

APPLICATION

Study field "Psychology" for assessment

Study field	<i>Psychology</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 "Psychology"

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 1.1), the Register of Educational Establishments (Annex 1.2) and the Register of Scientific Institutions (Annex 1.3). It is the accredited higher education establishment (Annex 1.4) 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 eight 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 programmes, interesting and practical study content, good material base and modern teaching methodology, increasing opportunities for international cooperation and many other factors have contributed to the development of the private universities and will ensure their growth. Representatives of the Association of Private High Schools are delegated to the Council of Higher Education 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 programmes and increase their efficiency.

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

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 setu a strong high quality and modern infrastructure, academic resources,the internal management and resource management were strengthened and the study fields and study programmes were combined and supplemented.

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 Academ
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.		Arts
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 programmes at different levels in 2022./20232. academic year

<i>EKI level</i>	<i>Type of study programme</i>	<i>Number of programmes</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 1.5) 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

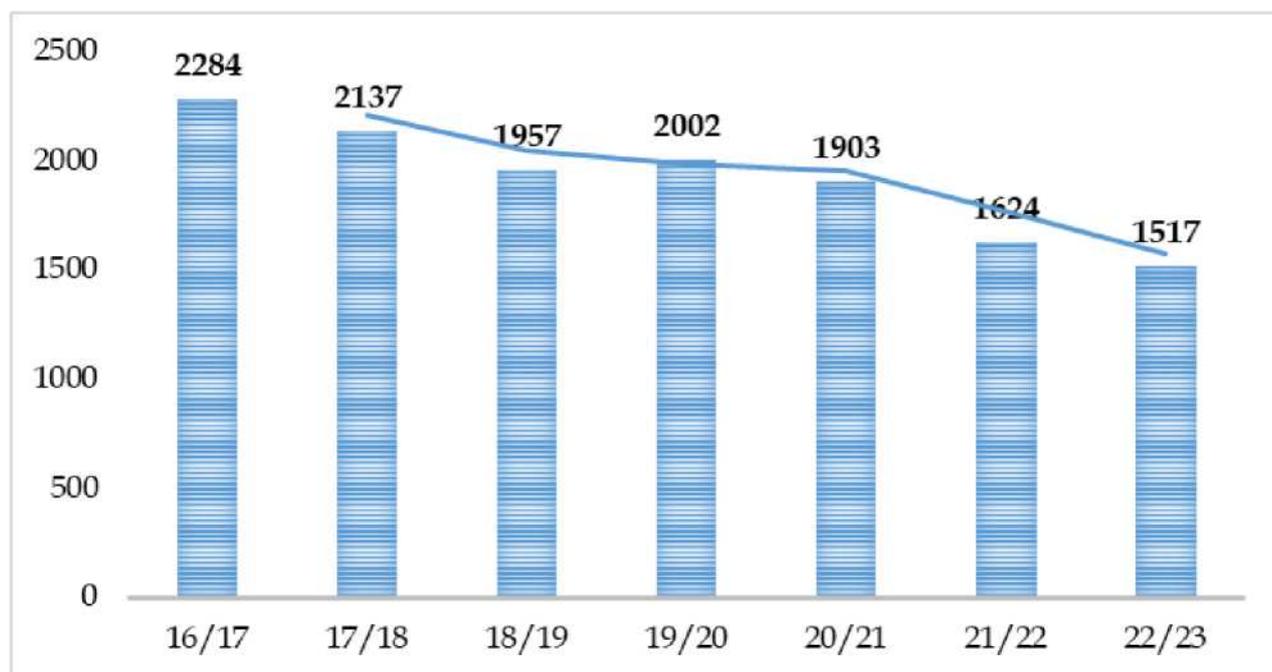


Table 1.1.5.

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
Daugavpils (DA)	275	292	251	253	310	259	240
Jekabpils (JK)	108	111	104	117	111	56	18
Jelgava (JL)	140	121	107	122	104	50	18
Liepaja (LI)	101	94	71	83	78	80	85
Rezekne (RE)	74	60	48	49	38	4	3
Riga (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
Total	2284	2137	1957	2002	1903	1624	1517

The number of students in Riga (RI), Jelgava (JL), Jēkabpils (JK), Daugavpils (DA), Rezekne (RE),

Smiltene (SM), Liepaja (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 "Psychology" welfare which demonstrates a stable number of students.

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 labour 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

ensorship, 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 labour 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 labour 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.

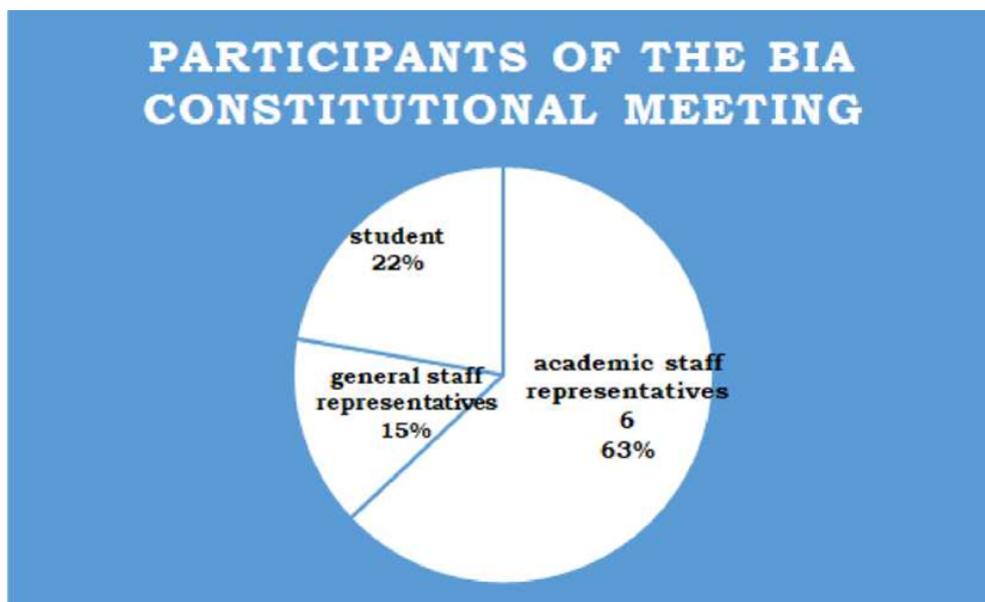
Goal 6: Development of human resources at the BIA to ensure the improvement of quality of the academic and administrative staff by increasing the number of staff with doctoral degrees, promoting the transfer of experience to the young scientists and developing the doctoral studies.

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.

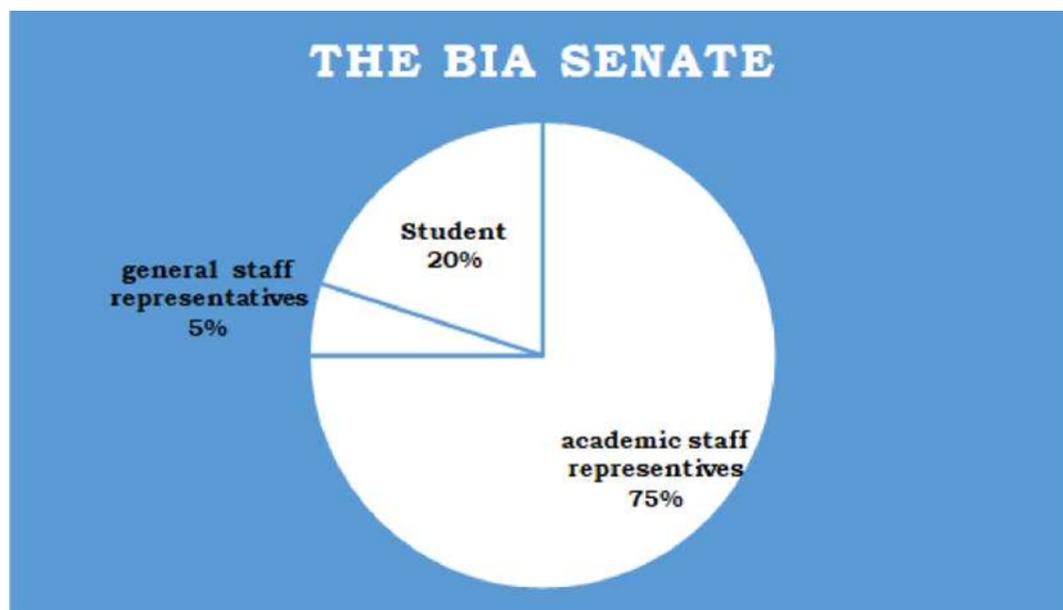
1.2. Description of the management structure of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers 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 (follow link www.bsa.edu.lv). The BIA decision-making bodies are the Constitutional meeting, Senate, Rector and the BIA arbitration court. The powers and responsibilities of each institution are regulated by the above mentioned normative documents.

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



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



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

Organizational structure of the BIA (follow link 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 Standart 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://www.bsa.edu.lv/index.php/en/about-us/structure-of-bia-university.html>). 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 (https://bsa.edu.lv/docs/nolikums/quality_policy.pdf);
- Privacy Policy (https://bsa.edu.lv/docs/nolikums/Privacy_Policy.pdf);
- Staff policy (https://bsa.edu.lv/docs/2020/BSA_personala_politika.pdf);
- 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.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Developed and approved by decision of the BSA Senate meeting of 07.10.20, the quality assurance system (SKNS) (see Appendix "Study quality assurance system") for studies of the Baltic International Academy has been developed in conformity with the Standart 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 BSA 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 academic, professional bachelor's and master's studies, requirements for obtaining the professional qualification. 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 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 (https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf)</p> <p>The Rules have been developed in accordance with Clause 5 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 on the National Standard for State Level Professional Higher Education (305), Regulations on the State standard of statel academic education (No. 240) 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, 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, 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	<p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>Regulations on the academic positions of the BIA have been developed approved at the BIA Senate meeting (Protocol No.131, 23.10.2017). https://bsa.edu.lv/docs/nolikums/Regulations_Academic_Positions.pdf</p> <p>Requirements for the description of the study course https://www.aika.lv/wp-content/uploads/2020/01/leteikumi_studiju_kursu_apraks_tu_veidosanai.pdf (only LV).</p> <p>Employment contracts.</p>

5	<p>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>	<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>https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf</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 (see 2.2.4..p. Annex "QUESTIONNAIRE Studying the opinion of BIA graduates about the educational programme").</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.</p> <p>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	<p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<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> <p>https://bsa.edu.lv/docs/programmes/pa/Psychology_self_evaluation_2013_2019.pdf</p>

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.

One of the priorities of Latvia's growth is an education system answering the needs of modern and future labour market, promoting economic transformation and implementation of the smart specialisation strategy. Respectively, future changes will determine the gradual restructuring of the workforce from the middle to the higher qualified group. The share of the economically active population with tertiary education will increase by 5% by 2035, while the share of vocational secondary and general secondary education will fall by more than 8%. Thus, by 2035, the labour force with tertiary education could exceed 40% of the total workforce.

The study programmes of the study direction "Psychology" are implemented in accordance with the principles of the Bologna Declaration, the relevant laws and regulations of the Republic of Latvia and the normative, strategic and development documents of the BIA. International psychology is concerned with the emergence and practice of psychology in different parts of the world (Stevens & Gielen, 2007).

It advocates committed involvement in worldwide and regional psychology and policy-making organizations such as the [International Union of Psychological Science](#) (IUPsyS includes 87 national psychology associations and more than 20 international/regional associations), the [International Association of Applied Psychology](#) (IAAP), the International Association of Cross-Cultural Psychology (IACCP), the [International Council of Psychologists](#) (ICP), [the European Federation of Psychologists' Associations](#) (EFPA: it includes 36 national psychology associations). In addition, there exist more than 100 international psychology organizations, each focusing on a specific subdiscipline.

The goal is to establish psychology as a global discipline that in its theories, research practices, applications, and ethical aspirations is focused on the psychological study of humanity as a whole while avoiding as much as possible ethnocentric biases and preoccupations (McCormick & Constantable, 2015; Stevens & Wedding, 2004).

In contrast, the term global psychology is more frequently used to refer to the worldwide investigation of global issues and phenomena from a psychological and psychocultural point of view. Examples include the investigation of subjective well-being, identification and treatment of mental health problems, the psychological dimensions of family systems, gender roles and gender-typed behaviour, childrearing practices, cognitive and emotional functioning, international attitudes, value systems, intergroup conflicts, threats to the natural environment, societal transformation and national development, the struggles of disempowered groups (such as women, children, immigrants, and refugees) as seen in a global perspective (Stevens & Gielen, 2007).

The same is confirmed by the General Assembly of the United Nations on September 25, 2015, which adopted the resolution "Transforming our world: the 2030 Agenda for Sustainable Development, in which one of the main strategic goals is "Ensuring healthy lives and promoting well-being for people of all ages" .

The third European business survey on new and future risks (ESENER 2019) surveyed more than 45,000 companies in 33 countries. Its findings are comparable across company size classes, operating sectors and countries, and compared to the previous 2014 survey. This overview report is a valuable tool for relevant European policy making. It analyzes ESENER's 2019 results and looks at developments since 2014 to seek an understanding of workplace needs and how best to address them. It examines how health and safety risks are identified and managed, and explores potential drivers and barriers to improving this through an in-depth look at legislation. Special

attention is paid to psychosocial risks and employee participation. The impact of the Covid-19 pandemic on occupational health and safety management is also taken into account.

Cross-cultural psychology may be defined as the relativistic study of behaviour and mental processes in different cultures, whereas cultural psychology takes a comparative approach. Cross-cultural psychology aims to compare the psychological phenomena between cultures and looks for patterns, generalizability, and culture-specific differentiation (Lonner, 2018; Shiraev & Levy, 2013). More generally, the emergence and intensification of an international psychology movement is part and parcel of the broader process of globalization in the scientific, economic, technological, sociocultural, political and ecological spheres. It reflects and makes use of the increasingly global flow of information, ideas, and peoples. In addition, globalization in psychology has led to the de facto use of English as the predominant means of communication so that academics in many parts of the world are now expected to read and publish in English-language journals.

The standards, quality and certification of professional psychologists (EuroPsy <http://www.efpa.eu/EuroPsy>) are one of the basic principles that promote the availability of competence and qualified work and organization psychologist assistance to every European citizen; based on European recognized qualification principles and requirements.

In defining the aims of the study direction “Psychology”, the priorities of several national documents were observed, and they are:

1. National Development Plan 2021-2027. First draft (hereinafter - NDP2027 project):

- **National Development Plan 2021-2027 (NDP2027) is** the main planning document of national midterm development in Latvia. It has been developed in the process of implementing the Latvian Sustainable Development Strategy 2030 (Latvia2030) and the UN Sustainable Development Goals. The aim of NAP2027 is a knowledge society, because “knowledge, quality and modern education are the basis of a strong state. At all levels the Latvian education system not only meets today's requirements, but it is also open to the future by training people who are critical, emotionally intelligent and skilled in their profession”. The study direction and the study programmes it comprises are realised according to modern challenges and market demands.
- There are internationally competitive universities in Latvia with internationally recognized and qualified academic staff. Graduates of Latvian universities are competitive both in the local labour market and abroad. The study direction “Psychology” and the study programmes it comprises are implemented multilingually, but with a special attention paid to the acquisition of official and English languages, as well as analysis of the EU and international regulatory framework in the field of business, the preconditions which will allow graduates to be competitive both in Latvia and internationally.
- The study direction “Psychology” operates on the basis of the goals of the action plan “Science for the Development of Society, Economic Growth and Security” of NDP2027. The active involvement of academics in the scientific process, in encouragement and support both in preparation of scientific publications and in writing and defending doctoral theses, is an immediate contribution to the realisation of the goals.
- The study direction “Psychology” operates on the basis of the goals of the NDP2027 action plan “Quality, accessible, inclusive education”, the latter concerns the advancement of adult education for acquisition of skills necessary for economic development, including higher education (development of flexible learning provision, including e-learning and work-based learning, acquisition of lifelong competences; recognition of competences acquired outside of formal education).

In response to the challenges, the programmes in the study direction “Psychology” offer a variety of lifelong learning opportunities. Education is accessible for working people who would opt for part-time studies. To raise their level of education, Education can be provided to both graduates of secondary schools and of vocational secondary education institutions and colleges and for those with higher education - to develop their competences.

2. ***Education Development Guidelines for 2021-2027.*** Digital teaching aids and resources containing the content needed to implement the curriculum. The realisation of the study direction “Psychology” takes place in classrooms; students are provided learning materials. Each study course has digital resource materials for lectures. The digital transformation requires the in-depth use of digital skills during the transition to e-governance, so the study direction has been involved in qualitative and quantitative improvements in education related to digital technologies, support for the digitization of educational pedagogical methods, and the development of digital skills for students, academic staff, employers, and cooperation partners. In five important areas: artificial intelligence, cyber security, advanced digital skills, ensuring the widespread use of digital technologies in the economy and society.

- Internationalization and international competitiveness of higher education. Promotion of the openness of higher education to international cooperation and exchange of information as well as the increase in export capacity are among the priority areas for action in the development of higher education. The Latvian Sustainable Development Strategy 2030 sets the goal of increasing the proportion of foreign students in higher education institutions in Latvia to at least 10% of the total number of students. In the study direction “Psychology”, internationalisation processes are gradually taking place and foreign students are being attracted.

3. ***The National Concept for the Development of Higher Education and Institutions of Higher Education of Latvia for 2021-2030:***

- The need to improve the quality and relevance of higher education to meet the needs of individuals, labour market, and future professions, and to stimulate and reward excellence in study and research.
- The need to provide more opportunities for students to acquire additional skills while studying abroad and to promote cross-border cooperation to improve higher education. The study direction “Psychology” actively uses the Erasmus+ programme for exchanging lecturers, attracting visiting lecturers and offering students study and internship opportunities in Europe.

4. **As a result of the project National Skills Strategies** important directions were identified, namely:

- *Increasing the capacity of the teaching staff family.* Latvia has embarked on an ambitious curricular transformation that comprises a shift to competency-based curriculum intended on teaching students skills required in the 21st century. For this initiative to succeed, it is necessary to bring the outdated qualification of the teaching staff up to date and to review the selection of candidates.
- Reducing skills imbalances in the labor market: strengthening the capacity of the higher education system to respond to changing skills demand.
- *Creating motivation to retain and attract skilled workforce.* Skills shortages have increased in recent years and they are evident in certain occupations that require high skills, such as professionals in different fields
- Regulatory documents governing the industry: [Psychologists Law](#) and the [Psychologist](#)

The strategic goal of the study direction “Psychology” is defined:

International dimension	The emergence and development of an international psychological movement is an integral part of the wider process of globalization in the scientific, economic, technological, socio-cultural, political and environmental spheres. Fields of research in the field of psychology: research on subjective well-being, identification and treatment of mental health problems, psychological aspects of family systems, gender roles and behaviors, parenting, cognitive and emotional functioning, international relations, value systems, interpersonal conflicts, social national development; a disenfranchised group (such as women, children, immigrants and refugees) struggle around the world. Standards, quality and certification of professional psychologists (EuroPsy http://www.efpa.eu/EuroPsy)
National dimension	Based on strategic EU and Latvian planning documents - <i>Latvian National Development Plan 2021-2027</i> , <i>Latvian Sustainable Development Strategy 2030</i> (Latvia 2030), <i>Education Development Guidelines for 2021-2027</i> ", <i>Europe2020</i> , <i>EU Reform Agenda for the Modernisation of Higher Education</i> , <i>Lisbon Strategy</i> , <i>Bologna Guiding Principles</i> , and other planning documents.
BIA dimension	On the basis of the Baltic International Academy long-term activity and development strategy for 2022-2025 (https://bsa.edu.lv/docs/nolikums/strategija_2022_en.pdf), developed in compliance with laws and regulations of the Republic of Latvia and the Baltic International Academy Statutes.

The **overarching** goal of the BIA is to ensure the development of higher professional and academic education in Latvia based on knowledge, professional competence and research, facilitating the sustainable and balanced development of the Baltic International Academy towards the status of a fully integrated European university.

The **strategic goal** of the study direction “Psychology” is:

- 1) to become one of the leading higher education institutions in the Baltic States, with specialisation in work and organisational psychology as a competitiveness basis.
- 2) to become a leading psychological and interdisciplinary research centre of the Baltics, specialising in research in experimental psychology, cognitive psychology, neuropsychology, social psychology, personality psychology, implicit social cognition, work and organisation psychology.
- 3) to become one of the leading universities in the Baltics which develops and validates various experimental implicit methods in different fields of professional activity such as traffic psychology, consumer psychology, health psychology, and penitentiary psychology.
- 4) to implement all study programmes in psychology, i.e. Bachelor’s (academic), Master’s (professional), providing the labour market with high-level specialists in this field, the specialists who could work as psychologists or researchers and lecturers.

In order to achieve the overarching goal set by the BIA, the strategic aims and objectives of the BIA are defined, and they are related to the goal and objectives of the study direction “Psychology”. The strategic goal of the study direction “Psychology” is to provide students with high-quality academic and professional psychological education that is competitive in Latvian, European and global labour markets, to improve their research skills and competences and to develop links with employers in Latvia and abroad (see the Annex 2.1.1.).

The common goals of the study direction “Psychology” are:

1. To promote the development of academic and professional education and research in psychology;
2. To provide high quality education in psychology based on theoretical knowledge and

research skills obtained in the process of preparing internationally competitive professionals.

3. To develop internationally comparable research and creative activity, to deepen the integration of research into the study process, to engage in international, national and sectoral research programmes, to promote technology transfer and innovation development, and to promote public understanding of psychology.

Further, the strategic *aims of the study programmes* comprised in the study direction also correspond to the strategic aim of the study direction “Psychology”:

The aim of the academic Bachelor's study programme “Psychology” is to enable students to obtain basic academic education in psychology, to develop theoretical knowledge and research skills in the field of psychology and related fields (interdisciplinary), to develop analytical and critical thinking skills, communication skills and to develop skills for independent problem solving and decision making.

The aim of the professional Master's study programme “Psychology” is to develop and deepen practical skills as well as to increase the theoretical knowledge and understanding of psychology, in order to obtain a professional Master's degree in psychology and qualification "Psychologist".

Starting from 2021, the 3 + 2 year model is implemented, as such a common study time will allow graduates to enter the labour market more quickly, starting their professional career under supervision. Thus, the competences necessary for obtaining the professional qualification of a psychologist shall be obtained by completing the academic Bachelor study program “Psychology” in the amount of 180 CP and the professional Master’s program “Psychology” in the amount of 120 CP. The Psychology Practice Act envisions that after obtaining the qualification of a psychologist, a graduate continues to work under supervision for one year before applying for certification. Previously, in Latvia there was no statutory certification. The new approach to psychologist education has 4 advantages considered beneficial to students and graduates. First of all, there is a shorter study period and, in general, the study costs are lower. Secondly, despite the fact that the study process has been reduced by 1 year, there is a significant increase of internship in the working environment, moreover, under the guidance of a supervisor, which allows to more efficiently develop professional skills in a particular area of specialization. Thirdly, graduates have the opportunity in practice to specialise in the sectors required by the labour market. Fourthly, it is the supervisor's responsibility to promote to the certification only those young professionals who throughout the year demonstrate the required professional competences at a good level. As a result, society shall acquire better professionals.

The BIA study direction “Psychology” includes the academic Bachelor’s study program “Psychology” and the professional Master’s study programme “Psychology” (Table 1.1.1).

Table 1.1.1. Baltic International Academy study direction “Psychology”

Study direction “Psychology”						
EQF level	Title of the study programme	Code of the study program	Volume of the study program in credit points	Method and form of implementation with particular reference to distance learning	Place of study implementation	Degree to be awarded / professional qualification

6. level	Academic Bachelor's study programme " Psychology "	43313	180	full-time and part-time studies	Riga, Daugavpils, Liepaja	Bachelor of Social Sciences in Psychology
7. level	Professional Master's study programme " Psychology "	47 313	120	full-time studies	Riga	Professional Master's degree in psychology, qualification - psychologist

The academic Bachelor's study programme "Psychology" comprises 180 CP (full-time studies - six semesters, part-time studies - seven semesters). The aim of the programme is to enable students to acquire basic academic education in psychology, to provide students with theoretical knowledge and research skills in the field of psychology, to promote analytical and critical thinking skills and to improve their ability to solve problems and make decisions independently. Graduates of the programme are prepared to continue their studies in the professional Master's programme not only in the field of psychology, but also in other Master's study programmes in social sciences where the admission requirements allow for it.

The aim of the professional Master's study programme "Psychology" (120 CP) is to develop and fortify the competences and practical skills necessary for a psychologist, as well as to increase students' theoretical knowledge and understanding of psychology in order to obtain a professional Master's degree and the qualification of a psychologist. The total duration of the Bachelor's and Master's programmes for the Master's degree in Psychology and the professional qualification of a psychologist is equivalent to five years of full-time studies, the duration meeting the European Union requirements for obtaining the qualification of a psychologist.

The graduates of the professional Master's study program "Psychology" are prepared to perform the professional duties of a psychologist under the supervision of a certified specialist in accordance with the requirements of the Psychology Practice Act. Graduates of the Master's programme can continue their studies in doctoral programmes.

There are institutions of higher education in Latvia (UD, UL and RSU) with similar undergraduate and professional Master's programmes, namely, the University of Daugavpils for school (educational) psychologists; the University of Latvia for organisational, clinical, educational, legal psychologists; Riga Stradins University for Health and Counselling Psychologists..

The BIA professional Master's study programme "Psychology" and the University of Latvia professional Master's study programme "Psychology" correspond to the field of work and organisational psychology. The BIA professional Master's study programme "Psychology" fully complies with Cabinet of Ministers Regulation No. 305 «[Rules on the standard of state professional higher education](#)». (13.06.2023); (LV-only).

Work and organisational psychologists use psychological research methods to study and assess individuals, groups and organisations, and provide psychological counselling in one or more of the following areas:

1. Analysis of organisational work environment and employee optimal functioning in a particular work environment: work and workplace planning with a view to effective use of equipment and resources, analysis of the psycho-social environment in the workplace, stress analysis and burnout prevention, and solving questions of professional deformation and work-life balance;

2. Support in the process of professional self-determination: individual choice of profession and career path based on professionally important characteristics, analysis of potential interests and motivation from individual and organisational perspectives;
3. Implementation of preventive and prophylactic measures for health promotion aimed at improving work safety and employee efficiency;
4. Improvement of individual, group and collective performance of employees: development of professional selection and certification procedures, evaluation of candidates in the selection process, appraisal of employees' and managerial skills and competences, analysis and enhancement of interpersonal and group interaction and motivation; building employee engagement, designing and managing training and developmental programmes, career guidance and succession planning;
5. Promotion of organisational development: research and development of organisational culture. Planning and managing organisational change, managing diversity within organisations, analysing and improving organisational design, auditing staff functions and competencies.

Overall, it should be noted that the BIA study direction "Psychology" has a number of special differences, which create its originality not only in Latvian education market but also abroad.

1. National Development Plan of Latvia 2021-2027 for the year.. https://pkc.gov.lv/sites/default/files/inline-files/NAP2027_apstiprin%C4%81ts%20Saeim%C4%81_1.pdf. ("LV only")
2. About the Education Development Guidelines 2021-2027. <https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-20212027-gadam>. ("LV only")
3. The **national** concept of Latvian higher education and university development 2021-2030. gadam. https://www.aip.lv/files/publikacijas/AIP_Koncepcija_2030_pilna_versija.pdf ("LV only")
4. OECD Latvijas Prasmju stratēģijas īstenošanas ieteikumi. Latvijas Izglītības attīstības pamatnostādņu sagatavošana 2021.-2027. gadam. https://www.oecd.org/skills/centre-for-skills/OECD_Skills_Strategy_Implementation_Guidance_for_Latvia_Report_Summary_Latvian.pdf ("LV only")
5. European Qualifications Framework (EQF), National Coordination Point for linking the Latvian Qualifications Framework to the European Qualifications Framework <http://www.nki-latvija.lv/par-eki> ("LV only")
6. Professional activity of psychologists in Latvia: content, organisation, regulation. Comments on the Psychology Practice Act. Collective author: Prof. Kristine Martinsone et.al. - Courthouse Agency, 2018, p. 365. ("LV only")
7. Summary - Third European Survey of Enterprises on New and Emerging Risks (ESENER 2019): Overview Report How European workplaces manage safety and health.. <https://osha.europa.eu/en/publications/summary-esener-2019-overview-report-how-european-workplaces-manage-safety-and-health>

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.

In order to find out the possibilities of further development of the study direction “Psychology”, the director of the study direction “Psychology” together with the administration, the Study direction council, representatives of the students of the study programmes, employers and graduates, conducted a SWOT analysis. The analysis of the strengths, weaknesses, opportunities and threats of the study field is presented in Table 1.2.1.

Table 1.2.1. SWOT analysis of the study direction “Psychology”

Analysis of strengths and weaknesses of the study direction “Psychology”

Strengths

The program is implemented by experienced and highly qualified teaching staff, of whom three professors and four associate professors are elected. Of those, seven are experts of the Latvian Council of Science, 23 lecturers have doctoral degrees, of which 9 lecturers with doctoral degree in Psychology, 7 certified psychologists. All the above has a positive impact on the quality of the programmes.

- Correspondence of the study programmes within the study direction to the goal and strategy of BIA.
- The lecturers involved in the programmes have high research activity and regular participate in international and Latvian scientific conferences, symposia and congresses.
- The academic personnel are active in research as well as attracts students for joint research.
- Lecturers participate in international and Latvian professional organisations of psychologists.
- Lecturers actively cooperate with various editorial boards of academic journals.
- Favorable study environment and successful interaction between teachers and students during the study process.
- Acquisition of theoretical basis and practical skills in the study process are balanced.
- Academic staff publications in peer-reviewed international journals and academic staff participation in conferences and congresses are financially supported.
- The funds of the Academy library and electronic databases (EBSCO, Scopus, Science Direct, etc.) are made available.
- Employers are involved in internships as a head of internship and supervisors.
- Students participate in the ERASMUS exchange programme within the quota allocated to the BIA.
- Collaboration in research with international universities.
- There has been an increase in the number of visiting students, not only within the framework of the ERASMUS programme, but also students are trained from Germany, Lithuania, Russia, Ukraine, Finland. Estonia, Azerbaijan, Belarus, Nepal, Sweden, Pakistan, Uzbekistan.
- The methodological, informative and material-technical basis ensures an effective study process; modern technologies are used.
- It is possible to study in two languages (Latvian and English).
- There is a scientific laboratory of Neuro-cognitive implicit processes equipped with specialized equipment to conduct experimental research.
- Available places for student internships are diversity; there exist internship opportunities abroad.
- Close cooperation with the professionals in the field facilitates the organisation of the study direction development according to the requirements of the labour market.
- Latvia has the only scientific direction "Investigation of cognitive mechanisms in implicit social cognition".

Weaknesses

- Due to the demographic situation, a decrease in the number of students is possible.
- State budget funding is not available for BSA students.
- Significant costs for students at their own expense.
- Gradual aging of the academic staff.
- Insufficient number of funded projects.
- The remuneration of the teaching staff is not sufficiently motivating and makes them look for additional income opportunities.

Analysis of opportunities and threats in the study direction “Psychology”

Opportunities

- Cooperation with universities in Latvia (University of Daugavpils, University of Latvia) and abroad.
- Growing international scientific research.
- Possibilities for students and faculty to study in international exchange programs (ERASMUS).
- Involvement in international associations.
- Cooperation with employers.
- Organisation of interdisciplinary research, collaboration with other BIA programmes and abroad universities.
- Expansion of students and teaching staff exchange.
- Attraction of guest lecturers from European and other universities.
- Fundraising to provide the study process with the latest technological equipment
- Creative use of new IT technologies, providing different study forms and innovative methods, making didactic materials available and various types of communication possible.
- Participation in international student camps, summer schools, conferences, seminars.
- Extensive participation in lifelong learning and improved access to the labour market.

Threats

-
- Competition with state higher education institutions in the context of the current system of funding of education.
 - Consequences of the state or global social economic crisis.
 - Potential decrease of the number of students due to demographic situation and emigration from the country.
 - High school graduates' desire to study abroad.
 - Declining demand for higher education due to low income of the population;
 - Changes in legislation regulating higher education.
 - Low priority of social sciences in the distribution of research funding in Latvia.
 - Increase in the number of psychologists and heightened competition in the labour market.

In general, during the reporting period the BIA study direction "Psychology" has been developing very successfully, with the number of students increasing, a new solution for the development of the study programmes in accordance with the new Psychology Practice Act offered, with working on the new standard of the profession of psychologist and significantly activating the research environment, increasing the number of internationally significant publications, multiplying the attractiveness of research funding and student mobility.

