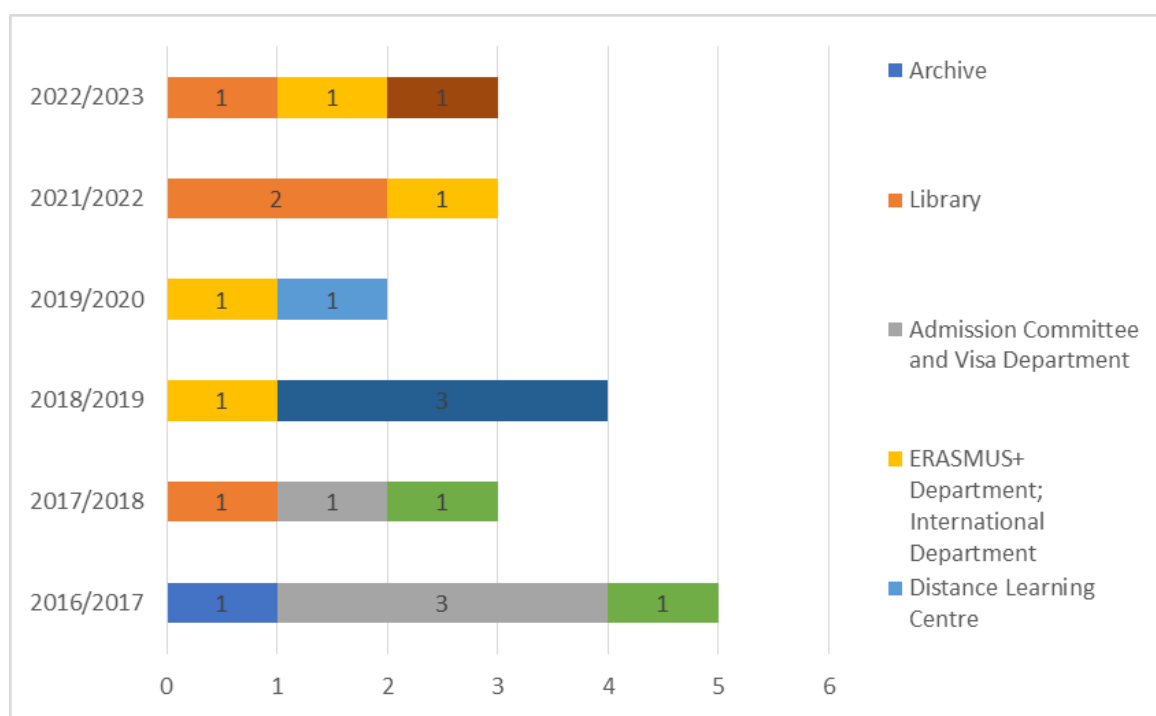


Figure 3. Outgoing mobility of the administrative staff of the Academy under the ERASMUS + programme.

One of the priorities to be pursued by the field by 2025 is the increase of the percentage of tutors teaching professional subjects and involved in tutor mobility and combined mobility (to 50% of all

teaching staff of the field), more active involvement of tutors in short-term activities: international weeks, short-term programs, summer schools, by means of holding extra meetings with academic personnel for promoting ERASMUS+ programs and activities.

Tutors of this field of studies actively participate in international projects and international scientific activities, and improve their qualification through a number of means, including international programs.

Gradual internationalisation of the field's curricula is carried out by means of integrating lectures in English by practicing tutors and ERASMUS+ guest lecturers (Table 4 - Annex, Fig. 4). The programs of the field of study have been supplemented with practicing tutor-led courses on the Methods and Problems of Social Work (course 1) and International Social Work (course 2) in English.

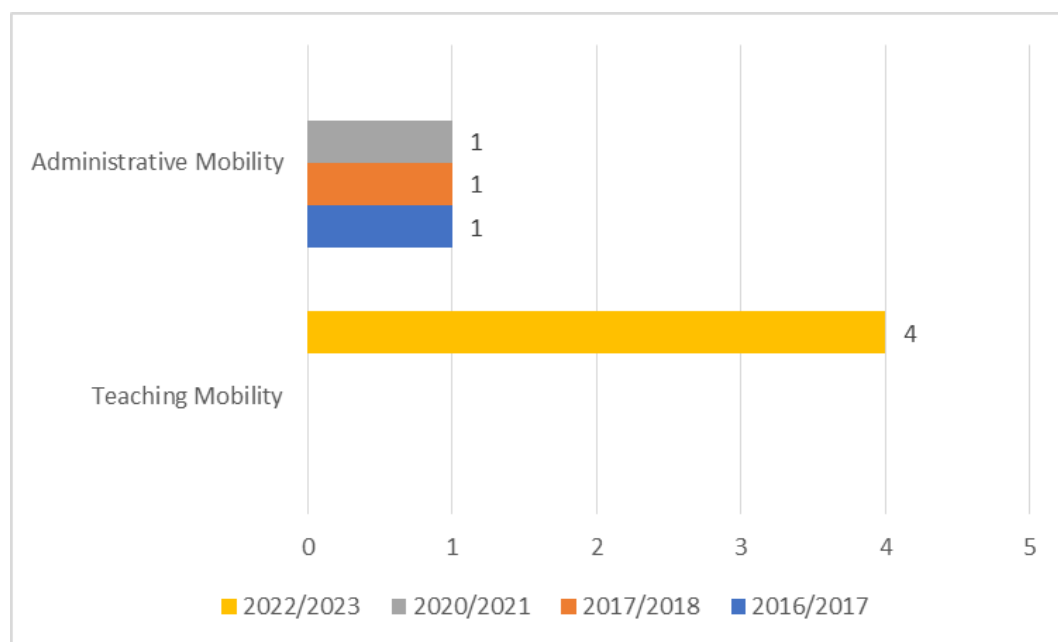


Figure 4. Incoming academic and administrative staff who indicated Social Welfare in the application (ERASMUS+ programme).

Just as with student mobility, the incoming mobility of academic and administrative personnel within the boundaries of the ERASMUS+ program is currently restricted by the fact that the respective study programs are only taught in Latvian.

Considering the specific aspects of this area of expertise, objectives scheduled for achievement by 2025 include adding more courses taught in English, including joint lectures and practice sessions held by Latvian and foreign tutors; enhancing incoming academic mobility by means of inviting guest lecturers, developing and holding international summer schools (at least 1 summer school a year), short-term professional development and retraining programs, creating a dedicated social work section within the boundaries of international weeks (at least once in every 2 years).

On 22 September 2022, the Ministry of Education and Science, the Ministry of Foreign Affairs, the Ministry of the Interior and 15 institutions of higher education of Latvia signed an agreement on good practice in attracting foreign students and ensuring studies (Study in Latvia). Institutions of higher education received certificates from the higher education institution of good practice (best practice University) (**BIA certificate Study in Latvia** in Annex), which certifies that they fulfil the criteria specified by good governance and ministries in attracting responsible foreign students and ensuring quality studies. Upon signing the agreement, the institutions of higher education confirm that they will continue work on international recognition of higher education in Latvia, as well as promote the quality and competitiveness of studies.

2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures

2.6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study field, 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 field and the relevant study programmes.

BSA appreciates the recommendations given in the previous accreditation process and tried to take them into account when improving the quality of the study process and study programs. As an example, the experts' recommendation to consider the usefulness of the Social Work Organizer or First level higher education program was taken into account. In order to improve the general study direction, it was decided not to implement this program anymore, instead of that put more attention on improving the Bachelor and Master study programs as much as possible. Also, critical work was done on the SWOT analysis of the study direction and the implementation of its management. The descriptions of the study courses were completely reworked according to the requirements. A great deal of attention was paid to the research and scientific activity of the academic staff and students, and above all, to the provision of the necessary resources, including the material and technical base. Also, work is being done on the mobility of students and academic staff, improving it to the maximum, so that it is not only formal. International cooperation and the exchange of academic staff have also been significantly improved and provide real mutual benefits.

Answers to the comments of the experts of the previous accreditation process and the improvements made

Following improvements have been made to the comments of the expert commission (2017 year) in the BSA study field "Social welfare":

I Management of study direction:

- 1.1. Refusal from the first level of higher education in the field of study "Social welfare";
- 1.2. A team has been created that operates in the field of study "Social Welfare", both the Bachelor's and Master's study programs have their own program leader and the general head of the study field.

II Resources and provision of the Study field:

- 2.1. The English language skills of both the administration and the lecturers have been significantly improved and meet the requirements;
- 2.2. Study course descriptions are written in Latvian and English and meet the requirements;
- 2.3. Special literature in the library is regularly renewed and improved. Cooperation agreements have been concluded with the National Library, etc., which provide students with access to a wide range of scientific materials.

III Scientific research and scientific research or creative work of academic staff and students:

- 3.1. Academic staff is given opportunities and motivation to engage in research work;
- 3.2. A student scientific conference is organized twice a year, and students are motivated to participate in it;
- 3.3. Participation in the "Erasmus+" and "Horizon 2020" programs.

IV Cooperation and internationalization:

- 4.1. Participation in the "Erasmus+" and "Horizon 2020" programs, as well as planning to apply for participation in the NORDPLUS project;
- 4.2. Participation in the NORDPLUS project will provide opportunities for both students and lecturers to improve their academic and professional knowledge at an international level;
- 4.3. Since 2018, the Academy has been a regular member of the European Association of Schools of Social Work (<https://www.eassw.org/>)
- 4.4. By 2025, the field intends to join the Nordic Baltic Region Resource Centre IASSW.

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

(Not applicable)

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)	1 Annex. Daugavpils ENG.pdf	1. pielikums. Daugavpils LV.pdf
List of the governing regulatory enactments and regulations of the higher education institution/ college	1.2.p. List of the main internal regulatory documents of the Academy ENG.docx	1.2.p. Saraksts ar normatīvajiem dokumentiem LV.docx
The management structure of the higher education institution/ college	BSA struktūra ENG.pdf	BSA struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	2.1. Development plan for the field of study Social Welfare 2023-2029.docx	2.1. Studiju virziena attīstības plāns no 2023-2029.docx
The management structure of the study field	BIA Management system ENG v2023-06-06.pdf	BSA pārvaldības sistēma LV v2023-06-06.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	LKrA & BIA cooperation agreement.docx	LKrA & BSA sadarbības līgums.edoc
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Saistības.zip	Saistības.zip
Standard sample of study agreement	agreement_form.docx	agreement_form.docx
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	2.2.4. Analysis of student survey results add.pdf	2.2.4. Aptauju rezultātu analīze ppld.pdf
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	2.3.7. For the teaching staff of the Social Welfare study direction.xlsx	2.3.7. Par studiju virziena Sociālā labklājība mācībspēkiem.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV_SD_ENG.7z	CV Soc_labklājība.7z
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	2.3.7. Study field "Social Welfare" Knowledge of the state language of the academic staff.pdf	2.3.7. Studiju virziena "Sociālā labklājība" akadēmiskā personāla valsts valodas zināšanas.pdf
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)		
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	2.4. Datu apkopojums par pētniecību ENG.docx	2.4. Datu apkopojums par studiju virziena publikācijas.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	List of scientific publications of academic staff.docx	SL Zinatnisko publikāciju saraksts.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	2 Annex. List of cooperation agreements.xlsx	2. pielikums. Sadarbības līgumu saraksts ar citām institūcijām.xlsx
Statistical data on the teaching staff and the students from abroad	2.5.3. Data on foreign students in the field of study Social Welfare.docx	2.5.3. Dati par ārvalstu studējošajiem un mācībspēkiem LV.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	2.5.3. Data on foreign teaching staff.docx	2.5.3. Dati par studējošo izejošo un ienākošo mobilitāti LV.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	2.5.3. Erasmus BSA_SL.docx	2.5.3. Erasmus BSA_SL.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	3 Annex. Implementation of the recommendations given by experts_lab.docx	3. pielikums. Studiju virziena akreditācijā ekspertu sniegto rekomendāciju izpilde_lab.docx
An application for the evaluation of the study field signed with a secure electronic signature	Application BIA Social_Welfare 01.09.2023 ENG.edoc	Iesniegums BSA Sociālā labklājība 01.09.2023.LV.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with 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 or the requirements for professional qualification (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		
The 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 organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		

Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		
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Other annexes

Name of document	Document
Pielikums Nr. 1 Komersanata aplieciba.pdf	Pielikums Nr. 1 Komersanata aplieciba.pdf
Pielikums Nr.2 izglitibas iestades_bsa_reg.jpg	Pielikums Nr.2 izglitibas 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 (1).jpg	Pielikums Nr.4 BSA_akkred.lapa (1).jpg
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Telpu nodrošinājums Daugavpils	2.3.2. Provision of premises for study and administrative purposes Daugavpils.xlsx
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2.2.4. Aptauju rezultātu analīze.pdf	2.2.4. Aptauju rezultātu analīze.pdf
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2.1.4. PAPILDUS INOFRMĀCIJA PAR KREDĪTPUNKTU PIELĪDZINĀŠANU BSA.doc	2.1.4. PAPILDUS INOFRMĀCIJA PAR KREDĪTPUNKTU PIELĪDZINĀŠANU BSA.doc
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2.4.1. BSA studiju virzienu 2017. – 2021. gada zinātnisko pētījumu virzieni.docx	2.4.1. BSA studiju virzienu 2017. – 2021. gada zinātnisko pētījumu virzieni.docx
2.4.1. Scientific Research Study directions 2017–2021 of the BIA's Study Courses.docx	2.4.1. Scientific Research Study directions 2017–2021 of the BIA's Study Courses.docx
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Pielikums Nr.8 BSA izdevumi 2016-2022.docx	Pielikums Nr.8 BSA izdevumi 2016-2022.docx
Pielikums Nr.7 BSA izdevumi zinātnei 2016-2022.docx	Pielikums Nr.7 BSA izdevumi zinātnei 2016-2022.docx
Pielikums Nr.9 Finanšu stabilitātes rādītāji 01.07.2022.docx	Pielikums Nr.9 Finanšu stabilitātes rādītāji 01.07.2022.docx
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2.1. Apliecinājums par kompensāciju.pdf	2.1. Apliecinājums par kompensāciju.pdf
2.1. Apliecinājums par kompensāciju ENG.pdf	2.1. Apliecinājums par kompensāciju ENG.pdf
Partnership Agreement	ligums_pdf.pdf

Social work (47762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social work</i>
Education classification code	<i>47762</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Agrita</i>
Surname of the study programme director	<i>Lujāne</i>
E-mail of the study programme director	<i>agrita.lujane@gmail.com</i>
Title of the study programme director	<i>Mg.sc.soc.</i>
Phone of the study programme director	<i>26473341</i>
Goal of the study programme	<i>To prepare highly qualified and competitive professionals who meet the professional standard of a Senior Social Worker, who are able to analyse, research and administer social processes and solutions to social problems, including through local, national and international cooperation, active participation and leadership in addressing the root causes of social problems of importance to society, by maintaining social dialogue, are competent in service delivery, responding to and meeting the needs of citizens, respecting human rights principles and social work values, are able to integrate knowledge and theory in practice, contributing to the development of social welfare and social policy research.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide students with the theoretical knowledge and skills for professional practice in accordance with the professional standards, respecting human diversity in working with individuals, families, groups, communities and other social groups and organisations and developing a tolerant, culturally competent attitude in professional interactions;</i> <i>2. To develop analytical reasoning skills in assessing social processes in their interactions, planning and administering social work resources, solutions to social problems, development strategies, including cooperation at local, national and international levels. To provide students with theoretical knowledge and develop professional skills and integrate theoretical approaches of different sciences in social work and research practice;</i> <i>3. To develop planning, organisation and management skills, initiative and leadership for the development of an effective social services system;</i> <i>4. To provide students with in-depth knowledge and skills in the field of social welfare at both national and European Union level on human-environment interdependence, human rights, social justice and the implementation of advocacy practices;</i> <i>5. To promote the development of state-of-the-art social work research skills in social educational and pedagogical activities.</i>

Results of the study programme	<p><i>Professional knowledge:</i></p> <ol style="list-style-type: none"> <i>1. To demonstrate a thorough knowledge and understanding of social work practice, methods and their application, theoretical perspectives and ethics in social work, taking into account the latest developments in the professional field.</i> <i>2. To apply critical thinking and a scientific approach to the analysis and resolution of social problems, implement human rights principles in practice, and be familiar with innovative solutions for the development of social work.</i> <i>3. To apply the theoretical knowledge and practical skills acquired in the social welfare sector or professional field.</i> <p><i>Skills and attitudes:</i></p> <ol style="list-style-type: none"> <i>1. To identify and analyse the client's social problems, to actively engage, support and help to find alternative solutions to social problems, using appropriate methods of working with the client individually, in the community or group, or with the family, reducing the impact of environmental disadvantage on human and social development;</i> <i>2. To support, improve and promote the social functioning of individuals and their families through a person-centred approach, to develop and implement prevention programmes in social work;</i> <i>3. To independently plan, organise and administer social work practice, foster collaboration with other professions and sectors;</i> <i>4. To promote the integration of digital technologies to improve the organisation and accessibility of social services;</i> <i>5. To use the official language in professional communication.</i> <p><i>Competences:</i></p> <ol style="list-style-type: none"> <i>1. Ability to assess, plan and mobilize financial, material and other resources appropriate to social policy priorities;</i> <i>2. Ability to explore and resolve complex situations in professional practice with different target groups in multi-purpose social problem solving, assessing the needs of society, community, family and individual, resources and available social services, creating a socially responsible professional environment;</i> <i>3. Ability to research, plan, administer and develop new social services, programmes and projects;</i> <i>4. Ability to manage human resources in social work, to interact ethically and culturally in professional work, to build and lead interprofessional and interinstitutional professional co-creative teams;</i> <i>5. Ability to carry out social educational and pedagogical activities, as well as research activities in the field of social welfare, to apply social and sociological research methodology, to integrate the latest theoretical knowledge and best practice achievements in the field of social work.</i>
Final examination upon the completion of the study programme	<i>Master's thesis</i>

Study programme forms

Full time studies - 1 years, 6 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional bachelor's degree or second-level professional higher education and obtained the 5th level social worker's professional qualification</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master degree in social work</i>
Qualification to be obtained (in english)	<i>leading social worker</i>

Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Academic or professional bachelor's or equivalent degree, or professional higher education with qualifications in the following fields of education: nities and arts, social sciences, commercial sciences and law, healthcare and social welfare, services. Reflectors who has at least 6 months work experience in the social welfare sector.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master degree in social work</i>
Qualification to be obtained (in english)	<i>Leading social worker</i>

Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

Parameters characterising the study programme “Social Work”:

Name of the study programme	Sociālais darbs
Name of the study programme	Social Work
Code of the study programme according to the education classification of Latvia	47 762
Type and level of the study programme	Second-cycle higher vocational education (Professional Master's study programme)
Qualification level to be obtained (NKL/EKL)	7th level
Scope of the study programme	90 or 120 CP
Form, type, duration of implementation (if less than one year, indicate in months) and language of implementation	
Full time studies	1 years and 5 months, Latvian
Part time	2 years, Latvian
Place of implementation of the study programme	4 Lomonosova street, Riga, LV-1003
Degree to be obtained or degree and qualification to be obtained	Professional master's degree in social work. Qualification – Leading Social Worker
Possibilities for continuation of studies	It is possible to continue education in the doctoral study programme by fulfilling the admission requirements in the relevant doctoral study programme
Study programme of another institution of higher education in which, in case of closure of a study programme, students are provided with the possibility to continue acquisition of education	“Latvijas Kristīgā akadēmija” – AGREEMENT on bilateral practical, academic and research cooperation; "Liepājas Universitāte" - AGREEMENT on bilateral practical, academic and research cooperation.