The main weaknesses of the study field and the plan for their elimination / improvement

Overall, the mobility of teaching staff has increased over the last years. In order to prevent the aging of the academic staff, several master students are gradually involved in the study process. To address the lack of student mobility in the Master's programme, a number of international agreements giving graduate students the opportunity to practice in international companies are currently being negotiated. In recent years the number of BIA psychology experts in the Latvian Council of Science has increased. A research laboratory is being intensively developed and equipped for scientific experiments.

Major threats and a plan to deal with them

To prevent the consequences of the decline in high school graduates, a number of measures are being taken, for example to promote the study of psychology as a modern evidence-based body of knowledge, including extensive knowledge and training; In order to avoid increasing competition with similar study programmes in other higher education institutions, it is planned to systematically take care of the quality and topicality of the study programmes in the international context. In order to improve the competition of psychologists in the labour market, students are provided with high quality studies, which are also useful in other professions.

Essential opportunities and the plan of using them

In order to ensure cooperation with higher education institutions in Latvia (University of Daugavpils, University of Latvia) and abroad, it is planned to sign agreements on visiting lecturers and professors with higher education institutions in Latvia and abroad (for example Ukraine, Spain, Turkey).

In order to expand the exchange of lecturers and students, lecturers are more actively informed about the possibilities to read lectures in foreign universities which have signed cooperation agreements with the study direction "Psychology". Additionally, lecturers' plans on the use of exchange opportunities are clarified during their annual discussions with the Head of the

direction. In order to organize interdisciplinary research in cooperation with other faculties (e.g. social work), it is planned to regularly participate in grant competitions both in Latvia and abroad. It is also planned to raise funds to provide the study process with the latest technological equipment. In order to develop and offer continuing education courses in various areas of psychology, marketing research on the most demanded topics will be systematically carried out.

Based on the development goals of the study direction, the development plan of the study direction "Psychology", is prepared by the Head of the study field "Psychology" and approved by the Council of the study direction "Psychology". The development plan of the direction is generally reviewed along with the development goals of the direction at a specially convened for this purpose general meeting of staff or a regular staff meeting once in an academic year. The development plan of the direction shall be assessed as being in line with the development goals of the direction and feasible. The process of elaboration of the development plan of the direction shall be evaluated as effective and in compliance with the BIA regulations.

The development plan of the study direction can be found in Annex 1.

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, including members of the Promotion Council, 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.

Table 1.3.1. *Information on the structural units involved in the implementation of the study program and the required support staff*

No.	Profession	Tasks
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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	Communication with students and academic staff, provision of information on the course of the study process, acceptance of applications
3.	Assistent of the Study Field	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 "Psychology". This group includes: Program Director Assistant; 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.

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

The time of acceptance of the program director and the working hours of the program director is determined by the rector's order. The assistent of the Dean's Office is supervised by the program

director. 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 "Psychology"* 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 "Psychology" study direction, which reflects the relationship between processes and relevant performers.

According to the BSA Study Quality Assurance System (approved at the BSA Senate meeting on April 27, 2023), 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.

2.3. Doctor study process management

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).

The close cooperation between the administrative and technical support staff in the implementation of the study direction is also important. Both the Study department, Student Information center and BIA support departments (Accounting Office, Central Scientific Library, Computer Center, Human Resources, and Study Quality Management Center) are closely involved in the implementation and development of the study process, co-operating on a daily basis. Cooperation with departments takes place in a coordinated manner through the Head of the Department), and staff teachers, for example, in drawing up the study plans in BIA system, the development and approval of study course descriptions, the creation of the e-learning environment, the organization of training seminars for lecturers, and many other aspects of day-to-day work and development. Cooperation can be assessed as successful; it is clearly and transparently regulated and fully integrated in the implementation and management of the study process at BIA as a whole. When evaluating the management efficiency of the study direction, it can be concluded that its content and organization is of high quality and well organised.

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 "ADMISSION REGULATIONS AND MATRICULATION PROCEDURE", approved by the BIA Senate 25.10.2022, No.155 (<https://bsa.edu.lv/index.php/en/admission/admission-process.html>). 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.

Table 1.4.1 shows the statistics of the frequency of recognition of previously obtained formal education for the field of study "Psychology" in the period from 2020/2021 to 2022/2023 academic year. The results show that every year several students have been given recognition of the learning outcomes achieved in their previous education. General courses and foreign languages are most often recognised to students who already have a higher education, and psychological courses for those who have a psychological education. If a student comes from a psychology programme of another university, the courses that have already been passed at the previous university and have a similar title and content as those study courses at BIA, are recognised.

Table 1.4.1

Frequency of recognition of previously obtained formal education for the field of study "Psychology".

Nr.	Academic year, study programme	Number of matriculated students	Incl. with the Credit Point Transfer form	Relative frequency
1.	2020/2021			
	Academic Bachelor Programme	82	5	6,1%
2.	2021/2022			
	Academic Bachelor Programme	110	7	6,3%
3.	2022/2023			
	Academic Bachelor Programme	94	12	12,7%

Until now, in the field of study “Psychology”, no one has used the opportunity to apply on the recognition of knowledge, skills and competences acquired in informal education or through 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 academic 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.

Student I.Z. applied to the BIA Admission Commission to enter the 2nd level of the academic 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 student I.Z.

Please attend to the fact that an Agreement has been prepared (see Other Appendices: AGREEMENT BSA_RSU) for BIA cooperation with Riga Stradiņš University on the possibility to continue studies for students of the Academic Bachelor Study Programme “Psychology” in English if the implementation of the study programme at BIA is suspended. Now, the Agreement is under

consideration.

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 process of training qualified professionals in the field of psychology 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. 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.

According to the regulations of the Cabinet of Ministers no. 305, the 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.

During the control process, the ability to work with library catalogues and to find relevant information on the Internet is evaluated. The main tools of the control over students' acquired knowledge are tests and examinations. Examinations and tests shall be taken in oral and written form, and a combination of these forms is also possible. Study course works as well as Bachelor's and Master's theses are evaluated by the commission.

The completion of a study course is assessed on a 10-point scale in accordance with the Cabinet of Ministers Regulations No.305, No.240 and the BIA Senate "[Regulations on Study Outcomes at the Baltic International Academy](#)" and it is based on the following criteria: volume and quality of knowledge acquired; skills acquired; acquired competence in accordance with the planned learning outcomes.

Students can be made aware of the criteria, conditions, and binding procedures for the assessment of student outcomes at the Baltic International Academy in the Learning Outcomes Assessment Regulations (documents are available **in Latvian and English**).

To ensure the conformity of student performance assessment methods, procedures, and principles with the achievement of study programme goals and students' needs, regular monitoring of the quality of study courses takes place as part of study assessment, involving both course lecturers and BSA study process support units: [BSA Study Quality Assurance System](#) and "Psychology" Study Field Council, which examines and approves study course descriptions. Within the framework of this cooperation and information exchange, both the hosting of study courses and the mapping of study programmes are organised, during which special attention is paid to the close connection of the outcomes of study courses with the outcomes of study programmes. Accordingly, the assessment methods used in the study courses are discussed between the lecturers and the students, evaluating the direct relevance of the methods to the goals of the study programmes. At the same time, study course assessment methods are reviewed, considering the results of the study course assessment questionnaire, in which a special section is devoted to assessment methods.

Creative, research, practical works are assessed according to the goals of each study course and course assessment criteria, which the lecturer introduces to the students at the beginning of the course. The criteria for research papers are available in the methodological instructions for research papers both for students of the Bachelor Study Programme, for example, methodological instructions for term papers and bachelor's theses, and for master's students (methodical instructions for the development of master's theses).

Internship is a peculiar form of testing the skills of prospective specialists. Practice reports shall be carefully analysed and evaluated according to the BIA [“Regulations on practices at the Baltic International Academy”](#).

An important element of student examinations is pre-defence and defence of their theses. The procedure for evaluation of theses was specified in the BSA [“Regulations on the preparation and presentation of graduation theses at the Baltic International Academy”](#).

Considering the above, it must be concluded that the BIA had systematic control over the implementation of study programmes. The applied control system enables to prepare qualified specialists in the field of psychology. Students not only acquire necessary knowledge, but also learn to expand their knowledge independently.

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. 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.

Compliance with the principle of academic integrity is regulated by the [Code of Academic Integrity and Ethics](#) and [Regulations on Plagiarism Control](#) developed by the BIA.

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;
- 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.

One of the tools for discovering plagiarism, the origin and the lawful use of which is unquestionable, is the unified computerized plagiarism control system (VDPKS) which was created jointly by Latvian higher education institutions and wherein it is possible to compare the works of students of many Latvian higher education institutions as well as documents therein. BIA has joined this system on February 27, 2020, and examines every thesis submitted. According to [Regulation on the preparation and defense of diploma works](#) BIA conducts a plagiarism check twice a semester (before the pre-defense and before the defense), if necessary, term papers and internship reports are also checked. The examination of works in the anti-plagiarism system is carried out by a responsible person approved by order of the Rector. The responsible person carries out the examination within the time limits specified in the Regulations and informs the head of the field and programme director. The programme director informs the scientific advisors about the results. After receiving the results, scientific advisor fills out the final thesis check protocol (if the existence of plagiarism is detected in the thesis), which is given to the study programme director for signature. In the protocol, the scientific advisor provides information on whether the detected plagiarism falls within the limits (white plagiarism) or exceeds it (diploma theses must contain at least 60% of the original text, master's theses must contain at least 70% of the original text).

The classification of academic violations is a practice-based conclusion of the Academy, as the teaching staff frequently encountered cases of students making such mistakes when writing reports, coursework or final papers:

- The student has retained the essence of the authentic source, but has slightly paraphrased it and modified key words;

- The student paraphrases passages from other authors' works so that the individual passages fit together instead of writing the original text;
- The student mentions the name of the quoted author but does not provide specific details of the quoted source (e.g. title, publisher, etc.), so the reference cannot be found and it is not possible to verify that the referenced work exists;
- The student gives an exact reference to the source but does not format the passage as a quotation if the passage is copied or paraphrased very close to the text, creating misconceptions and claiming to present the information in an original way;
- The student copies large passages (one or more paragraphs or parts of paragraphs) from another text without paraphrasing them;
- In some places, the student makes precise references to the sources cited, while in other places he/she paraphrases text from other sources without reference, etc.

Often, the reasons for the violations of content originality are not based on deliberate cheating, but on a lack of knowledge and understanding of how to correctly and responsibly integrate content developed by other authors into one's own work. In most cases, students plagiarise their work not out of malice, but because they do not have a sufficient understanding of the use of references or the meaning of intellectual property - this is particularly the case for first-year students, who tend to use papers already available online or to rewrite already published papers without citing references. This is why BIA helps students learn the basics of research, including the correct use of references.

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.

The sanctions to be applied to students can also be varied according to the seriousness of the violation, to ensure that they are aimed at improving the quality of studies, proportionate and disciplinary.

In the case of poor academic practice due to ignorance, the student is usually reprimanded and their work is assessed accordingly, sometimes requiring them to completely re-write their paper, but in the case of more serious misconduct, the staff member must complete a report on the student's academic integrity, in which case, in cases of gross academic misconduct, the student may be given a warning of expulsion or may even be expelled.

In the period from 2021 to 2023, no case of plagiarism was detected.

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.

In the direction of studies, the content analysis and assessment of the relevance of the included study programs to the development needs of the industry, as well as the professional competences required by the industry, are carried out.

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 (entrepreneurial skills and 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.

Improvement of the study programmes is carried out taking into account the results of surveys of students, graduates and employers, recommendations of the teachers and practice supervisors, the annual self-assessment of the study programmes and study directions as well as recommendations of accreditation experts.

Pursuant to the provisions of the regulations of the "Psychology" 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.

Meetings of the study field council are open, academic staff and students who are involved in solving specific issues are often invited.

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).

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](#)” (Approved at BSA Senate meeting on 09.07.2020, Minutes No. 143) 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 2.2.1. 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 2.2.1.

Mechanism of obtaining and providing feedback

Involved party	Methods and tools for implementing feedback	Frequency of feedback implementation
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
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A proposal is considered a proposal made by one or more BSA 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, 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.).

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, 2020/2021 during the study year, it was found that one of the lecturers did not provide clear information on the rules for completing the independent work assignment of the

study course. Students turn to the program manager to address this issue. Discussions are being held with the lecturer about solving the raised problem.

The procedure for submitting student complaints and proposals is carried out in accordance with the procedure "Procedure for submission and consideration of student applications, proposals and complaints" (Approved by the BIA Senate decision No.143, dated 09.07.2020).

[/https://bsa.edu.lv/docs/nolikums/Procedure_submission_consideration_student_applications_proposals_complaints.pdf/](https://bsa.edu.lv/docs/nolikums/Procedure_submission_consideration_student_applications_proposals_complaints.pdf/).

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 Baltic International Academy (BIA) operates a unified system for collecting and analysing statistical data, which is an important tool for assessing and improving the educational activities of the Academy. It is aimed at ensuring the quality of education and the efficiency of educational process management. The system allows for data analysis at various levels: from the entire Academy to individual study fields, programmes, training courses and structural units.

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 fields and study programmes, preparation of the rector's report, preparation of financial documents, etc.) and prepared for submission to the external institutions and internal departments.

Types of the BIA statistical data, deadlines and institutions is in Appendix

Information is collected by the following departments of the BIA:

- Study Department
- 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 programmes, dynamics of enrollment, material and technical resources of the study field and library stock, student, graduate and employer survey results, directors of the study field 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 and provided to the BIA Board, BIA management, and programme heads at operational meetings or sent to the interested parties (heads of the BIA departments).

For the improvement of the study field, the main statistical data used are the number of students, i.e. enrolled students, expelled students, analysing separately each reason for expulsion, e.g. tuition fee debt, non-completion of the study programme, voluntary withdrawals, etc. Receiving information on the number of students in study programmes, enrolment dynamics, material and technical base of the programme and library stocks, results of student, alumni and employer surveys, study field and programme heads analyse the information provided, revise and adjust annual plans and take other measures to improve the quality of studies.

Analysis of feedback from students, graduates and employers

The need for feedback from three key groups of participants in the educational process, i.e. students, graduates and employers, is spelled out in the BIA Study Quality Assurance System when describing the stages of development and improvement of educational programmes:

- 1) Planning of the study field development, programme development and accreditation;
- 2) Curriculum quality control and improvement, SV & SP self-assessment;
- 3) Monitoring of results, satisfaction of students, graduates and employers

https://bsa.edu.lv/docs/nolikums/BSA_Studiju_kval_nodros_sist_eng.pdf

To assess satisfaction with the educational process, learning outcomes, conditions and educational resources of students and graduates, and the opinions of employers, as well as to take the necessary measures to improve educational programmes, BIA annually conducts the following surveys:

- *Survey of student satisfaction with the educational process.* It is aimed at obtaining a comprehensive assessment of the educational programme and overall educational experience with the subsequent goal of improving the training programme, improving the quality of education, and creating a more comfortable learning environment. Based on the survey results, recommendations are developed, and corrective measures are taken.
- *Survey of BIA graduates' opinion on the educational programme.* It is aimed at finding out the opinions of graduates about the curriculum, as well as assessing the compliance of the acquired knowledge, skills, and competencies with the requirements of professional activity. In addition, the survey reveals graduates' plans to continue their studies.
- *Survey of employers' opinion on the level of training of BIA graduates.* It is aimed at finding out how employers assess the level of knowledge, skills, and competencies of graduates in accordance with the requirements of the modern labour market. In addition, the survey explores the employability of BIA graduates and identifies employers' expectations and requirements for today's workforce.

Survey results are analysed and compiled by the BIA Analytical Centre. Integrated analysis of data from all three groups provides a holistic understanding of the educational process. The results obtained are then used to develop recommendations aimed at improving training programmes, adapting students to the demands of the labour market, and maintaining a high level of education quality.

After this, the information is transmitted to BIA management and structural divisions, as well as Heads of study fields and programmes.

The data obtained is reviewed at operational meetings of Heads of Departments and in the Study Field Council. They are also reflected in the materials of the annual self-assessment of educational programmes and study fields.

Survey results are used by:

- *Lecturers* - to assess their own professional qualifications and improve their training courses.
- *Directors of programmes and study fields* - to improve the content of educational programmes, compile annual self-assessment reports for programmes and develop programme development plans.
- *Academic office* - to assess the organisation of the educational process, including the preparation and optimisation of the class timetables.
- *Student self-government* - to formulate proposals for improving student life, including various aspects of the educational process. It is also used for dialogue with the BIA administration to jointly improve learning conditions.
- *Vice-rectors and Heads of Departments* - to assess the work of lecturers and plan activities to improve the qualifications of academic staff.
- *Rector* - to determine the remuneration of lecturers and improve the quality of training throughout the BIA.

In general, the survey results provide the ground for making informed decisions regarding changes in the educational process, adjusting the content of training courses, improving study fields and programmes, determining the tuition fee, and resolving other important issues.

After the surveys, students receive information about the results and decisions made, as well as planned activities.

Feedback from students and graduates and employers' opinions confirm that the organisation of the educational process meets the requirements of the modern labour market and the expectations of students.

See Appendix [Analysis and evaluation of the results of student, graduate and employer surveys](#)

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).

All information on the study field and the corresponding study programmes is published on the BIA website: In [Latvian](#) and [English](#).

Table 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 programmes	AIKA: https://eplatforma.aika.lv/index.php	For authorized users	Vice-Rector for Studies
About BIA study programmes	https://bsa.edu.lv/index.php/en/admission/programmes.html	Free access	The head of each study field
About admission	https://bsa.edu.lv/index.php/en/admission/admission-process.html	Free access	The head of the admission committee
About the study field	First cycle study programme "Psychology": https://bsa.edu.lv/index.php/en/bachelor-study-programmes/psychology.html Second cycle study programme "Psychology": https://bsa.edu.lv/index.php/en/master-study-programmes/psychology.html	Free access	The head of study field The director of the study programme
About study plans	MS NEXUS	For authorized users	The director of the study programme Head of the study department
About the student portal	MS NEXUS: https://bsa.edu.lv/index.php/en/studies/my-bia.html	For authorized users	The director of the study programme Head of the study department
Programme and student registers	VIIS: https://www.viis.gov.lv/	For authorized users	An IT specialist
About ERASMUS+	https://bsa.edu.lv/index.php/en/international/erasmus.html	Free access	ERASMUS coordinator

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 higher education institution funded by its founders. According to Section 77 of the Law on

Higher Education Institutions of the Republic of Latvia, the founder of a higher education institution shall provide financial resources and the control of the utilisation thereof for the continuous operation of the higher education institution, as well as for the fulfilling of the tasks determined by the founder.

BIA has a unified budget. The principles of budget formation and the overall distribution of funding for the performance of higher education institution functions are approved by the founders of BIA. The Rector provides an Annual Report on the execution of the budget to the Senate or the founder of the higher education institution. The BIA budget contributes to:

- Development of the higher education institution as a single institution, cooperation of structural units and responsibility for the results of academic work.
- Creating an optimal study programme structure (lectures, seminars, practical lessons, group or individual lessons).
- Harmonious distribution of work assignments for the staff, in which the methodological, research and organisational study work is represented in certain proportions.

The purpose of higher education institution 's financial strategy is to ensure the stability of its financial system, to adapt it to changing market conditions and to organise the training of quality specialists in accordance with the requirements of international programs.

As of 30 June 2022, BIA's total assets amounted to 6.4 million EUR, incl. funds - 2.4 million EUR, which allows the founders to quickly solve the financing issues of study programmes and study fields, as well as to do it in small groups within the framework of strategic specialisations. The financial position of the higher education institution is extremely stable, which is characterised by high indicators of liquidity, solvency and profitability (see the Appendix "BIA financial stability indicators").

The budget of the BIA Study Field "Psychology" is developed in a dialogue between the founders, BIA management and heads of study fields. The respective representatives of the administration are personally responsible for the execution of the budget and the tasks planned in it.

The income of the BIA Study Field "Psychology" is made up of the following major funding sources:

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

The amount of tuition fees and the payment procedure for each academic year are determined by the BIA Board and approved by the Senate. Until the start of studies, individual study agreements are concluded with all students, which are valid for the entire study period. As an important positive point, it should be noted that BIA did not increase tuition fees until 2022/2023 academic year and maintained a policy of social support for students through a discount system.

The types of discounts and the arrangement system are determined in the document "Regulations on studies at the Baltic International Academy".[1] The main goal is to create a system of student support and motivation. While studying at BIA, students may 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 places is regulated by the "Regulations on the competition for budget places".

The income of the BIA Study Field “Psychology” from tuition fees are reflected in Table 2.3.1.

Table 2.3.1. Income of the BIA Study Field “Psychology” from tuition fees

Study programme	Branch	2019/2020 academic year		2020/2021 academic year		2021/2022 academic year		2019-2021 academic years	
		Tariff	Discount	Tariff	Discount	Tariff	Discount	Tariff	Discount
1	2	3	4	5	6	7	8		
Ps / "Psychology" (PA)	Daugavpils	6000.00	400.00	7000.00	225.00	7000.00	650.00	20000.00	1275.00
	Jelgava	6440.00	150.00	6699.00	357.50	0.00	0.00	13139.00	507.50
	Liepaja	27620.00	1970.00	26970.00	2100.00	12340.00	1135.00	66930.00	5205.00
	Riga	169895.79	16507.27	212744.36	23180.32	100630.00	15850.07	483270.15	55537.66
	Total	209955.79	19027.27	253413.36	25862.82	119970.00	17635.07	583339.15	62525.16
Ps / Academy Bachelor Study Programme "Psychology" (PsAb)	Daugavpils					8000.00	250.00	8000.00	250.00
	Liepaja					16000.00	575.00	16000.00	575.00
	Riga					182375.00	10672.61	182375.00	10672.61
	Total					206375.00	11497.61	206375.00	11497.61
Ps / "Psychology (Master)" (Pm)	RI	59560.00	2672.50	31765.00	1177.50	24890.00	2130.00	116215.00	5980.00
Ps / Psychology	Daugavpils	6000.00	400.00	7000.00	225.00	15000.00	900.00	28000.00	1525.00
	Jelgava	6440.00	150.00	6699.00	357.50	0.00	0.00	13139.00	507.50
	Liepaja	27620.00	1970.00	26970.00	2100.00	28340.00	1710.00	82930.00	5780.00
	Riga	229455.79	19179.77	244509.36	24357.82	307895.00	28652.68	781860.15	72190.27
	Total	269515.79	21699.77	285178.36	27040.32	351235.00	31262.68	905929.15	80002.77

The tuition fee depends on the place of study (see Table 2.3.2).

Table 2.3.2

Annual tuition fees at the Study Field “Psychology” for the 2021/2022 academic year (EUR)

Name of the structural unit	Academic Bachelor Study Programme “Psychology”	Professional Master Study Programme “Psychology”
	Full-time	
Riga	1700	1800
Daugavpils	X	X
Liepaja	X	X
	Part-time	
Riga	1500	X
Daugavpils	1000	X
Liepaja	1000	X

It can be noted as a benefit that until the 2022/2023 academic year, tuition fees were not increased.

Annual tuition fees at the Study Field “Psychology” for the 2022/2023 academic year (EUR).

Name of the structural unit	Academic Bachelor Study Programme “Psychology”	Professional Master Study Programme “Psychology”
	Full-time, LV (English-speaking cohort*)	
Riga	2050 (2200)	2150 (2300)
Daugavpils	X	X
Liepaja	X	X
	Part-time, LV	
Riga	1750	X
Daugavpils	1250	X
Liepaja	1250	X

* In the 2022/2023 academic year, students from foreign countries were admitted in the English-speaking cohort.

Expenses of the BIA Study Field “Psychology” 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 share capital formation,
- 5) other expenses.

The main use of financial resources of the BIA is reflected in the Appendix “BIA expenses”. The classification of BIA expenses can be seen in Table 2.3.3.

Table 2.3.3

Classification of expenses of the Baltic International Academy

Type	Item name	Detailed explanation of items
Wages	Labour expenses	Academic staff wages; administrative personnel wages, general personnel wages; benefits, health insurance, royalties for authors
Employer's mandatory state social insurance contributions, benefits and compensations of a social nature	Social insurance contributions and business risk state fee	Mandatory social contributions according to the norms established by the legislation of the Republic of Latvia
Goods and services	Expenses related to the learning process organisation	Education expenses; purchase of literature and library fund formation; 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 organisations; business trip expenses, expenses related to the organisation of exhibitions, summer schools, conferences, research expenses, student self-government expenses
	Maintenance of classrooms, service apartments	Utility payments, property and building insurance, rent, economic 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 expenses	Payment of postal and communication services, stationery expenses, expenses for various accounting forms and reports. Legal services related to the preparation and audit of the Annual Report, as well as bank, transport and security expenses
Share capital formation	Depreciation of fixed assets and inventory write-off expenses	Depreciation expenses of intangible investments and fixed assets, inventory write-off expenses
Other expenses and services	Expenses not related to core activities	Representation expenses, corporate events
	Target funding	Expenses within projects

A significant part of expenses is made up of wages, which together with employer's mandatory social insurance contributions make up 67.2% of expenses. The second important expense item is utility payments 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, 4 Lomonosov Street; Riga, 1/4 Lomonosov Street; Daugavpils, Dzelzceļu 3; Liepaja, Liedaga 3), which are used for organising the learning process. In general, the expense structure of the Study Field "Psychology" 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 the expenses of higher education institutions is made up of wages, which, together with employer's mandatory social insurance contributions, make up 55% of the expenses.

In Table 2.3.4. you can see the expenses (EUR) per student for the Study Field "Psychology".

Table 2.3.4

Expenses of the Study Field "Psychology" per student in the 2021/2022 academic year

Study programme name	Academic Bachelor Study Programme “Psychology”		Professional Master Study Programme “Psychology”	
	EUR	%	EUR	%
Wages	538	51.26	836	51.85
<i>Academic staff</i>	342		447	
<i>Administrative personnel</i>	103		199	
<i>General personnel</i>	93		190	
Employer's mandatory state social insurance contributions, benefits and compensations of a social nature	117	11.15	184	11.39
Goods and services	246	23.44	378	23.42
Share capital formation	76	7.21	136	8.43
Other expenses	62	5.94	95	5.91
Amount of expenses, Total	1050	100	1 612	100

Even though the tuition fees differ in Riga and in the branches, the accounting of expenses is carried out in general for the study field. During the analysed period, the Study Field “Psychology” managed to maintain a positive balance between incomes and expenses. The expenses of the Study Programme “Psychology” per student is EUR 1050 (for bachelors) and EUR 1612 (for masters). Thus, study expenses are completely covered by income per student.

Tuition fees in the Academic Bachelor Study Programme in the 2021/2022 academic year: full-time - 1700 EUR per year; part-time in Riga - 1500 EUR per year; part-time in branches - 1000 EUR per year. Considering the number of students in the study programme (as of 01.02.2022, 248 students), the financial support of the Academic Bachelor Study Programme “Psychology” is sufficient.

In the 2021/2022 academic year, the tuition fee for the Professional Master Study Programme “Psychology” was: full-time - 1800 EUR per year. Considering the number of students (as of 01.02.2022, 12 students), the financial support of the Professional Master Study Programme “Psychology” is sufficient.

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

Funding for science is developed mainly from own resources and from EU structural funds. Expenses include wages for researchers, professors and associate professors. Expenses also

include the organisation of annual conferences, the costs of business trips and participation fees for participation in international conferences, Baltic Journal of Legal and Social Sciences publishing house and editions of the editorial board. Also, a large part of the funding was invested to support the BIA Laboratory of Neurocognitive Implicit Processes. In the period from 2019 to 2023, 11,274 EUR were invested for the development of the BIA Neurocognitive Implicit Processes Laboratory and 9,527 EUR for the purchase of the SPSS software.

Table 2.3.5

BIA expenses for carrying out scientific activities, thousand EUR.

	2016	2017	2018	2019	2020	2021	2022
Incomes from the state budget and funding from EU structural funds	32,7	26,2	24,4	30,6	17,6	26,6	13,8
Self-financing	496,2	487,0	437,5	394,6	395,8	372,7	392,3
BIA Total	528,9	513,2	461,9	425,2	413,4	399,3	406,1
<i>Incl. Study Field "Psychology"</i>	86,8	81,3	76,73	102,0	102,2	86,8	86,7

BIA's budget priorities outside academic and scientific core activities are as follows:

- Co-financing in EU-supported projects, as these projects make a significant contribution to the implementation of BIA's common goals,
- Increasing safety (personnel health insurance, work and environmental safety),
- Strengthening interaction with social partners and society,
- Building a social support network for BIA personnel,
- BIA image-building.

Considering the above, it is concluded that the financial resources for the Study Field "Psychology" are sufficient and ensure the sustainability of the study field and study programmes. The financial position of the study field is stable, which serves as a "safety cushion" in case the number of students suddenly drops.

[1] https://bsa.edu.lv/docs/nolikums/Stud_nolikums_eng.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 3.2.1).

Table 3.2.1. Premises at the Baltic International Academy

Address	grounds	Total area in BIA branches (m2)		
		Riga	Daugavpils	Liepaja
Area of study and research premises - total		7135	2146	1110
Lomonosova street 4, Riga	SIA BSA property	3408		
Lomonosova street 1/4, Riga	SIA BSA property	3727		
Dzelzceļu street 3, Daugavpils	SIA BSA property		2146	
Liedaga street 3, Liepaja	SIA BSA property			1110
Hostel area	SIA BSA property	70.4	196	57.1

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

- 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 3.2.2. BIA computer system description as of 01.10.2022.

Title	Total	Riga	Daugavpils	Liepaja
Computers (total)	363	256	64	43
- students	264	173	55	36
- administration	99	83	9	7
Printers, copying equipment, scanner	69	51	12	6
Multimedia projectors, TV	51	39	6	6

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

Within the framework of various study programmes, the TV-bridge system of the Baltic International Academy 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 in Daugavpils and Liepaja.

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:

1. Copying equipment;
2. visual presentation equipment (multimedia video projectors; DVD / VHS equipment);
3. computer hardware;
4. 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 - The Association of Latvian Academic Libraries](#))

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

[Library activity is regulated by the Library Law](#) (only LV)

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, Liepaja, 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 (CL) 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.

CL working hours: Monday from 11.00 to 18.00; Tuesday, Wednesday, Thursday from 9:00 a.m. to 6:30 p.m.; on Friday from 9.00 to 20.00; on Saturday from 9.00 a.m. to 5.00 p.m. ISP working hours correspond to the working hours of the branch and the demand of local students.

<https://bsa.edu.lv/index.php/en/library.html>

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 <https://bsa.edu.lv/index.php/en/library.html>).

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 (<https://bsa.edu.lv/index.php/en/library.html>) 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.

Table 3.3.1

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

Library collection dynamics, books, copies, by language, in Riga + ISPs

<i>year</i> <i>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:

Table 3.3.2

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/(only LV)	Electronic magazine on current legal issues	<i>BIA funding</i>
iFinanses https://ifinanses.lv/ (only LV)	Electronic magazine for financiers, accountants, banking professionals on current issues	<i>BIA funding</i>
iBizness https://ibizness.lv/(only LV)	Electronic magazine on current issues in the field of business.	<i>BIA funding</i>
Letonika www.letonika.lv (only 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).

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, the collection of books on Psychology has increased by 164 titles. A total of 102 titles (139 copies) were purchased, including 49 titles (76 copies) in Latvian and 44 titles in English. 20

titles of books in Latvian and 42 titles in English were accepted as donations from students and academic staff.

In the first half of 2023, 41 copies of books (32 titles) were purchased for the academic bachelor's study program "Psychology" for the total amount of 1321.15 euros.

Table 3.3.3.

Summary of the "Psychology" collection (Number of titles)

UDK	Field	Total	LV	ENG	other
15*	Psychology. General Issues	104	27	34	43
15(E)*	Experimental Psychology	9	-	1	8
15(V)	Psychology Dictionaries	17	4	4	9
15(Z)*	Animal Psychology	9	1	-	8
15(09)*	History of Psychology	16	4	2	10
15(61)*	Health Psychology	16	3	4	9
150*	Psychological research. Methods	51	6	29	16
150(P)	Famous psychologists	96	8	7	81
150.1	Psychological tests	39	6	1	32
150.2	Training technologies	48	-	2	46
151*	Developmental Psychology	23	4	4	15
152*	Psychology of Thinking	33	3	1	29
152(K)*	Cognitive Psychology	14	-	9	5
152.1*	Personality Psychology	63	17	18	28
152.1(M)	Behavioural Motivation	9	1	2	6
152.2	Self-development Psychology	6	-	2	4
152.3*	Communication Psychology	30	17	4	9
152.31	Psychology of Influence	12	3	2	7
152.7	Child Psychology	54	21	21	12

152.70	Preschool Psychology	12	3	-	9
152.71	School Psychology	23	5	5	13
152.8*	Family Psychology	46	10	20	16
152.80*	Gender Psychology	33	3	15	15
154*	Psychomotor functions. Emotions. Instincts	31	5	15	11
154(K)	Conflict Psychology	10	1	4	5
154(S)	Stress Psychology	14	6	2	6
155	Higher mental processes: attention, imagination, memory, fantasy	13	5	2	6
156	Psychoanalysis. Schools and systems	24	7	6	8
156(K)	Clinical Psychology	9	1	3	5
156.1*	Mental state quality and processes. Pathological Psychology. Parapsychology	18	-	11	7
156.2	Psychosomatics. Psychosomatic Disorders and Their Treatment	11	1	1	9
573&	General Biology	18	-	-	18
611*	Human Anatomy and Physiology	11	3	1	7
612*	Psychophysiology	8	1	1	6
612.1*	Psychotherapy	94	18	31	45
612.2*	Neuropsychology	26	5	15	6
612.3*	Psychological Assessment	8	--	-	8
616	Psychiatry. Mental Disorders	25	8	13	4
616.156	Addictology. Addictions. Addiction Therapy	46	5	34	7
343.95*/340.6*	Forensic Psychology. Deviance Study	22	1	7	14
Total		1 148	213	333	602

Table 3.3.4.