The name of the study programme, the degree to be obtained, the professional qualification or degree and the professional qualification, objectives, tasks, study results and admission requirements shall be mutually relevant. Since the issue of the accreditation page of the previous study direction, changes in the second level vocational higher education study programme “Social work” (code 47762) shall apply to the place of implementation of the programme. Part-time and

full-time face-to-face studios are not planned at the Daugavpils branch.

The results to be achieved have been developed in accordance with the renewed standard of the profession of social worker. There was no change in the parameters characterising the programme in the study programme "Social work", such as changes in the title of the study programme, the qualification to be granted, reception requirements, the amount of study programmes in credit points, etc.

The aim and tasks of the study program in Social Work, how the study results to be achieved are based on the following normative documents:

1. **Professional standard of a leading social worker** (11.08.2021);
2. Cabinet of Ministers Regulations No.305 **"Rules on the standard of state professional higher education"** (13.06.2023) (LV only);
3. Regulations of the Cabinet of Ministers No. 322 **"Regulations on the Classification of Education in Latvia"** (13.06.2017) (LV only);
4. **European Qualifications Framework;**
5. Regulations of the Cabinet of Ministers No. 795 **"Regulations for Licensing of Study Programs"** (11.12.2018);
6. **Guidelines for the development of the study program description** (31.01.2019);
7. Regulations of the Cabinet of Ministers No. 793 **"Regulations for Opening and Accreditation of a Study Field"** (11.12.2018);
8. **Guidelines for the development of a study field self-evaluation report** (20.08.2021)
9. **Standards and guidelines for quality assurance in the European Higher Education Area (ESG)** (15.05.2019).

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The Professional Master's study program "Social Work" has been developed on the basis of the following normative documents:

1. Cabinet of Ministers Regulations No.305 **"Rules on the standard of state professional higher education"** (13.06.2023) (LV only);
2. Cabinet of Ministers Regulations No. 322 **"Regulations on the classification of education in Latvia"** (13.06.2017) (LV only);
3. **European Qualifications Framework;**
4. **Guidelines for the development of the self-assessment report of a field of study** (20.08.2021)
5. **Standards and guidelines for quality assurance in the European Higher Education Area (EHEA)** (15.05.2019).
6. **Profession standard of the Leading Social Worker** (11.08.2021).

The title of the Master's study program, the degree to be obtained, the aims and objectives, as well as the admission requirements are interrelated and relevant, as it is a Professional Master's

program which is implemented in 1.5 years of full-time study and in 2 years of full-time study, leading to a Professional Master's degree in social work and a qualification as a leading social worker, which provides opportunities for further education in a doctoral study program by fulfilling the admission requirements of the relevant doctoral study program.

The title of the study program refers to the profession to be studied - senior social worker. The profession standard of a senior social worker states that a senior social worker analyses social processes in their interaction, plans and administers social work resources, solutions to social problems, development strategies, including cooperation at local, national and international levels; critically assesses structural conditions in society to reduce discrimination, oppression and social inequality, as well as the impact of the environment on human and social development; implements human rights principles in practice; actively engages in research into the causes of social problems of importance to society, maintains social dialogue and takes a non-violent stand; promotes cooperation with other professions and sectors with the aim of improving the well-being of each individual and society.

Correlation between the knowledge, skills and competences corresponding to Level 7 of the Latvian Qualifications Framework (LQF) and the study outcomes (SOs) of the

Knowledge (knowledge and understanding)	Skills (ability to use knowledge, communication, general skills)	Competence (analysis, synthesis and evaluation)
Is able to demonstrate advanced or extended knowledge and understanding, some of which is in line with the latest findings in the relevant scientific discipline or professional field and which provides a basis for creative thinking or research, including working at the interface between different disciplines.	Is able to apply theory, methods and problem-solving skills independently to perform research or artistic activities or highly skilled professional functions. Is able to explain and discuss complex or systemic aspects of a scientific discipline or professional field in a reasoned manner with both specialists and non-specialists. Is able to direct the development and specialisation of own competences, to take responsibility for and analyse the performance of teams of staff, to undertake entrepreneurship, to innovate in the relevant science field or profession, to carry out work, research or further learning under complex and unpredictable conditions and, if necessary, to modify them using new approach.	Is able to formulate and critically analyse complex scientific and professional problems independently, to justify decisions and, where necessary, to carry out further analysis. Is able to integrate knowledge from different fields, contribute to the creation of new knowledge, the development of research or professional methods, and demonstrate understanding and ethical responsibility for the potential impact of scientific results or professional activities on the environment and society.

The **objective** of the study program is to prepare highly qualified and competitive professionals who will be able to analyse, research and administer social processes and solutions to social problems, including cooperation at local, national and international level, with active involvement, and be leaders in addressing the root causes of social problems of relevance to society through social dialogue, be competent in service delivery, responding to and meeting the needs of citizens, respecting human rights principles and social work values, be able to integrate knowledge and theory in practice, contributing to the development of social welfare and social policy research.

In order to achieve the aims and learning outcomes of the study program, the following **tasks** have been set:

1. To provide students with the theoretical knowledge and skills for professional practice in accordance with the professional standards, respecting human diversity in working with individuals, families, groups, communities and other social groups and organisations and developing a tolerant, culturally competent attitude in professional interactions;

2. To develop analytical judgement in assessing social processes in their interactions, planning and administering social work resources, solutions to social problems, development strategies, including cooperation at local, national and international levels;
3. To provide students with theoretical knowledge and develop professional skills and to integrate theoretical approaches from different disciplines in social work and research practice;
4. To develop planning, organisation and management skills, initiative and leadership for the development of an effective social services system;
5. To provide students with in-depth knowledge and skills in the field of social welfare at both national and European Union level on human-environment interdependence, human rights, social justice and the implementation of advocacy practices;
6. To promote the mastering of state-of-the-art achievements in social work field, by developing research skills in social educational and pedagogical activities.

Study courses ensure the achievement of the study outcomes of the study program.

The student acquires **KNOWLEDGE:**

1. To demonstrate a thorough knowledge and understanding of social work practice, methods and their application, theoretical perspectives and ethics in social work, taking into account the latest developments in the professional field;
2. To apply critical thinking and a scientific approach to the analysis and resolution of social problems, implement human rights principles in practice, and be familiar with innovative solutions for the development of social work;
3. To apply the theoretical knowledge and practical skills acquired in the social welfare sector or professional field.

The student acquires **SKILLS:**

1. To identify and analyse the client's social problems, to actively engage, support and help to find alternative solutions to social problems, using appropriate methods of working with the client individually, in the community or group, or with the family, reducing the impact of environmental disadvantage on human and social development;
2. To support, improve and promote the social functioning of individuals and their families through a person-centred approach, to develop and implement prevention programs in social work;
3. To independently plan, organise and administer social work practice, foster collaboration with other professions and sectors;
4. To promote the integration of digital technologies to improve the organisation and accessibility of social services;
5. To argue and make decisions in an ethical manner, proposing innovative solutions for welfare research and the development of the social work profession, integrating the results of social work research into evidence-based practice;
6. To use the official language and two foreign languages in professional communication.

The student foresees **KOMPETENCE:**

1. *In planning and implementing social policy and welfare programs:*

- Ability to critically analyse social policies and programs in relation to human rights and social justice principles, to initiate new policy initiatives, to cooperate at national and international level with representatives of the public, non-governmental and voluntary sectors in cross-border cooperation on behalf of clients;

- Ability to assess, plan and mobilize financial, material and other resources appropriate to social policy priorities;

2. In organising, coordinating and managing social work:

- Ability to explore and resolve complex situations in professional practice with different target groups in multi-purpose social problem solving, assessing the needs of society, community, family and individual, resources and available social services, creating a socially responsible professional environment;

- Ability to research, plan, administer and develop new social services, programs and projects, organising preventive measures to address social problems at individual and community level, respecting cultural and social diversity, the interaction between environment, individual and society, thereby promoting community cohesion and strengthening social cohesion;

- Ability to manage human resources in social work, to interact ethically and culturally in professional work, to build and lead interprofessional and interinstitutional professional co-creative teams, to make decisions and to organise and coordinate social work independently in a variety of settings and situations to achieve social objectives.

3. In implementing research, scientific and academic activities:

- Ability to carry out social educational and pedagogical activities, as well as research activities in the field of social welfare, to apply social and sociological research methodology, to integrate the latest theoretical knowledge and best practice achievements in the field of social work, including the application of modern digital solutions in the organisation of social services, to develop innovative solutions and to publish the results of scientific activity.

The acquisition of the knowledge, skills and competences of the program is possible if the student has previously obtained a Professional Bachelor's degree in social work and a professional qualification as a social worker or a Bachelor's or Master's degree or a second-level professional higher education in another field and has completed study courses in social sciences, pedagogy and psychology, social administration and administration (at least 18 CP) at a previous stage of study or has two years of experience in social welfare field.

Program Expediency:

Two study programs are implemented in the field of study "Social welfare": 42 762 "Social work" Bachelor's study program and 47 762 "Social work" professional Master's study program. The field of social welfare is recognized as one of the State's priorities, therefore the training of qualified social workers plays a vital role in the development of the State's welfare. BSA implements two study programs in which appropriate succession is ensured. Both study programs provide not only theoretical knowledge of the field, but also practical skills, thereby ensuring the professional competence of graduates and its improvement in accordance with the principles of the Lisbon strategy and providing opportunities for graduates to confidently compete in the labor market. This is provided by:

- The professional degree to be obtained and the unified European diploma supplement, which is comparable to diplomas of equivalent study programs of universities in other European Union countries;
- Unified ECTS system;
- Compliance of the program content with the requirements of professional higher education study programs, which have been set for a common space of European education;
- Scientific research material and technical compliance of study programs with modern requirements;

- The highly qualified academic staff involved in the implementation of the study process, including industry professionals;
- Continuation of studies - graduates of the Bachelor's program can continue their education in the Master's study program.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

The outcomes of the study courses of the Master`s study program "Social Work" are planned and developed in interconnection and in relation to the aim and the achievable results of the study program. The learning outcomes shall be formulated at the level of the study program, the study course and the lessons.

Objective of the study program: To train leading social workers for professional work that identifies and analyses social problems of the individual, family, group, community and society. To represent the interests of the client, to observe professional ethical norms, to pursue social justice in their professional activities, to continuously improve their professional competence, and to contribute to the economy, social work practice and research development.

To ensure that the learning outcomes formulated at course and program level are mutually coherent. The mapping of courses of study against the learning outcomes of the program of study confirms that the content of the courses ensures the integrated acquisition of the knowledge, skills and competences of the program. The mapping of the learning outcomes also shows the relevance of the intended outcomes to the development trends and standards in social work, the needs of employers.

Recent European Commission reports have highlighted the key role of HEIs as regional development and innovation hubs, which is particularly important for the Latgale region in promoting economic development. The Latgale region has the lowest economic stability indicators. Data from the Latvian Central Statistical Office also show that the Latgale region lags significantly behind other Latvian regions in terms of GDP per capita. This situation calls for urgent action to train leader specialists in social work, which is the focus of the Professional Master`s program "Social Work".

One of the main ways in which the management of study programs obtains information on the quality of the study program and its relevance to labour market requirements is through cooperation with employers. Employers can evaluate a study program based on its results - the analysis of the quality of graduates and working professionals. Information on the employability of specialists trained in the field of study is mainly obtained from companies where students undergo internships. Therefore, employers were asked to assess the qualifications, knowledge, skills and abilities of study program trainees, as well as graduates working in relevant organisations and institutions, and to predict what qualifications, skills and abilities the relevant organisation and institution will need in the near and distant future. Employers' views on the program graduates and students (working in the organisation during the internships) were sought through a survey. The results of the questionnaire and the summarised results allow to conclude that the graduates of the study program will be in demand on the labour market.

The majority of employers surveyed rate the preparedness of graduates as "excellent" and consider that graduates are immediately capable of performing their professional duties independently,

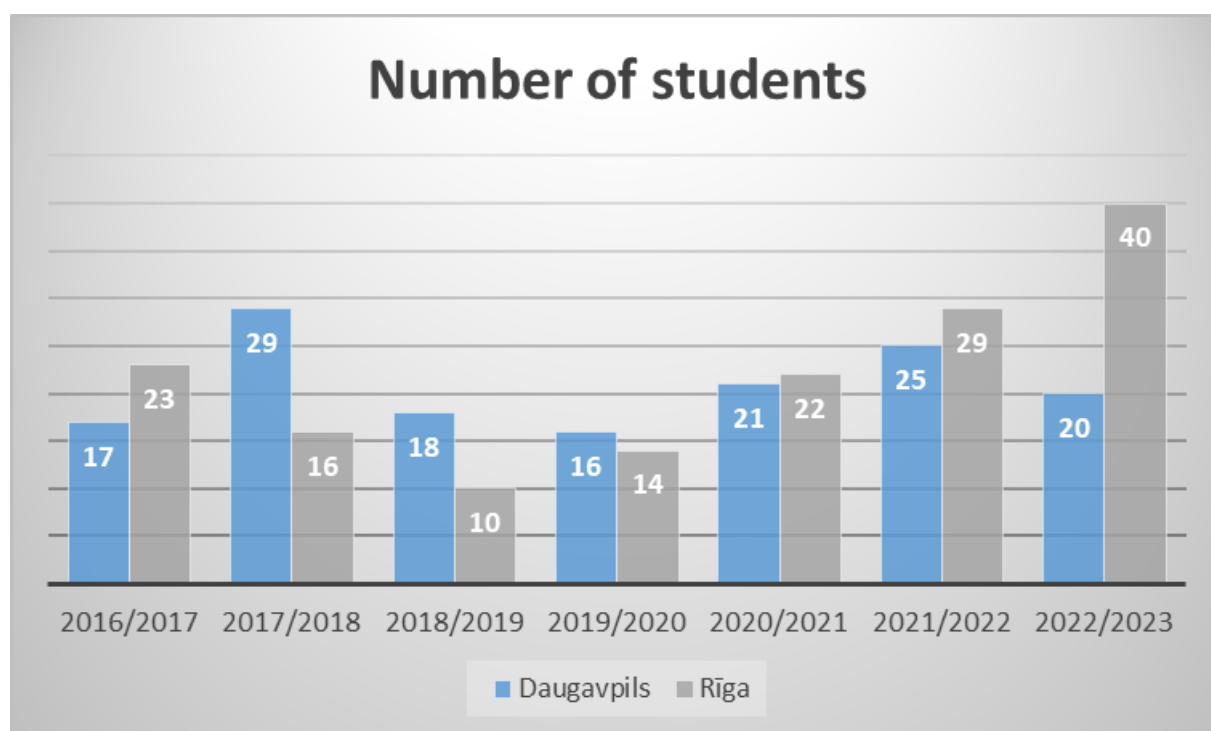
while some employers consider graduates capable of performing their professional duties after a short period of training. Several employers rate the training of graduates as "Sufficient" and consider that graduates have good theoretical training but insufficiently acquired practical skills (see Annex).