Related fields (Number of titles)

301*	Sociology	80	25	37	18
301(P)*	Social Psychology	43	8	22	13
301 (D)	Social Work	383	116	176	91
37	Education. Pedagogy	89	42	24	23
37.015	Pedagogical Psychology of Ages	30	6	6	18
10*	Philosophy	32	13	9	10
16*	Science of Logic	7	3	1	3
828	Rhetoric	20	8	3	9
15(D)	Occupational Psychology and Engineering Psychology	5	1	1	3
331	Labour. Labour Economics. Labour Market. Occupational Medicine. Labour Ergonomics	19	14	1	4
331.8	Human Resource Management	18	2	16	-
331.87	Personnel Management	47	20	9	18
331.871	Leadership in the Organization. Work Motivation. Team Work	23	8	8	7
331.88	Leadership Psychology	11	-	5	6
338.2(P)*	Management Psychology	25	5	13	7
338.20*	Organisational Behaviour	14	-	8	6

304*	Sociological Studies	21	4	11	6
009*	Research Development	30	14	11	5
659.1*	Advertising. Psychology of Advertising	18	6	4	8
34(N)*	Pre-Law	7	1	6	-
349.2*	Civil Protection. Occupational Safety. Environment Protection	33	24	5	4
Total		953	318	376	261

Note. Marked with * - corresponds to a bachelor's level program

In the library, you can familiarise yourself with the best samples of Bachelor's, Master's and Doctoral theses, as well as there is an 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 archive of psychology scientific journals.

Subscribed printed periodicals:

Psychology, Social Work:

1. Psychology Today
2. Annas psihologija
3. Social work in Latvia
4. Psychology Issues
5. Psychological Science and Education
6. Psychological. Journal of the National research university Higher School of Economic

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 BIA mission is implemented by highly qualified academic staff represented by professors,

associate professors, assistant professors, lecturers, and other qualified faculty members elected for six years in academic positions. General staff as well as technical and service staff assist in the achievement of academic goals.

The optimal BIA staffing structure results from the Academy's operational tasks and may vary by study direction. By being a player contributing to free competition in the educational services market, the BIA promotes a flexible and attractive recruitment policy. Experienced practitioners who are willing to share professional achievements are also attracted. Involved academic staff may work on a contractual basis with the BIA as community representatives or social partners. The BIA uses opportunities to attract foreign specialists.

For the election of the academic staff, unified, special approach criteria are set out, which are reflected in the Regulations on BIA Academic Positions (BIA Senate Protocol No. 131 of 23.10.2017).

[/https://bsa.edu.lv/docs/nolikums/Regulations_Academic_Positions.pdf](https://bsa.edu.lv/docs/nolikums/Regulations_Academic_Positions.pdf)

The election into academic positions is based on an open competition taking into account the requirements set for the applicant's academic qualifications and professional competence. In the election of the academic staff, uniform criteria are set, the most important of which are the achievements in scientific and pedagogical activity, as well as the coherence of the respective direction with the mission of the BIA study direction. The BIA Rector enters into an employment contract with the elected person. An open competition is announced for vacant positions in accordance with regulatory enactments. The documents submitted by the Applicants are evaluated according to the Regulations on Academic Positions.

Qualitative and quantitative criteria for the selection of the teaching staff involved in the implementation of the study programme are set in the selection process in accordance with the Regulations on Academic Positions. The Senate (academic staff, administrative staff, students), the Council of Professors, the Study Council and the students participate in the election process.

Having evaluated the scientific biographies of the academic staff, the minutes of the meetings of the Council of the Study direction "Psychology", the self-assessment reports of the academic staff, student results and student references. The Senate recognizes the qualifications of the academic staff that correspond to the implementation of the goals and tasks of the study direction and study program.

Academic staff (elected persons), as well as guest teaching staff participate in the implementation of the programmes of "Psychology" study field.

The teaching staff is obliged to comply with the conditions of study programme implementation and the requirements of laws and regulations, including qualifications, higher education, language skills, pedagogical and practical work experience.

The number of academic staff is approved by the Senate. If the relevant position is vacant or temporarily vacant, the Head of the Study Field, if necessary, proposes to involve guest teaching staff in the study process; upon receiving the approval of the Board or the Rector, the relevant guest teaching staff is included in the study programme plan with an indication of the qualification of the lecturer of the relevant study course. The plan is available to every student.

Differences between elected teaching staff (academic staff) and guest teaching staff see Table 3.5.1.

Table 3.5.1

Differences between elected teaching staff (academic staff) and guest teaching staff

	Academic staff	Guest teaching staff
1	Recommendation of the Study Field Council	Announcement without tenders
2	Announcement of the competition for recruitment with the advertisement in the <u>Latvijas Vēstnesis</u> newspaper and on <u>cvmarket.lv</u> and <u>BIA</u> website.	
3	The results of the competition are approved by the Senate (up to and including the position of docent) or the Departmental Council of Professors (for professors and associate professors)	At the discretion of the Head of Study Field, according to the decision of the Study Field Council
4	An employment contract for a period of 6 years is concluded with approved persons	An employment contract is concluded for no longer than 2 years (for the duration of the semester, according to the scope of the study course)
5	Vacation (8 calendar weeks)	In proportion to the time worked
6	May participate in the elections of BSA representative and management institutions and be elected in them	May not participate
7	May work in one position only, including as a senior researcher or researcher	May work in various institutions as visiting teaching staff
8	Registration in the list of higher education institution academic staff (State Education Information System (VIIS) Register)	Without the registration in the list of higher education institution academic staff (State Education Information System (VIIS) Register)

In general, the involvement of the academic staff shows a highly positive dynamics. The changes in the structure of positions in the study direction 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 the BIA faculty directly influences the quality of study and scientific work and covers the activities of the Academy as a whole: provision of the necessary infrastructure, development of international cooperation, study direction and study programme, vision of the development of scientific activity. Professional growth and further training of the academic staff is both a means to improve the quality of study and research activities, and a process that involves

both defining the competencies of the teaching staff needed, organizing the in-service training, motivating the teaching staff and assessing performance.

The BIA faculty policy includes in-service training at least once a year, that is:

- participation in scientific conferences, scientific research, methodological seminars, development of methodological materials, experience dissemination events in Latvia and abroad.
- BIA teaching staff qualifications are monitored based on the academy's teaching staff policy.
- It involves careful staff selection, regular training and upskilling.

The BIA has developed and implemented the following staff policy:

1. To ensure that all study courses are delivered by qualified, scientifically and methodologically trained teaching staff with well-developed pedagogical and organizational skills, who use modern teaching methods in their work.
2. The teaching staff consists of highly qualified scientific and professional staff (most of them have a doctoral degree (BIA's strategic goal is 65%).
3. To attract foreign specialists and lecturers from other higher education institutions according to the specifics of the programme / direction.
4. To attract representatives of the field, experts (in the particular study programme) in accordance with the specifics of the programmes / directions.
5. Teaching staff can work in an international environment by communicating and delivering lectures in different languages.
6. The teaching staff are experts in the field in Latvia and internationally.
7. 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, the Academy holds regular seminars, workshops, and a monthly methodological seminar focusing on innovative teaching methods. As part of its faculty 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 their participation in scientific conferences and by supporting the inclusion of scientific papers in internationally recognized and cited publications.

To promote the enhancement of the qualification of the teaching staff, the BIA also holds elections in academic positions of the teaching staff, when the results of scientific research work, pedagogical and organizational achievements of the teaching staff are assessed in accordance with 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. For the Academy's governance, this is an opportunity to assess, improve and renew the quality of teaching staff, opening up new perspectives for development.

The work of the teaching staff is assessed according to the level of knowledge and skills acquired by the students. Student surveys are used to find out students' opinion about the work of the teaching staff, the content and implementation of the study course.

In the period from the 2020/2021 academic year to the spring of the 2022/2023 academic year, experienced and highly qualified academic staff work for the realization of the "Psychology" study direction, of whom 3 professors and 4 associate professors are elected. Of those, seven are experts of the Latvian Council of Science, 23 lecturers have doctoral degrees, of which 9 lecturers with doctoral degree in psychology. 7 certified psychologists. All the above has a positive impact on the quality of the programmes.

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.
2. By participating in the guest lectures of foreign lecturers organized by the BIA (information is regularly published on the BIA website).
3. 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>).
4. By raising the level of knowledge of foreign languages by attending the English language courses organized at the BIA.
5. By raising the digital skills by attending the training courses organized by the BIA for work in the BIA MOODLE system.
6. By participating in the development and implementation of research projects.
7. 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 personnel involved in the BIA Study Field “Psychology” consist of qualified professionals who contribute to the fulfilment of the objectives and tasks of the field. The conducted analysis shows that in the period from 2020/2021 to 2021/2022 academic year, the teaching staffs of the Study Field “Psychology” have decreased from 38 to 31 (see Tab. 3.7.1).

Table 3.7.1

Teaching staff academic positions. Study field

Academic year	Doctorate degree			Master's degree		
	Total	BIA elected	BIA unelected	Total	BIA elected	BIA unelected
2021/2022	24	18	6	7	5	2

Note. Information as of 01.02.2023

Table 3.7.1 shows that there have been qualitative changes in the academic composition. This results from the teaching staff development policy - involving in the teaching process BIA graduates who have obtained a master's or doctorate degree in Psychology.

It is seen that in the period from 2020/2021 to the 2021/2022 academic year, the number of teaching staff with a doctorate degree is stable and gradually increasing. In 2023, BIA graduate B. Urbane defended her dissertation and obtained a doctorate in Psychology. Also, BIA graduate Laura Simane-Vigante successfully completed her doctoral studies at Daugavpils University and is currently a candidate for a doctorate degree in Psychology and is also successfully involved in the study process.

Considering the percentage distribution of the academic staff (see Table 3.7.2), it is concluded that the qualifications of the academic staff are in accordance with the Law on Higher Education, which states that "in the academy, at least 50 percent of the persons elected to academic positions must have a doctorate degree". In this case, 77.4% of the academic staff who have a doctorate degree is attracted to the implementation of the BIA Study Field "Psychology". Also, for the implementation of study programmes, the condition for the main job of lecturers is fulfilled: for 74.1% of lecturers, it is the main job in the BIA.

Table 3.7.2

Academic staff. Scientific degree. Changes, percentages of the total number of academic staff in the academic year

	Doctorate degree		Master's degree		Total	
	Number	%	Number	%	Number	%
BIA elected	18	58.0	5	16.1	23	74.1
BIA unelected	6	19.4	2	6.5	8	25.9
Total -31	24	77.4	7	22.6	31	100.0

Note. Information as of 01.10.2022

Considering that the Study Field "Psychology" includes Academic Bachelor and Professional Master Study Programmes, the lecturers with appropriate education, qualifications and practical experience are involved in their implementation who have worked for many years in institutions and companies of various profiles, have obtained high ratings and recognition from their employers and continue to learn. Some of the lecturers employed in the study fields are simultaneously employed in scientific research, which ensures the synergy of studies and

research. The list of the academic staff involved in the implementation of the Study Programmes of the Study Field “Psychology” is indicated with the corresponding study programme (see the attached [Teaching_Staff_Courses_Languages_Programme_Psychology](#)).

The academic staffs involved in the studies are highly qualified and competent and ensure that the students acquire the necessary research skills, theoretical knowledge, abilities and competencies. The analysis of the academic and research workload of BIA academic staff takes place in the planning of the study process, in the development of self-assessments of study fields and study programmes, and in the evaluation of the self-assessment questionnaire of academic staff before being elected to an academic position.

The procedure for determining the remuneration of BIA academic staff, the amount of remuneration and the size of the workload is established at the “Regulations on the organisation of remuneration and types of teaching workload for BIA academic staff and guest lecturers” approved by the BIA Senate Meeting (Minutes No. 127) of 25.08.2016. Teaching staff are paid with a salary in €/month or an hourly tariff rate in €/hour.

The remuneration of BIA academic staff depends on the types of pedagogical workload: in-class workload (lectures, seminars, consultations, semester and final exams) and out-of-class workload (participation in various events, organisation and management of conferences; publications; writing of scientific, educational and methodological materials, editing and reviewing). The duties included in the workload of the academic staff are defined in the Regulations. The size of the workload (hours per year) according to positions is determined as follows: Professor - 1000 acad. hrs.; Associate Professor - 1000 acad. hours; Assistant Professor - 1000 acad. hrs.; Lecturer - 1000 acad. hrs.; Assistant - 1000 acad. hrs. The methodological and scientific work of BIA academic staff (Assistants, Lecturers, Docents, Associate Professors, Professors) up to 75 academic hours per academic year is included in the annual workload (see Table 3.7.3).

The hourly salary rate is calculated by dividing the monthly salary by the determined workload, which corresponds to one monthly salary rate, expressed in working hours per month.

Table 3.7.3

BIA academic staff salary table

S. No.	Position	The lowest monthly wage rate in accordance with the Cabinet Regulations No. 445 of 05.07.2016 with amendments, EUR/month, from 01.01.2021	BIA hourly tariff rate
1.	Professor	17.54	17.54
2.	Associated Professor	14.04	14.04
3.	Docent	11.24	11.24
4.	Lecturer	9.00	9.00
5.	Assistant	7.17	7.17

Note. The remuneration of BIA academic staff complies with the Cabinet Regulations No. 445 “Teachers' salary regulations” of 05.07.2016. According to the Regulations (Approved by the BIA

Senate Meeting of 25.08.2016, Minutes No. 127), the annual workload for BIA academic staff and guest lecturers is limited to 1000 acad. hours in the academic year and comply with the Cabinet Regulations of 05.07.2016.

The study programmes of the Study Field "Psychology" are implemented in Latvian and English. The foreign language knowledge of the academic staff involved in the programme is confirmed by the higher education document with the acquired specialty and the assigned qualification, as well as the self-assessment of the instructors in the European-level document EUROPASS Language Passport, regardless of whether the language was learned in formal education or outside it, determining the level of proficiency in accordance with the common European Guidelines for Language Learning.

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.).

Every BIA student is a personality whose development and growth are taken care of by all Academy staff, including the faculty, general staff, administration, and BIA management. The staff of the Academy takes into consideration the individual traits, qualities, skills and abilities of the students in their daily work, as well as they take care of the diverse development of students, promote their personal development and tolerance. The BIA student support system is being developed in several directions.

The BIA starts working with applicants prior to commencement of programme selection, organizing Open Days at the Academy or providing various types of individual counselling to applicants.

A lot of attention from BIA administration and teaching staff is paid to students with various study and communication problems, for at the BIA students with different levels of knowledge from different regions of Latvia as well as from abroad, different nationalities and knowledge of the Latvian language enter and study.

For first-year students, the BIA study process begins in September with the Freshman Week, which includes meetings with the BIA and programme administration, testing in foreign language, and informatics in order to clarify the level of students' knowledge and then to offer studies in a variety of groups, introduction of the BIA library resources, cultural centres, etc.

The head of study direction and directors of programmes consider the formation of a common understanding of students about career development issues as one of the most important tasks, and therefore, during the Freshman Week, new students are introduced to the opportunities and topicalities of their chosen profession and career. First year students are expected to communicate with the BIA Admissions staff on all matters related to the commencement of the study process at the Academy. The lecturers work individually with the students and, as far as possible, give advice and help them in the study process. The teaching staff, if necessary, offers individual consultations, homework assignments, use of additional literature and teaching materials. The BIA has developed a set of measures that include a student-centred, individualised approach to addressing a student's knowledge deficits and providing individual support to reduce

those deficits. The BIA provides tuition based on individual schedules to encourage student participation in the Academy's research work.

The BIA employs the Study Information Centre, which aims at providing counselling to students on all matters related to the organisation of the study process, communication with the administration and formation of the teaching staff.

A career guidance system is one of the tools that can help individuals develop their skills by supporting the transition from one level of education to the next, starting a career, helping make mature decisions about their employment, and addressing social inclusion. In order to achieve the set goals, a systematic approach to the implementation of services according to the needs of the target group is adopted, and availability and adequate quality of services are ensured. The Academy first identifies the range of services to be provided to students and other target groups. Most service providers prioritise the organisation of different types of practices and assistance with practice placements. These activities are implemented through the integration of student support, coordinated by the study direction and programme directors. The availability of information depends solely on the activity and interest of the graduates in providing information through the Internet surveys organised by the Academy.

An important part is cooperation with employers, as a result of which various activities are organised where students can attend employers' lectures, prove their knowledge and skills, for example, by preparing papers and reports for the BIA annual students' applied research conferences.

The BIA always strives not only to provide good educational opportunities for students, but also to meet social needs and give psychological support, to support students in various life situations, especially in problem situations. The programme directors who can be addressed to solve current issues, are the primary student support.

The BIA has a student self-government, which is made up of group activists. They are led by the president of the Student President. The Student Council decides and assists in organising student activities, makes proposals for improvement of study work and environment, assists in implementation of various activities, performs other activities related to the BIA work and environment improvement or carries out various activities in the Academy. Extra-curricular activities are organized on a regular basis, strengthening the students' sense of nationhood, promoting civic participation and initiative, loyalty and patriotism.

Each study group has a senior member of the group, a student nominated by other students who facilitate communication with the teaching staff, study programme director and BIA administration throughout the continuous study process.

In cooperation with the BIA Student Council, visiting students are also involved in BIA student extracurricular activities (e.g. Erasmus + Member High School Presentation Dinners, Excursions, Christmas and other events organized by the Student Council).

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).

Research activities are an integral part of BIA activities, involving academic staff and students. Research of the academic staff is one of the main directions of the BIA activity. In order to ensure successful research process, the BIA has the Scientific Methodological Council and the Research Institute for Social and Humanitarian Problems. The research process at the BIA is coordinated by the Vice Rector for Science, who chairs the BIA Scientific Council and is responsible for the Academy's research strategy, implementation of the set goals and the quality of the achieved results. The academic staff of the study direction "Psychology" have the opportunity to carry out research at the BIA Research Institute for Social and Humanities Problems, where such OECD disciplines as Social Sciences and Humanities are represented.

The BIA research objectives are as follows:

- to ensure science, research and innovation in line with the research directions defined in the BIA operational and development Strategy;
- to develop research capacity;
- increase the number of people in science through the renewal and development of human resources in science, technology and innovation, contributing to international excellence and quality;
- to maintain and improve the scientific infrastructure, ethics of research work has been defined as the basic principle of the BIA research activity;
- the indivisibility of teaching and research;
- knowledge transfer;
- collaboration, interdisciplinarity, integrity.

A total of 31 lecturers are involved in the implementation of the study direction, of which 3 professors, 4 associate professors, 11 assistant professors, 2 lecturer, 3 leading researcher, which makes 74.1% of the total lecturers has been elected for BIA academic positions. For the lists of professors and associate professors in the study direction "Psychology", as well as the list of LCS experts see Tables 4.1.1. and 4.1.2.

Table 4.1.1

List of Professors and Associate Professors of the Study Field "Psychology" in the period from 2019 to 2022

No.	Surname, name	Position	Field	Sub-field
1.	Plotka Irina	Professor	Psychology	Social Psychology
2.	Blumenau Nina	Associated Professor	Psychology	Social Psychology
3.	Tsaurkubule Zhanna	Professor	Economics and Entrepreneurship	Social Psychology
4.	Breslavs Gershons	Associated Professor	Psychology	Social Psychology
5.	Kochetkov Yuri	Professor	Economics	Econometrics

6.	Volkovs Vladislavs	Associated Professor	Sociology	Political Sociology
7.	Tatjana Jurkevica	Associated Professor	Law Science	Civil Rights

Table 4.1.2

List of LSC experts of the Study Field "Psychology"

No.	Surname, name	Position	Science Field(s)	Expiration date of LSC expert's rights
1.	Blumenau Nina	Associated Professor	Psychology	07.10.2023
2.	Tsaurkubule Zhanna	Professor	Economics and Entrepreneurship	01.01.2025
3.	Plotka Irina	Professor	Psychology. Law Science	Psychology - 02.11.2025 Law Science - 02.09.2024
4.	Veliks Viktors	Docent	Biology	01.01.2025
5.	Korniseva Alona	Lead Researcher	Education Sciences	01.01.2024
6.	Vladislavs Volkovs	Associated Professor	Sociology and Social Work	01.01.2025.
7.	Kochetkov Yuri	Professor	Economics and Entrepreneurship	01.06.2025

According to the long-term strategy of the BIA's operation and development for 2022-2025 (https://bsa.edu.lv/docs/nolikums/strategija_2022_en.pdf/), the main lines of BIA's scientific research activities are as follows:

- Promote the research activity of lecturers and students, especially in those areas that are important for the further growth of Latvian economy and culture.
- Motivate academic staff in the preparation and submission of scientific publications, especially publications included in internationally recognised databases (Web of Science, Erih+, etc.).
- Cooperate with business structures, developing applied studies.
- Develop and expand scientific and methodical cooperation with other Latvian scientific institutions, Baltic Sea region, European and world science centres, with Latvian and foreign universities for joint scientific research.
- Promote the development of shared scientific infrastructure (development of scientific-research laboratories, creation of an analytical and competence centre, creation of a psychological assistance centre, etc.).
- Introduction of new and modernised study courses in all study fields, using the possibilities

offered by a modern laboratory.

- Attract EU structural funds and social funding for BIA academic staff scientific research.
- Involve students in conducting research and preparing publications, ensuring the principle of succession in all areas of study implemented by BIA. Involve students in the development of EU structural funds and social projects.
- Organise regular international scientific conferences and seminars in BIA research fields.

Scientific research of the Study Field "Psychology" is mainly carried out in the sub-fields of Social, Cognitive, Organisational and Occupational Psychology. During the reporting period, the lines and topics of the research were determined both by the existing research facilities and the research interests of the field academic staff. The sub-fields of Social Psychology and Occupational and Organisational Psychology are mentioned as the most important lines of research during the reporting period. In Social Psychology, special attention is directed to the study of the cognitive mechanisms of implicit social cognition, and the implementation of applied research of implicit attitudes in various fields of professional activity (in the field of Occupational and Organisational Psychology). Also, implicit experimental procedures are being developed in this area to measure psychological constructs in various applied areas of Social Psychology, such as "Research of Hardiness in Security Officers", "Research of Attitudes towards Speeding/Compliance in Professional and Non-Professional Drivers", "Research of Consumer Attitudes towards Latvian and Foreign Food Brands", "Research of Attitudes towards Criminally Violent Prisoners". In *cognitive psychology*, such lines of research as the study of the influence of contextual factors on implicit measurements are mentioned: "Effect of emotional valence of episodic events on indicators of implicit measurements of ethnic attitudes", "Effect of emotional valence of episodic events on measurements of implicit attitude towards speeding/compliance", "Effect of emotional valence of episodic events on implicit measurements of attitude towards alcohol". The staff of the Study Field "Psychology" has actively participated in several international cooperation projects. For example, Assoc. Professor **Vladislavs Volkovs** participated in the national research project (2018 - 2022) "Individual, society and state interaction in the overall process of Latvian history: value conflicts and the formation of common values at historical breaking points" and led the working group "Role, place and self-understanding of ethnic groups in Latvia: 20th century discourse".

Professor **Irina Plotka** and Assoc. Professor **Vladislavs Volkovs** led the Project "Implicit competence and self-determination". Research grant of the Republic of Latvia for forcibly displaced persons (example of Ukraine), Project No. BSA-L-SP-01/22 (Baltic International Academy) (01.08.2022 -21.08.2022) (Scholarship candidate - Valentyna Podshyvalkina (Ukraine)), State Education. State Development Agency, Latvia. Riga. During the reporting period, the participation of academic staff in research projects, cooperating with representatives of other sciences and the public sector, has played a major role. For example, Assoc. Prof. **Breslavs Gershons** has participated in the Project "Our common history. Ways and Fates". "Cooperation program for minorities and Latvian youth". Integration Fund (2019), Project No. 2019.LV/MTSP/07/05 and in the Project "A life dedicated to Latvia. Representatives of minority nationalities in Latvian culture" (Agreement No. 2018.LV/MTSP/08/03)", Integration Fund. Professor **Tsaurkubule Zhanna** (2023) participated as a coordinator from the Baltic International Academy in the Project "Assessment of competences of students in higher education and the dynamics of their development during the study period" LU (No. 30-17/10). Currently, the ESF Project No. 8.2.1.0/18/I/005 "Modernization of Daugavpils University Study Field "Education, pedagogy and sports" for sustainable development of Latvian education system" is being implemented with a sub-program "Health and physical education study field", in which the Lead Researcher **Alona Korniseva** participates. Also, A. Korniseva participates in the ESF Project No. 8.3.2.1/16/I/002 "Implementation of national and international measures for the development of

student talents”, activity 1.2 “Organisation of regional scientific conferences” as an expert in the scientific research of students of the Latgale region. From 2021 until now, Docent **Jelena Lipovska** has been participating in the ESF Project No. 9.1.2.0/16/I/001 “Integration of ex-prisoners into society and the labour market”. “Implementation of the resocialisation program for imprisoned parents “Parental Skills”. (Development of methodological tools). Also, Lipovska is currently participating in the NORDPLUS project “Strategies of Coping with COVID-19 Induced Stress for Women Working from Home” (NPAD-2021/10125).

In general, the development of research lines during the reporting period can be evaluated as corresponding to the development goals of the Study Field “Psychology” – for the BIA to become one of the leading universities in the Baltic States, where, as a basis for competitiveness, advanced specialisation in Occupational and Organisational Psychology, which develops and validates various experimental implicit methods in various professional activities in the fields of Traffic Psychology, Consumer Psychology, Health Psychology and Penitentiary Psychology. Consequently, scientific research has been largely implemented by following the available funding opportunities and subordinating the academic staff's scientific interests to current projects.

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.

Scientific research activities are based on the requirements of the Law on Higher Education Institutions and the Regulations of scientific activities of the limited liability company Baltic International Academy. BIA as a scientific institution was registered in the Register of Scientific Institutions on the 2nd of March 2018. The main directions of scientific activity of the study direction “Psychology” are the following:

1. *Research of cognitive mechanisms of implicit social cognition.*
 - Investigation of the effect of contextual factors on implicit measurements.
 - Influence of emotional valence of episodic events on measurements of implicit attitudes towards speeding.
 - Influence of emotional valence of episodic events on indicators of implicit measurements of ethnic attitudes.
 - Research of implicit and explicit attitudes (through self-assessment procedures and the experimental procedure of unconscious emotional priming): aspect of measurement compliance.
 - Relation of metacognitive judgments to people's views on episodic, semantic, short-term and long-term, retrospective and prospective memory.
2. *Applied research of implicit attitudes in various fields of professional activity.*
 - Research of consumer attitudes towards the brand using explicit and implicit methods.
 - Research of achievement motivation using explicit and implicit methods.
 - Research of hardiness in risk-related occupations using implicit and explicit methods.
 - Attitudes towards speeding by drivers using implicit and explicit methods.
 - Research on attitudes towards criminal violence using implicit and explicit methods.
3. *Research of health psychology in professional activity*

- Professional adaptation and emotional burnout in different groups of professions.
- Mobbing research in professional activity.
- Research of subjective experiences of stress in extreme action situations.
- Research on attitudes towards healthy and unhealthy foods using implicit and explicit methods.
- Research of attitudes towards alcohol using implicit and explicit methods.
- Emotional burnout, professional destruction and job satisfaction in different occupational groups.

4. *Transmission of values, attitudes and identity in an intercultural aspect*

- Transformation of attitudes and values of the Latvian population in different generations.
- Social adaptation and ethnic identity in different cultural environments.
- Research of ethnic tolerance in intergroup relations.
- Peculiarities of time identity in different generations.

5. *Professional's personality development*

- Self-esteem research using explicit and implicit methods.
- Research of personality creativity.
- The role of individual typological features in professional activity.
- Research of adaptation and disadaptation of risk factors and personal resources.

6. *Individual characteristics of population motivation in improving the living environment.*

The connection of scientific research with the study process is realized in several ways:

1. Students (especially students of the academic bachelor's study program "Psychology") have the opportunity to participate in the research carried out by the academic staff of the field both as research participants and voluntarily, thus getting to know the research process better.
2. Students are involved in research work, during the development of term papers, bachelor's theses, master's theses, as well as giving the opportunity to work in research projects in case of availability of appropriate funding. In cooperation with the supervisor, students acquire skills to plan and conduct research; to master or develop research methodologies for a corresponding work topic. Also, in cooperation with the supervisor, students are involved in the process of developing a scientific article, as a result of which students develop a culture of scientific research work. Students systematically participate in scientific conferences, where they present their research.
3. Lecturers of the study field "Psychology" use the results of their own and colleagues' research and knowledge in teaching courses, referring to them in parallel and in addition to the description of research and knowledge performed elsewhere in the world to illustrate the manifestations of specific psychological phenomena in Latvian culture.

The research work performed by the teaching staff is used in the preparation of the study courses of the academic bachelor's study program "Psychology" and the professional master's study program "Psychology" and in the training of students, and it has a direct impact on the study work. For example, the research results obtained in the research direction "Research of implicit and explicit attitudes (through self-assessment procedures and unconscious emotional priming experimental procedure): measurement compliance aspect" are applied in the courses of the academic bachelor study program: "Psychological research methodology and methods"; "Experimental Psychology" and "Social Psychology". The research results obtained in the study direction "Relationship of metacognitive judgments with people's opinions about episodic, semantic, short-term and long-term, retrospective and prospective memory" are applied in the

study courses “General Psychology” and “Cognitive Psychology”.

Research directions “Applied research of implicit attitudes in various fields of professional activity” and “Research of health psychology in professional activity” results are applied in the courses of the professional master's study program: “Work psychology (theory and practice)”; “Professional Development of employees”.

The connection of scientific research with the study process corresponds to the practice accepted in the world of psychological education and can be assessed as a corresponding goal of the field of study “Psychology” - “to become one of the leading universities in the Baltic States, where as a basis for competitiveness specialization in work and organizational psychology, as well as to become one of the leading higher education institutions in the Baltic region, which develops and validates various experimental implicit methods in various fields of professional activity”.

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.

Evaluating the given reporting period, the academic staff of the Study Field “Psychology” has actively participated in various international projects. For example, Study Field “Psychology” Professor Irina Plotka and Assoc. Professor Vladislavs Volkovs led the project “Implicit competence and self-determination”. Research grant of the Republic of Latvia for forcibly displaced persons (example of Ukraine), Project No. BSA-L-SP-01/22 (Baltic International Academy) (01.08.2022 -21.08.2022), (Scholarship candidate - Valentyna Podshyvalkina (Ukraine)) State Education. State Development Agency, Latvia. Riga.

As part of the BIA Erasmus+ project “Mobility of higher education students and staff between programmes and partner countries” (KA107), funding was received to award scholarships for attracting foreign lecturers for two years (Grant Agreement No. 2020-1-LV01-KA107-077347-LV). Partner university: National Technical University “Kharkiv Polytechnic Institute”, Ukraine.

Since 2021, the Baltic International Academy has been conducting international cooperation with representatives of Helvetica Publishing Group (<https://helvetica.ua/>), editing a scientific journal “Juridisko un Sociālo Zinātņu Baltijas Žurnāls” (Baltic Journal of Legal and Social Sciences) (<https://bsa.edu.lv/index.php/en/journals.html/>). The journal publishes scientific and analytical articles on topical issues of Social Science (Psychology) and practice both in the countries of the Baltic region and beyond. The journal is released four times a year. The journal's Editorial Board consists of scientists from various countries: USA, United Kingdom, Ukraine, Bulgaria, Lithuania, Estonia, Czech Republic, Latvia, Germany, Poland and Croatia. The scientific journal is systematically publishing the research conducted by the students of the Study Field “Psychology”.

For already 8 years, the Baltic International Academy has been organising annual international scientific and practical conferences for young researchers and students “Time of challenges and opportunities: problems, solutions, perspectives” (every year in May) and “Transformation of society in the field of social and human sciences” (every year in December), as well as other BIA scientific conferences, where one of the purposes is to attract students to scientific activities.

The results of the work of these conferences are collected and published in scientific collections (<https://bsa.edu.lv/index.php/en/conferences/main-publications.html/>): 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 the field of social and human sciences”, December 10-11, 2021 (.pdf); XI International Scientific and Practical Conference “Time of challenges and opportunities: problems, solutions, perspectives” May 13-15, 2021 (.pdf); IX International Scientific and Practical Conference “Transformation of society in the field of social and human sciences” December 11-12, 2020 (.pdf); X International Scientific and Practical Conference of Young Researchers and Students “Time of challenges and opportunities: problems, solutions, perspectives”, May 17-18, 2020 (.pdf).

For example, in 2021, from May 13 to 15, the BIA successfully held an international scientific conference “Modern Social Psychology: Theory and Practice”, in which researchers from Latvia, Russia, Israel, the USA and Ukraine participated (<https://bsa.edu.lv/index.php/en/conferences/scientific-conferences/302-conference-in-psychology-modern-social-psychology-theory-and-practice.html/>). The conference was devoted to the discussion of theoretical and practical issues of modern Social Psychology. The conference presented the results of Latvian and foreign research conducted by researchers, practicing psychologists, doctoral students, Master students and Bachelor students. The purpose of the conference was to involve Latvian and foreign researchers, practicing psychologists and students to discuss various aspects of contemporary Social Psychology and to search for common scientific fields for international cooperation. The main purpose of the conference was the exchange of Latvian and foreign experience in research on: Innovative Methods in Social Psychology; Personality in the Context of Social Relations; Applied Aspects of Social Psychology; Identity in Cross-cultural Studies; Implicit Attitude Research: Theoretical and Applied Aspects. The mentioned lines of research are also used in the final theses of the students of the Academic Bachelor Study Programme “Psychology” and the Professional Master Study Programme “Psychology”.

Future expectations for international cooperation in scientific research are related to the following international grants:

1. An application has been submitted for an international scientific project “Ukraine-Latvia joint scientific and technological cooperation project program proposal form” (2022024). 2023-2024. The partner of the Baltic International Academy is Research Centre of Industrial Development Problems of the National Academy of Sciences of Ukraine, Kharkiv, Ukraine.
2. An application has been submitted for the international scientific project “Alliances for Innovation ERASMUS-EDU-2022-PI-ALL-INNO-EDU-ENTERP-ERASMUS-LS” (In the framework of R&D No. 0120U101862 (Ukraine, 2020-2030)). “International Networking Business Education: experience in the development and implementation of innovative international Master and Doctoral programmes funded by the European Union, based on modern digital technologies and the best practices of dual learning (International Networking Business Education)” with funding stream: 2.5 - programs and projects in the field of international scientific and technical cooperation; we are starting work with a new project proposal for the ERASMUS + Partnership for Innovation competition: Innovation Alliances: ERASMUS-EDU-2022-PI-ALL-INNO-EDU-ENTERP-ERASMUS-LS/ERASMUS one-time grants/). The partner of the Baltic International Academy is Institute of Social and Economic Initiatives PIC 901190917 OID E10245806 EuropeAid ID UA-2020-AML-1811547054 <https://www.isei.online/> isei_ukraine@ukr.net 36014, Poltava 32,6 Ukraine.

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 academic staff involved in the implementation of the BSA study field "Psychology" provides sufficient scientific capacity for the performance of scientific activities.

During the reporting period (academic years 2020-2021 to 2022-2023) the lecturers have published the results of their research in various international journals and collections indexed in internationally recognised databases (e.g. WEB OF SCIENCE, SCOPUS, ERIH+, EBSCO, etc.), as well as two monographs, each of which is a book chapter (one published in 2022: by Vladislav Volkov; the other is a collective monograph accepted for publication: by Irina Plotka, Biruta Urbane and Nina Blumenau).

The total number of publications in the reporting period is 133 (Annex 4.4.1, Table 4.4.1.1).

15 teachers from 31 (48.4%) have publications indexed in SCOPUS and Web of Science databases. 48 out of 133 publications (36.1%) are indexed in SCOPUS and Web of Science databases (Appendix 4.4.1, Table 4.4.1.2)

19 teachers from 31 (61.3%) have publications indexed in in ERIH+, EBSCO, RSCI, INDEX COPERNICUS and other databases. 74 out of 133 publications (55.6%) are indexed in in ERIH+, EBSCO, RSCI, INDEX COPERNICUS and other databases (Appendix 4.4.1, Table 4.4.1.3).

22 teachers from 31 (71.0%) have publications (Appendix 4.4.1, Table 4.4.1.4).

24 teachers from 31 (77.4%) took part in international scientific conferences. A total of 121 reports were presented. This is approximately 5 reports per person. A total of 121 reports were submitted. This is approximately 3.9 reports for each teacher of the "Psychology" department (Appendix 4.4.1, Table 4.4.1.5).

12 faculty members were involved in 22 projects. This is approximately 1.8 projects per teacher implementing a project, or 0.71 for each of the 31 teachers (Appendix 4.4.1, Table 4.4.1.6).

The academic staff has actively participated in international congresses, conferences and symposia in Europe and worldwide (s. Appendix 4.4.1 " [Summary of quantitative data of scientific research activities for the field of study Psychology in the period from 2021. until 2023 study year.docx](#)).

Every year the Baltic International Academy organises international research conferences with the active participation of its academic staff. The full list of the planned BIA conferences can be found on the BIA website, in the section "Science", "Conferences" at [/https://bsa.edu.lv/index.php/en/conferences/plan-of-conferences.html/](https://bsa.edu.lv/index.php/en/conferences/plan-of-conferences.html/).

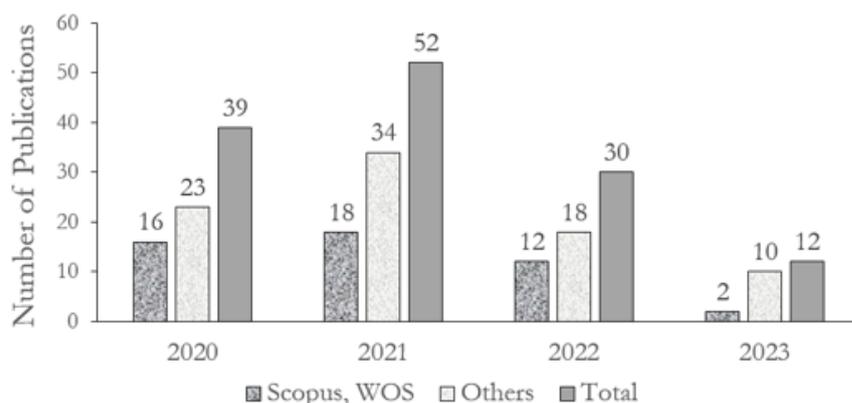
In the same way, the Study Field "Psychology" promotes the involvement of not only permanent teaching staff, but also invited teaching staff (including foreign lectures) in the preparation of scientific publications, for example in the the [journal thematic editions](#) on the issues of Social Psychology.

Figure 4.4.1 shows that in the period from 2020/2021 to 2022/2023, the number of scientific articles published by the academic staff of the field of study "Psychology" in international scientific

databases (SCOPUS; Web of Science) totals 83 scientific articles. International scientific databases (ERIH+, EBSCO, RSCI, INDEX COPERNICUS, etc.).

Figure 4.4.1

Dynamics of the number of scientific publications in the period from 2020/2021 until 2022/2023. study year

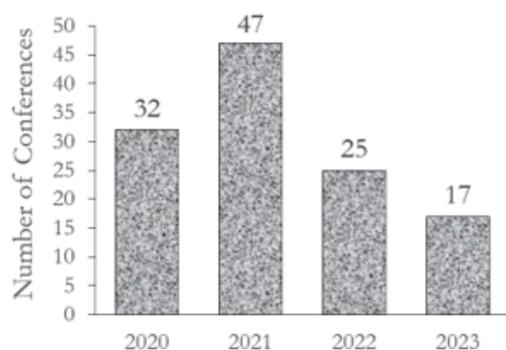


The statistical results

show that the academic staff has actively participated in various European and world international congresses, conferences and symposia during the given reporting period (s. Figure 4.4.2).

Figure 4.4.2

Participation of the academic staff in the International Congresses, Conferences and Symposia



In the period from 2020./2021 - 2022./2023 the most important International Congresses attended by the academic staff of the field of study "Psychology" could be noted: 17th European Congress of Psychology 5-8 July, 2022, Ljubljana, Slovenia; 32nd International Congress of Psychology, 18-23 July, 2021, Prague, Czech Republic..

The scientific activities of the academic staff involved in the implementation of the field of study "Psychology" (scientific articles, monographs, participation in the International Congresses, Conferences and Symposia in Europe, Latvia and the World) for the given reporting period can be viewed in the Appendix 4.4.2 "[List of publications, conferences, projects by teaching staff for the reporting period_1.docy](#)".

The number of experts in the Latvian Science Council (LSC) from 2020 to 2023 is 7. Branches: psychology - Blumenau, N., Ignatieva, S., Plotka, I.; law - Plotka, I.; sociology and social work - Volkovs, V.; social sciences - economics and entrepreneurship - Ignatieva, S., Kochetkov, J.;

Natural Sciences - Computer Science and Informatics - Ignatjeva, S.; Social Sciences - Educational Sciences - Ignatjeva, S.; Economics - Tsaurkubule, Z.; Social Sciences - Educational Sciences - Korniseva, A.

Table 4.4.1.1 (Annex 4.4.1) shows that only two lecturers did not show any scientific activity during the reporting period: Nikita Nikiforov and Natalia Sotikova.

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.

Study research work is planned both in terms of content and organization in accordance with the aims and requirements of a study programme and is purposefully directed so that the future specialists gradually acquire necessary knowledge, skills and competences. The Academic bachelor's study programmes provide for the development and defence of 2 study papers and Bachelor's thesis, for master students - the development of a research project, and the development and defence of the Master's thesis.

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

Students' research work carried out within the framework of the studies corresponds to the aims of the study direction. Final thesis (Bachelor's, Master's) in the study programmes of the direction "Psychology" is a project with a practical part in the chosen specialization, independently developed and implemented by the student. The project is independently implemented, realised and presented. The successful qualification requires acquiring competences in one's professional and research work, the ability to substantiate and realize a creative intention, and understanding and application of various knowledge, skills and competences related to the emerging profession. Throughout the study process, these competencies are built and promoted in an integrative way, starting with small creative assignments, then practical projects and science-based research.

Academic Bachelor's study program "Psychology" students acquire basic knowledge about research in the study course: "Theory of scientific and study work"; "Research methodology and methods in Psychology"; "Statistic methods in Psychology"; "Psychometrics"; "Bachelors Thesis" and their involvement in research work is mainly done within the study process, theoretical knowledge is tested in practical works and creative projects, writing course papers and final (Bachelor's) theses.

Professional Master's study program "Psychology" students acquire basic knowledge about research in the study course: "Methods of psychological research, data analysis and

interpretation"; "Elaboration and defense of Master's thesis".

The writing of term papers and final theses (Bachelor's and Master's) is considered to be the most significant contribution to the development of students' research and creative activities. Developing and defending a final thesis is a testimony of the student's professional competence to obtain an appropriate qualification. Other forms of student research work include case studies, summaries, reports, research within the framework of specific study courses. Students present their research results at conferences and actively participate with their reports at both Latvian and international conferences. Master students also actively participate in scientific conferences, as participation in conferences and publication of scientific articles is part of the practical training included in the requirements of the Master's study programme.

The participation of students in research has improved in comparison to the previous reporting period. Students are provided the opportunity to develop research papers, competent supervisors and sufficient equipment are provided are at their disposal too.

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.

The Baltic International Academy has established the Laboratory of Neurocognitive Implicit Processes (hereinafter referred to as the Laboratory), which enables to attract students and teachers for the study of various programmes - psychologists, lawyers, economists, marketers, entrepreneurs, prospective and topical research fields. That has significantly increased the possibilities of the Academy to cooperate with Latvian and European researchers and to participate in joint international, scientific-research programs.

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-research base for carrying out research for the students of the Master's, Bachelor's and doctoral study programmes.

The Laboratory performs the following functions:

1. Research and procedure development and equipment provision for the development of practicums, Bachelor's and Master's theses;
2. Research and procedure development and equipment provision for lecturers engaged in research work in implicit social cognition.
3. Applied research (market research), commissioned by companies and organisations (transport, communications, industry, trade, advertising, marketing, etc.);
4. Research in the field of neuropsychology and psychophysiology.

To fulfil the above functions, the laboratory is equipped with computer hardware and software that allow to conduct group classes and practicums in cognitive psychology, experimental psychology, engineering psychology, neuropsychology, work psychology and psychodiagnostics. The technical support system enables all four functions of the laboratory to be addressed.

Laboratory equipment:

The laboratory is equipped with computer hardware and software, which include the E-Prime 2 electroencephalograph NVX-52 (EEG NVX-52) (48 channels), the open source software PSYCHOTOOLBOX and the mathematical-statistical programmes SPSS, R and MATLAB, which serve as a base for implicit measurements. For many years the work has been carried out using the hardware methodology E-Prime-2 in combination with EEG, which provides a qualitatively new level of research.

The encephalograph NVX-52 with 48 channels for EEG recording. The encephalograph NVX-52 with high sampling frequency (2000 Hz, ADC - 24 bit) is required for high frequency oscillation recording, while the presence of 48 channels allows for the use of modern mathematical apparatus to calculate excited potentials and determine structures responsible for wave generation (brain structures).

Two computers where one computer 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) to record the stimulus (trigger) signal during EEG recording. E-PRIME programmes and PSYCHOTOOLBOX open source software working in MATLAB environment are used for stimulus material generation;

A powerful workstation with two monitors and open source programmes EEGLAB and BRAINSTORM, which work in the MATLAB environment, are used to calculate various statistical EEG parameters. Using the given programmes, it is possible to calculate the spectral power of the EEG signal on different EEG waves, to 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 useful 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 used not only in medicine, but also in neurocognitive science, which includes modern psychology and its emerging fields of research, such as, for example, neurocognitive economics. In this area, a particular attention is paid to neuro-marketing research, consumer economic decision-making, and other perspectives that explore human behaviour in economic terms.

In recent years, electroencephalography has been applied in social psychology, primarily in such an advanced research direction as social cognition. For more than 12 years, this direction has been developed by a team of researchers led by Professor Irina Plotka within the framework of the Baltic International Academy. The use of electroencephalography among psychologists is not only related to its ability to solve specific business tasks, but also explores the possibility of conducting psychological analysis involving a fundamentally new level of psychological data.

Taking the above mentioned into account, the practicums of the academic Bachelor study program "Psychology" in experimental psychology, general psychology, cognitive psychology, neuropsychology, as well as the research internships of the professional Master's study programme "Psychology" is carried out with the use of the Laboratory. The laboratory equipment is used to experimentally investigate the perceptual, memory, attention, speech, decision-making processes that are important in solving business and research tasks, which in turn corresponds to the general trends in the development of modern psychology and expands the possibilities of applied research. At the moment, the technologies of EEG are being intensively mastered, as well as a number of laboratory activities is being developed for the students of the Bachelor's and Master's programmes. The software E-Prime 2 has been in use for over a decade. The research is carried out in cooperation with the Baltic International Academy master students. During this

period (2020/2021 - 2021/2022) 8 Master's papers have been defended.

The research topics developed on the laboratory basis are as follows:

Study of attitudes towards risky driving using explicit and implicit methods.

Plotka, I., Blumenau, N., Igonin, D., & Vinogradova, Z. (2021). Research of the context effects of graded affective valence videos on the results of measurements of implicit attitudes towards risky driving. In L. Malinovska (Ed.), *Proceedings of 20-th International Scientific Conference Engineering for Rural Development Jelgava, Latvia, 26-28.05.2021*. Latvia University of Agriculture Faculty of Engineering (pp. 1244-1259). **Scopus**. DOI: 10.22616/ERDev.2021.20.TF272.

Study of attitudes towards criminal violence.

Simane-Vigante, L. (2021). Preliminary Adaptation of Criminal Attitudes to Violence Scale in Latvian and Russian. *Proceedings of the 14th International Scientific Conference "Rural Environment, Education, Personality - REEP-2020"*, Vol. 14, 191-199, ISSN 2661-5207, ISBN 978-9984-48-343-6. Indexed: Thomson Reuters Web of Science. DOI: 10.22616/REEP.2021.14.021.

32nd International Congress of Psychology, 18-23 July, 2021, Prague, Czech. (Presentation with poster: " Research of attitude towards criminal violence and attachment styles of convicted violent males", co-authors: Simane-Vigante, L., Plotka, I.).

Simane-Vigante, L., Plotka, I., & Blumenau, N. (2020). The relationship between implicit and explicit attitudes towards criminal violence and attachment styles. In V. Dislere (Ed.), *Proceedings of the 13-th International Scientific Conference "Rural Environment, Education, Personality. 8-9.05.2020, REEP-2020"*. Jelgava: Latvijas Lauksaimniecības Universitāte. (150-161). ISSN 2255-5207. DOI: <https://doi.org/10.22616/REEP.2020.018>. Web of Science: 000471007300015

Study of consumer attitudes using explicit and implicit methods..

Plotka, I., Urbane, B., & Blumenau, N. (2022). Relationship between implicit and explicit attitudes towards domestic and foreign food brands and personality traits. In L. Malinovska (Ed.), *Proceedings of 21-st International Scientific Conference Engineering for Rural Development Jelgava, Latvia, 25-27.05.2022*. Latvia University of Life Sciences and Technologies, Faculty of Engineering (pp. 438-459). Scopus. DOI: 10.22616/ERDev.2022.21.TF150.

Urbane, B., Plotka, I., Blumenau, N., & Igonin, D. (2021). Measuring the affective and cognitive bases of implicit and explicit attitudes towards domestic and foreign food brands. In V. Dislere (Ed.), *Proceedings of the 14th International Scientific Conference "Rural Environment, Education, Personality. 7-8.05.2021, REEP-2021"*. Vol.14. Latvijas Lauksaimniecības Universitāte (pp.216-233). WOS. DOI: 10.22616/REEP.2021.14.024. (Oral presentation: "Measuring the Affective and Cognitive Bases of Implicit and Explicit Attitudes Towards Domestic and Foreign Food Brands", co-authors: Urbane, B., Plotka, I., Igonin, D.).

Study of attitudes towards healthy and unhealthy food using explicit and implicit methods.

17th European Congress of Psychology 5-8 July, 2022, Ljubljana, Slovenia.(Presentation with poster: "Implicit and explicit attitudes towards healthy and unhealthy food, awareness of it and self-control ", co-author: Plotka, I.).

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.

To ensure the quality of higher education, the BIA has established an Internationalisation Policy that promotes the achievement of cooperation and internationalisation goals. The BIA recognises that Latvian higher education must be international and must be able to implement the basic principles of a unified European higher education space. In order to achieve the goals and results of the study course, the Study Course "Psychology" cooperates with several organisations in Latvia: universities, employers, employers' organisations, non-governmental organisations, scientific institutes, professional associations, secondary schools, etc. (see the list of cooperation agreements in the Appendix "List of cooperation agreements with other institutions"), which meet the following criteria: (a) the institution is ready to cooperate: in the field of research, practice provision; (b) the work profile of the institution relates to the field of work and organizational psychology.

Cooperation with various Latvian institutions (*universities, employers, employers' organisations, non-governmental organisations, scientific institutes, etc.*) is developed in the following fields:

- Participation in the improvement of study fields and study programmes - inviting professionals to work in the field or programme council.
- Participation in the implementation of study programmes as guest lecturers, giving one or more study courses or part of them.
- Participation in scientific, research and creative activities.
- Provision and management of internships.
- Participation in the development, discussion and approval of topics for bachelor's and master's theses.
- Participation in defence committees for bachelor's and master's theses.

During the given reporting period, the BIA Study Field "Psychology" actively cooperated with other universities in Latvia, such as Daugavpils University and the University of Latvia.

In 2020, the researchers of the University of Latvia started cooperation with representatives of other higher education institutions to implement the project "Assessment of the competencies of students in higher education and their development dynamics during the study period", which in the future will make a significant contribution to the quality assurance system of Latvian higher education. At the beginning of 2023, BIA representatives, including Study Field "Psychology" joined this project. In the project, researchers want to understand what each of the 6 competencies (research, innovation, entrepreneurship, digital and global, and civic competence) means; how students learn them; how higher education institutions measure them; and how they are expressed through study outcomes. The project results make a great contribution to the education system of Latvia, as within its framework a tool will be developed and approved for a broad assessment of the quality of higher education programmes. As part of the research, a continuing education course will be developed so that representatives of other higher education institutions can also learn the cross-cutting competence assessment tool and how to incorporate

these competences into study outcomes (<https://www.lu.lv/en/about-us/ul-media/news/single/t/76330/>) ("LV only").

The BIA Study Field "Psychology" is in an active collaboration with the Faculty of Social Sciences of Daugavpils University. During the given period, the graduates of the BIA Professional Master Study Programme "Psychology" Laura Šimane-Vigante, Žanna Vinogradova and Biruta Urbāne successfully completed their doctoral studies in Psychology at the Daugavpils University. At the beginning of 2023, Biruta Urbāne successfully defended her doctoral thesis and obtained a Doctorate degree in Social Psychology (<https://du.lv/aktualitates/du-psihologijas-promocijas-padome-aizstavets-promocijas-darbs/>) ("LV only"). Representatives of Daugavpils University actively participate in the defence committee for bachelor's theses and master's theses, participate in the implementation of study programmes as guest lecturers.

Cooperation with schools is maintained, secondary schools are visited, where study opportunities at the BIA Study Programme "Psychology" are presented. Students are invited to attend the Academy's Career Days and Doors Open Days.

In 2023, the Study Field "Psychology" has concluded a cooperation agreement with SIA Tripodlink which promotes the knowledge and skills of academic staff and students in connection with professional selection methods. The methods allow effective personnel selection and ensuring safety in working conditions, as well as determining the professional suitability of employees for work related to risk. Also, the cooperation agreement with SIA Tripodlink enables students to undergo an internship, as well as to conduct scientific research and approbation of methodologies.

The Study Field "Psychology" is in a collaboration with several Latvian associations: Federation of Latvian Psychological Associations (LPAF); Latvian Association of Psychologists and Psychotherapists (LPPA); Association of Organisational Psychologists of Latvia (LOPB).

Cooperation agreements have been concluded with employers and supervisors for internships within the framework of bachelor's and master's studies: Social Sciences and Neuroscience Research Foundation, State Inspectorate for the Protection of Children's Rights, Riga Secondary School No.40, Mārupe State Gymnasium, Riga Gestalt Institute, and private practices: Clinical and Health Psychologist Karīna Jaškova (Reg. No. 02108611620), Certificate Number 1300247; Ksenija Kilupe (Consulting Psychology (Reg. No. 40003399703). Certificate Number 1500554; Ineta Lazdāne (Consulting Psychology), Certificate Number 1500415; Alina Gailuma (Occupational and Organisational Psychology, Consulting Psychology), Certificate Numbers 1500453, 1300455; Baltic Psychological and Psychiatric Assistance Consultative Centre; Psychological Diagnostics and Therapy Centre, SIA Aspekts*, Rīga Anniņmuishas Secondary School, EXUPERY International Secondary School, HAAGA-HELIA University of Applied Sciences (Finland), etc. (see Appendix "List of Cooperation Agreements with Other Institutions").

The BIA conducts employer surveys, which allow to receive information about the professional activities of BIA graduates. The range of questions asked to employers covers the following subjects:

1. The extent and quality of the theoretical knowledge of Study Programme "Psychology" graduates, its compliance with the requirements of the organisation or institution, its necessity in practical work,
2. Compliance of the practical skills and abilities of Study Programme "Psychology" graduates with the employers' requirements.

Summarising the opinions of employers, it was concluded that the extent and quality of theoretical knowledge of Study Programme "Psychology" graduates completely satisfies the employers.

Graduates, who start working in companies and organisations, can integrate knowledge from different sectors, contribute to the development of new knowledge; show understanding and ethical responsibility for the possible impact of the results of professional activity on society. Graduates can independently improve their competence, take responsibility for the results of their activities and their analysis, as well as independently use theory, methods and problem-solving skills to perform their activities. In particular, the employers note that the graduates can explain and discuss important aspects of the field of Psychology with experts and other interested parties and are able to demonstrate good knowledge of innovations in their professional field.

Employers believe that the demand for psychology professionals (especially in the field of Occupational and Organisational Psychology) will not decrease in the foreseeable future. The demand for psychology professionals in the proximate future is also confirmed by the marketing research conducted in Latvia by the 1st year students of the BIA Professional Master Study Programme "Psychology". 16 organisations from various sectors of the economy participated in the research. The aim of the research was to assess the demand for Occupational and Organisational Psychologists in the Latvian labour market. The obtained research results show that among the most requested services can be mentioned: (a) research of the quality of business and interpersonal communication in the organisation; (b) studying the level of staff loyalty in the company; (c) identifying components of workplace ergonomics that will improve work productivity and reduce occupational disease and injury risks; (d) identifying and controlling the risks of emotional burnout of staff and managers; (e) training for team building, increasing service quality and sales level, solving conflict situations, developing personal and professional qualities of employees and managers (f) psychological research of consumers (research of their motives, action factors that influence the choice of a product, brand; effectiveness of communication with consumers), which corresponds to the field of Occupational and Organisational Psychology.

In general, the Baltic International Academy is open for cooperation and is represented at:

- **Rectors' Council** (all higher education institutions accredited in Latvia participate),
- **Association of Private Higher Education Institutions** (all higher education institutions founded by legal entities participate),
- **Association of Colleges** (all higher education institutions founded by legal entities participate), as well as the BIA maintains partnership relations with various associations, unions and confederations.

The main goal of BIA internationalisation is to increase the international competitiveness of the Academy by promoting the international mobility of students and lecturers, to strengthen international cooperation and to ensure its sustainability by attracting foreign academic staff and supporting the integration of foreign students at the Academy, thereby promoting the international recognition of the BIA and creating a high-quality multicultural educational environment. Cooperation is ensured based on mutually concluded cooperation agreements, as well as on the bedrock of established long-term collegial and friendly relations.

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 main goal of the internationalisation of the Baltic International Academy (hereinafter referred to as the BIA) is to increase the international competitiveness of BIA, promote the international mobility of students and lecturers, strengthen international cooperation and ensure its sustainability by attracting foreign academic staff and supporting the integration of foreign students into the Academy, thus promoting BIA's international recognition and creating high quality multicultural educational environment.

The types of BIA international cooperation are the exchange of staff and students within the framework of mobility programs and projects, international projects, international scientific conferences, congresses and seminars, international academic weeks, and membership in international associations.

The BIA positions itself as a higher education institution open to cooperation, which not only actively invites foreign guest lecturers, but also evaluates the offer of cooperation and potential cooperation university lecturers to give lectures to Academy students. In this way, several high-quality mobilities corresponding to the study content of the Academy have already been implemented, so it is planned to evaluate incoming cooperation offers in the future.

Within the framework of international cooperation, the Academy is regularly visited by delegations from related foreign universities and other institutions, who share their work experience and are interested in getting to know what has been done at the Academy. Insights are gained in the discussions, which allow to improve the work of the Academy. The number of visiting lecturers has increased, which promotes international cooperation in studies and research, the development of professional skills and personal growth in contact with foreign experience, which is later reflected in both the motivation of students and the quality of academic work.

Since 2006, the European Commission has granted the BIA the Erasmus University Charter and the Erasmus code LVRIGA28, which allows it to participate in the Erasmus mobility program, within the framework of which almost 120 cooperation agreements have been signed between universities of the European Union ([ERASMUS partners](#)). This allows for the organisation of students' study and internship exchange, as well as to promote the organisation of lecturer mobility events. In the period from 2019/2020 to the 2026/2027 academic year, the Study Field "Psychology" has concluded 16 cooperation agreements within the framework of ERASMUS with foreign universities from various European countries, such as Hungary, Italy, Poland, Spain, Turkey, Georgia, and India (see Appendix "[Erasmus Cooperation Agreements](#)"). Also, international cooperation is ensured based on mutually concluded agreements (outside ERASMUS). In the period from 2020/2021 to the 2026/2027 academic year, the Study Field "Psychology" has concluded 62 cooperation agreements with foreign universities with countries such as Armenia, Georgia, India, Kazakhstan, Poland, Turkey, Ukraine, Uzbekistan, and Germany (see Appendix "[Cooperation Agreements with Foreign Institutions \(outside ERASMUS\)](#)"). The above-mentioned institutions were selected taking into account several criteria: The work profile of the institution is related to the field of Psychology: (a) the institution is ready to cooperate in the field of research (international conferences, seminars, master classes, joint research projects); (b) institutions ready to provide internships for students; (c) institutions capable of ensuring the implementation of academic staff, student exchange programs in the field of Psychology.

Every year, at the management level, short-term priorities for the implementation of mobilities are determined, including the planned *number of foreign guest lecturers*, represented sectors and countries. The Academy has established a stable network of cooperation with higher education institutions, whose professionals are regularly invited to give guest lectures.

For example, in the period from 2020/2021 to the 2022/2023 academic year, foreign guest lecturers (outside ERASMUS) were attracted to the Study Field “Psychology” from countries such as India, Russia, Ukraine, Israel and the USA (see section 2.5.3 of the Appendix “Statistical Data on Incoming and Outgoing Mobility of Academic Staff”, Table 5.1). Also, within the framework of ERASMUS, guest lecturers from Lithuania, Poland and Turkey were attracted (see section 2.5.3 of the Appendix “Statistical Data on Incoming and Outgoing Mobility of Academic Staff”, Table 5.2).

The academic staff of the Study Field “Psychology” has active cooperation with international associations, such as the Czech and Moravian Psychological Society, Czech Union of Psychological Associations, International Union of Psychological Sciences, and Slovenian Psychological Association (see section 2.5.3 of the Appendix “Statistical Data on Incoming and Outgoing Mobility of Academic Staff”, Table 5.3). Also, international cooperation agreements have been concluded with employers for internships (within the framework of the ERASMUS exchange program) for students of the Bachelor and Master Study Programme “Psychology” (see section 2.5.1 of the Appendix “List of Cooperation Agreements with Other Institutions”).

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 foreign students to the Baltic International Academy takes place in accordance with the “Regulations for Admission and Matriculation Procedures at the Baltic International Academy for the 2022/2023 Academic Year”, which was adopted by Decision No. 155 of the Senate of the Baltic International Academy on 25 October 2022 and approved by the Council of Higher Education (AIP)./https://bsa.edu.lv/docs/admission/uznemsanas_noteikumi_BSA_2022_23_eng.pdf/

The admission regulations at the Baltic International Academy were adopted based on the Law on Higher Education Institutions, Cabinet Regulations No. 846 “Regulations on Requirements, Criteria and Procedures for Admission to Study Programmes” (only LV) of 10 October 2006.

Cabinet Regulations No. 932 “Rules of Procedure for Starting Studies at Later Stages” (only LV) of 16 November 2004, Cabinet Regulations No. 505 “Rules for Recognition of Competences Acquired outside Formal Education or Professional Experience and of Study Results Achieved in Previous Education” (only LV) of 17 August 2018, Constitution and Statutes of the Baltic International Academy.

In the period from 2020/2021 to 2021/2022 academic year, 8 foreign students studied in the *Professional Bachelor Study Programme “Psychology”*. The largest number of students came from Russia (3 students), Finland (1 students), Ukraine (1 students), Germany (2 students), Estonia (1 student) (see the Appendix “Statistical Data on Foreign Students and Academic Staff”, Table 5.3.1).

In the period from 2021/2022 to 2022/2023 academic year, 10 foreign students studied in the *Academic Bachelor Study Programme "Psychology"*. The biggest increase in foreign students can be observed in the 2022/2023 academic year: Ukraine (3 students), Russia (2 students), Belarus (1 student), Nepal (1 student), Sweden (1 student), Pakistan (1 student) and Uzbekistan (1 student) (see the Appendix *"Statistical Data on Foreign Students and Academic Staff"*, Table 5.3.2).

In the period from 2020/2021 to 2021/2022 academic year, 7 foreign students studied in the *Professional Master Study Programme "Psychology"*. The largest number of students came from Russia (3 students), Estonia (1 student), Finland (1 student), Ukraine (1 student) and from Germany (1 student) (see the Appendix *"Statistical Data on Foreign Students and Academic Staff"*, Table 5.3.3).