3.1.4. 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 into different study forms, types, and languages.

In the reporting period from 2016/2017 until 2022/2023, students are enrolled and studying in the professional study program "Social Work" (code 47 762) full-time in study forms in face-to-face studies in the Latvian language.

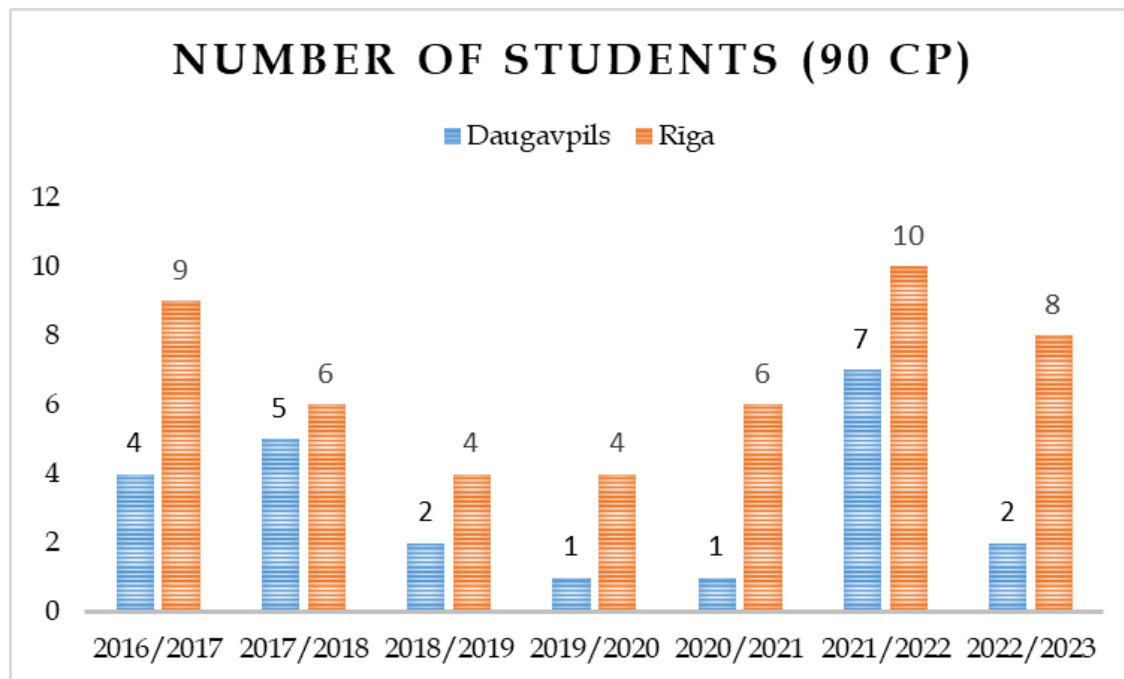
Table 3.1.4.1.

	<i>Number of students as of 01.10 of the academic year</i>						
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Rīga	23	16	10	14	22	29	40
Daugavpils	17	29	18	16	21	25	20
	40	45	28	30	43	54	60

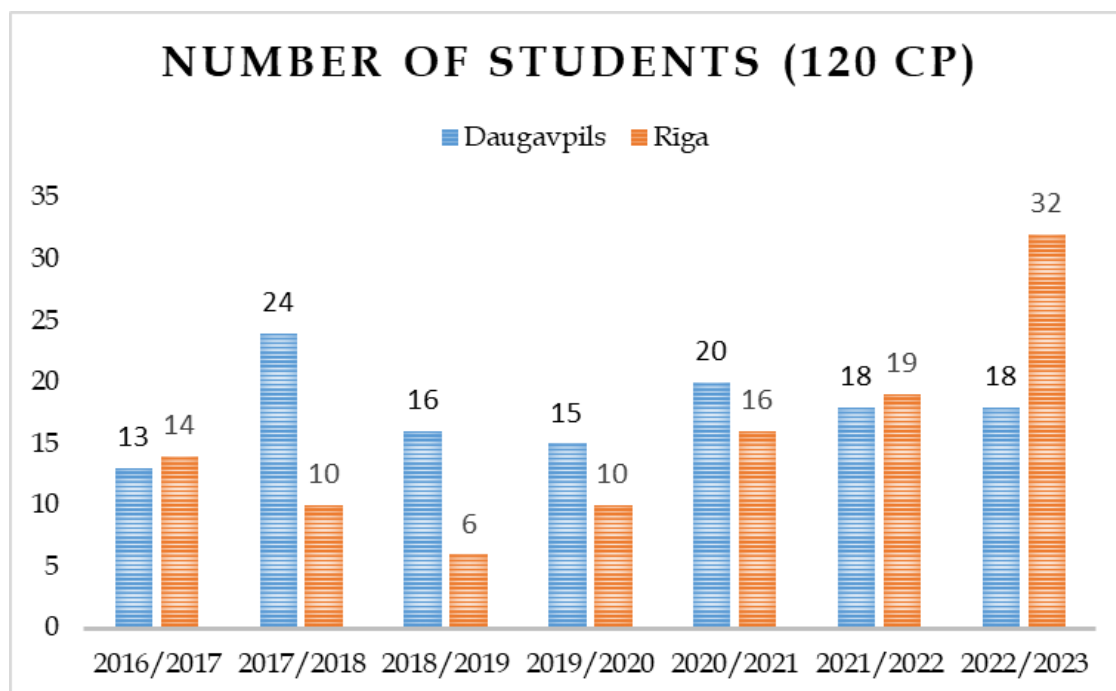


Below, you can view the analysis of the distribution of the number of students according to the duration of the study program: 90 CP program – 3 semesters, 120 CP program – 4 semesters.

Schedule 3.1.4.1.



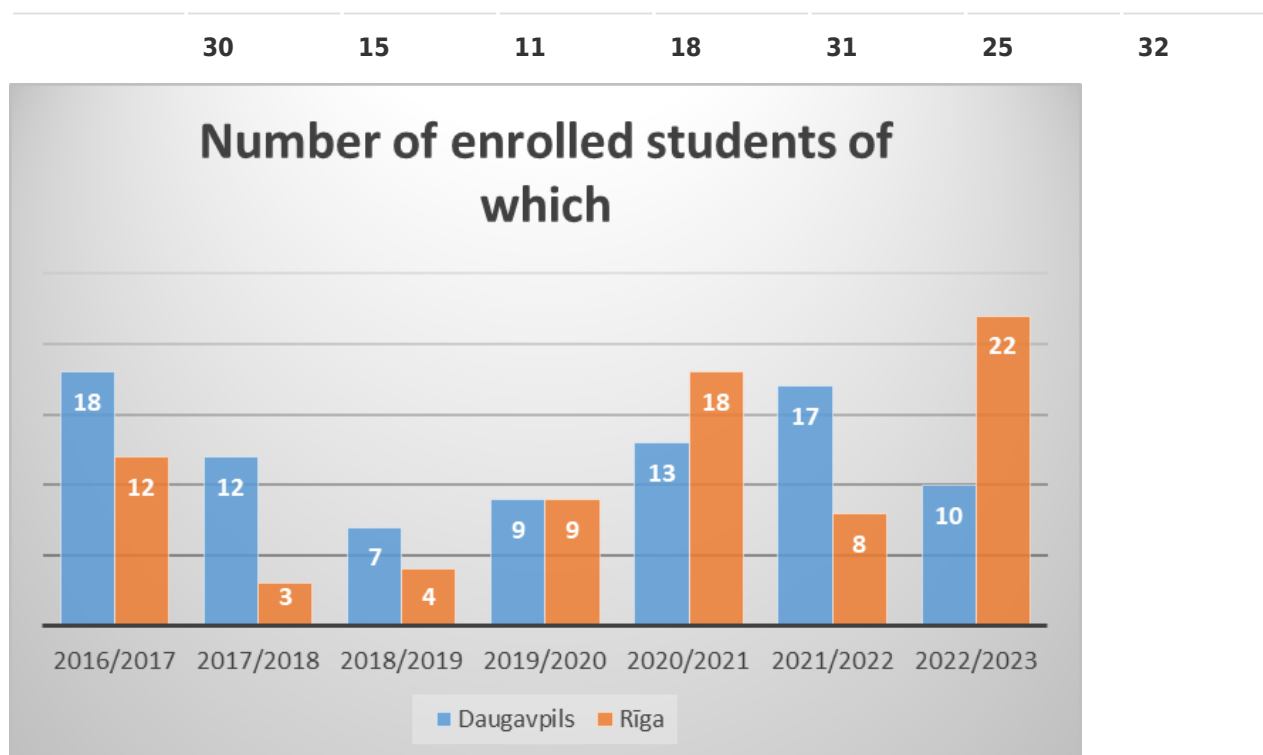
Schedule 3.1.4.2.



In the reporting period from 2016/2017 until 2022/2023 at the beginning of the academic year, the number of students in the professional master's study program "Social Work" has increased in total - from 40 to 60 students. During the reporting period, students were enrolled in full-time, face-to-face study forms, and the number of enrolled students by city can be seen in table 3.1.4.2.

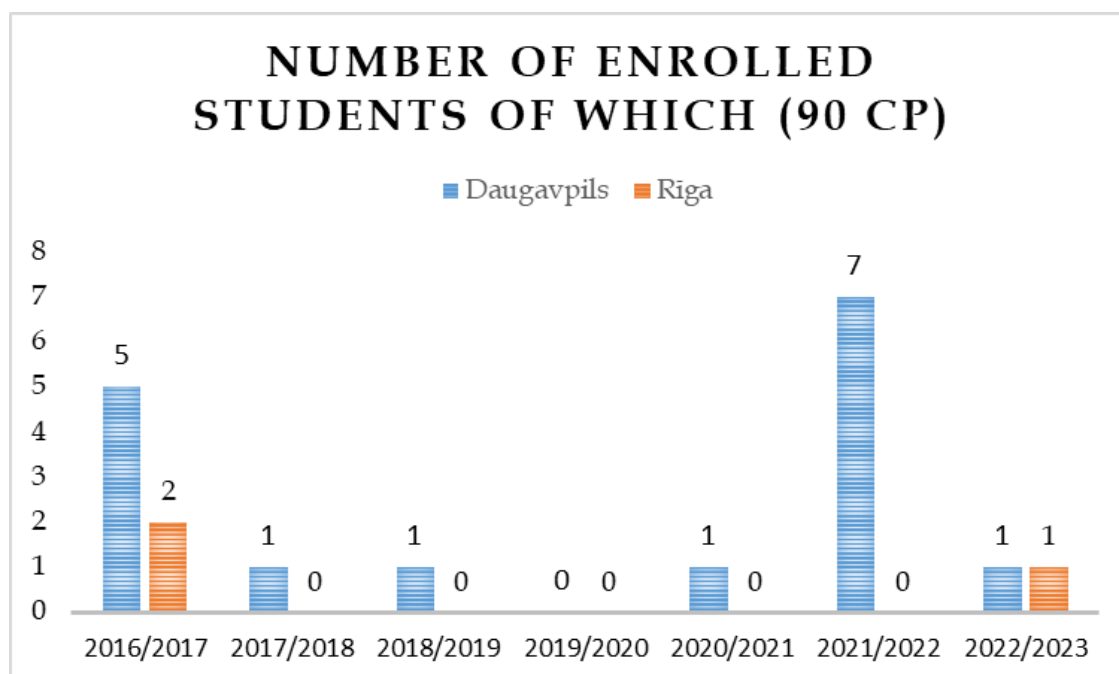
Table 3.1.4.2.

<i>Number of students as of 01.10 of the academic year</i>							
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Rīga	12	3	4	9	18	8	22
Daugavpils	18	12	7	9	13	17	10

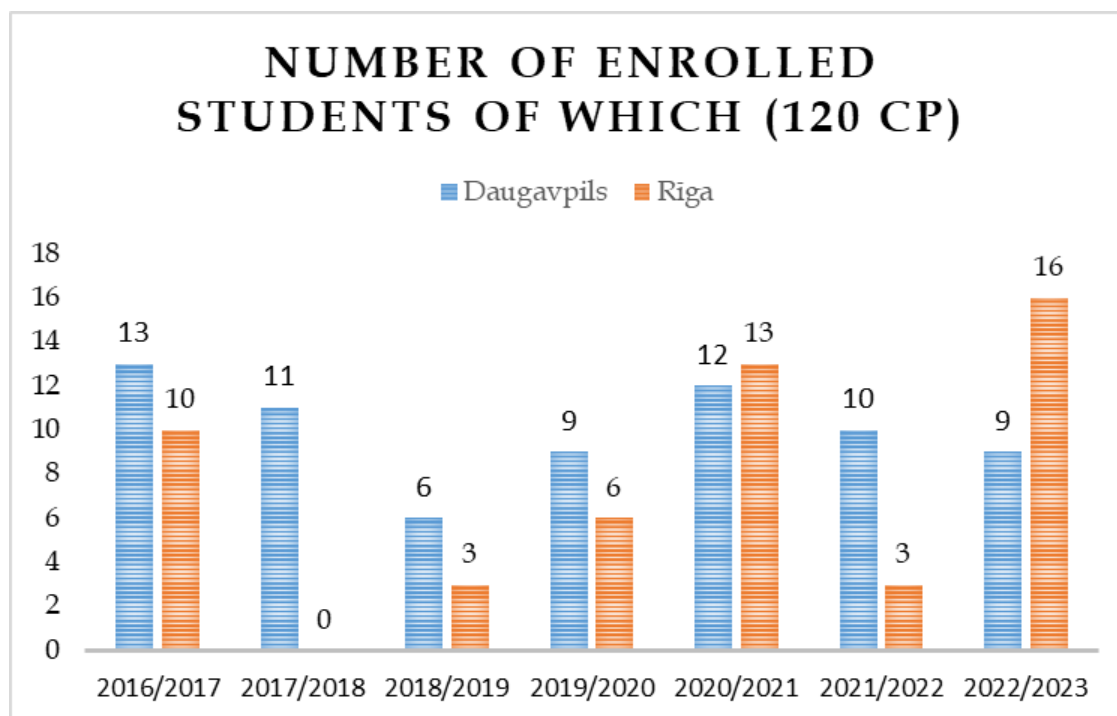


During the last three years, the interest in the study program has only increased both in the bachelor's study program and in the master's program. Below, you can view the analysis of the distribution of the number of **enrolled students** according to the duration of the study program: 90 CP program – 3 semesters, 120 CP program – 4 semesters.

Schedule 3.1.4.3.



Schedule 3.1.4.4.



When analysing the trends in student attrition, the *Annex* shows how, year on year, attrition is uneven and insignificant. Each student who has decided to terminate studies is asked to fill in a questionnaire on the reasons for termination, which helps the Academy to identify the reasons for the termination. The most common reasons given are personal (of their own free will, financial debts, academic debts, etc.). There are no budget places in the study programme, and full-time and part-time in-presence students study only for a fee. The study programme was delivered in Latvian.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The study programme has been developed in accordance with the requirements of the

Cabinet of Regulations of Ministers of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", (LV only) (<https://likumi.lv/ta/id/342818>) and the decisions of the BIA Senate. The process of training qualified professionals in the field of social welfare is impossible without extensive and rigorous control over the knowledge and skills acquired by students. It is not just the knowledge gained in study disciplines that is the object of control. The ability and logical reasoning to express one's views through public speaking, the ability to independently find and analyse relevant information is assessed too.

Acquisition of the study programme is provided for in a period of 3 semester (90 CP) and 4 semester (120 CP) (full time). Credit point are accounted for each course of study (including practice), if the assessment in the test is positive. Acquisition of the study programme is planned in the forms of contact hours and independent work. The importance and responsibility of independent work of students in the acquisition of study content has been increased.

The table compares the content of the 90CP and 120CP programmes, showing its relevance and relevance to labour market and industry developments. The main differences are in the scope and content of professional practice, because for a shorter period of time (1.5 years) students are studying for only 9CP because they have previously obtained professional qualifications in social work. All students have equal opportunities to acquire the theoretical courses, specialisation and professional master's degree required for the master's level.

3.2.1.1. table

Comparison of study courses in 60KP and 80KP

Part	CP	Programme 90 CP	Programme 120 CP
Course title			
A	3	<i>Social welfare and policy</i>	<i>Social welfare and policy</i>
A	3	<i>Theories and methods of Community social work</i>	<i>Theories and methods of Community social work</i>
A	3	<i>Child protection: children's rights in theory and practice</i>	<i>Child protection: children's rights in theory and practice</i>
A	3	<i>Civil and environmental defence</i>	<i>Civil and environmental defence</i>
A	3	<i>International social work</i>	<i>International social work</i>
A1	5	<i>Research ethics and research design</i>	<i>Research ethics and research design</i>
A1	5	<i>Research methodology, data analysis and interpretation: writing a publication</i>	<i>Research methodology, data analysis and interpretation: writing a publication</i>
A1	3	<i>Digital technologies in social work</i>	<i>Digital technologies in social work</i>
A1	3	<i>Applied foreign language</i>	<i>Applied foreign language</i>
A1	4	<i>Intercultural and community communication</i>	<i>Intercultural and community communication</i>
A1	6	<i>Pedagogy</i>	<i>Pedagogy</i>

A1	3	<i>Leadership, management competencies and team work</i>	<i>Leadership, management competencies and team work</i>
A1	4	<i>Social entrepreneurship and management</i>	<i>Social entrepreneurship and management</i>
A1	3	<i>Social program and project management</i>	<i>Social program and project management</i>
P	9	<i>Research practice</i>	<i>Research practice</i>
G	6	<i>Methodology for developing and defending Master's work</i>	<i>Methodology for developing and defending Master's work</i>
G	24	<i>Master's Thesis</i>	<i>Master's Thesis</i>
P	9		<i>Practice I</i>
P	9		<i>Practice II</i>
P	12		<i>Practice III</i>

The results of study courses of the professional master's study programme "Social work" shall be planned and improved in mutual association and association with the objective of the study programme and the results to be achieved. The study results shall be formulated at the level of the study programme, study course and lessons.