On 22 September 2022, the Ministry of Education and Science, the Ministry of Foreign Affairs, the Ministry of the Interior and 15 Latvian universities signed the Agreement on Good Practice of Attracting International Students and Delivering Studies (Study in Latvia). Higher education institutions received Best Practice University Certificates (BIA's ***Study in Latvia Certificate*** is attached), which confirms that they fulfil the criteria of good governance and ministries in responsible attraction of foreign students and provision of quality studies. By signing the agreement, the higher education institutions confirm that they will continue their work on the international recognition of Latvian higher education, as well as promote the quality and competitiveness of studies (see the Appendix *Study in Latvia*).

The Baltic International Academy has established a stable network of cooperation universities, where guest lecturers are regularly invited to give lectures to BIA students. The Study Field "Psychology" also cooperates with foreign universities and invites foreign guest lecturers to give lectures to students in the programmes of the study field. For example, guest lecturers from Turkey have shown great interest in lecturing (study courses: Health Psychology, Developmental Psychology, Clinical Psychology, Abnormal Psychology, etc.) in the *Academic Bachelor Study Programme "Psychology"* in the 2023/2024 academic year (see the Appendix *"Statistical Data on Foreign Students and Academic Staff"*, Table 5.3.4).

In the period from 2020/2021 to 2021/2022 academic year, 3 students of the BIA *Academic Bachelor Study Programme "Psychology"* participated in the ERASMUS+ program: of which 2 students - in Lithuania; 1 student - in Spain. As an example, we can cite the Klaipėda Port City Pro-Gymnasium (Lithuania), where students of both the *Bachelor Study Programme "Psychology"* and the *Professional Master Study Programme "Psychology"* undergo an internship almost every year in accordance with the goals and tasks of the internship (see Appendix *"Statistical data on outgoing students and incoming mobility in the reporting period by study programmes"*, Table 5.3.1 and 5.3.2).

Admission of foreign students within the framework of the ERASMUS+ program is carried out in accordance with the signed bilateral agreements. Information on ERASMUS+ participation options and conditions is available at: <https://bsa.edu.lv/index.php/lv/mobilitate/erasmus.html>.

During the period from 2020/2021 to 2021/2022 academic year, the admission of foreign students of the Study Field "Psychology" (within the ERASMUS program) was not carried out.

In turn, in the period from 2020/2021 to 2021/2022 academic year, 1 student studied in the *Academic Bachelor Study Programme "Psychology"* (within the ERASMUS program) from Russia (see Appendix *"Statistical data on outgoing students and incoming mobility in the reporting period by study programmes"*, Table 5.3.3).

In the period from 2020/2021 to 2022/2023 academic year, the management of the BIA Study Field "Psychology" invited 9 lecturers (beyond ERASMUS) from different countries. The largest

number of foreign lecturers can be observed in the 2020/2021 academic year (see Appendix “Statistical data on incoming and outgoing mobility of academic staff”, Table 5.1; “Statistical data on incoming and outgoing mobility of academic staff (beyond ERASMUS)”). For example, Professor Aleks Kozulins, Ferstein Institute (Israel) Scientific Director presented a study on the immediate areas of human development and assessment of training potential. Also, representatives of V.N. Karazin Kharkiv National University (Ukraine) presented the topic “The role of personal resources in the interrelationship between work stressors and emotional burnout”. Doctor of Psychology Tatjana Kotll from Washington (USA) conducted a master class in which she presented the topic: “EQ emotional intelligence in school: The role of adults in developing students' EQ”.

In turn, during the period from 2020/2021 to 2022/2023 academic year, the management of the BIA Study Field “Psychology” (within ERASMUS) invited 11 lecturers from countries such as Lithuania, Poland, Ukraine and Turkey. The largest number of lecturers can be observed in the 2022/2023 academic year (see Appendix “Statistical data on incoming and outgoing mobility of academic staff”, Table 5.2). For example, in the 2022/2023 academic year, in the period from 15.05.2023 to 19.05.2023, Doctor of Psychology Elvan Kiremitci Canoz from Turkey gave a lecture “Positive Psychology, Well-being and Mindfulness” to the students.

The academic staff working in the Study Field “Psychology” has the opportunity to promote their international organisational competence (participating in conferences, giving lectures) in foreign universities within the framework of the Erasmus international mobility program.

In general, mobility of the Erasmus+ program in relation to BIA academic staff is implemented in the following directions:

- Outgoing academician and staff development mobility between EU program countries, as well as inter-program countries and partner countries.
- Incoming academician and staff development mobility between EU program countries, as well as between program countries and partner countries.

Erasmus+ mobility program:

- Provides quality educational opportunities and helps to better prepare future professionals.
- Ensures fulfilment of training requirements for highly qualified professionals by attracting academic staff from partner universities and staff from industry companies abroad.
- Promotes the exchange of knowledge, experience and pedagogical methods.

Analysing the outgoing mobility of academic staff of the BIA Study Field “Psychology”, it is concluded that during the period from 2020//2021 to 2022/2023 academic year, academic staff have participated in various international scientific conferences and congresses. For example, in the 2020/2021 academic year, a group of researchers participated in the 32nd World Congress of Psychology “Psychology in the 21st Century - Open Minds, Societies, and the World”, which took place in Prague, Czech Republic.

In the 2021/2022 academic year, Professor Irina Plotka and Associate Professor Nina Blumenau participated in the 17th European Congress of Psychology (ECP-17) Slovenia with the presentation “Implicit and Explicit Attitudes Towards Healthy and Unhealthy Food, Awareness of It and Self-Control” (see the Appendix “Statistical data on incoming and outgoing mobility of academic staff”, Table 5.3; “Statistical data on incoming and outgoing mobility of academic staff (beyond ERASMUS)).

In the period from the 2020/2021 - 2022/2023 academic year, the academic staff of the Study Field “Psychology” (as part of the ERASMUS program) actively gave lectures at various foreign

universities (see Appendix "Statistical data on incoming and outgoing mobility of academic staff", Table 5.4). For example, in the 2022/2023 academic year, docent Vera Krieviņa gave lectures to students at Università Degli Studi di Messina, Italy. Also, in the 2021/2022 academic year (11.07 - 15.07.2022), Docent Viktors Veļiks attended the Radboud University Summer School in the Netherlands, where he gained practical and theoretical knowledge about the use of new EEG methods. In general, this made it possible to improve the methods used by the BIA Laboratory of Neurocognitive Implicit Processes.

In the period from 25.09.2023 to 01.10.2023 professor I. Plotka, assoc.professor N.Blumenau and assist. professor B.Urbane visited Utena University of Applied Sciences, Lithuania, where they gave lectures on implicit methods and their practical application in the study of various psychological phenomena. In general, this made it possible to improve professional skills in the international cultural environment, to establish cooperation for conducting joint research, as well as to organize the development of various learning modules in the near future.

For additional information on the incoming and outgoing mobility of teaching staff, see Other Annexes: "Incoming and outgoing staff (Lecturing and Scientific activities)".

In general, it can be concluded that during the reporting period, the academic staff of the BIA Study Field "Psychology" *should have participated more* in mobility visits to foreign partner universities, which will also be encouraged in the following years.

The complexity faced by BIA in promoting the mobility of teaching staff is related to their high workload in the study process, as well as subjective reasons: some lecturers may feel threatened or difficult in relation to mobility due to family circumstances, cultural diversity, or language barriers. This can lead to many lecturers choosing to stay in their country rather than participate in exchange programs.

To deal with this challenge, the staff of the ERASMUS Department conducts detailed discussions with each lecturer about their mobility possibilities and its advantages; organises seminars on mobility opportunities, as well as experience exchange events; in cooperation with BIA partner countries, develops learning modules that are attractive to BIA lecturers; organises online round-table conferences for solving ERASMUS mobility issues.

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.

The previous accreditation of the Study Field "Psychology" was carried out in the 2020/2021 academic year. By summarising the recommendations given by the experts at the previous accreditation of the Study Field "Psychology", a plan for the implementation of the recommendations was developed, the implementation of which had been already started in the

2020/2021 academic year. The core activities were related to the improvement of the study programme and the study process, and to the improvement of facilities and equipment in the study process. During the reporting period, students of the Study Field “Psychology” were provided with access to the e-platform - the MOODLE system. Study course descriptions and other materials were developed and posted to achieve the necessary study programme and study course results.

The following measures were planned for the improvement of English language skills of the students and academic staff of the Study Field “Psychology”:

- Introductory testing for 1st-year students to divide students into smaller groups according to the level of English language skills with the aim of bringing the requirements of the course “Foreign Language for Psychologists” into compliance with the level of English language skills and achieving the goal of the study course.
- Students with low proficiency in English are offered opportunities to improve their skills by organising additional English language courses.
- The capacity of incoming mobility of academic staff is strengthened, and students are offered lectures in English by foreign lecturers every study semester with the aim of helping students to improve their English language skills.
- Academic staff have opportunities to improve their English language skills within the framework of the outgoing mobility ERASMUS+ program. Those with an insufficient level of English language skills are offered opportunities to enhance their proficiency by organising additional English language courses in BIA premises.
- Before a lecturer is allowed to give his/her study course in English, the BIA Department of Foreign Languages conducts an internal English language testing to receive the ECL certificate, thereby confirming the lecturer's knowledge of English at least at the B2 level.

The Study Field “Psychology” maintains close cooperation with certified psychologists and leaders of organisations who help students by offering them internships and jobs. The number of guest lecturers from countries such as Ukraine, Lithuania, Poland, Turkey, and India increased.

Students and teaching staff actively presented reports at scientific and practical conferences, developed scientific articles for peer-reviewed journals.

It should be noted that at the beginning of 2023, a lecturer of the Study Field “Psychology” defended the doctoral thesis “Research of consumer attitude towards Latvian and foreign product brands using implicit and explicit methods”, obtaining a Doctoral degree in Social Sciences (sub-field of Social Psychology).

In general, it can be concluded that the recommendations given by the previous accreditation experts had a significant impact on the quality of the studies and helped to improve the study process in the Study Field and corresponding study programmes.

The execution of the implementation plan based on recommendations provided by the experts in the previous accreditation is summarised in Annex 3.

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)	Baltic International Academy branches - Liepāja, Daugavpils.pdf	Baltijas Starptautiskās akadēmijas filiāles - Liepāja, Daugavpils.pdf
List of the governing regulatory enactments and regulations of the higher education institution/ college	List of the main internal regulatory documents of the Academy.docx	Saraksts ar galvenajiem akadēmijas iekšējiem dokumentiem.docx
The management structure of the higher education institution/ college	BSA struktūra ENG_2023.pdf	BSA struktūra 2023.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	1. Annex. Development plan of the study direction "Psychology" 20042023.docx	1.pielikums. Studiju virziena "Psiholoģija" attīstības plāns 21072023.docx
The management structure of the study field	Academy Management System.docx	Akadēmijas pārvaldības sistēma.docx
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.	AGREEMENT between BIA and University of Daugavpils.pdf	DU_sadarbība_ļģums_08032023.pdf
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.	The Performance of Obligations.pdf	Par saistību izpildes nodrošināšanu.pdf
Standard sample of study agreement	AGREEMENT.docx	Studiju ļģums.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	Analysis and evaluation of the results of student, graduate and employer surveys.doc	Anālieze un novērtējums par studējošo, absolventu un darba devēju aptauju rezultātiem.docx
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	Teaching_Staff_Courses_Languages_1.xlsx	Pamatinformācija par iesaistītajiem mācībspēkiem_11.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	CV_EN.pdf	CV.pdf
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.	Study field Psychology Academic staff knowledge of Latvian language.doc	Studiju virziena Psiholoģija Mācībspēku valsts valoda.doc
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)	Study field Psychology Academic staff knowledge of English language.doc	Studiju virziena Psiholoģija Mācībspēku Angļu valodas.doc
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.	Appendix_4_1_Summary of quantitative data of scientific research activities for the field of study Psychology in the period from 2021. until 2023 study year.docx	4.4.1. pielikums. Zinātniski/pētnieciskās darbības kvantitatīvo datu apkopojums Studiju virzienam Psiholoģija laika periodā no 2021. - 2023. mācību gadam.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Annex 4.4.2. List of publications, conferences, projects by teaching staff for the reporting period_1.docx	4.4.2. pielikums. Mācībspēku publikāciju, konferenču, projektu saraksts par pārskata periodu.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	List of cooperation agreements with other institutions, including internship provision agreements.xlsx	Sadarbības ļģumu saraksts ar citām iestādēm_07062023.xlsx
Statistical data on the teaching staff and the students from abroad	Statistical data on foreign students and academic staff_1.docx	Statistikas dati par ārvalstu studējošajiem un mācībspēkiem_1.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Statistical data on the students incoming and outgoing mobility_12042023.docx	Statistikas dati par studējošo ienākšo un ienākšo mobilitāti_12042023_1.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Statistical data on the academic staff incoming and outgoing mobility_3.docx	Statistikas dati par mācībspēku ienākšo un ienākšo mobilitāti_3.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.	Appendix 3. Implementation of recommendations given by experts within the accreditation of study fields and programmes_1.docx	3. pielikums. Studiju virziena akreditācijā ekspertu sniegto rekomendāciju izpilde_4.docx
An application for the evaluation of the study field signed with a secure electronic signature	PSH submission eng 20.12.2023.doc	PSH iesniegums lv 20.12.2023.doc
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 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)		

Other annexes

Name of document	Document
1.1. pielikums. Komersanta apliecība	1.1. pielikums. Komersanta aplieciba.pdf
1.2. pielikums. Izglītības iestādes_BSA_reg.	1.2. pielikums Izglitibas iestades_bsa_reg.jpg
1.3. pielikums. BSA zinātn. institūcijas apliecība	1.3. pielikums. BSA zin.institucijas aplieciba.jpg
1.4. pielikums. BSA akred. lapa	1.4. pielikums_BSA_akred.lapa.jpg
1.5. pielikums. BSA studiju programmas uz 01.12.2022	1.5. pielikums. Stud_program. uz 01.12.2022.docx
1.6. pielikums. BSA ieņēmumi	1.6. pielikums. BSA ieņemumi 12042023.docx
1.7. BSA izdevumi zinātnei	1.7. pielikums. BSA izdevumi zinatnei 12042023.docx
1.8. BSA izdevumi	1.8. pielikums. BSA izdevumi 12042023.docx
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Līgums_Mag_PSmag_LV un ENG	Ligums_MAG_PsM_LV_ENG 24042023.docx
Studiju programmas procesu analīze ENG	Studiju_programmas_procesu_analize_2023_ENG.docx
Telpas_Liepājas filiāle_09052023	telpas_Liepajas_filiāle_09052023.xlsx
Telpas_Daugavpils filiāle	Telpas_Daugavpils_filiāle_09052023.xlsx
Telpas_Rīga ENG	Provision of premises for study and administrative purposes Riga_09052023.xlsx
Telpas_Liepāja ENG	Provision of premises for study and administrative purposes Liepaja_09052023.xlsx
Telpas_Daugavpils ENG	Provision of premises for study and administrative purposes Daugavpils_09052023.xlsx
BSA ieņēmumi	BSA ieņemumi 18052023.docx
BSA finanšu stabilitātes rādītāji	BSA Finanšu stabilitātes rādītāji 18052023.docx
BSA izdevumi	BSA izdevumi_18052023.docx
ERASMUS sadarbības līgumi	ERASMUS_sadarbibas_ligumi_LV.docx
Study in Latvia	Study in Latvia 01062023.pdf
Nodomu līgumu saraksts prakses nodrošināšanai 2023/2024 mācību gadam	Nodomu ligumi prakses nodrosinasanai laika periodam 2023-2024. macibu gadam.pdf
Sadarbības līgumi ar ārvalstu institūcijām (ārpus ERASMUS)	Sadarbibas ligumi ar arvalstu institucijam (arpus ERASMUS)_06062023.xlsx
Līgums ar starptautisko institūciju SIA TRIPOD	Ligums ar SIA TRIPOD.pdf
Akadēmijas pārvaldības sistēma	Akadēmijas pārvaldības sistēma_08062023.docx
Statistikas dati par mācībspēku ienākošo un izejošo mobilitāti (ārpus ERASMUS) LV	Statistikas dati par macibspeku ienakošo un izejošo mobilitate (arpus ERASMUS)_LV_13062023.xlsx
Incoming and outgoing staff mobility_13062023	Incoming and outgoing staff (Lecturing and Scientific activities)_13062023.xlsx
Līgums ar Latvijas psihologu un psihoterapeitu asociāciju	Latvijas psihologu un psihoterapeitu asociacija.docx
Studiju virziena procesu analīze_21072023	Studiju_programmas_procesu_analize_2023_21072023.docx
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Telpas_Rīga	Telpas Riga LV 21072023.xlsx
Sadarbības līgums ar DU_LV	ligums_ar_DU.pdf
Sadarbības līgums ar DU_ENG	Ligums_ar_DU-EN.docx
Cooperation agreements (ERASMUS)	Cooperation agreements 21072023.docx
Cooperation agreements with foreign institutions (beyond ERASMUS)	Cooperation agreements with foreign institutions (beyond ERASMUS)_21072023.xlsx
Ieņēmumi no studiju maksas	Ieņemumi no studiju maksas. Studiju virziens "Psiholoģija"_31072023.docx
Līgums ar Latvijas Organizāciju psihologu biedrību	SADARBIBAS MEMORANDS_BSA (1).edoc
Sadarbības memorands 23082023	SADARBIBAS MEMORANDS_Macibu centrs Plus.edoc
Pielikums "Studiju kvalitātes nodrošināšanas sistēma"	Studiju kvalitātes nodrosinasanas sistema.pdf
Annex "Study quality assurance system"	Annex Study quality assurance system.pdf
2.1.1. Studiju virziena „Psiholoģija” attīstības stratēģijas mērķis.docx	2.1.1. Studiju virziena „Psiholoģija” attīstības stratēģijas mērķis.docx
2.1.1. Comparison of the main directions of the development strategy.docx	2.1.1. Comparison of the main directions of the development strategy.docx
QUESTIONNAIRE Studying the opinion of BIA graduates about the educational programme	QUESTIONNAIRE Studying the opinion of BIA graduates about the educational programme.docx
QUESTIONNAIRE_Survey of Employers' opinions	QUESTIONNAIRE_Survey of Employers' opinions.docx
QUESTIONNAIRE_Student assessment of the study programme quality and satisfaction with studies	QUESTIONNAIRE_Student assessment of the study programme quality and satisfaction with studies.docx
Anketa_BSA absolventu viedokļu izpēte par izglītības programmu	Anketa_BSA absolventu viedokļu izpēte par izglitibas programmu.docx
Anketa_Darba devēju viedokļu izpēte	Anketa_Darba devēju viedokļu izpēte.docx
Anketa_Studentu novērtējums par studiju programmas kvalitāti un apmierinātību ar studijām	Anketa_Studentu novertejums par studiju programmas kvalitati un apmierinatibu ar studijam.docx
BSA statistikas datu veidi, sniegšanas termiņi un institūcijas	BSA statistikas datu veidi, sniegšanas termiņi un institucijas.docx
Types of the BIA statistical data, deadlines and institutions	Types of the BIA statistical data, deadlines and institutions.docx
Paziņojums par sadaļas 1.1. pievienoto pielikumu 1.6.; 1.7.; un 1.8 anulēšanu	Pazinojums par sadaļas 1.1. pievienoto pielikumu 1.6.; 1.7.; un 1.8 anulšanu.docx
BIA Financial Stability Indicators.docx	BIA Financial Stability Indicators.docx
Income of the Baltic International Academy in the period of 2016 - 2022.docx	Income of the Baltic International Academy in the period of 2016 - 2022.docx
Expenses of the Baltic International Academy in the period of 2016 - 2022.docx	Expenses of the Baltic International Academy in the period of 2016 - 2022.docx
Study field Psychology Income from tuition fees.docx	Study field Psychology Income from tuition fees.docx

Provision of Material and Technical Resources.pptx	Provision of Material and Technical Resources.pptx
Pielikums BSA izdevumi zinātnei.docx	Pielikums BSA izdevumi zinātnei.docx
Annex. Expenses for conducting scientific research.docx	Annex. Expenses for conducting scientific research.docx
VIENOŠANĀS BSA_RSU.edoc	VIENOŠANĀS BSA_RSU.edoc
BIA letter and contract with RSU.pdf	BIA letter and contract with RSU.pdf
Appendix. Experimental Work Development Plan of the Laboratory of Neurocognitive Implicit Processes for the 2024-2025 academic year.docx	Appendix. Experimental Work Development Plan of the Laboratory of Neurocognitive Implicit Processes for the 2024-2025 academic year.docx
Pielikums. Eksperimentālo darbu izstrādes plāns 2024-2025. mācību gadam Neurokognitīvo implicito procesu laboratorijā_1.docx	Pielikums. Eksperimentālo darbu izstrādes plāns 2024-2025. mācību gadam Neurokognitīvo implicito procesu laboratorijā_1.docx
Studiju virziena Psiholoģija mācībspēku zinātniskās darbības kopsavilkums par pārskata periodu.docx	Studiju virziena Psiholoģija mācībspēku zinātniskās darbības kopsavilkums par pārskata periodu.docx
Summary of the scientific activity of the teaching staff of the field of study Psychology for the reporting period.docx	Summary of the scientific activity of the teaching staff of the field of study Psychology for the reporting period.docx
Academic Bachelor's Thesis_Example_ENG.pdf	Academic Bachelor's Thesis_Example_ENG.pdf
Academic Bachelor's Thesis_Example_LV.pdf	Academic Bachelor's Thesis_Example_LV.pdf
Maģistra darbs 1. Professional Master's_Example_LV.pdf	Maģistra darbs 1. Professional Master's_Example_LV.pdf
Maģistra darbs_2. Professional Master's_Example_LV.pdf	Maģistra darbs_2. Professional Master's_Example_LV.pdf
Maģistra darbs_3. Professional Master's_Example_LV.pdf	Maģistra darbs_3. Professional Master's_Example_LV.pdf
Appendix. Analysis and evaluation of the results of graduate and employer surveys of the Master Study Programme "Psychology_2.doc	Appendix. Analysis and evaluation of the results of graduate and employer surveys of the Master Study Programme "Psychology_2.doc
Appendix. Demand for Work and organisational psychologists in the Latvian labour market _1.pdf	Appendix. Demand for Work and organisational psychologists in the Latvian labour market _1.pdf
Aptaujas anketa_ Darba un organizāciju psihologu pieprasījums Latvijas darba tirgū _1.pdf	Aptaujas anketa_ Darba un organizāciju psihologu pieprasījums Latvijas darba tirgū _1.pdf
Economic and, or social substantiation of the Professional Master Study Programme Psychology analysis of graduates, employment _3.docx	Economic and, or social substantiation of the Professional Master Study Programme Psychology analysis of graduates, employment _3.docx
Pielikums. Analīze un novērtējums par maģistra studiju programmas „ Psiholoģija” absolventu un darba devēju aptauju rezultātiem _2.docx	Pielikums. Analīze un novērtējums par maģistra studiju programmas „ Psiholoģija” absolventu un darba devēju aptauju rezultātiem _2.docx
Profesionālās maģistra studiju programmas Psiholoģija ekonomiskais un, vai sociālais pamatojums, analīze par absolventu nodarbinātību_3.docx	Profesionālās maģistra studiju programmas Psiholoģija ekonomiskais un, vai sociālais pamatojums, analīze par absolventu nodarbinātību_3.docx
Analysis and evaluation of the results of student, graduate and employer surveys_1.doc	Analysis and evaluation of the results of student, graduate and employer surveys_1.doc
Analīze_un_novērtējums_par_studējošo_absolventu_un_darba_devēju_aptauju_rezultātiem.docx	Analīze_un_novērtējums_par_studējošo_absolventu_un_darba_devēju_aptauju_rezultātiem.docx
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Anketa_Darba devēju viedokļu izpēte _3.docx	Anketa_Darba devēju viedokļu izpēte _3.docx
QUESTIONNAIRE_Survey of Employers' opinions _3.docx	QUESTIONNAIRE_Survey of Employers' opinions _3.docx
Anketa_Studentu novērtējums par studiju programmas kvalitāti un apmierinātību ar studijām_1.docx	Anketa_Studentu novērtējums par studiju programmas kvalitāti un apmierinātību ar studijām_1.docx
QUESTIONNAIRE_Student assessment of the study programme quality and satisfaction with studies_1.docx	QUESTIONNAIRE_Student assessment of the study programme quality and satisfaction with studies_1.docx
Aptaujas organizēšanas noteikumi.docx	Aptaujas organizēšanas noteikumi.docx
Rules for organising surveys for students, graduates, and employers in the "Psychology" Study Field.docx	Rules for organising surveys for students, graduates, and employers in the "Psychology" Study Field.docx
Process ar aptaujām.pdf	Process ar aptaujām.pdf
Process with surveys.pdf	Process with surveys.pdf

Psychology (43313)

Study field	<i>Psychology</i>
ProcedureStudyProgram.Name	<i>Psychology</i>
Education classification code	<i>43313</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Irina</i>
Surname of the study programme director	<i>Plotka</i>
E-mail of the study programme director	<i>irinaplotka@inbox.lv</i>
Title of the study programme director	<i>Dr. psych.</i>
Phone of the study programme director	<i>+37129128595</i>
Goal of the study programme	<i>The aim of the undergraduate academic study program "Psychology" is to enable students to obtain basic academic education in psychology, to develop theoretical knowledge and research skills in psychology and related fields (interdisciplinary), to develop analytical and critical thinking skills, communication, problem solving and decision makings skills; ability to choose and use information technologies in their professional activity and research.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To ensure acquisition of theoretical knowledge in the field of psychology, including European and world experience;</i> <i>2. To enhance students' understanding of psychology as a science and to develop skills enabling them to understand, compare and evaluate various theories of psychology and their various interdisciplinary aspects;</i> <i>3. To develop the ability to apply the acquired theoretical knowledge in scientific research</i> <i>4. To develop skills for designing and carrying out different types of research in accordance with the basic principles of scientific research;</i> <i>5. To ensure students learn basic ethical principles of psychologist's work and apply them in academic research;</i> <i>6. To foster analytical and critical thinking, creative problem - solving and independent decision-making skills;</i> <i>7. To encourage students' personal and professional development by motivating them for further education.</i>

Results of the study programme	<p><i>Graduating the academic Bachelor's study program "Psychology" students have acquired the following knowledge, skills and competences:</i></p> <p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> • <i>systematic knowledge about key areas of psychology, the ability to analyze, compare and critically evaluate major research theories and methods in the context of psychology and related disciplines;</i> • <i>understanding of key concepts and regularities of a given discipline or professional field in psychology and in the interdisciplinary context;</i> • <i>knowledge how psychological phenomena can be explored and explained from different perspectives;</i> • <i>knowledge of the methodological basis of psychological research and principles of its formation, as well as basic knowledge of methods of psychological research and its evaluation.</i> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • <i>to demonstrate effective communication skills;</i> • <i>to plan, select the most important information and conduct research; to analyze, interpret and present the data obtained by various methods;</i> • <i>to formulate and analytically describe relevant to the field of psychology information, problems and their solutions; to explain, present and reasonably discuss the latter with both specialists and non-specialists;</i> • <i>To structure their training independently; to direct their further training and professional development; to demonstrate a scientific approach to problem solving; to take responsibility and initiative working individually, in a team or leading other people; to make decisions and find creative solutions in changing or uncertain circumstances.</i> <p><i>Competences:</i></p> <ul style="list-style-type: none"> • <i>the ability to independently obtain, select, analyze and critically evaluate information from various sources and use it;</i> • <i>the ability to make decisions and solve problems based on empirically based knowledge in psychology and other social sciences;</i> • <i>The ability to conduct research in the field of psychology that is consistent with basic principles and ethics of psychology. The ability to assess the impact of their professional activities on environment and society, to participate in the development of the field of psychology.</i>
Final examination upon the completion of the study programme	<i>Bachelor's Thesis</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>180</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>Bachelor of Social Sciences in Psychology</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>180</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>Bachelor of Social Sciences in Psychology</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Part time studies - 3 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>180</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>Bachelor of Social Sciences in Psychology</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	VALĒRIJAS SEILES IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
Liepāja branch of the Baltic International Academy	LIEPĀJA	LIEDAGA IELA 3, LIEPĀJA, LV-3416
Daugavpils branch of the Baltic International Academy	DAUGAVPILS	DZELZCEĻU IELA 3, DAUGAVPILS, LV-5401

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.

According to the Decision of the Study Quality Committee Meeting of 4 August 2021 No. 2021/21-A, Decision of the Study Quality Committee Meeting of 8 September 2021 No. 2021/11-1, as well as the Study Field Accreditation Sheet No. 2021/52 dated 22.09.2021, the Academic Bachelor Study Programme "Psychology" of the Baltic International Academy is implemented from 01.09.2021.

According to paragraph 8 of Section 1 of the Law on Higher Education, higher education in Latvia uses credit points (CP) that are equated to European Credit Transfer System (ECTS) credit points. When converting into ECTS, the number of Latvian credit points is multiplied by 1.5. Also, credit points are expressed as whole numbers. Consequently, changes were made in the credit points of some study courses in the Academic Bachelor Study Programme "Psychology" (see Table 1.1.1).

Table 1.1.1. Changes made to the Academic Bachelor Study Programme "Psychology"

Study courses	Valid until 01.09.2024	Introduced from 01.09.2024
Statistical Methods in Psychology I	4.5 KP	3 KP
Theory of Scientific and Study Work	1.5 KP	3 KP

The study course "Statistical Methods in Psychology I" was reduced from 4.5 CP to 3 CP, as the content of the course integrates theoretical knowledge and skills on data processing using the SPSS program. At the same time, for students from the first semester of the first year to form an idea of the practical application of the methodological principles of modern scientific research in psychological sciences, the content of the study course "Theory of Scientific and Academic Work" was slightly expanded, because of which the number of credit points was increased (from 1.5 CP to 3 CP).

The mapping results show that the study courses given by the programme provide the opportunity to achieve all the outcomes of the study programme. Thus, it can be considered that the study programme was created in a structured and sequential manner, so that in a logical sequence students could learn the material of the study courses, achieve the goals and objectives of the programme and defined learning outcomes.

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 title of the psychology bachelor study programme, the degree to be obtained, the goals and objectives, as well as the admission conditions are interconnected and appropriate: it is an academic bachelor programme full-time study form, which is implemented in 3 years, and part-time study form implemented in 3.5 years, with obtaining a Bachelor of Social Sciences degree in Psychology, which opens up opportunities for further education in professional master's study programs.

The aim and objectives of the bachelor's programme "Psychology", as well as the knowledge, skills and competences acquired during the studies, correspond to the sixth EQF level, which is the Bachelor's level (see Table 1.2.1.).

1. The aim of the undergraduate academic study program "Psychology" is to enable students to obtain basic academic education in psychology, to develop theoretical knowledge and research skills in psychology and related fields (interdisciplinary), to develop analytical and critical thinking skills, communication, problem solving and decision makings skills; ability to choose and use information technologies in their professional activity and research. **(PA)**

2. Objectives (PO)

- To ensure acquisition of theoretical knowledge in the field of psychology, including European and world experience **(PO1)**.
- To enhance students' understanding of psychology as a science and to develop skills enabling them to understand, compare and evaluate various theories of psychology and their various interdisciplinary aspects **(PO2)**.
- To develop the ability to apply the acquired theoretical knowledge in scientific research **(PO3)**.
- To develop skills for designing and carrying out different types of research in accordance with the basic principles of scientific research **(PO4)**.
- To ensure students learn basic ethical principles of psychologist's work and apply them in academic research **(PO5)**.
- To foster analytical and critical thinking, creative problem-solving and independent decision-making skills **(PO6)**.
- To encourage students' personal and professional development by motivating them for further education **(PO7)**.

3. Learning outcomes

Knowledge (KR)

- Systematic knowledge about key areas of psychology, the ability to analyse, compare and critically evaluate major research theories and methods in the context of psychology and related disciplines **(KR1)**.
- Understanding of key concepts and regularities of a given discipline or professional field

in psychology and in the interdisciplinary context (KR2).

- Knowledge of the methodological basis of psychological research and principles of its formation, as well as basic knowledge of methods of psychological research and its evaluation (KR3)

Skills (SR)

- To demonstrate effective communication skills (SR1).
- To plan, select, and conduct research; to analyse, interpret and present the data obtained by various methods (SR2).
- To formulate and analytically describe relevant to the field of psychology information, problems and their solutions; to explain, present and reasonably discuss the latter with both specialists and non-specialists (SR3).
- To structure their training independently; to direct their further training and professional development; to demonstrate a scientific approach to problem solving. To take responsibility and initiative working individually, in a team or leading other people, to make decisions and find creative solutions in changing or uncertain circumstances (SR4).

Competences (CR)

- The ability to independently obtain, select, analyse and critically evaluate information from various sources and use it (CR1).
- The ability to make decisions and solve problems based on empirically based knowledge in psychology and other social sciences (CR2).
- The ability to conduct research in the field of psychology that is consistent with basic principles and ethics of psychology. The ability to assess the impact of their professional activities on environment and society, to participate in the development of the field of psychology (CR3).

Table 1.2.1

Interrelation of the aim (PA), objectives (PO) and the study results of the academic bachelor's study programme "Psychology"

PO1	PO2	PO3	PO4	PO5	PO6	PO7
KR1; KR2 KR3; CR1 CR3; SR3;	KR1; KR2 SR2; SR3 CR1; CR2	KR3; SR2; CR1; CR3;	SR1; SR2 CR1; CR3	KR3; CR3 SR2	KR1; SR3 CR1	SR1; KR1; KR2; CR3; SR4

The study programme was developed considering the strategic goals of BIA. The goal formulation of the study programme indicates that students are provided with knowledge, skills, and competences according to the Qualification Level 6 in the field of Psychology. The programme title also indicates that the programme is oriented towards obtaining basic academic education in Psychology. The objectives defined by the study programme are aimed at achieving the defined goals and ensuring learning outcomes.

Study course mapping shows the relevance of the study programme content, the degree to be obtained, study goals, objectives, and learning outcomes. In precisely, it is known exactly which study courses contribute to the achievement of certain learning outcomes and thus the implementation of the goals and objectives of the entire programme. The results of the mapping show that the programme study courses provide the opportunity to achieve all the outcomes of the study programme (each learning outcome is linked to several study courses, the completion of

which ensures the achievement of the study programme outcome); all included courses are justified and meet the specifics of the BIA Psychology Programme and all the requirements of the academic programme. Thus, it can be considered that the study programme has been developed in a structured and sequential manner, so that in a logical sequence students could learn the material of the study courses, achieve the goals and objectives of the programme and defined learning outcomes. Therefore, the Bachelor Programme is aligned with the Master Programme in such a way that upon completing the master's degree, the graduate has all the skills that are described in the standard of the profession of psychologist.

Admission of applicants to the Baltic International Academy in the full-time and part-time academic bachelor study program "Psychology" is carried out in accordance with the [Admission Regulations and Matriculation Procedures](https://bsa.edu.lv/docs/admission/uznemsanas_noteikumi_BSA_2022_23.pdf/) (hereinafter - the Regulations) https://bsa.edu.lv/docs/admission/uznemsanas_noteikumi_BSA_2022_23.pdf/.

The requirements specified in the Regulations (Part 1; Part 2, Clauses 8, 9, 10, 11., 13. - 20; Part VI) are the basis for ensuring the achievement of the aim, tasks and study results of the study program, which indicates that all the above-mentioned factors are mutually connected.

In general, it may be concluded that the goal, objectives, learning outcomes, as well as admission requirements of the Academic Bachelor Study Programme "Psychology" correspond to EQF/LQF Level 6 and the following regulatory framework:

1. [Psychologists Law](#) of adopted on 30.03.2017, came into force on 01.01.2018);
2. [Requirements for Psychologists](#) (30.03.2017.) (only LV);
3. [Professional Standard of Psychologist](#) (12.06.2019.) (only LV);
4. Cabinetof Ministers Regulation No 240 "[Regulations on the State Academic Education Standard.](#)" (13.05.2014.) (only LV);
5. Cabinetof Ministers Regulation No 558 "[Regulations on the State Academic Education Standard.](#)" (05.10.2023.) (only LV);
6. Cabinetof Ministers Regulation No 322 "[Regulations on the Classification of the Latvian Education](#)" (13.06.2017.) (only LV);
7. [The European Qualifications Framework](#);
8. Cabinetof Ministers Regulation No 795 "[Regulations for Licensing Study Programmes](#)" (11.12.2018.);
9. [The Guidelines for the Preparation of the Description of a Study Programme](#) (31.01.2019.) (only LV);
10. *Cabinetof Ministers Regulation No 793 "[Regulations for Opening and Accreditation of Study Fields](#)"* (11.12.2018.);
11. [The Guidelines for the Preparation of the Self-Assessment Report of a Study Direction](#) (04.03.2019.) (only LV)
12. [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#) (15.05.2019.) (only LV).
13. [Law on Higher Education Institutions](#), Article 93 (15.09.2022. in the wording of the law, which comes into force on 11.10.2022).

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

A modern education system that meets the requirements of the future labour market, which contributes to the transformation of the national economy and the implementation of the priorities of smart specialisation strategy, is defined as one of Latvia's growth priorities. [1]. Corresponding changes in the future will determine a gradual restructuring of the supply of labour from the middle to the higher qualification group. According to *Cedefop* forecasts, the number of employed people will increase by about 5% in 2030 compared to 2019. It is expected that about half of the employed will work in the service sector by 2030. If the current structure of education offer is preserved, the greatest increase in the labour force with higher education is expected in the fields of social sciences, commercial sciences and law. The increase in the supply of suitably qualified labour until 2040 will account for almost 3/4 of the total increase in the labour force with higher education [2].

According to the Informative Report on Medium and Long-Term Labour Market Forecasts prepared by the Ministry of Economy of the Republic of Latvia [2], citizens with a higher level of education are less exposed to the risk of unemployment. In 2021, the unemployment rate of the population with higher education was 4.6%, while the unemployment rate was almost twice as high (8.9%) for the population with the secondary level of education, and almost 3 times higher (14.5%) for the population with basic education and a lower level of education. It is also noted there that young people who have obtained higher education are more flexible in the labour market and have more opportunities to work in an occupation that does not correspond to the obtained qualification.

The Academic Bachelor Study Programme “Psychology” of the Baltic International Academy could have a significant impact on the field of national and regional development. Analysing the labour market situation in the field of psychologist occupation, it can be concluded that according to the Regulations of the Cabinet of the Republic of Latvia of 23 May 2017 No. 264 *“Regulations Regarding the Classification of Occupations, Basic Tasks Corresponding to the Occupation, Basic Requirements for the Qualification and Procedures for the Use and Updating of the Classification of Occupations”*, graduates with a Bachelor's degree in Psychology can continue to work in areas where a psychologist's qualification is not required, namely in the occupations of the fourth basic group. For example, employees are able to organise, systematise, evaluate and store the information necessary for solving the relevant problem, enter and search it in computer equipment, perform duties related to customer service, informing, organising business meetings. It is possible to work under the supervision of managers or senior experts. Graduates of the Academic Bachelor Study Programme “Psychology” with their specific knowledge help in the implementation of projects in other branches of science and in solving problems.

It should be noted that one of the objectives of the Academic Bachelor Study Programme “Psychology” is to promote the further education of graduates, so those graduates of the programme who continue their studies at the Academic Master Study Programme “Psychology” are highly motivated for further professional activity and will probably create new jobs themselves in the near future.

Analysing the employment of graduates of the Academic Bachelor Study Programme “Psychology” of the last year, it was concluded that 86% of graduates have successfully entered the labour market and 14% of graduates continue their studies at the Professional Master Study Programme “Psychology”. Graduates have successfully entered the labour market in both state and private companies: as a secretary, desk officer, assistant, project manager, analyst, senior inspector, Board member, consultant, personnel manager, customer relations manager, etc.(see Study field 2.2. parts 2.2.4. subsection, appendix [Analysis and evaluation of the results of student, graduate and employer surveys.doc](#)).

[1]

Regarding Guidelines for Science, Technology Development, and Innovation
2021-2027

Available on:

<https://likumi.lv/ta/id/322468-par-zinatnes-tehnologijas-attistibas-un-inovacijas-pamatnostadnem-20212027-gadam>.

[2] Ministry of Economy (2022) Informative Report on Medium and Long-Term Labour Market Forecasts. Available at: <https://www.em.gov.lv/lv/media/14720/download?attachment>. (only LV)

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 the beginning of the 2020/2021, 2021/2022 academic year, as well as considering the information on the number of students as of 01.02.2023, the number of students in the **Professional Bachelor Study Programme “Psychology”** decreased from 214 to 198 (7%) (Appendix 5, Tables 5.1.1 - 5.1.4, Figures 5.1.1 - 5.1.5). As of the 2021/2022 academic year, this programme was closed. According to the decision of the Study Quality Committee Meeting No. 2021/11-1 of 8 September 2021 Students in the 2021/11-1, students in the 4th year of education were allowed to award a professional bachelor's degree without awarding a professional qualification until January 2023. In the reporting period, the significantly higher number of students can be observed in part-time face-to-face classes (in Riga, Daugavpils and Liepaja branches), compared to the number of full-time face-to-face class students (Tables 5.1.1 - 5.1.4).

In the reporting period from the beginning of the 2020/2021, 2021/2022 academic year, as well as considering the information on the number of students as of 01.02.2023, the number of matriculated students in the Professional Bachelor Study Programme “Psychology” is 100 students. The largest number of matriculated students is in Riga (84 students) and branches (16 students) (Appendix 5, Tables 5.1.1 - 5.1.4, Figures 5.1.6 - 5.1.7).

In the reporting period from the beginning of the 2020/2021, 2021/2022 academic year, as well as considering the information on the number of students as of 01.02.2023, the number of expelled students is 30. Analysing the trends of expelled students, it can be seen that most students stopped their studies in part-time face-to-face classes (Appendix 5, Tables 5.1.1 - 5.1.4, Figures 5.1.8 - 5.1.9). Every student who has decided to discontinue their studies is asked to fill in a survey on the reasons for dropping out, which helps the Academy to find out the reasons for the expelled students. Most often, personal reasons are given (by choice, family circumstances, financial debts, academic debts, change of residence, as well as contracting COVID19).

In the reporting period from the beginning of the 2020/2021, 2021/2022 academic year, as well as considering the information on the number of students as of 01.02.2023, the number of part-time face-to-face class graduates is increasing, but the number of full-time face-to-face class graduates is decreasing (Appendix 5, Tables 5.1.1 - 5.1.4, Figures 5.1.10 - 5.1.11).

In the reporting period from the beginning of the 2020/2021, 2021/2022 academic year, as well as considering the information on the number of students as of 01.02.2023, the professional study

program was implemented bilingually (in Latvian and Russian).

In the reporting period from the beginning of the 2020/2021, 2021/2022 academic year, as well as considering the information on the number of students as of 01.02.2023, 47 students from abroad studied in the professional bachelor's program (outside the framework of the exchange program). Students have come from the following countries: Republic of Azerbaijan, Republic of Belarus, Germany, Israel, Republic of Kazakhstan, Russian Federation, Republic of Lithuania, Republic of Ukraine, Republic of Uzbekistan, Republic of Uzbekistan (Appendix 5, Table 5.1.5, Figure 5.1.12).

During the reporting period in the 2020/2021, 2021/2022, 2022/2023 academic years, until 1 October 2023, the number of students in the **Academic Bachelor Study Programme "Psychology"** has increased in general from 103 to 240 students (Appendix 5, Tables 5.2.1 -5.2.3; Figures 5.2.1 - 5.2.3). As of 1 October 2023, the total number of students is 240 (Appendix 5, Tables 5.2..-5.2.3, Figure 5.2.1).

During the reporting period, the number of part-time face-to-face students has significantly increased from 67 to 177 students (Appendix 5, Figure 5.2.2). This is especially noticeable in the Riga branch (from 51 to 131 students). In the Liepāja branch, the number of part-time face-to-face students increased from 8 to 32 students, and in the Daugavpils branch from 8 to 14 students (Appendix 5, Figure 5.2.3). The number of full-time face-to-face students has increased only in the Riga branch: from 36 to 63 students (Appendix 5, Figure 5.2.3). The distribution of students by year of study and courses is shown in Appendix 5, Figure 5.2.4. The distribution of full-time face-to-face and part-time face-to-face students by year of study and by course is shown in Appendix 5, Figure 5.2.5.

In the reporting period of 2020/2021, 2021/2022, 2022/2023 academic years, until 1 October 2023, the number of students matriculated in the **Academic Bachelor Study Programme "Psychology"** is 323 students ((Appendix 5, Tables 5.2.1 -5.2.3; Figures 5.2.8.-5.2.9). The largest number of matriculated students is in Riga: 275.

During the reporting period, full-time face-to-face matriculated students can be observed only in Riga: 132 matriculated students. The number of part-time face-to-face registered students in Riga is 143, in Daugavpils - 18, in Liepāja - 30. The total number of part-time face-to-face matriculated students is 191. *The number of matriculated students* gradually increases from 103 to 112 by academic years.

Analysing the trends for expelled students, it can be observed that the largest number of expelled students can be observed at the end of the reporting period (98 students), especially in Riga, among part-time face-to-face students: 44 students (Appendix 5, Tables 5.2.1 -5.2.3, Figures 5.2.10 - 5.2.12). Every student who has decided to discontinue their studies is asked to fill in a survey on the reasons for dropping out, which helps the Academy to find out the reasons for the expelled students. The most common reasons given are personal (by choice, family circumstances, financial debts, academic debts, change of residence, contracting COVID-19).

In the reporting period of 2020/2021, 2021/2022, 2022/2023 academic years, until 1 October 2023, the number of full-time face-to-face students from abroad has gradually decreased from 13 to 8 (outside the framework of exchange programs). Students have come from the following countries: Belarus, Ukraine, Russia, Uzbekistan, Germany, Sweden, Lithuania, Israel, Finland, Sri Lanka, and India (Appendix 5, Table 5.2.5, Figure 5.2.7).

In the reporting period of 2020/2021, 2021/2022, 2022/2023 academic years, until 1 October 2023, the Academic Bachelor Study Programme "Psychology" is implemented in Latvian and English (Appendix 5, Table 5.2.4, Figure 5.2.6).

In the period of 2021/2022 and 2022/2023 academic years, the number of graduates is 25: increasing from 4 to 21. There are 13 graduates in full-time face-to-face programmes and 12 graduates in part-time face-to-face programmes. The largest number of graduates is in Riga: 23 graduates (Appendix 5, Tables 5.2.1-5.2.3, Figures 5.2.13 - 5.2.14).

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).

Not 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.

Analysing the connection between the planned outcomes of the study courses and the achievable outcomes in the Academic Bachelor Study Programme “Psychology”, a mapping of the courses included in the programme was carried out. Obtaining the mapping results (in Appendix 8), it was concluded that the planned outcomes of the courses included in the study programme fully correspond to all the achievable outcomes of the study programme.

Most study courses require the ability to demonstrate critical understanding of knowledge in scientific branches, understanding of the most important concepts and regularities, both within the boundaries of Psychological Science and in cross-disciplinary aspects; the ability to independently obtain, select, analyse and critically evaluate information from various sources; analytically describe information, problems and solutions.

Also, the focus of most courses is on the ability to implement successful contact building and effective communication skills; the ability to formulate and analytically describe information relevant to the Psychological Science, issues relevant to the field of Psychological Science and their solutions, to explain and present them; the ability to communicate and defend one’s ideas and research both orally and in writing, discussing with colleagues and lecturers. Relatively less, but all specific research methodology-oriented courses require the ability to understand and apply ethical principles in psychological research and the ability to independently and correctly develop research in Psychology in accordance with the basic principles of psychological research and the ethical principles of Psychology. Therefore, it can be concluded that at the end of the study

programme, students will have achieved all the study outcomes provided for in the study programme. The study outcomes are defined for each study course, which forms a single study programme and forms the common study outcomes.

The topicality and relevance of study programmes and study courses to the industry, labour market needs and scientific trends will be analysed from several aspects.

Relevance of study programmes and study courses to the industry

The Academic Bachelor Study Programme “Psychology” of the Baltic International Academy provides an opportunity to obtain a basic education in Psychology. Within the framework of this programme, courses are implemented that give students the opportunity to acquire knowledge about the guidelines, principles, structure and methodology of Psychology, the history of the development of Psychology and current issues within the main sub-fields of Psychology, as well as allow to understand the characteristics and problems of Psychological Science in an interdisciplinary aspect (see the study programme plan for full-time attendance and part-time attendance study forms in Appendix 9, see study course descriptions in Appendix 10). As can be seen in Appendix 9, the total scope of the programme is 180 credit points.

It consists of:

1) ***Compulsory part (Part A)***, which includes study courses in the scope of 99 credit points. The compulsory part includes:

- Undergraduate courses in Psychology (78 credit points), the study of which ensures the subsequent foundation of Psychological Science, the regularity of the development of science, the theory of various sub-fields and the basic principles and methodology of research work.
- Academic internship (6 credit points), the tasks of which students perform consecutively throughout the study period.
- Bachelor's thesis (15 credit points), which students develop during the last year of study, performing theory analysis, research, research data processing, analysis and interpretation.

2) ***Limited compulsory elective part (Part B)*** consisting of:

- A limited compulsory elective part (72 credit points), in which knowledge is deepened in various sub-fields of Psychological Science, as well as the current affairs of Psychological Science are revealed in an interdisciplinary aspect.

3) ***Elective part (Part C)*** includes 9 credit points, which offers study courses from which no more than 3 study courses can be chosen (9 credit points).

The study plan covers 3 academic years (six academic semesters) in full-time face-to-face studies and 3.5 academic years (or seven academic semesters) in part-time face-to-face studies. In the first two years of study, students mainly learn the compulsory study subjects, thereby creating a subsequent basis for Psychological Science, the regularity of the development of science, the theory of various sub-fields and the basic principles and methodology of research work. At the end of the first year of study, students develop their first study paper. At the end of the second year of study, students develop their first scientific research (second study paper). In the third year of study, students learn mostly compulsory electives, which complement the idea of various fields and sub-fields of Psychology, and at the end they defend a bachelor's thesis. The development of the bachelor's thesis starts from the beginning of the third year of study. During the entire study period, students perform practice assignments of various levels (see more about academic internship in section 2.4).

Compliance of study programmes and study courses with the needs of the labour market

Since 2021, the 3+2 year model will be implemented, as such a total study time allows the graduate to enter the labour market faster. As an academic study programme, the Bachelor Study Programme "Psychology" is only the first step towards the profession of a psychologist. However, without this study programme, professional development to the profession of the psychologist is impossible. Therefore, the Academic Bachelor Study Programme "Psychology" can be evaluated as necessary and sustainable from the point of view of graduate employment.

At the same time, it should be noted that graduates of the Academic Bachelor Study Programme "Psychology" can also continue their education in other higher-level study programmes of social, humanitarian and educational sciences (for example, Social Work, Pedagogy, Political Science, Sociology, etc.), because the Bachelor Study Programme "Psychology" provides extensive knowledge and skills in an interdisciplinary aspect, develop students' general competence.

If, however, graduates decide not to continue their studies, graduates have opportunities to find jobs related to customer service, as this is ensured by the acquisition of communicative, critical analytical and other skills necessary for the psychologist included in the programme. For example, programme graduates can work in sociological research companies conducting interviews and data processing. In addition, graduates of the programme "Psychology", with their specific knowledge, helps in the implementation of projects in other branches of science and in solving problems. It should be noted that one of the programme objectives is to promote further education of graduates, so those programme graduates who continue their studies are highly motivated for professional activity and will probably create new jobs themselves. Higher education in the field of Psychology is essential for society, since it gives the opportunity to get higher education also to those students who do not want to link their career with the profession of psychologist, but who want to improve their knowledge about the regularities of the human psyche and behaviour, improve communication skills, thus acquire knowledge that will be very useful in the many and varied fields of activity.

Professional and knowledgeable lecturers can provide the best linkage of study content with the needs of the labour market. All lecturers of the study programme also practically work in the relevant sector, which allows the content of the study programme and study courses to be aligned with the real job demand.

Most of the psychology lecturers working in the programme are certified psychologists and supervisors in various fields of activity: for example, in Forensic Psychology -, supervisors are Laura Šimane, , Jelena Lipovska; Work and Organisational Psychology - Irina Plotka and Jelena Lipovska; in Counselling Psychology - Vitalijs Raševskis and Viktorija Petliaka; in Clinical and Health Psychology - Evija Ivanova; in Educational and School Psychology-Yelena Kovzeleva and Evija Ivanova..

The lecturers are recognised and appreciated in the relevant industry, as well as professionals and experts are recognised in the scientific community. For example, Professor Irina Plotka, Ass. Prof. Nina Blumenau, Docent Biruta Urbane, Docent Laura Simane, Docent Viktors Veliks develop new, modern methods in implicit social cognition, which can be practically used in Forensic Psychology, Transport Psychology, Consumer Psychology, and Intercultural Psychology.

On the other hand, the Head of the Study Programme, Irina Plotka, is a Latvian Council of Science expert in Psychology, a certified psychologist in the field of Work and Organisational Psychology.

In order to analyse the competitiveness and compliance of the BIA Academic Bachelor Study Programme "Psychology" with the requirements of the labour market, a comparison was made with other programmes of this type in Latvia (see Other Appendix "Comparison of the Academic

Bachelor Study Programme “Psychology” of the Baltic International Academy with other programmes of this type in Latvian universities).

In Latvia, the Academic Bachelor Study Programme “Psychology” is offered by the University of Latvia and the Daugavpils University. This self-evaluation compares the BIA Academic Bachelor Study Programme “Psychology” with the Academic Bachelor Study Programme “Psychology” of the University of Latvia and the Academic Bachelor Study Programme “Psychology” of the Daugavpils University, which are based on similar principles. Comparing the given programmes, it is concluded that the structure of the programmes is very similar and the BIA Academic Bachelor Study Programme “Psychology” is built in accordance with the principles of psychology basic education, which are used in most Bachelor level programmes.

(see Other Appendix "Comparison of the Academic Bachelor Study Programme “Psychology” of the Baltic International Academy with other programmes of this type in Latvian universities).

Compliance of study programmes and study courses with scientific trends

All study courses of the Bachelor Study Programme “Psychology” have been updated, including the latest literature, as well as defining clear assessment criteria. All courses in basic branches of Psychology incorporate: (1) basic ideas of research, (2) justification of various psychological constructs in the paradigm of Experimental Psychology, Cognitive Psychology, Neuropsychology, Social Psychology, and Implicit Social Cognition, (3) presentation and methodology of the most commonly used quantitative research tools, behavioural and non-behavioural measurements, where special attention is focused on implicit measurement methods so that students can use them in their research, (4) information about the impact of modern technology on the functioning and discoveries of each basic branch of science, (5) the ability to use the acquired knowledge in practical lessons that are conducted at the Neurocognitive Implicit Process Research Laboratory.

Summarising the mentioned information about the study process at the Academic Bachelor Study Programme “Psychology”, it should be concluded that the structure of the programme is logical and student-centred, promoting independent research activity and targeted development of practical skills, which corresponds to the principles of the psychological science field. The changes made in the programme correspond to the current needs of the psychologists' labour market. The study programmes and the study courses developed therein comply with the modern development trends of Psychological Science and offer competitive education.

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).

Not 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 academic Bachelor's study programme "Psychology" is designed in such a way that it is possible to achieve the aims of the study programme, which are reachable through achieving the results of individual courses, observing the principles of student-centred education. When implementing the study programme, various teaching methods are used, namely:

- lectures of theoretical nature with elements of active teaching methods;
- seminars with discussions of current issues in psychology (theory and research);
- independent work, including reports, essays, analysis of scientific articles, preparation of presentations,
- observation and analysis, collection of interviews and their analysis, self-analysis;
- practicums - workshops allowing to approbate the acquired knowledge in experimental psychology, cognitive psychology, neuropsychology, general psychology, social psychology (implicit social cognition). Practicums are included in the study courses as well as presented as independent courses in the study programme;
- tests and written exams are used for continuous assessment, allowing students to test their skills in analysing the acquired material as well as to test the acquired knowledge itself;
- developing and defending research papers.

The teaching methods are chosen according to the aims, specifics and planned learning outcomes of each study course. In teaching study courses, the lecturers do not simply read lectures, they also integrate active study methods, stimulating discussions and organizing work in small groups, making students present their independent work. Active study methods are widely used in seminars. With the help of these methods, the lecturers of the programme create a democratic and free atmosphere of the study process, which in turn stimulates personal and professional development of students. Furthermore, these methods can be used more extensively as students access a wider range of study literature that they can read independently.

In the study process and study course descriptions, paragraph 8 of Section 1 of the Law on Higher Education Institutions is observed (1 CP corresponds to 25-30 hours of study work), as well as Clause 9 of the Cabinet Regulations No. 240 "Regulations on the State Academic Education Standard", which stipulates that in full-time studies not less than 40% of the scope of Bachelor Study Programme (except for internship, if such is determined, and the scope intended for the development of the bachelor's thesis) must be in the form of contact hours. In the planning of the Study Programme "Psychology", the scope of contact hours is provided for 40% of the scope of the study programme. In addition to contact hours in the form of lectures and seminars, in order to implement the study programme goals, objectives and planned innovative solutions for developing, transferring and co-creating skills, knowledge and competences, several other formats of contact hours are implemented in each study course, including individual consultations, guest lectures, participation in the annual BIA international student scientific conference and in other wider public scientific and research events, such as conferences, seminars, and discussions. On the other hand, students who participate in the conference with a report are provided with specific consultative support from lecturers in the preparation of theses, articles, and presentations for the conference.

If necessary, in each study course, students can be provided with individual consultations from both the course lecturer and the Head of the programme, which promotes an individual approach both with regard to each student and with regard to the course to be studied and its wider context (e.g. connection with other branches of social sciences, specifics in various professional fields, etc.), in-depth understanding and the possibilities of solving issues.

The number of contact hours of individual consultations depends on the diversity and complexity of the topics of the relevant study course. During them, the lecturers of the study course discuss in depth with the students the aspects of the topics covered in the study course, the content, and methods of independent learning, such as self-studying, literature review, creative work, homework, and other elements of independent study. In this way, lecturers also ensure students' more active involvement and higher motivation to participate in the research of various current issues in Psychology and in the discussion for finding solutions.

Individual consultations are organised by individual agreement. They take place both in person, by telephone and electronically, communicating about various issues related to the course content and individual studies.

Also, every academic year, in addition to lectures and seminars, guest lectures and internships are held at various psychologists' workplaces, when certified psychologists help students learn research skills according to the order of a specific client.

For a more detailed breakdown of planned contact hours, see Appendix 9.

The schedule for part-time studies is attached to the existing schedule in Appendix 9. When developing part-time studies, there are fewer contact hours (30%) than in the full-time study stream. The proportion of independent study is correspondingly higher, and the emphasis is on information in the e-study environment. Students' independent studies are oriented more towards independent learning of the subject.

For foreign students, the only differences in planning would be that, in accordance with the requirements of paragraph 7 of Part 3 of Section 56 of the Law on Higher Education Institutions, which stipulates that "for foreign students the acquisition of the official language shall be included in the study course compulsory amount if studies in Latvia are expected to be longer than six months or exceed 30 credit points", the study course "Latvian Language" is compulsory and is included in part C, amounting to 3 CP (as one of the optional courses).

Considering that the programme is implemented in different languages, there are no differences between them..

Practically all teaching staff involved in the implementation of the academic Bachelor's study programme use virtual learning environment - e-studies, which provides broad possibilities both for placement of study materials and organisation of the submission of students' works.

Within the framework of the academic Bachelor's study programme, special attention is paid to the psychological adaptation of the first-year students (including foreign students). During the registration week, five-day socio-psychological trainings are organized to help students get started, get to know their classmates and faculty members of the "Psychology" direction, develop their communication skills, and gain an idea of the classroom locations.

Since the 2014-15 academic year the Baltic International Academy has traditionally had a curatorial movement. The curator of the first-year students of the academic Bachelor's study programme became the programme director Prof. I. Plotka. Most activities will be organized at the beginning of the academic year; they are acquaintance, informative lectures on the study process at the BIA, meetings with teaching staff of the study programme, senior students,

informative seminars at the BIA academic library.

Assessment system (educational criteria) and assessment methods for achieving and assessing learning outcomes, forms and procedure of assessment.

The assessment in the academic bachelor's study program "Psychology" is carried out on the 10-point grading scale, in accordance with the Regulation of the Baltic International Academy for Assessment of Learning Outcomes (APPROVED At BSA Senate meeting on 09.07.2020., Minutes No. 143). /https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf/.

The process of training qualified professionals in the field of psychology is impossible without extensive and rigorous control over the knowledge and skills acquired by students. The object of control is not only the knowledge acquired in study courses. The students' competence of logical reasoning when expressing their views in public, skills to independently find and analyse the information that is needed are assessed too. The descriptions of study courses in Parts A, B and C of the Bachelor's academic programme clearly define the assessment criteria and the achieved results for each score.

To evaluate students' knowledge, tests and written assignments are given to assess students' knowledge throughout the semester. At the end of the course, there are oral / written examinations contributing at least 30% of the total grade. Thus, during the semester, the assessment of students' knowledge and control of their independent work are carried out in parallel with the studies. First of all, it provides mutual feedback between students and the lecturer in a certain study course, allowing the lecturer to assess the current level of course acquisition and, thus the quality of teaching. Secondly, it ensures the optimisation of real, continuous study work. The requirements for obtaining credits for each study course and their share in the overall course assessment are clearly stated in course descriptions and reported to students in the first two lectures.

At the end of the course, students take an exam or a differentiated test. Currently, 70% of the examinations are written: students take written tests as well as conduct problem analysis, which allows to evaluate the acquired knowledge in practice. Oral examinations have survived only in some study courses such as Foreign Language, Experimental Psychology, General Psychology and Modern History of Psychology. An important element of student assessment is the pre-defence of their Bachelor's papers. Students who have not gone through the pre-defence successfully are not allowed to the defence of their Bachelor's thesis. The defence of the Bachelor's thesis is not only a formality. Such an assessment allows to follow the gradual process of Bachelor's thesis development in order to build the student's ability to independently and correctly develop research in psychology, the research that is in line with the general principles of psychology research and ethical principles of psychology. Taking into account all stated above, we believe that the BIA academic Bachelor's study programme "Psychology" will have control over its implementation. Overall, we can conclude that the content of the programme fully corresponds to the requirements of academic Bachelor's studies.

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

- 1) The diversity of students' needs is taken into account and respected in the study process (care for better adaptation at the beginning of studies, individual approach to the study process, involvement of academic and support staff in solving student problems, possibilities to study according to an individual plan).
- 2) Various ways of realisation of the study programme are implemented whenever possible (offering both full-time and part-time studies).

- 3) A variety of pedagogical approaches are used when appropriate.
- 4) To find the optimal way to achieve the aims of study courses and study programme, the pedagogical methods are regularly re-appraised on the basis of the opinions expressed in the students' questionnaire.
- 5) Students' disposition towards independent learning is promoted, while ensuring guidance and support of the teaching and support staff.
- 6) Mutual respect between students and teaching staff is promoted; in problematic and conflictual situations, the study programme director is involved.

Conclusions about the system of assessment

- 1) the teaching staff is familiar with the methods of control and examination; they not only focus on the retrieval of knowledge but also use various methods of analysis of problem situations, which allow to assess the skills to use the acquired knowledge in practice.
- 2) Students receive individual feedback on each individual assignment, homework and test submitted in the course, with guidance on the learning process as appropriate.
- 3) The teaching staff of the study programme strive for the assessment to be consistent, fair to all students and implemented according to the approved 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 organised outside the Academy in an institution (company, organisation) related to the student's profession, where the fulfilment of the tasks specified in the internship methodological instructions is guaranteed.

A cooperation agreement is concluded between the Academy and the organisation (company) where the internship site is located, which includes the rights, obligations, and responsibilities of the three parties, the term of the agreement, mutual settlement procedures, terms of termination of the agreement, and other provisions.

To ensure the internship for students studying in English, the "[Regulations on Internships at the Baltic International Academy](#)", "[Regulation on student practice](#)" were translated into English and are explained to the students in the training classes on internships.

BIA does not undertake to provide internships for students, since when looking for internships, students develop their communicative skills and competences.

If choosing the internship site causes difficulties for the student, BIA offers help in the implementation of the internship (skatīt Studiju virziena 2.5.daļas 2.5.1.apakšnodaļas pielikumu [Sadarbības līgumu saraksts ar citām institūcijām_07062023.xlsx](#)).

As there are many branches of foreign companies operating in Latvia (for example SIA Tripodlink, Exupery International Secondary School, Crisis and Consultation Centre “**Skalbes**”, Latvian Association of Psychologists and Psychotherapists), students studying in English have the opportunity to find internships in a company both in Latvia and in their own country, as well as apply for an internship within the student exchange program ERASMUS.v

Student internships are closely related to the achievable learning outcomes of the Academic Bachelor Study Programme, which are reflected in the corresponding study course descriptions. Each internship is based on the already acquired knowledge and work skills of the industry employee.

Information about internships is also posted in the Moodle system. Students have access to all necessary document forms, such as regulations on internships, internship requirements, internship contract forms in Latvian and English, internship diary, title page of the internship report and design requirements, trainee assessment form (from the internship site - by the company).

Two sets of practice are implemented in the academic Bachelor’s study programme “Psychology”.