In order to ensure the linking of the content of study courses, the results to be achieved with the objectives of the study programme and the results to be achieved:

- the teacher shall plan the achievable results of the study course in accordance with the specific results of the study programme, which are reflected in the form of the study course programme;
- the teacher shall co-ordinate the study results with the director of the study programme who is responsible for determining the study results of the study programme;
- all study course programmes shall be approved at a meeting of the Programme Council.

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.

Studies in the professional master's study programme "Social Work" are carried out taking into account the following:

Regulations	Provision	Duration of studies 2 years	Duration of studies 1 year 6 months
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Cabinet of Ministers Regulation No 305 "Regulations on the National Standard of Professional Higher Education" dated on 13.06.2023	Article 30. The Master's study programme shall have a minimum of 60 credit points, provided that the total of the first cycle higher education and Master's study programmes is not less than 300 credit points.	120 CP	90 CP
	Article 33. The compulsory content of the Master's study programme includes: Article 33.1. study course or study courses and study modules that provide in-depth study of the latest developments in theoretical knowledge and practice in the field (area of professional activity) of at least eight credit points;	15 CP	15 CP
	Article 33.2. a minimum of five credit points of research, creative work, design work and management studies;	36 CP	36 CP
	Article 33.3. a practice of at least 39 credit points if it is intended for graduates of a bachelor's degree programme in academic education, or of at least nine credit points if it is intended for graduates of a bachelor's degree programme in vocational education.	39 CP	9 CP
	Article 33.4. a national examination of at least 30 credit points.	30 CP	30 CP
"Admission Rules and Matriculation Procedures" approved by the BIA Senate on 25.10.2022.	Article 26	Persons who have obtained an academic bachelor's degree in humanities and arts, education, social sciences, business studies and law, as well as those who have a bachelor's degree or a second-level professional higher education in another field of education and at least half a year of practical experience in the field of social welfare may be enrolled in the professional master's programme "Social Work" with a normative study duration of 2 years."	Persons who have a Bachelor's degree or a second-level professional higher education (or an equivalent higher education) in the subject group of health care and social welfare education are eligible to enroll in the second cycle professional Master's study programme "Social Work" with a normative study duration of 1 year and 6 months.

3.2.2. In the 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. In the 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 (if applicable).

Social work in Latvia is regulated by [MK regulations No. 595 \(LV only\)](#), according to which there is a branch of science Sociology and Social work (No. 5.4.) with a sub-branch Social policy and organization of Social work or other sub-branches of sociology and social work. The Master's degree in social work is awarded to the applicant after defending the Master's thesis. Writing and defending

the Master's thesis proves the Master student's ability to independently carry out scientific research work at an appropriate level. The skills acquired in the process of developing the Master's thesis give the opportunity to build an academic career or conduct scientific research. According to the [Law on Scientific Activities](#) (26.3.), person with a Master's or doctorate degree can be elected to the position of researcher in Latvia.

The results of the study direction "Social welfare" correspond to the goals and tasks of the implemented study programs, which are based on the regulatory acts regulating the profession.

The results of the study program correspond to the knowledge, skills and competences defined in the standard of the Leading Social Worker profession. They are formulated according to the study results determined for level 7 studies of the European Qualifications Framework.

The relevance of the professional master's degree in social work to the knowledge of the scientific field can be substantiated by the researches (aspects of competence formation, the formation of the social worker's professional competence) carried out within the framework of the research topics of the scientific activities of BIA teaching staff and researchers, which are based on the study and analysis of methodological models and theoretical knowledge of the field.

During the reporting period, the professional master's study program "Social Work" organizes full-time studies. In-person lectures and classes are scheduled for one session per semester. A significant part of the studies consists of the students' independent work individually and in teams, incl. strengthening the content of the lectures by systematically analyzing the indicated sources, performing the assigned tasks, independently preparing for the practical lessons, etc.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The BIA Social Work Professional Master's Study Programme is aligned with the values set by the BIA, the excellence approach set out in the internationally recognised [British Investor in Excellence standard](#), so that the objectives of the study programme, which ensure planning, implementation, verification, evaluation of results, can be achieved, which is attained by achieving the outcomes of study courses, observing the principles of student-centred education. When implementing the study programme, various study methods are used:

- Informative - lectures with elements of active teaching methods (audio-visual, demonstration, presentation);
- Practical activities - seminars, tests, workshops, reports, projects, preparation of presentations using computer programs and other technical means;
- Creative - brainstorming, games, role plays, debates, discussions, situation analysis, group work, research.

The lecturers choose the study methods according to the aims, specifics and planned outcomes of the study course to be taught. The lecturers of the study courses use the lecture not only as

reading a report, but also integrate active study methods in it, stimulating discussions and organising work in small groups, presenting their independent works, projects. Active study methods are widely used in seminars. Seminars allow students to independently study both theoretical and practical issues, present them and express their views. Important forms of work are practical classes and independent work, in which students analyse, interpret, solve problems independently, improve professional skills and develop analysis skills. Thus, the workload of students corresponds to 40 academic hours of work for one credit point (of which 12 academic hours (full-time) are contact hours, while the rest are intended for independent work).

The study process uses modern e-technologies: audio-visual, multimedia tools, e-studies in the Moodle system, Skype, Zoom, etc. Modern technologies provide flexibility in the study process, increase students' cognitive interest, creative activity and modern student participation. Practically all lecturers involved in the implementation of the professional masters study programme use the electronic BIA E-Learning environment, which provides a wide range of opportunities for inserting study materials, organising the submission of homework and independent work, their presentation and defence. Study materials and tools are developed in electronic form and placed in a way accessible to students in the BIA E-Learning environment in the Moodle environment. BIA provides students with access to internationally cited databases: EBSCO, including outside the academy, and Scopus and ScienceDirect at the BIA Scientific Library in Riga and BIA branches.

Assessment system (educational criteria) and assessment methods for achieving and assessing study outcomes, examination forms and procedures.

The results of studies shall be evaluated by the BSA according to two indicators: qualitative ([score on 10-point scale](#)) and quantitative – study course points (CP/ECTS) according to the amount of study course. The assessment system in accordance with the [Regulations for the Assessment of Study Outcomes at the Baltic International Academy](#) (Approved at the BIA Senate meeting on 09.07.2020, Minutes No.143). The process of training qualified professionals in the field is not possible without an extensive and rigorous assessment of students' knowledge, skills and competencies. The object of assessment is not only the knowledge and skills acquired within the study courses, but also competences and skills to logically substantiate one's opinion, express one's views by public speaking, be able to independently find the necessary information and analyse it. In order to assess students' knowledge, intermediate examinations are used during the semester: tests, assessments of control tests and students' independent work. At the end of the study course, oral/written exams are used, which make up not less than 30% of the total assessment. Thus, the assessment of students' knowledge and control of independent work is performed during the semester in parallel with the study work.

Firstly, it provides feedback between the student and the lecturer in a certain study course, allowing the lecturer to assess the level of acquisition of the already implemented study course sections, and thus also the quality of lecturing.

Secondly, it ensures the improvement of real, continuous study work. The requirements of each study course for obtaining credit points and their share in the assessment of the total course are clearly indicated in the description of the study course, as well as are reported to the students during the first two lessons.

At the end of the study course, students take an exam or a differential test. Currently, 70% of students take exams in writing - knowledge tests are used, as well as analysis of problem situations, which allows examiners to assess the practical application of the acquired knowledge. Oral exams have survived only in some study courses, for example, in a foreign language. An important element of student examination is the pre-defence and defence of the masters thesis. Students who have not passed the pre-defence are not allowed to defend their masters thesis. The

pre-defence of the masters thesis is not only of a formal nature, but a mid-term test in order to further improve the final work, specify the research categories, supplement the used sources, as well as improve their presentation and speech skills. Such an assessment system allows examiners to follow a gradual process of masters thesis development in order to achieve the student's ability to independently and to properly develop research in social work consistent with basic research principles and principles of academic honesty. Taking into account the above, we believe that the BIA Social Work Professional Master`s Study Programme exercises a control over the implementation of the study programme.

Summarising the information on how the implementation of the study process corresponds to the principles of student-centred education, it can be concluded that:

- 1) The study process takes into account and respects the diversity of students' needs (care for adaptation at the beginning of studies, individual approach to the study process, involvement of academic and support staff in solving students' problems, opportunities to study according to the individual plan);
- 2) According to the possibilities, different types of implementation of the study programme are implemented (offering studies both full-time and part-time);
- 3) Various study methods are used according to the circumstances;
- 4) Based on the opinions expressed by the students in the survey, the assessment of study methods is regularly performed in order to find the most optimal way to achieve the aims of the study course and the study programme;
- 5) Students' trend to be independent is promoted, at the same time ensuring the guidance and support of lecturers and support staff;
- 6) Mutual respect in the relations between students and lecturers is promoted by involving the director of the study program in case of problem situations and conflict situations.

Conclusions on the assessment system:

- 1) Lecturers are familiar with testing and examination methods, focus not only on the recitation of knowledge, but use various methods of problem situation analysis, which allows them to assess the ability to use the knowledge acquired;
- 2) In all independent work, homework and tests submitted in the study courses, students receive individual feedback. If necessary, they are provided advice in connection to the study process;
- 3) Lecturers of the study programme strive for the assessment to be consistent, fairly applied to all students and to be implemented in accordance with the approved BIA procedures.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The internship is a compulsory part of the professional study programme and its organisation takes place in accordance with the "Regulations on Internships at the Baltic International Academy" (approved by the BIA Senate on 23.05.2018). Internship is a peculiar form of testing the skills of prospective specialists. According to the Cabinet of Regulations of Ministers of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", (LV only) (<https://likumi.lv/ta/id/342818>), the extent of internship must be at least 9 CP. Three training practices in the amount of 39 CP (in the 120 CP programme) are included in the study programme: in the first semester 9 CP, in the second semester 9 CP, in the third semester 12 CP and one research practice in the amount of 9 CP (in the fourth semester). 60 CP of the study programme includes one research practice in the amount of 9 CP (in the third semester), the content and requirements of which are designed in such a way that students acquire knowledge, skills and competence in conformity with professional master's studies, supplementing previously acquired in the professional bachelor's studies of social work and specializing in the field of social work of interest to them. Traineeships are a compulsory part of a study programme.

The **common aim of the internship** is to strengthen, deepen and systematize the theoretical and practical knowledge and independent work skills acquired in the study process, to acquire competencies corresponding to the study programme, which are necessary for professionals to improve the quality of vocational training. Research practice shall be implemented in the Professional Master's study programme "Social work". Scientific research practice is the preparatory stage of the master's work. It aims at collecting, processing, systematising and analysing specific data on the Master's work subject. The preparation of the Master's work is closely linked to scientific research practice.

Common **objectives** of the internship are:

1. Effective adaptation of future professionals in practical work, strengthening the position of university graduates in the labour market;
2. Systematisation, strengthening and expansion of theoretical knowledge in the acquired specialty;
3. Acquisition of practical skills in solving specific scientific, commercial and economic tasks;
4. Collecting, processing, systematisation and analysis. Strengthen your research skills;
5. Testing and application of the basic ideas, conclusions and proposals of the future bachelor's thesis in the base organisation.

Students shall use theoretical knowledge acquired during the practice, operate in different State, local government and non-governmental social sphere institutions. During the study internship, strengthen the theoretical knowledge acquired in the study programme, as well as to improve the student's professional competence in accordance with the requirements of the profession of leading social worker. At the end of the internship, the students have to write an internship report, which should include answers to the questions of the internship program, argue their thoughts, draw conclusions and make proposals. In the internship, the students must complete the tasks provided in the internship task and it is publicly defended.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

3.2.6. 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 marks of the final theses.

At the end of the study programme in the last semester, students have to develop and defend a final thesis. The elaboration and defence of the final thesis is a proof of the student's professional competence in order to obtain the Professional Master`s degree in Social Work and the qualification of Leading Social worker. In order to successfully complete all study courses and obtain the professional degree and qualification, students must demonstrate in their diploma theses both the theoretical knowledge acquired in the study process and, in accordance with their qualification, practical work skills and competencies. The elaboration and defence of the diploma thesis takes place in accordance with the regulated procedure, which is detailed in the "Regulations on the Elaboration and Defence of Final Theses at the Baltic International Academy". https://bsa.edu.lv/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf

Students may complete the final thesis if:

- Mastering of the intended study course within the programme has been positively assessed;
- Internship reports have been defended and positively assessed;
- Study theses have been defended and positively assessed;
- All academic and financial obligations specified in the study agreement have been fulfilled.

Students choose the topic of their diploma thesis from the study topics offered by the leading lecturers of the study programme. According to the requirements of the study programme, the topics of students' final theses must be related to Social Work. Every year the faculty council evaluates the compliance of the topics with the study programme and the topics are evaluated as appropriate. It must be concluded that students choose topical and practically important topics in the Social Welfare, which expand what is already known in research and provide an in-depth understanding of specific issues in Latvia and Europe.

The final Master`s work in writing, reviewing is provided not only by academic staff, but also by professionals in the field or professional social workers such as Anna Yegorova, Liga Aboltina, Jelena Lashkova, Dagnija Kamerovsky. The involvement of professionals ensures the linking of work topics with industry highlights, as well as the evaluation of professionally driven work. Most often, students choose to write final works about issues in sectors where they are personally involved.

When classifying the division of master's theses topics by field, the largest number of works - more than 20% of the 127 written master's theses - is about social work with families with children or foster families. As a percentage, only a slightly smaller number of works are about different types of Social Services and their availability.

Social work with social risk and protected adults, seniors and persons with physical and mental disabilities, as well as preventive work, which makes up more than 15% of all jobs, can be mentioned next. On average, 15% of jobs are about social work with children and young people, including those with special needs. A little less than 15% of the papers are about the Social worker`s role, prestige, stress and burnout. As last two can be mentioned with less than 10% each of all works are about Inter-institutional cooperation in social work and Social work in care and rehabilitation institutions.

In the period from 2016/2017 academic year to the spring of the 2021/2022 academic year, 127 master theses were defended at the Social Work Professional Study Program. The topics of the

defended diploma theses are reflected in the *Appendix*. Assessing the distribution of student diploma thesis grades, it can be concluded that more than half of the graduates most often received the grades of 7 (good) and 8 (very good).

3.2.6.1. Schedule by year and defense grades (Appendix).

Evaluations of diplomas tend to show that in recent years there is a wider range of marks in student evaluations, which is explained by detailed evaluation criteria developed. If the study programme has been successfully mastered and a positive assessment has been received in the final examinations (the lowest successful grade is 4), students will be awarded the Professional Master's degree in Social Work and the fifth level professional qualification of leading social worker.

3.3. Resources and Provision of the Study Programme

3.3.1. 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.

Chapter 3, sub-paragraphs 2.3.1 to 2.3.3.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Expenses of BIA field of study "**Social Welfare**" are divided into five categories:

- 1) expenses for wages;
- 2) expenses for social insurance contributions;

- 3) expenses for goods and services (utilities, inventory, periodicals etc.);
- 4) expenses for capital formation;
- 5) other expenses

The detailed classification of BIA expenses is shown in table 3.3.1.

Table 3.3.1

Classification of expenses of the Baltic International Academy

Type	Title of the item	Transcript
Wage	Expenses for salaries and wages	Salary of academic staff; salary of administrative personnel, general personnel salary; benefits, health insurance, royalties for authors
The employer's mandatory state social insurance contributions, benefits and compensations of a social nature	Social insurance contributions and state risk levy	Mandatory social contributions according to the norms established by the legislation of the Republic of Latvia

Goods and services	Expenses related to the organization of the learning process	Education expenses; purchase of literature and formation of the library fund ; expenses related to publishing activities; expenses related to the repair and maintenance of office equipment; seminars and training; other expenses (membership fees, permits and others); services of external organizations; business trip expenses, expenses related to the organization of exhibitions, summer schools, conferences, research expenses, student self-government expenses
	Maintenance of training rooms, service apartments	Utilities expenses; property and building insurance, rent; household expenses, expenses related to building repairs, transport services, other economic expenses
	Advertising expenses	Advertising expenses, production of advertising brochures, advertising in mass media, social networks , etc.
	Administrative costs	Payment of postal and communication services, costs of stationery, costs of various accounting forms and reports. Legal services related to the preparation and audit of the annual report, as well as bank, transport and security costs
Equity capital formation	Depreciation of fixed assets and inventory write-off costs	Depreciation costs of intangible investments and fixed assets, inventory write-off costs
Other expenses <u>and</u> services	Expenses not related to core activities	Representation expenses, staff gathering events
	Target funding	Expenses within projects

A significant part of expenses is made up of wages, which together with employer's social insurance contributions make up 67.2% of expenses. Personnel costs include not only wages, but also personnel social support costs: annual health insurance, bonuses, sick leave costs, annual vacations. The second important expense item is utility expenses and expenses for maintaining the material and technical base, which make up half of the total amount of goods and services. It

should be noted that BIA owns private real estate (Riga, Lomonosova street 4; Lomonosova ¼, Riga; Daugavpils, Dzelzceļu 3; Liepāja, Liedaga 3; Jelgava district, Ozolnieki, Skolas street 4b), which are used for organization of learning process. In general, expenditure structure of the field of study "Social Welfare" corresponds to average indicators in Latvian higher education institutions. According to the statistical data of the Ministry of Education and Culture of the Republic of Latvia, a significant part of expenses of higher education institutions is made up of wages, which, together with the social insurance contributions of the employer, make up 55% of the expenses.

In table 3.3.2 you can see the costs (in EUR) per student in master's study program "Social Work".

Table 3.3.2

Study program "Social Work" per student in academic year 2021/2022

	Social work (master's program)	
	Euro	%
Wages	519	55.51
<i>incl. for academic staff</i>	268	
<i>for administrative staff</i>	124	
<i>for general staff</i>	127	
The employer's mandatory state social insurance contributions, benefits and compensations of a social nature	110	11.76
Goods and services	200	21.39
Equity capital formation	85	9.09
Other expenses	21	2.25
Expenditure amount, Total	935	100

Despite the fact that the tuition fees differ in Riga and in the branches, the accounting of costs is carried out in totality per field of study. In the analyzed period, master's study program "Social Work". managed to maintain a positive balance between revenues and expenses. The cost of the field of study "Social Work" per student is 935 (master's) Euro per year. Thus, expenses for studies per student are completely covered by income per student. The financing system is organized in such a way that every student, regardless of the number of students in the group, has all conditions for quality education. That means ensuring the necessary number of contact hours, availability of library resources, e-study environment, research activities, etc. The founders of BIA use their right to control expenses and determine the minimum number of students in the study program, thus giving the right to train students from small groups.

3.4. Teaching Staff

3.4.1. 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 Baltic International Academy provides opportunities for the docents to improve their professionalism, supporting them in performance of their scientific research activity, mastering innovative methods and new learning technologies, which can be used in study process.

The systemic way of thinking of the academic staff affects the development of the way of thinking of the students, encourages mastering main concepts of the Social Work and also develops analytical and critical thinking in relation to various scientific approaches and problems. The ability of the academic personnel to ensure a creative atmosphere, encourage students' interest and curiosity in the study process, develops the skills and abilities of the students to find various solutions in non-standard situations. By using interactive study methods, the academic staff develops communication skills of the students and their team-work skills, which is one of the most important professional traits of the future leading social worker.

The qualification and number of lecturers employed in the Social Work Professional Master Study Programme comply with the requirements of the Law on Higher Education Institutions and the implementation of the goals and objectives of the BIA strategic priorities. Professional lecturers are involved in the implementation of the study programme: everyone has a Doctor's degree or a Master's degree, the education obtained by the lecturers of specialised courses corresponds to the field of the study course. Most lecturers are practicing professionals. Some of the lecturers employed in the study programme are simultaneously employed in scientific research work, which ensures the synergy of studies and research. The major criteria for the selection of lecturers are: education (degree), professional experience and research and creative activity, communication skills.

Any representative of the academic staff, reading lectures in the framework of the study program „Social work”, has the following responsibilities:

Included the qualification competence of the academic staff:

- to develop and publish methodological materials for study courses, which he/she is supervising, to supplement and update MOODLE platform;
- to prepare PowerPoint presentations, distribution materials (summaries, assignments), authentic illustrative material (video and audio), and other materials that optimize the educational process;
- to manage consulting for students - 4 hours per semester and pre-examination consulting, to lead open classes once a year within the framework of hospitalization and to attend at least 2 classes of their colleagues and participate in their discussions;
- to improve one's professional qualification, submitting relevant certificate;
- within the framework of program implementation to organize one event per year or actively participate in it: seminar, conference, round table, discussions, etc.;
- to participate in the events organized within the framework of implementation of the study program or BIA educational activities.

In international activity:

- to actively participate in international conferences, seminars, discussions and projects;
- to read lectures in the collaborating higher education institutions, including within the framework of the international mobility program.

In the scientific research activity:

- to speak at scientific conferences and seminars, to publish scientific articles (at least 1 publication per year);
- to follow the latest publications of scientific literature, to adjust the lists of literature offered to students, to inform the library director about the need to supplement the library funds.

The qualification of academic personnel is considered as corresponding; in general, the implementation of the program involved faculty, which performs active research work, therefore, is able to ensure high quality in mastering of knowledge, related to latest scientific findings in the relevant field, as well as recognized professionals in the legal profession, who both directly and indirectly share their practical work experience, improving the skills and competences of their students. Therefore, the academic staff involved in the study program is able to form corresponding competences in students, by achieving the planned study results.

3.4.2. 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 qualification and number of lecturers employed in the Social Work Study Programme comply with the requirements of the Law on Higher Education Institutions and the implementation of the goals and objectives of the BIA strategic priorities. Professional lecturers are involved in the implementation of the study programme: everyone has a Doctor's degree or a Master's degree, the education obtained by the lecturers of specialised courses corresponds to the field of the study course. Most lecturers are practicing professionals. Some of the lecturers employed in the study programme are simultaneously employed in scientific research work, which ensures the synergy of studies and research. The major criteria for the selection of lecturers are: education (degree), professional experience and research and creative activity, communication skills.

In the period from the 2016/2017 academic year to the spring of the 2022/2023 academic year, not only the quantitative composition of the Social Work Professional Master Study Programme has changed, but also its qualitative changes have been made.

Table 3.4.2.1.

Scientific degrees of the teaching staff of the Social Work Professional Master`s Study Programme								
	Doctors		Masters		Other		Total	
	Number	%	Number	%	Number	%	Number	%
BIA tenured	9	82	2	18			11	58
BIA non-tenured	2	25	5	63	1	12	8	42

Total	11	58	7	37	1	5	19	100.0
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As can be seen from the table above, currently 19 lecturers are involved in the implementation of the Social Work Professional Master's Study Programme. 58% of lecturers have the tenure at the Baltic International Academy. Out of the total number of lecturers, 58% of the academic staff is provided by 11 lecturers with a Doctoral degree (9 tenured at BIA, 2 non-tenured). 7 (2 BIA tenured, 5 non-tenured) lecturers have a Master's degree (37%).

In accordance with the BIA academic staff development policy, BIA graduates who obtained the Master's degree or Doctor's degree were involved in the study process: for example, BIA's 2000 graduates in jurisprudence T.Jurkeviča became Dr.iur. (T.Jurkeviča in 2015). According to academic positions the study programme is implemented by 3 Professors (27%), 2 Associate Professors (18%), 5 Docents (45%); 1 Lecturers (9%).

Table 3.4.2.2.

	Associated Professors		Professors		Docents		Lecturers		Total	
	Numb.	%	Numb.	%	Numb.	%	Numb.	%	Numb.	%
BIA tenured	2	18	3	27	5	45	1	9	11	58
BIA non-tenured			1	12			7	88	8	42
Total	2	11	4	21	5	26	8	42	19	100.0

In the period from 2016/2017 end of 2022/2023, I.Plotka (Professor), Ž. Caurkubule (Associate Professor until 11.04.2018, Professor since 12.04.2018. 3 (associate professor N. Blūmenaua, professor Ž. Caurkubulu, professor I.Plotka) doctors are experts in the Latvian council of Science. 2016 J.Laškova obtained a Ph. D. of pedagogy; Four teachers (Ž.Caurkubule, T.Jurkeviča, A.Mite, I.Plotka) of 2020 have acquired the Professional improvement Programme of higher Education teachers in higher Education Innovation (Daugavpils University); in 2021, one teacher acquired the professional improvement programme of higher education educators in RISEBA; in 2023, one defended doctoral work at Daugavpils University. In 2022, V. Pakalne studied the curriculum Social work with families and children, K. Vītoliņa was issued a 2022 certificate from the Ministry of Health of the Republic of Latvia for a first aid course.

In general, the qualification of lecturers can be assessed as appropriate. In the implementation of the Social Work Professional Bachelor Study Programme, the scientific and pedagogical experience of the lecturers ensures the achievement of the aims of the educational programme, as well as students obtained appropriate knowledge, skills and competencies, achieving the set learning outcomes. 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.

The qualification of lecturers and its effectivity are regularly assessed in annual student surveys.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of 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 or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. 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).

3.4.5. 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 programme and 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;
- 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 Programm council and the BIA Senate;
- Quality control and analysis of the study process and teaching conducted regularly by the responsible programmes 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.

In accordance with the Regulations on Quality Assurance in Higher Education, BIA operates an internal quality assurance system. In its activities, BIA complies with all the laws and regulations governing higher education, ensures compliance with the Latvian Qualifications Framework (LQF), and takes into account the following international requirements and guidelines: The European Qualifications Framework, the Lisbon Recognition Convention, the European Credit Transfer and Accumulation System (ECTS) Handbook, the European Guidelines for Validating Non-formal and Informal Learning, the European Document for the Modernisation of Higher Education (EACA), etc. BIA strives for continuous improvement of its management system - quality management system through targeted process planning based which is based on long-term strategies, value and quality excellence, as defined by the internationally recognized UK standard **Investors in Excellence**, for the quality of academic education in the European top-class space.

The correlation between the students and teachers in the framework of the study programme "Social Work" (at of the date of submission of the self-assessment report) is given below.

<i>Study programme</i>	<i>Number of students per one academic rate</i>
Social Work	2.2

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Diploma with supplement SDmg 3sem.pdf	Diploms ar pielikumu progr_SDmg 3sem LV.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	5 Annex. Statistics on the students in the reporting SDmg.docx	5. pielikums. Statistikas dati par studējošajiem studiju programmā SDmg.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	6 Annex. Compliance with the study programme SDmg with the State Education Standard.docx	6. pielikums Studiju programmas SDmg atbilstība valsts izglītības standartam LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	7 Annex. Compliance of the master's program with the professional standard.xlsx	7. pielikums. Magistra programmas atbilstība profesijas standartam.xlsx
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	Copy of 8 Annex. Mapping of the study courses for the achievement of the learning outcomes of the study MG.xlsx	Copy of 8. pielikums. Studiju kursu kartējums studiju programmas studiju rezultātu sasniegšanai MG.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	9 Annex. The curriculum of the study programme SDmg add.xlsx	9. pielikums Studiju programmas plans MG ppld.xlsx
Descriptions of the study courses/ modules	10 Annex. Studiju kursi MG_ENG.7z	10. pielikums. Kursu apraksti MG_LV.7z
Description of the organisation of the internship of the students (if applicable)	Provisions for traineeships at the BIA.pdf	BSA_Prakses_nolikums_lv.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Social Work (42762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social Work</i>
Education classification code	<i>42762</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Helēna</i>
Surname of the study programme director	<i>Ozoliņa</i>
E-mail of the study programme director	<i>bsa.socialaisdarbs@bsa.edu.lv</i>
Title of the study programme director	<i>Mg.iur.</i>
Phone of the study programme director	<i>26784346</i>
Goal of the study programme	<i>To prepare social workers for professional activities that identify and analyse social problems of individuals, families, groups, communities and society, promote their prevention, solve them in cooperation with the client and representatives of other professions and institutions by attracting or creating appropriate resources, promote the self-determination of the client, represent the interests of the client, observe professional ethical standards, implement social justice in their professional activities, constantly improve their professional competence and contribute to the economy, social work practice and the development of research.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To foster the development of students' creative, social and personal qualities and attitudes through respect, responsibility, empathy, commitment, participation, tolerance, non-discrimination and ethical behaviour.</i> <i>2. To develop and improve students' specific knowledge and skills in social work, in line with the standards of the social work profession and the demands of the labour market, as well as to enhance their competitiveness in the changing socio-economic conditions and the international labour market;</i> <i>3. To provide students with theoretical knowledge and professional skills and to integrate theoretical approaches from different disciplines into social work and research practice;</i> <i>4. To provide students with the application of acquired knowledge, skills and information technologies in professional practice by providing internship opportunities in state and local government institutions (incl. social services, medical institutions, educational institutions, prisons), in associations, foundations, communities, according to the needs of clients and identified problems, carrying out social work with seniors, persons with addiction problems, persons with mental disorders, victims of violence and other target groups, as well as socio-educational work, promoting cooperation at national and international level.</i>

Results of the study programme	<p><i>Professional knowledge:</i></p> <ol style="list-style-type: none"> <i>1. Knowledge of the aims, tasks, functions, roles, methods, principles and standards of professional practice, ethical norms, rights and obligations, professional responsibilities and application in practice;</i> <i>2. Knowledge of social work theories and methods and their application in protecting the interests of the client (individual, family), respecting client self-determination, developing, planning, implementing person-centred solutions to societal social problems and evaluating the effectiveness of the services provided;</i> <i>3. Identify, define, analyse and solve social problems, understand the types of social problems, their origins in society, causes, impacts, consequences and ways of solving them, and organise preventive measures to reduce problems.</i> <p><i>Skills and attitudes:</i></p> <ol style="list-style-type: none"> <i>1. To plan and organise one's professional activities (case management, crisis intervention, social work with cases using psychosocial counselling, social work with groups, social pedagogical activities), to take care of one's physical and mental health, to develop one's professional competence and to contribute to the development of social work practice and research.</i> <i>2. To apply communication skills, emotional resilience, patience, empathy and a high sense of responsibility when collaborating and working in teams with other professionals to plan, organise and develop inter-institutional and inter-professional cooperation;</i> <i>3. To organise and lead interprofessional teamwork, collaborating with colleagues, other professions, clients and their families, community representatives in identifying needs, planning, implementing and evaluating solutions;</i> <i>4. To apply the requirements of labour law, labour protection, environmental protection, civil protection and welfare sector legislation, take appropriate action in crisis situations and accidents and provide first aid to victims;</i> <p><i>Competences:</i></p> <ol style="list-style-type: none"> <i>1. Is able to carry out professional activities in the interests of the client (individual, family), respecting the self-determination of the client, to develop, plan and implement person-centred solutions to societal social problems and to evaluate the effectiveness of the services provided and to mobilise the necessary resources;</i> <i>2. Is able to plan and organise one's professional activities (case management, crisis intervention, social work with cases using psychosocial counselling, social work with groups, socio-pedagogical activities), respect and maintain confidentiality in verbal, non-verbal and digital communication, take care of one's physical and mental health, develop one's professional competence and contribute to the development of social work practice and research.</i> <i>3. Is able to organise and manage interprofessional teamwork, collaborating with colleagues, other professions, clients and their relatives, community representatives in identifying needs, planning, implementing and evaluating solutions.</i>
Final examination upon the completion of the study programme	Bachelor's work

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)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor degree in social work</i>
Qualification to be obtained (in english)	<i>Social worker</i>

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

Part time studies - 4 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor degree in social work</i>
Qualification to be obtained (in english)	<i>Social worker</i>

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

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

Parameters characterising the study programme “Social Work”:

<i>Name of the study programme</i>	Sociālais darbs
<i>Name of the study programme</i>	Social Work
<i>Code of the study programme according to the education classification of Latvia</i>	42 762
<i>Type and level of the study programme</i>	First-cycle higher vocational education (Professional Bachelor's study programme)
<i>Qualification level to be obtained (NKI/EKI)</i>	6th level
<i>Scope of the study programme</i>	240 CP
<i>Form, type, duration of implementation (if less than one year, indicate in months) and language of implementation</i>	
<i>Full time studies</i>	4 years, Latvian
<i>Part time</i>	4 years and 5 months, Latvian
<i>Place of implementation of the study programme</i>	Lomonosova street 4, Riga, LV-1003; Dzelzceļu street 3, Daugavpils, LV-5403
<i>Degree to be obtained or degree and qualification to be obtained</i>	Professional bachelor's degree in social work, Qualification – social worker

<i>Possibilities for continuation of studies</i>	A professional bachelor's degree shall give the right to continue education in an academic master's study programme or a professional master's programme, if the requirements for the admission of the relevant master's study programme have been fulfilled, which include appropriate prior knowledge for the successful acquisition of such study programme
<i>Study programme of another institution of higher education in which, in case of closure of a study programme, students are provided with the possibility to continue acquisition of education</i>	"Latvijas Kristīgā akadēmija" – AGREEMENT on bilateral practical, academic and research cooperation; "Liepājas Universitāte" - AGREEMENT on bilateral practical, academic and research cooperation.

The name of the study programme, the degree to be obtained, the professional qualification or degree and the professional qualification, objectives, tasks, study results and admission requirements shall be mutually relevant. Since the issue of the accreditation page of the previous study direction, changes in the second level vocational higher education study programme "Social Work" shall apply to the place of implementation of the programme. Part-time and full-time face-to-face studios are not planned at branches of Jelgava and Jekabpils.

The results to be achieved have been developed in accordance with the renewed standard of the profession of social worker. There was no change in the parameters characterising the programme in the study programme "Social work", such as changes in the title of the study programme, the qualification to be granted, reception requirements, the amount of study programmes in credit points, etc.