The aim of **the first practice** is to introduce first-year students to the professional activities of a psychologist in various fields. The objectives of the practice are to foster the ability to analyse the acquired knowledge in the course "Introduction to Psychology" and apply it in practice; to promote the development of communicative skills and application of professional ethics in the process of professional communication; to acquire skills in observation and interview techniques, to formulate goals and objectives as well as to form well-grounded conclusions; to enhance self-reflection for the assessment of knowledge and competences acquired during the practice.

The aim of **the second practice** (academic practice) is to develop students' research skills. The objectives of the practice comprise building skills in organization, conducting and presentation of research under the guidance of a scientific supervisor; in choosing and justifying research methods in accordance with the aim and objectives of research; in preparing a scientific paper and presenting it publicly at a conference.

One of the most important tasks in all internships is to learn the skills of drawing up the internship report in accordance with methodological instructions, the ability to defend it and independently argue one's point of view. The basic document of the internship assessment is the internship report, as well as the presentation, which is presented at the internship defence seminar, the ability to defend it and to argue one's viewpoint.

(see Annex [Guidelines for developing and defending a practice report](#))

In the process of realisation of the goals and tasks of the practice, the students are supported by the practice coordinator and practice supervisor of the BIA Bachelor's study programme “Psychology”. The duties and rights are described in the Tripartite Agreement on Practice Assistance and the Practice Regulations of the BIA academic Bachelor's degree programme “Psychology”.(see Annex [Regulation on student practice](#)).

Student practice is closely related to the obtainable results of the academic Bachelor’s study programme. At the end of the first practice, students shall be able to demonstrate general and specialised knowledge in the field of psychology and its critical understanding; to implement the acquired theoretical foundation and skills, to demonstrate skills in establishing contact and effective communication; to explain and argumentatively discuss problems and their solutions using the acquired theoretical knowledge and skills; to independently obtain, select, analyse and use information; to demonstrate critical understanding of knowledge and understanding of key concepts and regularities in the field of psychology.

At the end of the second practice, students shall be able to carry out research; to articulate and analytically describe information, problems and their solutions in the field of psychology, to demonstrate a scientific approach to problem solving, to take responsibility and initiative working individually, in a team or leading other people, to make decisions and find creative solutions in changing or uncertain circumstances; to make independent decisions and solve problems in the field of psychology; to demonstrate understanding of professional ethics, to evaluate the impact of their professional activities on the environment and society and to participate in the development of the field of psychology; to make decisions and solve problems on the basis of empirically based knowledge in psychology and other social sciences; both orally and in writing to communicate and defend their ideas and research in discussion with colleagues, faculty and general public.

The results of the internship are reviewed and assessed by:

- Internship supervisor from the company, who signs the title page of the internship report and the internship diary and issues grades.
- Internship supervisor from BIA (responsible lecturer - coordinator), who coordinates the internship report.
- BIA commission (with the Program Director), which after getting acquainted with the student's internship documents and defence presentation, and listening to answers to questions, assesses the internship results.

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).

Not 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.

In the period between 2020//2021 and autumn 2022/2023, 55 Bachelor's theses were defended in the academic Bachelor's study programme "Psychology". Bachelor's thesis is developed and defended according to a strictly regulated procedure, which is detailed in the Bachelor's thesis methodological guidelines. For the breakdown of bachelor thesis topics by field see Table 2.6.1.

Table 2.6.1

Distribution of Bachelor's thesis topics by branches of psychology

Branch of psychology	Number of theses
Personality psychology	4
Social psychology	13

Organisational psychology	15
Health psychology	11
Developmental psychology	9
General psychology	3

Most students choose to write research papers in social psychology and organizational psychology, that testifies to the fact that the topics of student papers are closely related to their further professional interests, which are pursued in the professional Master's programme "Psychology", at work and organizational psychology field. Students are interested in topics such as research on the relationship between stress and burnout syndrome in police officers; the relationship between temperament and stress resilience in medical workers; the relationship between professional stress and personality traits in sales employees. In social psychology students choose such topics as attitudes towards violence and attachment styles in students; ethno-cultural studies. In health psychology students choose such topics as attitudes towards the use of healthy and unhealthy food and personality traits of students; relationship between attachment styles and addictive behavior in youth with alcohol addictive. A positive trait is that students are also interested in topics related to developmental psychology and general psychology. Overall, students choose topics that are socially topical and practically relevant, the choice broadening what is already known in research and providing an in-depth understanding of specific issues in Latvia.

Looking at the distribution of student Bachelor's theses by assessment, it can be concluded that more than half of the graduates have received 6 ("almost good"); 7 ("good") and 8 ("very good"), which can be explained by stricter control of the work development process and evaluation criteria.

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.

The methodological and informational support provided by BIA is sufficient to ensure a quality study process in the Academic Bachelor Study Programme "Psychology".

The Moodle study e-environment has been used since 2015. The lecturers of the study programme have created study courses in the Moodle system, in which students have access to learning support materials, a description of the study courses and the requirements for studying the study course. In several study courses, students take tests, submit homework, and communicate with the lecturer in the Moodle environment. Teachers provide feedback on students' work. The Moodle and BigBlueButton systems have been created with the aim of expanding the opportunities

for lecturers to contact as large an audience as possible (including in branches) and to enable communication during classes with the audience in two directions: lecturer - audience; audience - lecturer.

BigBlueButton program provides:

- Lectures and seminars, discussions in the virtual environment,
- Live online consultations before the exam or test,
- Students can attend lectures, seminars, and practical classes online, ask the lecturer questions of interest, present homework and group work, as well as discuss with fellow students and the lecturer.

BIA's information system NEXUS and Mans BSA play an important role in informing students and lecturers. Students and lecturers can familiarise themselves with the schedule of classes and rooms, as well as consultation times in the [My BIA](#) system. All important information and notifications are placed in the My BIA system in the Notifications section. In the My BIA system, students can view their academic progress, as well as information about financial payments and debts.

Full information about the study programme, its scope and content is available on the BIA website, which is an important source of information for both students and potential students.

The study process in the branches is provided by both Riga and local teaching staff from the region, as well as guest lecturers. Practically all teaching staff from Riga involved in the implementation of the professional study programme use the electronic learning environment - e-studies: video lectures, video seminars and video consultations on the MOODLE platform, Web meetings, SKYPE consultations, ZOOM, the option of the Whatsapp group information platform, video calls, SMS, e-mail, etc.

On 21 February 2020, to ensure academic integrity and prevent cases of plagiarism, BIA signed an agreement with the University of Latvia on the *educational institution joining the plagiarism control system*.

Students of the Academic Bachelor Study Programme "Psychology" can use the resources of the BIA library. The goal of the library is to ensure a high-quality study process and scientific activity for students of the Academic Bachelor Study Programme "Psychology"; to provide informational services to students, lecturers, and other visitors.

A total of 102 titles (139 copies) have been procured in the BIA Library for students of the Academic Bachelor Study Programme "Psychology", including 49 titles (76 copies) in Latvian and 44 titles in English. 20 titles of books in Latvian and 42 titles in English were accepted as donations from students and lecturers.

In the first half of 2023, 41 copies of books (32 titles) were procured for the total amount of 1321.15 EUR.

More information about the assessment of the informational base (library) is available in Subsection 2.3.3 of the Study Field.

The library consists of two parts - a delivery desk and a reading room. 11 computers with Internet access are placed in the reading room for students' convenience, printing and copying facilities are provided. There are also opportunities to work with portable computers. The library regularly receives periodicals published both in Latvia and abroad. Students and academic staff in the library have access to electronic databases. The library also provides copying, printing, and

scanning services.

For students of the Academic Bachelor Study Programme “Psychology”, the study process takes place in two buildings in Riga: on 4 Lomonosova Street and 1/4 Lomonosova Street, as well as in buildings belonging to the Academy in Daugavpils and Liepāja. The mentioned buildings have auditoriums equipped with modern studio technical aids and white boards; the possibility to use a TV, VCR, video camera, multimedia projector is provided. Many auditoriums are equipped with a stationary multimedia projector, screen, computer with Internet connection and other technical means. Free wireless Internet (WiFi) is available in all buildings. Cafes are located on the 1st floor of the buildings for the needs of students and employees of the Academy, as well as vending machines for the purchase of various drinks.

More information on the assessment of the material and technical resources is available in Subsection 2.3.2 of the Study Filed.

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).

Not 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).

The main source of funding for the study process of the Academic Bachelor Study Programme “Psychology” is the tuition fee (see Table 3.3.1). The amount of tuition fees and the payment procedure for each study year are determined and approved by the BIA Senate. BIA has established the following options for paying tuition fees for students:

- for the entire programme at once,
- for the entire academic year,
- for one semester,
- per month, in accordance with the payment schedule provided for in the agreement, strictly observing the payment terms and amounts to be paid.

Table 3.3.1

Annual tuition fees for the Academic Bachelor Study Programme “Psychology” for the academic year 2021/2022 (EUR)

Structural unit name	Academic Bachelor Study Programme "Psychology"
Full-time	
Riga	1700
Daugavpils	X
Liepaja	X
Part-time	
Riga	1500
Daugavpils	1000
Liepaja	1000

Considering the number of students in the study programme (as of 01.02.2022. - 248 students), the financial support of the Academic Bachelor Study Programme "Psychology" is sufficient.

Tuition fees in the study programme in 2022/2023 academic year: full-time in Latvian - 2050 EUR per year, part-time in Latvian in Riga - 1750 EUR per year, part-time in a branch - 1250 EUR per year, full-time in foreign language - 2200 EUR.

Considering the number of students in the study programme, the financial support for the study program is sufficient.

Every academic year, the number of BIA-financed budget places in basic studies is determined by the Rector's order; the competition for budget places is regulated by the "Regulations on the Competition for Budget Places Provided by the Baltic International Academy" ("[Nolikums par konkursu uz budžeta vietām, ko nodrošina Baltijas Starptautiskā akadēmija](#)") (only LV)

Table 3.3.2

Expenses of the Study Field "Psychology" per student in the 2021/2022 academic year

Study programme title	Academic Bachelor Study Programme "Psychology"	
	EUR	%
Wages	538	51.26
<i>to academic staff</i>	342	
<i>to administrative staff</i>	103	
<i>to general personnel</i>	93	
Employer's state social insurance mandatory contributions, social benefits, and compensations	117	11.15
Goods and services	246	23.44
Capital formation	76	7.21
Other expenses	62	5.94
Total expenses	1050	100

Even though the tuition fees differ in Riga and in the branches, the accounting of expenses is carried out in general by study fields. During the analysed period, the Academic Bachelor Study Programme "Psychology" managed to maintain a positive balance between income and expenses. For the Academic Bachelor Study Programme "Psychology", the cost per student is 1050 EUR per

year. Thus, study expenses (including per student) are completely covered by income per student.

For the needs of the study programme and the achievement of the learning outcomes, the necessary informative, material, and technical resources are provided, which are available both within the study field (see Subsections 2.3.1, 2.3.2 of Part 2 of the Study Field) and also in the Academy as a whole. For example, to ensure providing knowledge in Psychology, study literature and electronic resources are available, as well as classrooms for lectures, seminars and independent work, the library, and the reading room. The library provides the e-environment with study materials, the video conferencing system (lectures, seminars, and discussions) and electronic informational resources.

Specific provision includes the following resources:

1. Development of the Laboratory of Neurocognitive Implicit Processes - 11,274 EUR,
2. Purchase of the SPSS program - EUR 9,527,
3. Specialised books for the programme: 529 copies for Masters and 1148 copies for Bachelors),
4. Participation in international conferences - 2,500 EUR.

The financing system is organised in such a way that every student, regardless of the number of students in the group, meets all the conditions for quality education. That means ensuring the necessary number of contact hours, availability of library resources, e-study environment, research activities. The BIA founders use their right to control expenses and set the minimum number of students in the study programme, thus giving the right to learn for students from minority 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 implementation of the academic Bachelor's study programme "Psychology" in Riga and its branches envisages attracting 28 members of teaching staff. By academic positions (see Table 4.1.1), they are two professors (7.1%), five associate professors (17.8%), 13 assistant professors (46.4%) 5 lecturers (17.8%), 3 senior researcher (10.8%). By academic degrees (see Table 4.1.2), 20 (16 BIA elected, 4 non-elected) academics have a PhD (71.4%), 8 (5 BIA elected, 3 non-elected) have a Master's degree (28.6%).

Thus, in total, three professors and two associate professors participate in the programme, that meets the requirements of Article 55, paragraph one, clause 3 of the Law on Higher Education Institutions that "not less than five professors and associate professors altogether, who are elected to academic positions in the relevant higher education institution, shall take part in the

implementation of the compulsory part and the limited elective part of academic study programmes".

Table 4.1.1

Academic position of teaching staff. The academic Bachelor's study programme "Psychology"

	Associate professors		Professors		Assistant professors		Lecturers		Senior Researcher		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
BIA elected	4	14.3	2	7.1	10	35.7	2	7.1	3	10.8	21	57.1
BIA non-elected	1	3.6	0	0.0	3	10.7	3	10.7	0	0.0	7	42.9
Riga and branches-28	5	17.84	2	7.1	13	46.42	5	17.84	3	10.8	28	100.0

Table 4.1.2

Scientific degree of teaching staff. The academic Bachelor's study programme "Psychology"

	Doctors		Masters		Total	
	Number	%	Number	%	Number	%
BIA elected	16	57.1	5	17.9	21	75.0
BIA non-elected	4	14.3	3	10.7	7	25.0
Riga and branches - 28	20	71.4	8	28.6	28	100.0

The qualification of teaching staff is very important because it is related to the quality of the result of the educational process. The qualifications of teaching staff are directly related to the formation of knowledge, skills and competencies of students. Usually it manifests itself in the unity of the scientific, educational and organizational activities of the teaching staff. Moreover, the learning process is student-centered. BIA creates opportunities to improve the professionalism of teaching staff, encouraging research and development of innovative methods and new teaching technologies used by teachers in the educational process.

Systematic way of thinking of teaching staff affects the formation of the student's way of thinking, the effective assimilation of the basic concepts and laws of psychological science, and forms the students' ability to analytical and critical thinking in relation to various scientific approaches and problems. The teacher's ability to create a creative atmosphere, arouse the interest and curiosity of students in the learning process, is associated with the formation of students' ability to find creative solutions in non-standard situations. Teaching staff, using interactive teaching methods, develops students' communication skills, as well as teamwork skills, which are professional qualities of a future psychologist.

The scientific activity of a teaching staff is directly related to the development of students' scientific work skills. Teaching staff of the academic study program "Psychology" has high scientific potential, publications in international cited databases. The teaching staff acts as a mentor, a master who teaches students to independently receive, select, analyze and critically evaluate scientific information from various sources and use it, conduct research, interpret and present data obtained by various methods and arrange the study in the form of a scientific report. In the learning process, students master the skills of conducting psychological research, experiment, get acquainted with the modern areas of scientific research of teaching staff, which are not reflected in textbooks.

Students master the modern scientific and methodological research tools used in psychology. To carry out scientific research of BIA, a laboratory of neurocognitive implicit processes is used, which is equipped with computer equipment and software. Thus, the scientific areas implemented by teaching staff are reflected in the course and bachelor's work. Students are also involved in the process of writing scientific articles together with teaching staff on various topics; as a result, students develop a culture of scientific work. Students are invited to participate in scientific conferences.

The qualification of teaching staff also consists in the ability to create and use computer technologies in teaching, developing educational and methodological complexes for the independent development of extensive material, which include electronic textbooks. Students acquire learning skills using computer technology and systems. In the future, this will lead to an expansion of the distance education environment, access to laboratory equipment of universities in European countries and access to the international integrated educational system.

The implementation of the Academic Bachelor Study Programme "Psychology" involves highly qualified lecturers who are experts in the field and specialise in the subjects of the relevant study course. For example, L. Simane (certified psychologist in Forensic Psychology) gives a course in Forensic Psychology; I. Plotka (certified psychologist in Work and Organisational Psychology) gives a course in "Organisational Psychology".

Teaching staff engaged in research work are also involved in the implementation of the programme. For example, Irina Plotka and Nina Blumenau, while conducting scientific research in the field of Psychology, invest their experience in such academic subjects as Methodology of Psychological Research, Statistical Methods in Psychology, and Bachelor Thesis Development.

In the beginning of 2023, B. Urbane defended her doctoral thesis "Research of implicit and explicit attitudes towards Latvian and foreign food product brands", which used innovative research methods. She invests her experience in such academic subjects as Experimental Psychology, Introduction to Implicit Social Cognition, and Psychology of Advertising. G. Breslavs is the author of several books and monographs, the field of which is related to the History of Psychology and Psychology of Emotions. He invests his experience in such academic subjects as History of Modern Psychology and Psychology of Emotions.

Local certified psychologists are invited to the Liepaja branch of the BIA Academic Bachelor Study Programme "Psychology", who give courses appropriate to their field of activity, for example, E. Ivanova - in Developmental Psychology and Internship; J. Kovzeleva - in Communication Psychology and Psychodiagnostics; M. Pavlova - in Family Psychology and Art Therapy.

Also, local certified psychologists are invited to give courses the Daugavpils branch of BIA Academic Bachelor Study Programme "Psychology", for example, J. Lipovska - in Organisational Psychology and Academic Internship.

In general, the qualification of the teaching staff is assessed as appropriate. In the implementation

of the academic bachelor's study program "Psychology", the scientific and pedagogical experience of the teaching staff ensures the achievement of the goals of the educational program, as well as ensures development of appropriate knowledge, skills and competencies among students.

The qualification of the teaching staff and its efficiency are regularly assessed in the annual student surveys.

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.

In the period from 2020/2021 to the fall of the 2021/2022 academic year, the analysis of the dynamics of the teaching staff shows that the number of teaching staff has decreased from 36 to 28 teachers. Not only the quantitative composition of the teaching staff has changed, but also its qualitative changes were made (see Section 3.4.1).

This results from the policy of development of teaching staff, involving in the teaching process a highly qualified staff, most of whom have obtained Doctoral degrees in various branches of science.

On 22 February 2023, BIA graduate Biruta Urbāne defended her doctoral thesis "Research of Implicit and Explicit Attitudes towards Latvian and Foreign Food Product Brands" and obtained a Doctor of Science Degree (Ph.D.) in Social Sciences (sub-field: Social Psychology). Also, BIA graduate Laura Šimane-Vigante is currently a Doctoral candidate in Social Sciences (subfield: Social Psychology).

There are also positive trends associated with the increase in the number of Associate Professors and Professors working at the Academic Bachelor Study Programme "Psychology". In the period from 2020/2021 to the 2021/2022 academic year, Geršons Breslavs (Ass. Prof., repeatedly) has become an Associate Professor in Psychology (sub-field: Social Psychology); Irina Plotka (Professor, repeatedly) has become a Professor in Psychology. In 2022, Jurijs Kočetkovs became repeatedly a Professor in Economics (sub-field: Econometrics).

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).

Not 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).

Not 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).

The following forms of teaching staff cooperation are applied to ensure the quality of academic and scientific activities in the implementation of the study program:

- Mutual attendance of lectures / classes, master classes / examinations of the lecturers of the Academy, which allows to evaluate the strengths and weaknesses of the work;
- Preparation of annual reports of the Academy's lecturers on academic and scientific activities, publications, participation in scientific research and scientific conferences;
- Promoting the international exchange of the Academy's lecturers by attracting funding from international funds and creating an opportunity for the Academy's lecturers to gain experience in foreign universities;
- Inviting highly qualified guest lecturers and lecturers to teach study courses, conduct master classes, including from foreign universities;
- Analysis and evaluation of the content of the study program, preparing self-evaluation reports for the past academic year. The obtained data and conclusions are considered at the meetings of the Council of study direction "Psychology" and the Senate;
- Quality control and analysis of the study process and teaching, which is regularly performed by the Council of study direction "Psychology";
- Surveys and analysis of graduates' work skills and suitability for the labor market;
- Student surveys, obtaining an opinion on the implementation of specific courses of study programs, the compliance of the content and form of teaching with the requirements of study quality;
- Use of external experts to evaluate the study process and students' knowledge;
- Strategic planning of the study process, analyzing the weak points of the study program, their elimination and the possibilities of the program development.

The Head of the Study Programme discusses with the lecturers the content of the study course and the interconnection with other study courses. If necessary, the content of study courses is clarified. Usually, such conversations take place before the beginning of the academic year / semester or before starting a new study course. Cooperation between lecturers is usually discussed at the end of the semester at the meetings of the Psychology Study Field Council, when not only the members of the Psychology Study Field Council but also all the lecturers of the semester participate. A good connection and cooperation have been established with the lecturer

of the study course “Experimental Psychology II” B. Urbāne, who also regularly offers internships to students in the Laboratory of Neurocognitive Implicit Processes of the Baltic International Academy. Students' assessment of the study course (at the end of the course) is one of the means to prevent content overlap or other imperfections. In turn, communication between student representatives and the Head of the Study Programme is used for prompt response (see the Appendix to Subsection 2.2.4 of Section 2.2 of the Study Field [Analysis and evaluation of the results of student, graduate and employer surveys.doc](#)). Calculating the total number of lecturers as indicated in the accreditation documents, the total number of participating lecturers of the Academic Bachelor Study Programme “Psychology” is 28, while the total number of students as of 01.10.2023 is 240 students, thus the ratio of students to lecturers is 8.6 (see Table 2.4.5).

The fulfillment of the aim of the academic bachelor’s study programme “Psychology” is ensured by the highest qualified academic staff, which consists of a core of professors and associate professors, as well as qualified teaching staff (docents, lecturers). The ratio of the number of students and teaching staff within the academic bachelor’s study programme "Psychology", in 01.10.2023, see table 4.5.1.

Table 4.5.1

The ratio of the number of students and teaching staff within the academic bachelor’s study programme "Psychology", in 01.10.2023

Study programme	The ratio of the number of students and teaching staff for the entire study program	The ratio of the number of students and teaching staff for full time study	The ratio of the number of students and teaching staff for part time study	The ratio of the number of students and teaching staff in the Latvian language	The ratio of the number of students and teaching staff in the English language
<i>Academic Bachelor's study programme "Psychology"</i>	8.6	2.3	6.3	8.2	0.4

The founders of BIA use their right to control expenses and determine the minimum number of students in the study programme, thus giving the right to train students in small groups. This applies to the English-speaking cohort, namely, how many students were admitted to this cohort starting from the 2022/2023 academic year only.

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	Bachelor Full-time Study Diploma with Supplement_1.pdf	PS Bak pīna laika diploms ar pielikumiem_1.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	Annex_5_Statistical data on students in the Bachelor Study Programme "Psychology".docx	5.pielikums_Statistikas dati par studējošajiem bakalaura studiju programmā "Psiholoģija".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	Annex 6. Compliance of the academic Bachelor study programme Psychology with the state education standard.docx	6.Pielikums_Bak_stud_programm_Psh_atbilstiba_valsts_lzgj_standartam.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)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Correspondence of the study programmes of the study direction "Psychology" to the specific normative regulation of the relevant branch_1.docx	Studiju virzienu studiju programmu Psiholoģija atbilstība atbilstošās nozares specifiskajam normatīvajam regulējumam_1.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Appendix 8. Mapping of study courses for achieving study results of the academic bachelor's study program Psychology.docx	8.pielikums_Studiju kursu kartējums akadēmiskā bakalaura studiju programmas "Psiholoģija" studiju rezultātu sasniegšanai.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 9. Academic Bachelor Study Program "Psychology" Plan_4.docx	9.pielikums_Akadēmiskā bakalaura studiju programma "Psiholoģija" plāns_4.docx
Descriptions of the study courses/ modules	Annex 10. Academic bachelor's study program Psychology course description.pdf	10.pielikums_Akadēmiskā bakalaura studiju programmas Psiholoģija studiju kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)	Regulation on student practice 14082023.doc	Akadēmiskās bakalaura studiju programmas Psiholoģija PRAKSES Nolikums 14082023.doc
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)	55.pants ENG_15032023.pdf	55.pants LV.pdf

Psychology (47313)

Study field	<i>Psychology</i>
ProcedureStudyProgram.Name	<i>Psychology</i>
Education classification code	<i>47313</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Irina</i>
Surname of the study programme director	<i>Plotka</i>
E-mail of the study programme director	<i>irinaplotka@inbox.lv</i>
Title of the study programme director	<i>Dr. psych.</i>
Phone of the study programme director	<i>+37129128595</i>
Goal of the study programme	<i>The aim of the professional Master's study programme "Psychology" is to develop and deepen practical skills as well as to raise the level of theoretical expression and understanding in psychology constituting a professional master's degree in psychology and qualification "Psychologist".</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To ensure studies of work and organizational psychology based on the theoretical foundation of the field, conforming to the professional standards, adequate for practice and corresponding to the contemporary Latvian context.</i> <i>2. To enhance the skills in application and critical evaluation of various work and organizational psychological assessment, counselling and support methods.</i> <i>3. To promote the ability to understand, compare and critically evaluate various theories of professional development.</i> <i>4. To promote the implementation of high standards of professional ethics.</i> <i>5. To provide an opportunity to develop new or improve existing psychologist's skills and to prepare students for innovative, research and practical work in the field of psychology.</i> <i>6. To promote the ability to develop creative and independent psychological research according to the basic principles of research.</i> <i>7. To facilitate the acquisition of professional Master's degree in psychology and qualification of psychologist, as well as to provide students with the opportunity to acquire the work and organizational psychology speciality facilitating their competitiveness in changing socio-economic conditions.</i>

Results of the study programme

Graduating the professional Master's study programme "Psychology" students have acquired the following knowledge, skills and competences:

Knowledge:

- The ability to demonstrate in-depth or expanded knowledge and understanding of psychology as well as knowledge and understanding of the latest developments in the professional field of work and organizational psychology.*
- The ability to critically evaluate, analyze and compare different theories of psychology, to understand the regularities of the science of psychology, as well as to understand the problems of science in the interaction of different fields.*

Skills:

- The ability to apply the professional skills required by the psychologist's professional standard, namely: psychological counselling skills, skills in individual and group or organisational psychological assistance, psychological research (assessment) skills, skills in preparing a psychologist's expert opinion, skills in providing feedback on the results of psychological research, skills to cooperate and work in a team and cooperate with other professionals in the process of client psychological reception, performance appraisal skills.*

- The ability to successfully establish contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks, behaving in a supportive manner, respecting their professional work boundaries, neutrality and integrity.*

- The ability to present a reasoned explanation and discuss complex or systemic aspects of the discipline or profession concerned both with professionals and non-specialists.*

- The ability to independently advance their development and specialisation, to take responsibility for their continuing education and professional development, to attend professional supervision, and to act responsibly to their psychological state and seek help when if necessary.*

- The ability to independently start a business, to offer innovations in psychology, to conduct research or to continue studies in difficult and unpredictable circumstances and, if necessary, to transform them by applying new approaches.*

Competences:

- The ability to independently formulate and critically analyze complex scientific and professional issues, to justify decisions, and to conduct further analysis if necessary.*

- The ability to integrate knowledge from different fields, to contribute to creation of new knowledge and development of methods of professional activity.*

- The ability to understand and apply the ethical principles of psychology as well as to take independent decisions and solve problems in order to provide high quality psychological assistance services.*

Final examination upon the completion of the study programme	<i>Master's Thesis</i>
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Study programme forms

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>120</i>
Admission requirements (in English)	<i>Admission to the professional Master study program of the BIA "Psychology" is entitled to persons, who have obtained higher professional education or Bachelor degree in the field of psychology.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Psychology</i>
Qualification to be obtained (in english)	<i>Psychologist</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 - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Admission to the professional Master study program of the BIA "Psychology" is entitled to persons, who have obtained higher professional education or Bachelor degree in the field of psychology. Upon admission in the professional Master study program "Psychology" (English section), candidates shall submit a document, issued by an international testing institution during previous five years, proving English skills. The language proficiency skills shall correspond at least to the level EKP B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Psychology</i>
Qualification to be obtained (in english)	<i>Psychologist</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.

Within the period from 2020/2021 to 2021/2022, the following changes were made to the Professional Master Study Programme “Psychology” (Table 3.1.1).

Table 3.1.1

Changes made to the Professional Master Study Programme “Psychology” for the 2020/2021 academic year

Name and scope of the study course until the 2020/2021 academic year	Name and scope of the study course from the 2020/2021 academic year
Part A (compulsory courses)	Part A (compulsory courses)
Part A1 Study courses that ensure learning of the latest achievements in the theory and practice of the sector (in the field of work and organisation)	Part A1 Study courses that ensure learning of the latest achievements in the theory and practice of the sector (in the field of work and organisation)
Psychology of Occupational Activity (Theory and Practice) (12 CP)	Work Psychology (Theory and Practice) (12 CP)
Engineering Psychology and Ergonomics (3 CP)	Organisational Psychology (6 CP)
Personnel Management in Psychology (6CP)	Personnel Management in Psychology (3 CP)
Part A2 Research work, creative work, project work and management sciences study courses	Part A2 Research work, creative work, project work and management sciences study courses
Psychological Research Methodology, Data Analysis and Interpretation (7.5 CP)	Psychological Research Methodology, Data Analysis and Interpretation (6 CP)
Management Science (1.5CP)	Entrepreneurship and Management (3 CP)
Part A3 Internship	Part A3 Internship
Internship I (6 CP)	Internship I (6 CP)
Internship II (6 CP)	Internship II (6 CP)
Internship III (12 CP)	Internship III (12 CP)
Internship IV (15 CP)	Internship IV (15 CP)
Part A4 State examination, which includes development and defence of the Master's thesis	

Master's thesis development and defence (30 CP)	Master's thesis development and defense (30 CP)
Part B Limited compulsory elective courses (in the field of Occupational and Organisational Psychology)	Part B Limited compulsory elective courses (in the field of Occupational and Organisational Psychology)
Professional Development Psychology (6 CP)	Professional Development of Employees (3 CP)
Business Planning in Psychology and Marketing of Psychological Services (3CP)	Business Planning in Psychology and Marketing of Psychological Services (3 CP)
Communicative Psychotechnologies in Professional Activities (Practicum) (1.5 CP)	Business Communication within an Organisation (Practical Work) (3 CP)
Cross-Cultural Psychology: Business Communications (Theory and Practice) (3 CP)	Cross-Cultural Communicating (Theory and Practice) (3 CP)
Professional Psychological Counselling and Support (6 CP)	Psychological Counselling (6 CP)
	Work Ethics of Psychologists (3 CP)
Latvian Language (3 CP)*	Latvian Language (3 CP)*

* In accordance with the requirements of Section 56, Part 3, paragraph 7 of the Law on Higher Education Institutions, which stipulates that “for foreign students the acquisition of the official language shall be included in the study course compulsory amount if studies in Latvia are expected to be longer than six months or exceed 30 credit points”, in the BIA Professional Master Study Programme “Psychology” for foreign students, the study course “Latvian Language” is compulsory and is included in Part B, amounting to 3 CP (instead of the study course “Business Planning in Psychology and Marketing of Psychological Services”).

The changes were made: (1) Based on the recommendations of the previous accreditation experts (see Subsection 2.6.1 of Section 2.6 of the Study Field), in which it was recognised that the titles of many study courses are not correctly formulated in Latvian. Therefore, in accordance with the use of terms on the Latvian National Terminology Portal, it was necessary to make changes in the titles of several study courses. (2) According to paragraph 8 of Section 1 of the Law on Higher Education, higher education in Latvia uses credit points that are equated to European Credit Transfer System (ECTS) credit points. When recalculating ECTS, the number of Latvian credit points is multiplied by 1.5. *Credit points are expressed in whole numbers.*

Changes were made to several study course titles:

- The study course “Psychology of Professional Development” was renamed to “Professional development of employees”,
- The study course “Psychology of Professional Activity (Theory and Practice)” was renamed to “Work Psychology (Theory and Practice)”,
- The study course “Engineering Psychology and Ergonomics” was renamed to “Organisational Psychology”,
- The study course “Management Science” was renamed to “Entrepreneurship and Management”,
- The study course “Cross-cultural Psychology: Business Communication (Theory and Practice)” was renamed to “Cross-cultural communication (theory and practice)”,
- The study course “Professional Psychological Counselling and Support” was renamed to

“Workplace counselling”,

- The study course “Communicative Psychotechnology in Professional Activity (Practicum)” was renamed to “Business Communication in an Organisation (Practical Work)”.

The above-mentioned titles of study courses fully correspond to their content (see Appendix 6 “Compliance of the Professional Master Study Programme “Psychology” with the National Education Standard”; Regulations of the Cabinet Regulations No. 305 “Regulations on the National Professional Higher Education Standard” of 13 June 2023; Appendix 8 Professional Master Study Programme “Psychology”; Appendix 9 “Study Plan of the Professional Master Study Programme “Psychology”; Appendix 10 “Descriptions of Study Courses of the Professional Master Study Programme “Psychology”).