The aim and tasks of the study program in Social Work, how the study results to be achieved are based on the following normative documents:

1. **Professional standard of a social worker** (14.10.2020.);
2. Cabinet of Ministers Regulations No. 305 **"Rules on the standard of state professional higher education"** (13.06.2023) (LV only);
3. Regulations of the Cabinet of Ministers No. 322 **"Regulations on the Classification of Education in Latvia"** (13.06.2017) (LV only);
4. **European Qualifications Framework;**
5. Regulations of the Cabinet of Ministers No. 795 **"Regulations for Licensing of Study Programs"** (11.12.2018);
6. **Guidelines for the development of the study program description** (31.01.2019);
7. Regulations of the Cabinet of Ministers No. 793 **"Regulations for Opening and Accreditation of a Study Field"** (11.12.2018);
8. **Guidelines for the development of a study field self-evaluation report** (20.08.2021)
9. **Standards and guidelines for quality assurance in the European Higher Education Area (ESG)** (15.05.2019).

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The Professional Bachelor's study program "Social Work" has been developed on the basis of the following normative documents:

1. Cabinet of Ministers Regulations No.305 **"Rules on the standard of state professional higher education"** (13.06.2023) (LV only);
2. Cabinet of Ministers Regulations No 322 „**Regulations on Classification of Latvian Education**" (13.06.2017) (LV only);
3. **European Qualifications Framework**;
4. **Guidelines for the development of the self-evaluation report of the field of study** (20.08.2021)
5. **Standards and guidelines for quality assurance in the European Higher Education Area (ESG)**(15.05.2019).
6. **Professional standard of the social worker** (14.10.2020).

The title, degree, aims and objectives, as well as the admission conditions of the Professional Bachelor's study program are interrelated and relevant, as it is a Professional Bachelor's program, which is implemented in 4 years of full-time study and 4.5 years of part-time study, leading to the Professional Bachelor's degree in Social Work and the qualification of a social worker, which provides opportunities for further education in both academic and professional Master's study programs.

The title of the study program refers to the profession to be studied - social worker. The professional standard of the social worker states that a social worker identifies and analyses social problems of an individual, family, group, community, solves them in cooperation with a client and representatives of other professions, implements social justice by attracting or creating appropriate resources in his/her professional activity, represents the interests of a client, observes ethical norms. The aim and objectives of the Professional Bachelor's study program "Social Work", as well as the knowledge, skills and competences acquired during the study, correspond to the sixth EQF level, which is the Bachelor study level:

Correlation between the knowledge, skills and competences corresponding to level 6 of the Latvian Qualifications Framework (LQF) and the study outcomes (SO) of the Bachelor study program

Knowledge (knowledge and understanding)

Is able to demonstrate basic and specialised knowledge and a critical understanding of this knowledge specific to the discipline or profession, some of which is at the highest level of achievements of the discipline or profession. Is able to demonstrate an understanding of the key concepts and patterns in the relevant scientific discipline or professional field.

Skills (ability to use knowledge, communication, general skills)

Is able to use the theoretical foundations and skills acquired to carry out professional, artistic, innovative or research activities, to formulate and analytically describe information, problems and solutions in their field of study or profession, to explain them and to reasonably discuss them with both specialists and non-specialists. Is able to structure own learning independently, guide own and subordinates' further learning and professional development, demonstrate a scientific approach to problem solving, take responsibility and initiative when working individually, in a team or leading others, make decisions and find creative solutions in changing or uncertain circumstances.

Competence (analysis, synthesis and evaluation)

Is able to acquire, select, analyse and use information independently, to make decisions and solve problems in the relevant scientific field or profession, to demonstrate an understanding of professional ethics, to assess the impact of their professional activities on the environment and society and to contribute to the development of the relevant professional field.

The **aim** of the study program is to ensure the development of competitive fields of study by improving the quality of studies in accordance with the needs of the Latvian state, regions and cities and the labour market forecasts. To provide the acquisition of the Professional Bachelor's degree in social work and the professional qualification "Social worker".

In order to achieve the aims and learning outcomes of the study program, the following **tasks** are set:

1. Developing competitive fields of study. To implement the study process, to provide knowledge and skills for social work in a professional environment;
2. Human resources development. Involve high-level academics in the implementation of the study program;
3. Integrating science and research in all fields of study;
4. Strengthening the role of lifelong learning in education and ensuring offer;
5. Stabilising and expanding the international dimension of the Academy's activities in all areas.

Study courses ensure the achievement of the study outcomes of the study program.

The student acquires **KNOWLEDGE:**

- Demonstrates knowledge and critical understanding of social policy, social legislation and the social work profession.
- Demonstrates in-depth knowledge and understanding of the role of social work and rehabilitation in the development of society and the resolution of social problems.
- Understands social work terminology and theory.
- Demonstrates an understanding of the basic principles and mechanisms of the social welfare system, key concepts and patterns in the field of social work.

The student acquires **SKILLS:**

- Is able to demonstrate awareness and ethical responsibility for the potential impact of professional activities on the environment and society.
- Is able to structure one's own learning independently and to guide one's further learning and professional development.
- Is able to formulate and critically analyse problems in the accessibility and quality of social care and services, in the socialisation process of people with various social, mental and physical disabilities.
- Is able to make decisions and find creative solutions in changing or uncertain circumstances within the professional competence of a social worker and to find creative solutions in social activation work with clients.
- Is able to demonstrate a scientific approach to problem solving, take responsibility and initiative when working individually, as part of a team or managing the work of others.
- Acquires the professional skills and competences of a practical social worker: counselling, social problem analysis, social work intervention, group and individual work with clients. These skills are acquired by the student through an internship of 39 credits in study years 1, 2, 3, 4.

The student foresees **COMPETENCE:**

- Observes professional values and ethical responsibility for the potential impact of professional activities on the environment and society.
- Is able to independently direct the development of own competences and chosen specialisation.

The acquisition of the knowledge, skills and competences of the program is possible if the student

has previously completed secondary education or professional secondary education, or previous education that meets the requirements of the study program recognised in Latvia.

Admission requirements:

- Persons who have completed the appropriate full secondary education or have a previous education that meets the requirements of a study program recognised in Latvia are eligible to enrol in BIA's full-time and part-time basic study programs. Education is evidenced by a secondary education document - a general secondary education certificate or a professional secondary education diploma.
- Admission to full-time and part-time basic study programs is by open and equal competition, based on the results of centralised examinations. Exceptions are made for persons who have completed full secondary education before 2004 (not included), as well as for persons who have completed full secondary education abroad or persons with special needs, and for persons who are exempt from the state examinations, provided that these persons have been exempt from the state examinations of secondary education in accordance with the procedure laid down by the laws and regulations of the Republic of Latvia.
- For matriculation in BIA full-time and part-time programs in the academic year 2022/2023, persons who have completed their secondary education in the Republic of Latvia since 2004 must submit centralised examination certificates in at least two subjects, according to the chosen study program or according to the choice of the applicants. The levels of the centralised examinations (in at least 2 subjects) must be between A and E (inclusive), or from 2013 onwards, a percentage mark corresponding to the current level thresholds for each specific subject.
- Persons who have not passed the centralised examinations, if they have completed full secondary education before 2004, have completed full secondary education abroad, persons with special needs, or persons who were exempted from the state secondary education examinations in accordance with the procedure established by the laws and regulations of the Republic of Latvia, upon admission to BIA, shall take the entrance examinations, the result of which may not be:
 - in a foreign language - lower than 30% (Internet test) or 50% (written test);
 - theoretical knowledge entrance examinations in the visual arts and computer tests below 50%;
 - in logical ability test - lower than 30% (Internet test) or 50% (written test).
- Priority is given to applicants who have obtained the highest marks in the centralised examinations and/or BIA entrance examinations.
- The form and content of the entrance examinations shall be approved by the Rector of the BIA.
- The results of the entrance examinations and the additional admission requirements shall be communicated to the applicant in writing no later than three working days after the date of taking the entrance examinations.
- Testing and document handling are chargeable services, the fees for which are determined by the BIA Senate.
- Upon enrolment, applicants shall fill in an application form indicating the chosen study program and information about themselves, as well as submit to the BIA Admissions Committee all the documents referred to in Clause 40 of these Regulations.
- The deadlines for registration and admission to full-time/part-time study programs in the first year after the completion of full secondary education are set by the Cabinet of Ministers of the Republic of Latvia.
- Registration and admission of applicants who have completed secondary or higher education in previous years is open throughout the academic year 2022/2023.

Program Expediency:

Two study programs are implemented in the field of study "Social welfare": 42 762 "Social work" Bachelor's study program and 47 762 "Social work" professional Master's study program. The field of social welfare is recognized as one of the State's priorities, therefore the training of qualified social workers plays a vital role in the development of the State's welfare. BSA implements two study programs in which appropriate succession is ensured. Both study programs provide not only theoretical knowledge of the field, but also practical skills, thereby ensuring the professional competence of graduates and its improvement in accordance with the principles of the Lisbon strategy and providing opportunities for graduates to confidently compete in the labor market. This is provided by:

- The professional degree to be obtained and the unified European diploma supplement, which is comparable to diplomas of equivalent study programs of universities in other European Union countries;
- Unified ECTS system;
- Compliance of the program content with the requirements of professional higher education study programs, which have been set for a common space of European education;
- Scientific research material and technical compliance of study programs with modern requirements;
- The highly qualified academic staff involved in the implementation of the study process, including industry professionals;
- Continuation of studies - graduates of the Bachelor's program can continue their education in the Master's study program.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

The outcomes of the study courses of the Professional Bachelor study program "Social Work" are planned and developed in interconnection and in relation to the aim and the achievable results of the study program. The learning outcomes shall be formulated at the level of the study program, the study course and the lessons.

Objective of the study program: To train social workers for professional work that identifies and analyses social problems of the individual, family, group, community and society. To represent the interests of the client, to observe professional ethical norms, to pursue social justice in their professional activities, to continuously improve their professional competence, and to contribute to the economy, social work practice and research development.

To ensure that the learning outcomes formulated at course and program level are mutually coherent. The mapping of courses of study against the learning outcomes of the program of study confirms that the content of the courses ensures the integrated acquisition of the knowledge, skills and competences of the program. The mapping of the learning outcomes also shows the relevance of the intended outcomes to the development trends and standards in social work, the needs of employers.

Recent European Commission reports have highlighted the key role of HEIs as regional development and innovation hubs, which is particularly important for the Latgale region in

promoting economic development. The Latgale region has the lowest economic stability indicators. Data from the Latvian Central Statistical Office also show that the Latgale region lags significantly behind other Latvian regions in terms of GDP per capita. This situation calls for urgent action to train social work specialists, which is the focus of the Professional Bachelor's program "Social Work".

One of the main ways in which the management of study programs obtains information on the quality of the study program and its relevance to labour market requirements is through cooperation with employers. Employers can evaluate a study program based on its results - the analysis of the quality of graduates and working professionals. Information on the employability of specialists trained in the field of study is mainly obtained from companies where students undergo internships. Therefore, employers were asked to assess the qualifications, knowledge, skills and abilities of study program trainees, as well as graduates working in relevant organisations and institutions, and to predict what qualifications, skills and abilities the relevant organisation and institution will need in the near and distant future. Employers' views on the program graduates and students (working in the organisation during the internships) were sought through a survey. The results of the questionnaire and the summarised results allow to conclude that the graduates of the study program will be in demand on the labour market.

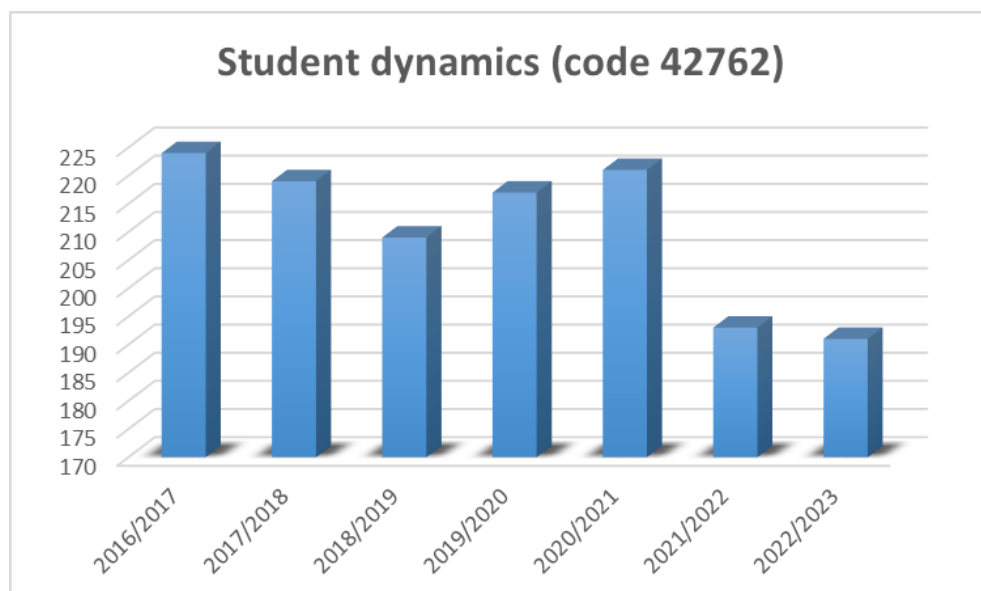
The majority of employers surveyed rate the preparedness of graduates as "excellent" and consider that graduates are immediately capable of performing their professional duties independently, while some employers consider graduates capable of performing their professional duties after a short period of training. Several employers rate the training of graduates as "Sufficient" and consider that graduates have good theoretical training but insufficiently acquired practical skills (see *Annex*).

3.1.4. 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 into different study forms, types, and languages.

In the reporting period from 2016/2017 to 2022/2023, students enrolled and studying in the professional study program "Social Work" in both full-time and part-time forms of site studies in Latvian.

Table 3.1.4.1.

	<i>Number of students as of 01.10 of the academic year</i>						
	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Rīga	96	92	71	77	66	67	91
Daugavpils	40	36	43	41	59	59	53
Jēkabpils	51	51	56	61	62	40	24
Jelgava	37	40	39	38	34	27	23
Total	224	219	209	217	221	193	191

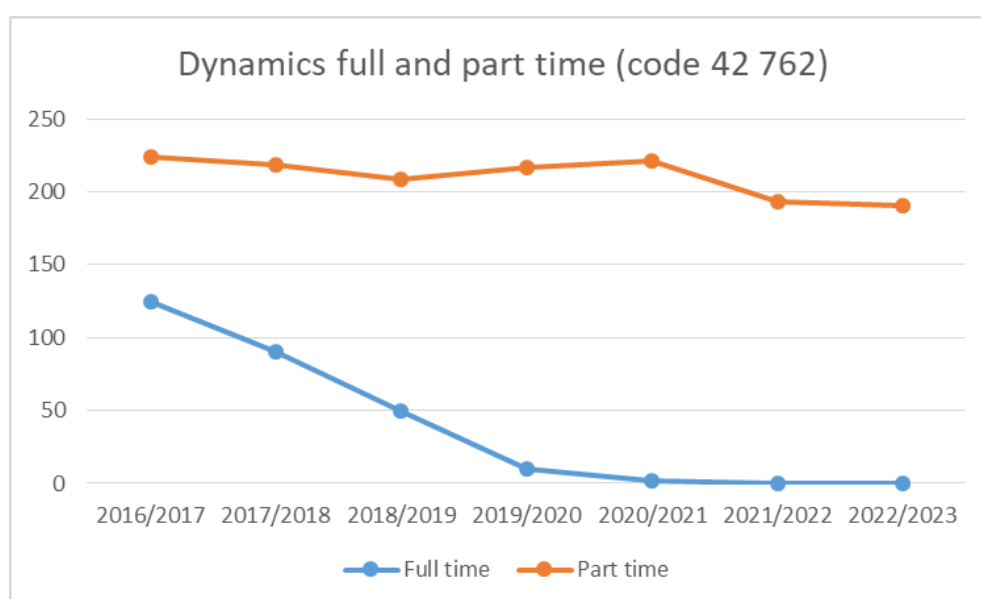


In the reporting period from 2016/2017 to the beginning of the academic year 2022/2023, the total number of students in the Professional Bachelor's study programme "Social Work" has slightly decreased from 224 to 191 students, 15% reduction.

The highest number of students from the academic year 2016/2017 was in Riga branch - 96 students, the lowest - in Jelgava - 37 students; in the academic year 2022/2023 the highest number was in Riga branch - 91 students, the lowest - in Jelgava - 23 students.

During the reporting period, enrolments in the first year of study took place in both full-time in-presence and part-time forms and the number of enrolments by study form and city can be seen in the Annex. The highest number of forms was observed in Riga, while the number of forms in the branches in Jēkabpils, Daugavpils remained stable on average.

While at the beginning of the reporting period there were full-time in-presence matriculated and enrolled students, at the end of the reporting period the number of full-time in-presence matriculated students has gradually decreased. There are currently no full-time students studying at the Academy.



When analysing the trends in student attrition, the Annex shows how, year on year, attrition is uneven and insignificant.

Each student who has decided to terminate studies is asked to fill in a questionnaire on the reasons for termination, which helps the Academy to identify the reasons for the termination. The most common reasons given are personal (of their own free will, financial debts, academic debts, etc.). There are no budget places in the study programme, and full-time and part-time in-presence students study only for a fee. The study programme was delivered in Latvian.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The study programme has been developed in accordance with the requirements of the Cabinet of Regulations of Ministers of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", (LV only) (<https://likumi.lv/ta/id/342818>) and the decisions of the BIA Senate.

The process of training qualified professionals in the field of social welfare is impossible without extensive and rigorous control over the knowledge and skills acquired by students. It is not just the knowledge gained in study disciplines that is the object of control. The ability and logical reasoning to express one's views through public speaking, the ability to independently find and analyse relevant information is assessed too.

Acquisition of the study programme is intended for 8 semesters (full time) and 9 semesters (part time) for in the volume of 240 KP. 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.

The course structure of the study programme shall consist of: General education study courses (A), Field (area of professional activity) courses of professional specialization (B) and Elective courses (C):

1. Courses of study of generally educated content (Part A, amount of 30CP);
2. Theoretical basic courses and information technology courses of the sector (field of professional activity) (Part A1, volume of 54CP);
3. Professional specialisation courses of the sector (field of professional activity) (Part B, amount of 90CP) divided into the following subgroups:
 - Theoretical basics of social work (Introduction to Specialization, Theory of social work, Legal basics, Social Legislation);
 - Methods of social work, Psychology of Communication, Social work with families with children, Eco-social work (Community), Social work with dependents and Social work with disable persons, Social services and benefits system, Multicultural social work in practice;
 - Interdisciplinary, development and research of the social work profession: Methods of social research, Fundamentals for project development and management, Social entrepreneurship, Supervision in social work, Social pedagogics, Special and inclusive pedagogy;
4. Student choice courses (Part C, 9CP).

In accordance with the regulations regarding the Rules on the standard of state professional higher education, the study programme includes courses for the establishment of professional competence of entrepreneurship – social entrepreneurship (3CP, Part A), project management foundations (3CP, Part A). Additional courses for the development of professional business competence should be taken as optional courses (Part C). During the acquisition of the Bachelor's programme, the student develops and defends three Course paper – teach in the amount of 3CP.

The results of study courses of the professional Bachelor's study programme “Social work” shall be planned and improved in mutual association and association with the objective of the study programme and the results to be achieved. The study results shall be formulated at the level of the study programme, study course and lessons.

In the course of analysis of interrelationship between the intended outcomes of the study course with the achievements of the Professional bachelor study programme “Social Work” mapping of the study course included in the programme has been performed. Mapping results (see Appendix) 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.

In order to ensure the linking of the content of study courses, the results to be achieved with the objectives of the study programme and the results to be achieved:

- the teacher shall plan the achievable results of the study course in accordance with the specific results of the study programme, which are reflected in the form of the study course programme;
- the teacher shall co-ordinate the study results with the director of the study programme who is responsible for determining the study results of the study programme;
- all study course programmes shall be approved at a meeting of the Programme Council.

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.

3.2.2. In the 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. In the 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 (if applicable).

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The BIA Social Work Professional Bachelor Study Programme is designed to achieve the set aims of the study programme, which is attained by achieving the outcomes of study courses, observing the principles of **student-centred education**. When implementing the study programme, various study methods are used:

- Informative - lectures with elements of active teaching methods (audio-visual, demonstration, presentation);
- Practical activities - seminars, tests, workshops, reports, projects, preparation of presentations using computer programs and other technical means;
- Creative - brainstorming, games, role plays, debates, discussions, situation analysis, group work, research.

The lecturers choose the study methods according to the aims, specifics and planned outcomes of the study course to be taught. The lecturers of the study courses use the lecture not only as reading a report, but also integrate active study methods in it, stimulating discussions and organising work in small groups, presenting their independent works. Active study methods are widely used in seminars. Seminars allow students to independently study both theoretical and practical issues, present them and express their views. Important forms of work are practical classes and independent work, in which students analyse, interpret, solve problems independently, improve professional skills and develop analysis skills. Thus, the workload of students corresponds to 40 academic hours of work for one credit point (of which 16 academic hours (full-time) or 12 academic hours (part-time) are contact hours, while the rest are intended for independent work).

The study process uses modern e-technologies: audio-visual, multimedia tools, e-studies in the Moodle system, Skype, Zoom, etc. Modern technologies provide flexibility in the study process, increase students' cognitive interest, creative activity and modern student participation. Practically all lecturers involved in the implementation of the professional bachelor study programme use the electronic BIA E-Learning environment, which provides a wide range of opportunities for inserting study materials, organising the submission of homework and independent work, their presentation and defence. Study materials and tools are developed in electronic form and placed in a way accessible to students in the BIA E-Learning environment in the Moodle environment. BIA provides students with access to internationally cited databases: EBSCO, including outside the academy, and Scopus and ScienceDirect at the BIA Scientific Library in Riga and BIA branches.

Assessment system (educational criteria) and assessment methods for achieving and assessing study outcomes, examination forms and procedures.

The assessment system used in the Social Work Professional Bachelor Study Programme operates as a 10-point system in accordance with the Regulations for the Assessment of Study Outcomes at the Baltic International Academy (Approved at the BIA Senate meeting on 30 March 2016, Minutes No. 125). The process of training qualified professionals in the field is not possible without an extensive and rigorous assessment of students' knowledge, skills and competencies. The object of assessment is not only the knowledge and skills acquired within the study courses, but also competences and skills to logically substantiate one's opinion, express one's views by public speaking, be able to independently find the necessary information and analyse it. The description of the study courses of parts A, B and C of the professional bachelor study programme defines the assessment criteria and the results to be achieved.

In order to assess students' knowledge, intermediate examinations are used during the semester: tests, assessments of control tests and students' independent work. At the end of the study course, oral/written exams are used, which make up not less than 30% of the total assessment. Thus, the assessment of students' knowledge and control of independent work is performed during the semester in parallel with the study work.

Firstly, it provides feedback between the student and the lecturer in a certain study course, allowing the lecturer to assess the level of acquisition of the already implemented study course sections, and thus also the quality of lecturing.

Secondly, it ensures the improvement of real, continuous study work. The requirements of each study course for obtaining credit points and their share in the assessment of the total course are clearly indicated in the description of the study course, as well as are reported to the students during the first two lessons.

At the end of the study course, students take an exam or a differential test. Currently, 70% of students take exams in writing - knowledge tests are used, as well as analysis of problem situations, which allows examiners to assess the practical application of the acquired knowledge. Oral exams have survived only in some study courses, for example, in a foreign language. An important element of student examination is the pre-defence and defence of the diploma thesis. Students who have not passed the pre-defence are not allowed to defend their diploma thesis. The pre-defence of the diploma thesis is not only of a formal nature, but a mid-term test in order to further improve the final work, specify the research categories, supplement the used sources, as well as improve their presentation and speech skills. Such an assessment system allows examiners to follow a gradual process of diploma thesis development in order to achieve the student's ability to independently and correctly develop research in accordance with the basic principles of research and the principles of academic integrity. Taking into account the above, we believe that the BIA Social Work Professional Bachelor Study Programme exercises a control over the implementation of the study programme.

Summarising the information on how the implementation of the study process corresponds to the principles of student-centred education, it can be concluded that:

- 1) The study process takes into account and respects the diversity of students' needs (care for adaptation at the beginning of studies, individual approach to the study process, involvement of academic and support staff in solving students' problems, opportunities to study according to the individual plan);
- 2) According to the possibilities, different types of implementation of the study programme are implemented (offering studies both full-time and part-time);

- 3) Various study methods are used according to the circumstances;
- 4) Based on the opinions expressed by the students in the survey, the assessment of study methods is regularly performed in order to find the most optimal way to achieve the aims of the study course and the study programme;
- 5) Students' trend to be independent is promoted, at the same time ensuring the guidance and support of lecturers and support staff;
- 6) Mutual respect in the relations between students and lecturers is promoted by involving the director of the study program in case of problem situations and conflict situations.

Conclusions on the assessment system:

- 1) Lecturers are familiar with testing and examination methods, focus not only on the recitation of knowledge, but use various methods of problem situation analysis, which allows them to assess the ability to use the knowledge acquired;
- 2) In all independent work, homework and tests submitted in the study courses, students receive individual feedback. If necessary, they are provided advice in connection to the study process;
- 3) Lecturers of the study programme strive for the assessment to be consistent, fairly applied to all students and to be implemented in accordance with the approved BIA procedures.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The internship is a compulsory part of the professional study programme and its organisation takes place in accordance with the "Regulations on Internships at the Baltic International Academy" (approved by the BIA Senate on 23.05.2018). According to the Cabinet of Regulations of Ministers of June 13, 2023 No. 305 "Rules on the standard of state professional higher education", (LV only) (<https://likumi.lv/ta/id/342818>) the extent of internship must be at least 30 CP (at BIA, it is 39 CP).

The **common aim of the internship** is to strengthen, deepen and systematize the theoretical and practical knowledge and independent work skills acquired in the study process, to acquire competencies corresponding to the study programme, which are necessary for professionals to improve the quality of vocational training.

Common **objectives** of the internship are:

1. Effective adaptation of future professionals in practical work, strengthening the position of university graduates in the labour market;
2. Systematisation, strengthening and expansion of theoretical knowledge in the acquired specialty;
3. Acquisition of practical skills in solving specific scientific, commercial and economic tasks;
4. Collecting, processing, systematisation and analysis of information during the development of

course theses and diploma theses;

5. Testing and application of the basic ideas, conclusions and proposals of the future bachelor's thesis in the base company (organisation).

Five internships are implemented in the Social Work Professional Bachelor Study Programme. Students' internships are closely related to the study outcomes to be achieved in the Social Work Professional Bachelor Study Programme. During the study internship, strengthen the theoretical knowledge acquired in the study programme, as well as to improve the student's professional competence in accordance with the requirements of the profession of social worker.

Table 3.2.4.1

Practice	Sem. / CP	Internship objectives
Practice 1 (Introduction to occupation)	1 th semester - 3 CP	Exploring the specificities, characteristics and problems of social work in different institutions.
Practice 2 (Social benefits and services, SOPA)	3 th semester - 6 CP	To familiarise students with the specificities of social work in different institutions, to develop professional skills in work with the client. Perform case analysis by observing the professional activity of a social worker.
Practice 3 (Case Management)	Full time: 4 th semester - 9 CP; Part time: 5 th semester - 9 CP	Acquisition of the skills of a social worker assistant, analysis of detailed and in-depth cases.
Practice 4 (Pedagogical)	7 th semester - 9 CP	Deepen students' knowledge of basic educational issues in the context of Social Work, improve acquired skills in personal development and professional environment with clients in specific target groups - teenage young people, families, etc. Promote students' willingness to engage in solving social problems through properly chosen appropriate pedagogical methods, while recognising the potential risks to future societies.
Pre-graduation Internship	Full time: 8 th semester - 12 CP; Part time: 9 th semester - 12 CP	Strengthen the practical skills of independent work, systematise and expand theoretical and practical knowledge of the Bachelor in accordance with the requirements of the profession of social worker, strengthen the ability to detect and analyse current problems, perform studies and take justified decisions for solving problems.

Each practice is based on the knowledge already acquired and the work skills of the social worker. For example, after the completion of the third course, the learned methodologies shall be applied in practice, which is an essential precondition for the higher vocational study programme. The internship is organised outside the Academy in an institution (company, organisation) related to the profession to be acquired by the student, where the fulfilment of the objectives specified in the internship guidelines is guaranteed.

A cooperation agreement is concluded between the Academy and the organisation (company) where the internship is located, which includes the rights, obligations and responsibilities of the three parties, the term of the agreement, the conditions for terminating the mutual settlement agreement and other regulations. At the end of the internship, the students have to write an internship report, which should include answers to the questions of the internship program, argue their thoughts, draw conclusions and make proposals. In the internship, the students must complete the tasks provided in the internship task, and if possible, they can collect the materials for the Bachelor's thesis - then the optimal result of the internship is obtained. The students write the internship report and defend it publicly.

Students' internships are closely related to the achievable study results of the professional bachelor's study program, which are reflected in the corresponding study course descriptions. Students' internships are closely related to the achievable study results of the professional bachelor's study program, which are reflected in the corresponding study course descriptions.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

3.2.6. 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 marks of the final theses.

At the end of the study programme in the last semester, students have to develop and defend a final thesis. The elaboration and defence of the final thesis is a proof of the student's professional competence in order to obtain the Professional Bachelor's degree in Social Work and the qualification - social worker. In order to successfully complete all study courses and obtain the professional degree and qualification, students must demonstrate in their diploma theses both the theoretical knowledge acquired in the study process and, in accordance with their qualification, practical work skills and competencies.

The elaboration and defence of the diploma thesis takes place in accordance with the regulated procedure, which is detailed in the "Regulations on the Elaboration and Defence of Final Theses at the Baltic International Academy".
https://bsa.edu.lv/wpcontent/docs/2020/BSA_diplomdarbu_nolikums_ENG.pdf

Students may complete the final thesis if:

- Mastering of the intended study course within the programme has been positively assessed;
- Internship reports have been defended and positively assessed;
- Study theses have been defended and positively assessed;
- All academic and financial obligations specified in the study agreement have been fulfilled.

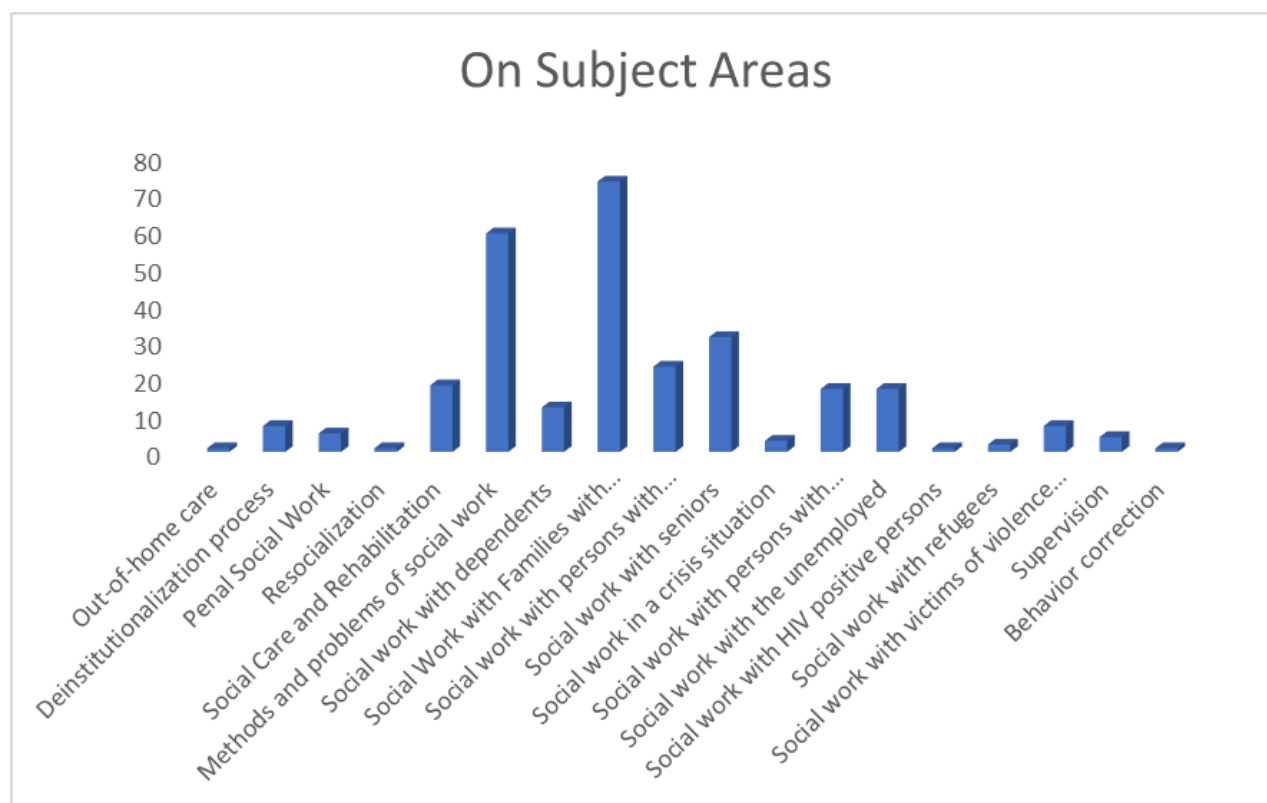
Students choose the topic of their diploma thesis from the study topics offered by the leading lecturers of the study programme. According to the requirements of the study programme, the topics of students' final theses must be related to Social Work. Every year the faculty council evaluates the compliance of the topics with the study programme and the topics are evaluated as appropriate. It must be concluded that students choose topical and practically important topics in the Social Welfare, which expand what is already known in research and provide an in-depth understanding of specific issues in Latvia and Europe.

The final Bachelor's work in writing, reviewing is provided not only by academic staff, but also by professionals in the field or professional social workers such as Anna Yegorova, Oksana Krastina, Liga Aboltina, Jelena Lashkova, Dagnija Kamerovsky. The involvement of professionals ensures the linking of work topics with industry highlights, as well as the evaluation of professionally driven work. Most often, students choose to write final works about issues in sectors where they are personally involved.

In the period from 2016/2017 academic year to the spring of the 2021/2022 academic year, 282 diploma theses were defended at the Social Work Professional Study Program. The topics of the defended diploma theses are reflected in the *Appendix*.

Diploma thesis is an important stage in the study process. During the process of working on it, students make a research and analyze the specifics of the work in various social work fields in relation to different target groups. These target groups include seniors, the unemployed people, the homeless people, people with mental disabilities and others.

3.2.6.1. A schedule of subject areas.



The topics of diploma theses are directly related to specific places or institutions, because rather often the students work in these places themselves, and thus the specifics of the work cover practically the entire territory of Latvia. Within these diploma theses, students evaluate and provide practical proposals for a specific target group in order to improve the efficiency of work and methods for further development.

During the work on diploma thesis, students have the opportunity to be provided with an advice from supervisors, who help with the research and topic's development. This ensures that students work carefully and diligently to achieve the best results. After defense, the works are being evaluated, and these evaluations correspond to the optimal level. Most graduates receive evaluations from 7 to 9 points, which indicates that the diploma theses are of high quality and are well developed. With the highest evaluation of 10 points is awarded a small percentage of graduates.

Evaluations of diploma theses usually correspond to the optimal level, which indicates the performance of students and the quality of work. Below we can observe detailed information, regarding the number of different evaluations and their percentage ratio:

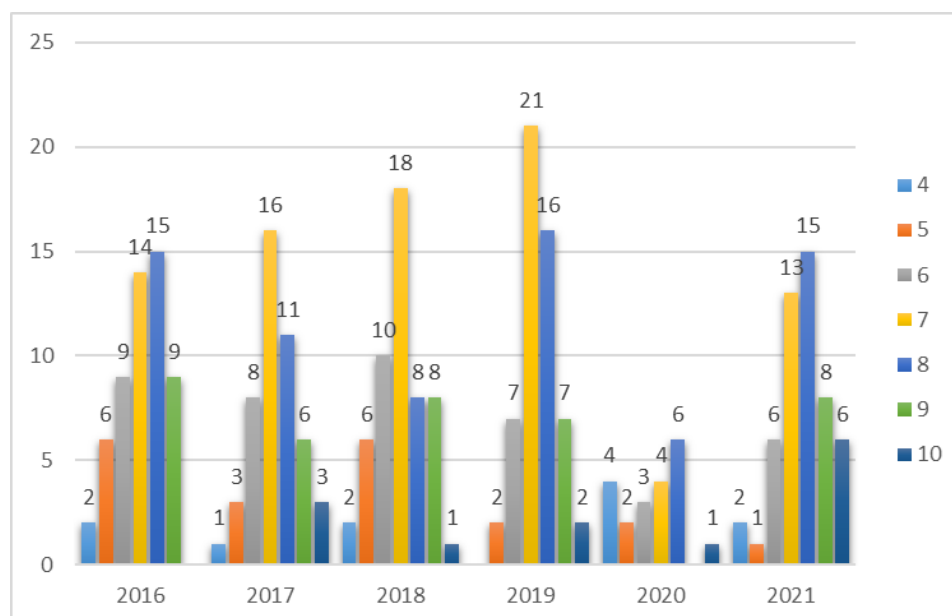
- The highest evaluation of 10 points was awarded to 13 graduates, which is 4.6% of the total number of graduates.
- The evaluation of 9 points was awarded to 38 graduates, which corresponds to 13.5% of all

graduates.

- The evaluation of 8 points was awarded to 71 graduates, which is 25.2% of the total number of graduates.
- The evaluation of 7 points was awarded to 86 graduates, which is 30.5% of the total number of graduates.
- The evaluation of 6 points was awarded to 43 graduates, which corresponds to 15.2% of the number of graduates.
- The evaluation of 5 points was awarded to 20 graduates, which is 7.1% of the total number of graduates.
- The lowest evaluation mark, which is 4, was awarded to 11 graduates, which is 3.9% of the total number of graduates.

Assessing the distribution of student diploma thesis grades, it can be concluded that more than half of the graduates most often received the grades of 6 (almost good), 7 (good) and 8 (very good).

3.2.6.2. Schedule by year and defense grades



Evaluations of diplomas tend to show that in recent years there is a wider range of marks in student evaluations, which is explained by detailed evaluation criteria developed. If the study programme has been successfully mastered and a positive assessment has been received in the final examinations (the lowest successful grade is 4), students will be awarded the Professional Bachelor's degree in Social Work and the fifth level professional qualification of social worker.

In general, students' diploma theses in the field of social work provide practical recommendations and solutions that can be implemented in specific fields and help improve work with various target groups at the territory of Latvia. These works are an important stage in the professional development of students and contribute to the growth and development of the country's social work sector.

3.3. Resources and Provision of the Study Programme

3.3.1. 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.

Main source of financing of the study process of the study programme 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 https://bsa.edu.lv/docs/2020/nolikums_konkurss_2020-LAT.pdf (LV only)

Methodological and informative resources provided by the BIA are sufficient to ensure the qualitative study process in the study programme. 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 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 takes place in the premises of the BIA buildings in Riga at Lomonosova Street 4 and Lomonosova Street 1/4. 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 process: 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 is provided in the Clauses 3.1- 3.3 of the Section 3, Part II.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

Expenses of BIA field of study "**Social Welfare**" are divided into five categories:

- 1) expenses for wages;
- 2) expenses for social insurance contributions;

3) expenses for goods and services (utilities, inventory, periodicals etc.);

4) expenses for capital formation;

5) other expenses

The detailed classification of BIA expenses is shown in table 3.3.1.
Table 3.3.1

Classification of expenses of the Baltic International Academy

Type	Title of the item	Transcript
Wage	Expenses for salaries and wages	Salary of academic staff; salary of administrative personnel, general personnel salary; benefits, health insurance, royalties for authors
The employer's mandatory state social insurance contributions, benefits and compensations of a social nature	Social insurance contributions and state risk levy	Mandatory social contributions according to the norms established by the legislation of the Republic of Latvia

Goods and services	Expenses related to the organization of the learning process	Education expenses; purchase of literature and formation of the library fund ; expenses related to publishing activities; expenses related to the repair and maintenance of office equipment; seminars and training; other expenses (membership fees, permits and others); services of external organizations; business trip expenses, expenses related to the organization of exhibitions, summer schools, conferences, research expenses, student self-government expenses
	Maintenance of training rooms, service apartments	Utilities expenses; property and building insurance, rent; household expenses, expenses related to building repairs, transport services, other economic expenses
	Advertising expenses	Advertising expenses, production of advertising brochures, advertising in mass media, social networks , etc.
	Administrative costs	Payment of postal and communication services, costs of stationery, costs of various accounting forms and reports. Legal services related to the preparation and audit of the annual report, as well as bank, transport and security costs
Equity capital formation	Depreciation of fixed assets and inventory write-off costs	Depreciation costs of intangible investments and fixed assets, inventory write-off costs
Other expenses <u>and</u> services	Expenses not related to core activities	Representation expenses, staff gathering events
	Target funding	Expenses within projects

A significant part of expenses is made up of wages, which together with employer's social insurance contributions make up 67.2% of expenses. Personnel costs include not only wages, but also personnel social support costs: annual health insurance, bonuses, sick leave costs, annual vacations. The second important expense item is utility expenses and expenses for maintaining the material and technical base, which make up half of the total amount of goods and services. It

should be noted that BIA owns private real estate (Riga, Lomonosova street 4; Lomonosova ¼, Riga; Daugavpils, Dzelzceļu 3; Liepāja, Liedaga 3; Jelgava district, Ozolnieki, Skolas street 4b), which are used for organization of learning process. In general, expenditure structure of the field of study "Social Welfare" corresponds to average indicators in Latvian higher education institutions. According to the statistical data of the Ministry of Education and Culture of the Republic of Latvia, a significant part of expenses of higher education institutions is made up of wages, which, together with the social insurance contributions of the employer, make up 55% of the expenses.

In table 3.3.2 you can see the costs (in EUR) per student in the field of study "Social welfare".

Table 3.3.2

Study program "Social Work" per student in academic year 2021/2022

	Social work (bachelor's program)	
	Euro	%
Wages	480	55.49
<i>incl. for academic staff</i>	248	
<i>for administrative staff</i>	115	
<i>for general staff</i>	117	
The employer's mandatory state social insurance contributions, benefits and compensations of a social nature	102	11.79
Goods and services	185	21.38
Equity capital formation	78	9.02
Other expenses	20	2.32
Expenditure amount, Total	865	100

Despite the fact that the tuition fees differ in Riga and in the branches, the accounting of costs is carried out in totality per field of study. In the analyzed period, the field of study "Social welfare" managed to maintain a positive balance between revenues and expenses. The cost of the field of study "Social Work" per student is 865 (bachelor's) Euro per year. Thus, expenses for studies per student are completely covered by income per student.

The financing system is organized in such a way that every student, regardless of the number of students in the group, has all conditions for quality education. That means ensuring the necessary number of contact hours, availability of library resources, e-study environment, research activities, etc. The founders of BIA use their right to control expenses and determine the minimum number of students in the study program, thus giving the right to train students from small groups.

3.4. Teaching Staff

3.4.1. 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 Baltic International Academy provides opportunities for the docents to improve their professionalism, supporting them in performance of their scientific research activity, mastering innovative methods and new learning technologies, which can be used in study process.

The systemic way of thinking of the academic staff affects the development of the way of thinking of the students, encourages mastering main concepts of the Social Work and also develops analytical and critical thinking in relation to various scientific approaches and problems. The ability of the academic personnel to ensure a creative atmosphere, encourage students' interest and curiosity in the study process, develops the skills and abilities of the students to find various solutions in non-standard situations. By using interactive study methods, the academic staff develops communication skills of the students and their team-work skills, which is one of the most important professional traits of the future social worker.

Any representative of the academic staff, reading lectures in the framework in the professional Bachelor's study programme "Social Work", has the following responsibilities:

Included the qualification competence of the academic staff:

- to develop and publish methodological materials for study courses, which he/she is supervising, to supplement and update MOODLE platform;
- to prepare PowerPoint presentations, distribution materials (summaries, assignments), authentic illustrative material (video and audio), and other materials that optimize the educational process;
- to manage consulting for students - 4 hours per semester and pre-examination consulting, to lead open classes once a year within the framework of hospitation and to attend at least 2 classes of their colleagues and participate in their discussions;
- to improve one's professional qualification, submitting relevant certificate;
- within the framework of program implementation to organize one event per year or actively participate in it: seminar, conference, round table, discussions, etc.;
- to participate in the events organized within the framework of implementation of the study program or BIA educational activities.

In international activity:

- to actively participate in international conferences, seminars, discussions and projects;
- to read lectures in the collaborating higher education institutions, including within the framework of the international mobility ERASMUS program.

In the scientific research activity:

- to speak at scientific conferences and seminars, to publish scientific articles (at least 1 publication per year),
- to follow the latest publications of scientific literature, to adjust the lists of literature offered to students, to inform the library director about the need to supplement the library funds.

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 "Social Work" have a high scientific potential, which is confirmed by the existing scientific publications. 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.

The qualification of academic personnel is considered as corresponding; in general, the implementation of the program involved faculty, which performs active research work, therefore, is able to ensure high quality in mastering of knowledge, related to latest scientific findings in the relevant field, as well as recognized professionals in the legal profession, who both directly and indirectly share their practical work experience, improving the skills and competences of their students. Therefore, the academic staff involved in the study program is able to form corresponding competences in students, by achieving the planned study results.

3.4.2. 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 qualification and number of lecturers employed in the Social Work Professional Bachelor Study Programme comply with the requirements of the Law on Higher Education Institutions and the

implementation of the goals and objectives of the BIA strategic priorities. Professional lecturers are involved in the implementation of the study programme: everyone has a Doctor's degree or a Master's degree, the education obtained by the lecturers of specialised courses corresponds to the field of the study course. Most lecturers are practicing professionals. Some of the lecturers employed in the study programme are simultaneously employed in scientific research work, which ensures the synergy of studies and research. The major criteria for the selection of lecturers are: education (degree), professional experience and research and creative activity, communication skills.

In the period from the 2016/2017 academic year to the spring of the 2022/2023 academic year, not only the quantitative composition of the Social Work Professional Bachelor Study Programme has changed, but also its qualitative changes have been made.

Table 3.4.2.1.

Scientific degrees of the teaching staff of the Social Work Professional Bachelor Study Programme								
	Doctors		Masters		Other		Total	
	Numb.	%	Numb.	%	Numb.	%	Num b.	%
BIA tenured	11	65	6	35			17	52
BIA non-tenured	4	25	11	69	1	6	16	48
Total	15	45	17	52	1	3	33	100.0

As can be seen from the table above, currently 33 lecturers are involved in the implementation of the Social Work Professional Bachelor Study Programme. 52% of lecturers have the tenure at the Baltic International Academy. Out of the total number of lecturers, 45% of the academic staff is provided by 15 lecturers with a Doctoral degree (11 tenured at BIA, 4 non-tenured). 17 (6 BIA tenured, 11 non-tenured) lecturers have a Master's degree (52%).

In accordance with the BIA academic staff development policy, BIA graduates who obtained the Master's degree or Doctor's degree were involved in the study process: for example, BIA's 2000 graduates in jurisprudence T.Jurkeviča became Dr.iur. (T.Jurkeviča in 2015). According to academic positions the study programme is implemented by 1 Professors (6%), 4 Associate Professors (23%), 8 Docents (47%); 2 Lecturers (12%); 2 Leading Researcher (12%).

Table 3.4.2.2.

Academic positions of the academic staff of the Social Work Professional Bachelor Study Programme

	Associated Professors		Professors		Docents		Lecturers		Leading Researcher		Total	
	Numb.	%	Numb.	%	Numb.	%	Numb.	%	Numb.	%	Numb.	%
BIA tenured	4	23	1	6	8	47	2	12	2	12	17	52
BIA non-tenured			2	13	1	6	13	81			16	48
Total	4	12	3	9	9	27	15	46	2	6	33	100.0

In the period from 2016/2017 end of 2022/2023 Ž.Caurkubule (Associate Professor until 11.04.2018, Professor since 12.04.2018). 2 (professor Ž.Caurkubule, associate professor V.Volkovs) doctors are experts in the Latvian council of Science for 1 (one) of 2016, a degree in soc. sciences Mg.; 2 (two) doctors of 2020 earned a master's degree in soc. science; 7 (seven) teachers of 2020 have acquired the Professional improvement Programme of higher Education teachers in higher Education Innovation (Daugavpils University); in 2021, 1 (one) teacher acquired the professional improvement programme of higher education educators in RISEBA; in 2023, 1 (one) defended doctoral work at Daugavpils University.

In general, the qualification of lecturers can be assessed as appropriate. In the implementation of the Social Work Professional Bachelor Study Programme, the scientific and pedagogical experience of the lecturers ensures the achievement of the aims of the educational programme, as well as students obtained appropriate knowledge, skills and competencies, achieving the set learning outcomes. 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. The qualification of lecturers and its effectivity are regularly assessed in annual student surveys.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of 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 or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. 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).

3.4.5. 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 programme and 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;
- 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 Programm council and the BIA Senate;
- Quality control and analysis of the study process and teaching conducted regularly by the responsible programmes 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.

In accordance with the Regulations on Quality Assurance in Higher Education, BSA operates an internal quality assurance system. In its activities, BSA complies with all the laws and regulations governing higher education, ensures compliance with the Latvian Qualifications Framework (LQF),

and takes into account the following international requirements and guidelines: The European Qualifications Framework, the Lisbon Recognition Convention, the European Credit Transfer and Accumulation System (ECTS) Handbook, the European Guidelines for Validating Non-formal and Informal Learning, the European Document for the Modernisation of Higher Education (EACA), etc. BSA strives for continuous improvement of its management system - quality management system through targeted process planning based which is based on long-term strategies, value and quality excellence, as defined by the internationally recognized UK standard **Investors in Excellence**, for the quality of academic education in the European top-class space.

The correlation between the students and teachers in the framework of the study programme "Social Work" (at of the date of submission of the self-assessment report) is given below.

<i>Study programme</i>	<i>Number of students per one academic rate</i>
Social Work	3.9

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Diploma with supplement SDbc_part time.pdf	Diploms ar Pielikums SD_bak_npl LV.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	5 Annex. Statistics on the students in the reporting.docx	5. pielikums. Statistikas dati par studējošajiem studiju programmā SD.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	6 Annex. Compliance with the study programme with the State Education Standard.docx	6. pielikums. Studiju programmas SD atbilstība valsts izglītības standartam LV.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	7 Annex. Compliance of the bachelor's program with the professional standard.xlsx	7. pielikums. Bakalaura programmas atbilstība profesijas standartam.xlsx
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	8 Annex. Mapping of the study courses for the achievement of the learning outcomes of the study.xlsx	8. pielikums. Studiju kursu kartējums studiju programmas studiju rezultātu sasniegšanai (4).xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	9 Annex. The curriculum of the study programme SD_bac.xlsx	9. pielikums. Studiju programmas plāns SD_bac.xlsx
Descriptions of the study courses/ modules	10 Annex. Bak studiju kursi ENG.7z	10. pielikums. Bak kursu apraksti LV.7z
Description of the organisation of the internship of the students (if applicable)	Provisions for traineeships at the BIA.pdf	BSA_Prakses_nolikums_lv.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		