Based on the recommendations of previous accreditation experts, as well as in accordance with the Cabinet Regulations No. 305 “Regulations on the National Professional Higher Education Standard” of 13 June 2023, the Professional Master Study Programme “Psychology” was supplemented with one new study course: “Work Ethics of a Psychologist” (3CP) (see Appendices 9 and 10).

Changes were made to credit points in several study courses:

1. Credit points for the study course “Professional development of employees” were reduced from 6 CP to 3 CP, as the given course complements the study course “Work Psychology” (12 CP) in terms of content.
2. Credit points for the study course “Organisational Psychology” were increased from 3 CP and 6 CP. According to Section 4 of the Law on Psychologists, the main field of activity of the Professional Master Study Programme “Psychology” is “Work and Organisational Psychology”. Therefore, a decision was made to expand the content of this study course. The study course introduces paradigms and perspectives of Organisational Psychology, provides an insight into group and teamwork, examines leadership and management theories, employee attitudes and emotions in depth. In the second part of the course, students are introduced to organisational psychology research methods and their application in practice (tests, interviews, and implicit methods) (see Appendix 10).
3. Credit points for the study course “Entrepreneurship and Management” were increased from 1.5 CP to 3 CP. The study course provides students with a strategic view of company management, in-depth knowledge, skills and abilities in business and management issues. The basic issues of entrepreneurship and commercial activity are considered, creating an understanding of their types, goals, content, and importance in the national economy. Special attention is paid to the course of business, the necessary prerequisites and resources for information acquisition, processing, and decision-making.

Considering these changes and to ensure the achievement of programme goals, the fulfilment of objectives and the achievement of planned learning outcomes, the content of the Master Study Programme generally consists of study courses in psychological theories, quantitative and qualitative research methodology and a master's thesis, as well as study courses that provide the opportunity to specialise in Work and Organisational Psychology.

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 title, the degree to be obtained, goals and objectives, as well as the admission conditions of the Professional Master Study Programme “Psychology” of the Baltic International Academy are interconnected and appropriate. It is a full-time study form of the professional master study programme, which is implemented over a period of 2 years, in Latvian-speaking and English-speaking cohorts, with obtaining a professional master's degree in psychology and the qualification “Psychologist” (code 47313). The goal and objectives of the Study Programme “Psychology”, as well as the knowledge, skills and competences acquired during the studies, show that the Professional Master Study Programme “Psychology” meets the requirements of EQF/LQF Level 7 and of paragraph 1 of Section 3 of the [Psychologist Law](#), and they are interconnected (see Table 3.1.2).

The title of the programme also indicates that the programme is oriented towards the acquisition of in-depth theoretical knowledge and practical skills in the Science of Psychology to obtain a professional master’s degree in psychology and the qualification “Psychologist” (in the field of Work and Organisational Psychology).

Master's students acquire in-depth knowledge in the field of Occupational and Organisational Psychology, which allows the graduates to start professional activity, since during the study process they will have acquired both theoretical knowledge and practical skills to be able to perform psychological research (assessment) and psychological counselling; provide individual and group or organisational psychological assistance; conduct psychological research using scientifically based methods; cooperate with other professionals in the psychological support of attending clients.

Graduates can understand and apply the ethical principles of a psychologist, as well as make independent decisions and solve problems to provide high-quality psychological support services. To ensure this, only those students who have already obtained a bachelor's degree in social sciences in psychology or a second-level higher professional education in psychology are admitted to this study programme.

The study programme has been developed considering the strategic goals of the Study Field “Psychology”, which in turn correspond to the strategic goals of BIA.

The **goal** of the Professional Master Study Programme “Psychology” (**PM**) is to develop and deepen practical skills, as well as to increase the level of theoretical knowledge acquisition and understanding of the Science of Psychology to obtain a professional master's degree in psychology and the qualification “Psychologist”.

Objectives (PU)

PU1. Provide studies of professional psychologist work and organisation based on the theoretical foundations of the field sciences, harmonised with the standards of the profession, adequate for practice and relevant to the modern Latvian context.

PU2. Facilitate the ability to apply and critically evaluate various methods of assessment of psychologist work, organisation, counselling and support.

PU3. Promote the ability to understand, compare and critically evaluate various theories of

professional development.

PU4. Promote the implementation of high standards of professional ethics.

PU5. Provide an opportunity to create new or improve existing psychologist work skills and prepare students for creative, research and practical work in the field of Psychology.

PU6. Promote the skill of developing independent psychological research that is scientifically creative and consistent with the basic principles of research.

PU7. Promote the acquisition of a professional Master's degree in Psychology and the qualification of a Psychologist, as well as to give students the opportunity to learn the specificity of psychologist work and organisation, which would promote their competitiveness in changing socio-economic conditions.

Student outcomes to be achieved

Upon graduating from the Professional Master Study Programme “Psychology”, students have acquired the following knowledge, skills and competences:

Knowledge (KR):

KR1. The ability to demonstrate in-depth or expanded knowledge and understanding of psychology as well as knowledge and understanding of the latest developments in the professional field of work and organizational psychology.

KR2. The ability to critically evaluate, analyze and compare different theories of psychology, to understand the regularities of the science of psychology, as well as to understand the problems of science in the interaction of different fields.

Skills (SR)

SR1. The ability to apply the professional skills required by the psychologist’s professional standard, namely: psychological counselling skills, skills in individual and group or organizational psychological assistance, psychological research (assessment) skills, skills in preparing a psychologist’s expert opinion, skills in providing feedback on the results of psychological research, skills to cooperate and work in a team and cooperate with other professionals in the process of client psychological reception, performance appraisal skills.

SR2. The ability to successfully establish contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks, behaving in a supportive manner, respecting their professional work boundaries, neutrality and integrity.

SR3. The ability to present a reasoned explanation and discuss complex or systemic aspects of the discipline or profession concerned both with professionals and non-specialists.

SR4. The ability to independently advance their development and specialization, to take responsibility for their continuing education and professional development, to attend professional supervision, and to act responsibly to their psychological state and seek help when if necessary.

SR5. The ability to independently start a business, to offer innovations in psychology, to conduct research or to continue studies in difficult and unpredictable circumstances and, if necessary, to transform them by applying new approaches.

Competences (CR)

CR1. The ability to independently formulate and critically analyze complex scientific and professional issues, to justify decisions, and to conduct further analysis if necessary.

CR2. The ability to integrate knowledge from different fields, to contribute to creation of new knowledge and development of methods of professional activity.

CR3. The ability to understand and apply the ethical principles of psychology as well as to take independent decisions and solve problems in order to provide high quality psychological assistance services.

Table 3.1.2

Interlinking of aims (PM), objectives (PU) and study outcomes of the Professional Master Study Programme “Psychology”

PM						
PU1	PU2	PU3	PU4	PU5	PU6	PU7
KR1; KR2; SR1; SR4; CR1; CR2; CR3	KR2; SR1; SR2; SR5; CR1; CR2; CR3	KR1; KR2; SR3; SR5; CR1; CR2	KR2; SR2; SR4; CR3	KR1; KR2; SR1; SR3; SR5; CR1; CR2; CR3	KR1; KR2; SR1; SR5; CR1; CR2; CR3	KR1; KR2; SR2; SR3; SR4; SR5; CR1; CR2; CR3

The relevance of the study programme content, the interconnection of the degree to be obtained, study goals, objectives and learning outcomes are indicated by the mapping of study courses (see Appendix 8), that is, it is known exactly which study courses contribute to the achievement of certain learning outcomes and thus the goals and objectives of the entire programme implementation. The results of the mapping show that the programme study courses provide the opportunity to achieve all the results of the study programme (each learning outcomes is linked to several study courses, the completion of which ensures the achievement of the study programme result); all included courses are justified and meet the specifics of the BIA programme in Psychology and all the requirements for the professional master study programme.

Admission of students to the full-time Professional Master Study Programme “Psychology” at the Baltic International Academy is carried out in accordance with the [Admission Rules and Matriculation Procedures](#).

The requirements specified in the Rules (Part 1; Part 2, paragraphs 8, 9, 10, 11, 13 - 20; Chapter VI) are the basis for ensuring the achievement of the goal, objectives and learning outcomes of the study programme, which indicates that all the above-mentioned factors are interconnected

To guarantee the learning outcomes and achieve the set goals, the admission conditions of the programme state that applicants who have obtained an academic bachelor's degree in social sciences in Psychology or a bachelor's degree in psychology with a professional qualification are admitted to the Master Study Programme on a full-time basis.

The Professional Master Study Programme “Psychology” complies with the following regulatory documents:

1. [Psychologist Law](#). Adopted on 30.03.2017, entered into force on 01.01.2018.
2. [Psychologist Regulations](#) (01.06.2018) (available in Latvian only).
3. [Standard of the Psychologist Profession](#) (12.06.2019) (available in Latvian only).
4. [Cabinet Regulations No. 305](#) “Regulations on the National Standard of Professional Higher Education” of 13.06.2023 (available in Latvian only).
5. Ethics Commission of Psychologists (2019). [Code of ethics for psychologists](#). (available in

- Latvian only).
6. Cabinet Regulations No. 795 “[Regulations on Licensing of Study Programmes](#)” (11.12.2018).
 7. [European Qualifications Framework](#).
 8. [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#) (15.05.2019) (available in Latvian only).
 9. [Law on Universities](#), Section 93 (as amended by the Law of 15.09.2022, which enters into force on 11.10.2022).
 10. [European Certificate in Psychology \(EuroPsy\) & European Federation of Psychologists' Associations \(EFPA\)](#) (2017). EFPA Regulations on EuroPsy and Appendices. Retrieved from <https://www.europsy.eu> (available in English only).

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

A modern education system that meets the requirements of the future labour market, which contributes to the transformation of the national economy and the implementation of the priorities of the smart specialisation strategy, has been defined as one of Latvia's growth priorities. Psychology supports active participation in global, regional, and policy-making psychological organisations. For example, the International Union of Psychological Science (which includes 87 national psychological associations and more than 20 international/regional associations) aims to make Psychology an international discipline that in its theories, research practices, use, and ethical endeavours focus on the psychological study of all humanity while avoiding as much ethnocentric bias as possible (McCormick & Constantable, 2015). Examples include the study of subjective well-being, identification and treatment of mental health problems, psychological aspects of family systems, gender roles and gendered behaviour, parenting, cognitive and emotional functioning, international relations, value systems, intergroup conflict, social adjustment, and national development; the struggles of disenfranchised groups (e.g., women, children, immigrants, and refugees) around the world (Stevens & Gielen, 2007).

Educational standards, quality and psychologist certification of professional psychologists (EuroPsy <http://www.efpa.eu/EuroPsy>) are one of the basic principles that contribute to the availability of competence and qualified psychologist help to every European citizen, therefore training psychologists is in the interests of the Latvian state, which is based on European recognised qualification principles and requirements. The Latvian education system at all levels not only meets modern requirements, but is also open to the future, preparing people who think critically, are emotionally intelligent and skilled in their profession. The Professional Master Study Programme “Psychology” is implemented according to modern challenges and market requirements.

One of the major ways to obtain information about the quality and compliance of the Professional Master Study Programme “Psychology” with the requirements of the labour market is cooperation with employers and various organisations and companies: (1) Employers can evaluate the study programme based on its results - analysis of the work quality of graduated and working specialists; (2) Organisations and companies can assess the demand for occupational and organisational psychologists in the Latvian labour market.

Employers' opinions about programme graduates and students (who did internships in organisations) were ascertained in BIA surveys conducted every year. In the 2021/2022 academic

year, in October, a study was conducted on the quality of the study process in the Master Study Programme “Psychology” in order to get an idea of the quality of education and its impact on the career growth of graduates. When the graduates answered the question “Do you agree that the education you received helped you get a job offer and/or start your own company?”, the results showed that 90% of respondents agreed that the education they received helped them find a job. Most graduates work in the field of Occupational and Organisational Psychology (16%), in the field of Educational and School Psychology (21%), in the field of Counselling Psychology (26%). Some graduates work in the field of Forensic Psychology (16%). Only 21% of graduates do not work in their profession. The results of the survey show that most of graduates admit that the professional master's education they received at the Baltic International Academy has improved their competitiveness on the Latvian market (2.6 points out of a maximum of 4). In recent years, graduates especially underline that the education they received has given them the opportunity for self-development (3.0 points out of a maximum of 4), has prepared them well for the practical work process (2.6 points out of a maximum of 4), and has also promoted the growth of their professional career (3.0 points out of a maximum of 4).

The results of the employers' survey show that, in general, graduates of the BIA Professional Master Study Programme “Psychology” meet the requirements defined by the *European Qualification Framework (EKI)*. 38.5% of employers believe that graduates can perform their professional duties independently immediately, while 53.8% of employers believe that graduates can perform their professional duties after a short training. However, some employers (7.7%) admit that graduates have good theoretical preparation, but not enough practical skills (see Study Field section 2.2 subsection 2.2.4 Appendix “Analysis and evaluation of the results of student, graduate and employer surveys_10052023_LV.docx”).

In order to assess the demand for occupational and organisational psychologists in the Latvian labour market, the lecturers of the BIA Professional Master Study Programme “Psychology” conducted a survey in companies and organisations in cooperation with students (see the survey questionnaire in the Appendix). Top and mid-level managers of Latvian organisations, HR specialists and labour protection specialists from trade, education, health and social care, manufacturing industry, electricity, gas processing, heat supply and other work segments participated in the study. The survey was conducted in April 2023; representatives of 16 different organisations participated in the survey (such as the Latvian Chamber of Commerce and Industry; SIA REMC; SIA "Maxima Latvija"; SIA "Latvijas aptieka"; SIA "A-trading"; SIA "Rimi Latvija"; SIA "Latvijas Propāna gāze" ; SIA "Paul Mason Properties"; Ropaži County Social Service; Riga State Classical Gymnasium; Latvian SOS Children's Villages Association; Gymnasium Private Primary School "Maksima", etc.).

Participants completed electronically created surveys. The survey included a list of services of occupational and organisational psychologists that managers of organisations had to assess:

1. Research of organisational design issues and resources.
2. Research of the quality of business and interpersonal communication in the organisation.
3. Participation in the assessment and/or certification of personnel competencies.
4. Participation in personnel selection.
5. Research of staff loyalty and employee satisfaction.
6. Research of the personnel motivation system.
7. Participation in the development and implementation of measures aimed at improving work safety, including:
 - Identifying components of workplace ergonomics that will improve work, productivity and reduce occupational disease and injury risks,
 - Development of recommendations for optimisation of staff's work/rest schedule,

- Identification of the employee's cognitive, psycho-emotional and personal characteristics that affect non-compliance with work safety rules.
- 8. Determination and control of risks of staff and managers' emotional burnout.
- 9. Development of methods for increasing the efficiency of professional education.
- 10. Training preparation and management.
- 11. Participation in change processes in organisations and coping with resistance to implement changes.
- 12. Professional orientation.
- 13. Psychological research of consumers.
- 14. Conducting "brainstorming" of the creative process.

The obtained results showed the demand for occupational and organisational psychology services in the Latvian labour market. All the above-mentioned services were assessed in the survey as quite relevant either by individual companies or by most of companies, regardless of their field of activity. Among the most requested services, the following ones can be mentioned:

- Research of the quality of business and interpersonal communication in the organisation.
- Research of the level of personnel loyalty in the company.
- Identification of workplace ergonomics components that will improve work productivity and reduce occupational disease and injury risks.
- Identification and control of risks of staff and managers' emotional burnout.
- Trainings for team building, increasing service quality and sales level, resolving conflict situations, developing personal and professional qualities of employees and managers.
- Psychological research of consumers (study of their motives, action factors that influence the choice of a product, brand; effectiveness of communication with consumers).

In conclusion, it should be noted that the demand of Latvian businesses for psychological services provides ample opportunities to employ occupational and organisational psychologists both as guest external experts for individual projects/services and as permanent employees in specific companies. Possible jobs include marketing and research agencies (interviews, brainstorming, focus group moderation; brand/product/service development professionals), career and personnel selection agencies, training and instruction managers\lecturers, occupational and organisational psychologists in the company (work with personnel, training, selection, counselling, etc.).

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 2021/2022 to the beginning of the 2022/2023 academic year, the number of students in the Professional Master Study Programme "Psychology" has decreased from 25 to 17 students (Table 5.1.1 of Appendix 5, Figure 5.1.1). In the 2021-2022 academic year, 14 students were admitted, while in 2022-2023, 6 students (Appendix 5, Table 5.1.1, Figure 5.1.5). The decrease in students can be justified by the fact that after completing the Bachelor Programme, some graduates chose to study Professional Master Study Programme "Psychology" in other Latvian universities (for example, one of the BIA graduates chose to study Forensic Psychology at the University of Latvia, another - Clinical Psychology).

The analysis of the trends of dropping out of studies shows that in the 2021/2022 academic year, 3

master's students suspended their studies, and in 2022/2023, 4 master's students (Appendix 5, Figure 5.1.6). Every master's student who decides to suspend his/her studies is asked to fill in a questionnaire on reasons for dropping out withdrawal The most frequently mentioned reasons are personal reasons (by choice, family reasons, financial debts, academic debts, contracting COVID-19).

In the period from 2020/2021 to 2022/2023 academic year, the number of foreign students has decreased from 5 to 4 students (students from Ukraine, Russia, and Finland) (Appendix 5, Table 5.1.3, Figure 5.1.4).

The Professional Master Study Programme "Psychology" is implemented in Latvian and English (Appendix 5, Table 5.1.2, Figure 5.1.3). In the 2021/2022 academic year, 22 master's students studied in Latvian and 3 master's students studied in English. In the 2022/2023 academic year, 13 master's students studied in Latvian and 4 master's students studied in English.

During the reporting period, the total number of graduates is 12 graduates (Appendix 5, Table 5.1.1, Figure 5.1.7).

As of 01.10.2023, the total number of master's students is 17 (Appendix 5, Table 5.1.1). This shows that the Professional Master Study Programme "Psychology" is competitive and meets both the requirements of the Psychologist Law and the entire situation in the labour market in the country.

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).

Not 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 management of the Professional Master Study Programme "Psychology" is an ongoing effort to balance the content of the study courses within the context of goal achieving. Mapping of the study courses included in the Professional Master Study Programme "Psychology" was carried out, analysing the connection of the study course planned results with the results achievable in the

study programme.

In general, 10 learning outcomes are defined for the programme based on the European Qualifications Framework (see parameters, see Appendix 8 “Mapping of study courses for achieving the learning outcomes of the study programme”). For the formation of theoretical understanding, the study courses must guarantee the outcomes of the EQI Level 7. That is, students must acquire the ability to demonstrate in-depth or expanded knowledge and understanding based on the latest discoveries in the field, a foundation for creative and research activity and competence that would allow the integration of knowledge from various fields, creating new knowledge, as well as developing research methods, while doing so ethically and conscientiously dealing with the consequences of their actions.

The majority of study courses require the ability to demonstrate in-depth or extended knowledge and understanding of psychology as a science, as well as knowledge and understanding of the latest developments in the professional field of Work and Organisational Psychology; to critically evaluate, analyse and compare different psychological theories, to understand the regularities of psychological science, as well as to understand scientific challenges in the interaction of different branches.

Students must be able to apply the professional performance skills set by the standard of the psychologist profession: psychological counselling skills, individual and group or organizational psychological assistance skills, psychological research (assessment) skills, skills to prepare psychologist's opinions, skills to provide feedback on the results of psychological research, skills to cooperate and work in a team and to cooperate with other professionals in the process of psychological reception of the client, the skills of evaluating one's performance. Able to successfully establish contact and effectively use communication skills in accordance with the needs of clients and psychologist's tasks, behaving supportively, respecting the boundaries of one's professional activities, neutrality, and honesty. Able to present a reasoned explanation and discuss complex or systemic aspects of the discipline or profession concerned both with professionals and non-professionals

In the study programme, several courses are aimed at developing research skills, conducting psychological research with appropriate methods, performing the necessary data analysis with appropriate data processing programs, as well as interpreting the results and writing an overview of the research results in the form of a scientific article, as well as presenting the research results; the ability to independently obtain, select and analyse information from both traditional and modern literary sources and use it when conducting scientific research.

Therefore, it can be concluded that upon completing the Professional Master Study Programme “Psychology”, the master's student will have achieved all the study results provided for in the study programme.

Relevance of study programmes and study courses to the industry

The Professional Master Study Programme “Psychology” has been established in accordance with the development of the psychologist profession in Latvia and the world (see the Programme Plan in Appendix 9 and Study Course Descriptions in Appendix 10), and is based on the standard of the psychologist profession (developed and agreed by the National Tripartite Council for Professional Education and at the meeting of the Tripartite Cooperation Sub-council for Employment of 12 June 2019, Minutes No. 4), the standard of the psychologist profession, in accordance with the Cabinet Regulations No. 633 “The procedure for the development of the occupational standard, the professional qualification requirements (if the profession is not approved by the occupational standard) and the sectoral qualification structure of the sector” of 27 September 2016, the

Cabinet Regulations No. 264 “Regulations on Classification of Occupations, Key Tasks of Occupations and Main Qualification Requirements” of 23 May 2017, the Cabinet Regulations No. 305 “Regulations on the National Standard of Professional Higher Education” of 13 June 2023 (Min. No. 32 § 29, Riga), as well as the Psychologist Law, which entered into force on 1 January 2018, where Section 3 stipulates that a person's right to pursue independent professional activity of a psychologist shall be confirmed by a diploma of higher education on the acquisition of an accredited study programme of bachelor's degree and accredited study programme of master's degree in psychology in the amount of at least 300 credit points, moreover, at least one of these programmes shall be a professional study programme. Also, the Law defines 6 fields of professional activity: educational and school psychology, occupational and organisational psychology, clinical and health psychology, forensic psychology, counselling psychology and military psychology.

In the Professional Master Study Programme “Psychology” of the Baltic International Academy, there is an opportunity to develop in-depth professional competence in Work and Organisational Psychology, in accordance with the fields of professional activity defined in the Law on Psychologists.

The Study Plan covers two academic years (four academic semesters) of full-time face-to-face studies, in Latvian and English cohorts. In the first year of study, students mainly study courses related to the acquisition of professional knowledge, skills, and competencies, while in the second year of study, the focus is on applying professional skills in practice and developing a master's thesis. The total scope of the programme is 120 credit points. It consists of: Compulsory part (Part A) and limited compulsory elective courses (Part B):

- Compulsory part (Part A) includes 3 parts (Part A1; Part A2 and Part A3) and totals 99 CP.

Part A1 of the compulsory part (Study courses that provide learning of the latest achievements in the theory and practice of the field (Occupational and Organisational Psychology) (21 CP) includes:

- Work Psychology (Theory and Practice) (12 CP)
- Organisational Psychology (6 CP)
- Personnel Psychology (3 CP)

Part A2 of the compulsory part (study courses in research work, creative work, design work and management) (9 CP) includes:

- Methods of psychological research, data analysis and interpretation (6 CP)
- Entrepreneurship and Management (3 CP)

Part A2 of the compulsory part (Practice) (39 CP) include:

- Practice I (6 CP)
- Practice II (6 CP)
- Practice III (12 CP)
- Practice IV (15 CP)

Part A4 State examination, which includes the development and defence of the master's thesis:

- Elaboration and defense of Master's thesis (30 CP)

2) Part B (limited compulsory elective courses (Work and Organisational Psychology) includes study courses in the amount of 21 CP. The limited compulsory elective part includes:

- Professional development of employees (3 CP)

- Business Communication in Organisation (Practical Work) (3 CP)
- Business Planning in Psychology and Marketing of Psychological Services (3 CP)
- Cross-cultural communication (theory and practice) (3 CP)
- Workplace counselling (6 CP)
- Work Ethics of Psychologist (3 CP)
- Latvian Language* (3 CP)

* In accordance with the requirements of paragraph 7 of Part 3 of Section 56 of the Law on Higher Education Institutions, which stipulates that “for foreign students the acquisition of the official language shall be included in the study course compulsory amount if studies in Latvia are expected to be longer than six months or exceed 30 credit points”, in the BIA Professional Master Study Programme “Psychology”, for foreign students the study course “Latvian Language” is compulsory and is included in part B, amounting to 3 CP (instead of the study course “Business Planning in Psychology and Marketing of Psychological Services”).

To ensure the acquisition of the aforementioned knowledge and competences, the content of the study programme includes such study courses as “Elaboration and defense of Master's thesis” and “Methods of psychological research, data analysis and interpretation”. These study courses more specifically guarantee the acquisition of competence - the ability to model problems and situations in the process and predict development.

The knowledge, skills and competences required in professional practice are provided, for example, by the study courses “Work Ethics of Psychologist”, “Workplace counselling”, “Work Psychology (Theory and Practice)”, “Professional development of employees” and “Business Communication in the Organisation (Practical Work)”.

As can be seen from the above, the development strategy of the study programme always considers the principle of interweaving of competences. That is, different knowledge and skills are learned in different study courses at different stages of the study plan to ensure and strengthen stable competences necessary for research and professional practice. Judging the alignment of goals and learning outcomes with the study course results, it must be concluded that this has been achieved in the study programme and that, in general, all study courses of the study programme form part of the learning outcomes necessary to achieve the goals.

To analyse the competitiveness of the BIA Professional Master Study Programme “Psychology” and compliance with the requirements of the labour market, a comparison was made with other programmes of this type in Latvia and abroad. BIA (see another Appendix “Comparison of the Professional Master Study Programme “Psychology” with similar study programmes in Latvia and abroad”).

Compliance of study programmes and study courses with scientific trends

All study courses of the Professional Master Study Programme “Psychology” have been updated, including the latest literature, as well as defining clear assessment criteria. All study courses incorporate: (1) basic research ideas, (2) qualitative and quantitative measurement tools are used, where special attention is paid to implicit measurement methods that students can use in their research work, especially in the field of Occupational and Organisational Psychology. (3) the ability to use the acquired knowledge in the practical lessons conducted in the Neurocognitive Implicit Processes Research Laboratory.

Summarising the mentioned information about the study process in the Professional Master Study Programme “Psychology”, it should be concluded that the changes made in the study programme correspond to the current needs of the occupational and organisational psychologists' labour market. The study programmes and the study courses developed therein comply with the modern

development trends of Psychological Science and offer a competitive education.

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).

Correspondence of the study programme and study courses to scientific trends

The study specialization of the BIA professional master's study program "Psychology" is related to work and organizational psychology, focusing on the analysis of the work environment and the optimal functioning of employees in a specific work environment; providing support in the process of professional self-determination, as well as in the implementation of preventive measures for health promotion with the aim of improving occupational safety and efficiency of employees.

Special attention is paid to the study of the cognitive mechanisms of implicit social cognition as well as to the applied research on implicit attitudes in various spheres of professional activity, which is organised in the BIA Laboratory of neurocognitive implicit processes. All courses in the Master's programme in Psychology have been updated to include the latest developments in theoretical and practical aspects of work and organisational psychology as well as to define clear assessment criteria. All work and organisational psychology courses incorporate (1) various psychological constructs of the professional developmental of employees; aspects of Personnel Psychology, Work Psychology, (2) a range of most commonly used quantitative and qualitative research tools and methodology, measurement of behaviour and non-behaviour, where special attention is given to implicit measurement methods, so that students can use them in their research, (3) possibilities to use the acquired knowledge in research carried out in the BIA Laboratory of Neurocognitive Implicit Processes.

Summarising the abovementioned information about the study process in the BIA Master's study programme "Psychology", it is concluded that the structure of the programme is logical, the programme promotes independent research activities and purposeful development of practical skills, that corresponds to the principles of psychology. The study programme and the study courses developed therein correspond to the contemporary developments of psychology and offer competitive education.

The modifications made in the study programme correspond to current issues and needs of the labour market. For example, in recent years, master's students have developed and defended master's theses related to the field of Occupational and Organisational Psychology: "Research of implicit and explicit attitudes towards success in connection with personality traits"; "The relationship between stress, professional burnout and depression among workers in the sewing industry"; "Research of attitudes towards healthy and unhealthy food using implicit and explicit methods". Similarly, BIA Doctoral degree applicants in Psychology have conducted several studies using innovative research methods (L. Simane: "Research of attitudes towards criminal violence using implicit and explicit methods"; Z. Vinogradova - "Research of attitudes towards safe driving/speeding using explicit and implicit methods").

At the beginning of 2023, B. Urbāne defended her doctoral thesis "Research of consumer attitudes towards Latvian and foreign product brands using explicit and implicit methods", which nowadays

is a quite relevant subject not only in Latvia, but also all over the world.

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 master's study program "Psychology" is designed to be able to achieve the goals of the study program by achieving the results of individual courses, observing the principles of student-centered education. The study program is implemented in Latvian and English, foreign guest lecturers can be attracted to teach certain courses. Each study course has a leading lecturer, who develops and improves the study subject to be taught. Descriptions of study programs are reviewed at the meetings of the Council of the study program "Psychology" and approved by the BIA Senate. Taking into account the diversity of students' needs, each lecturer within the study course uses appropriate learning paths and uses different ways of program implementation, using various pedagogical methods according to the circumstances:

Lectures - theoretical with elements of active teaching methods. At lectures lecturers integrate active teaching methods such as discussions, group work, analysis of problem situations, thus creating a democratic and free atmosphere in the learning process and promoting the development of critical thinking skills.

Seminar sessions with discussions on current issues in work and organizational psychology (theory and research). Seminars provide an in-depth understanding of the course content through scientific monographs and / or research papers, in the form of discussions and student presentations, as well as through group work, case studies or role-play techniques, thus developing problem-solving skills and promoting critical skills development.

Independent works - reports, essays, analysis of scientific articles, preparation of presentations. In *practical classes*, the focus is on training the student's practical skills for the work of a psychologist (using role plays, supervision, practical work records), as well as self-experience and promotion of emotional maturity (self-reflection, participation in personal experience groups and individual tasks).

In order to test the knowledge acquired in lectures and seminars and their application, tests, practical work, independent work, reports are used, which allow to evaluate the acquired knowledge in the learning process.

The ability of the teaching staff to create a creative atmosphere, to arouse students' interest and curiosity in the study process, develops the skills and abilities of master students to find various solutions in non-standard situations. Using interactive teaching methods, lecturers develop communication skills for master students, skills to work in a team and individually, as well as to interact with other specialists, as well as skills to provide feedback on the research results.

Therefore, taking into account the diversity of students' needs, each lecturer within the study course uses appropriate learning paths and uses different ways of program implementation, using

a variety of pedagogical methods according to the circumstances. In addition, in order to systematically improve the quality of the study process, the lecturers of the professional master's study program "Psychology" are actively involved in the Moodle system. In the Moodle environment, lecturers place study methodological materials, presentations, tests, which master students can use in the study process. Master students have the opportunity to submit homework and reports in the Moodle system, which the lecturers correct and inform them about the evaluation of the work. Also, master students have the opportunity to receive individual consultations from lecturers in the Moodle system, in BigBlueButton mode. This indicates that teacher consultations are in fact available to every Master's student.

Teachers act as mentors, who teach magistrates to receive, select, analyze and critically evaluate scientific information from various sources, to use it independently; to conduct research, develop and use innovative methods in psychology, process the obtained data, interpret them and eliminate their practical significance independently. In order to create a basis for the development of general scientific, instrumental, social, personal, cultural and professional competence, during the studies master students are involved in scientific projects implemented by the teaching staff of the study direction "Psychology", based on team work and focused on applied research. For the performance of scientific research, the Baltic International Academy uses a laboratory of neurocognitive implicit processes, equipped with computer hardware and software. Thus, the scientific research directions implemented by the lecturers are reflected in the master's theses developed by the students. Also, students, in cooperation with lecturers (supervisors), are involved in the preparation of 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.

In the study process and in the descriptions of study courses, paragraph 8 of Section 1 of the Law on Higher Education is observed (1 CP corresponds to the amount of study work of 25-30 hours). Cabinet Regulations No. 305 "Regulations on the National Standard of Professional Higher Education" of 13.06.2023 stipulates that from the scope of the master study programme (except for the scope intended for internship and the development of a diploma thesis (diploma project) and a master's thesis or a diploma thesis (diploma project) or a master's thesis) in full-time studies, no less than 30 percent shall be made up of contact hours. Professional Master Study Programme "Psychology" plan provides 30% of contact hours of the study programme. In addition to contact hours in the form of lectures and seminars, to implement the study programme's goals, objectives and planned innovative solutions for making, transferring and co-creating skills, knowledge and competences, several other courses are implemented in each study course in the format of contact hours, including individual consultations, guest lectures, participation in the BIA annual international student scientific conference and other wider public scientific and research events, such as conferences, seminars, and discussions. For a more detailed distribution of planned contact hours, see Appendices 9 and 10.

In accordance with the requirements of paragraph 7 of Part 3 of Section 56 of the Law on Higher Education Institutions, which stipulates that "for foreign students the acquisition of the official language shall be included in the study course compulsory amount if studies in Latvia are expected to be longer than six months or exceed 30 credit points", in the BIA Professional Master Study Programme "Psychology", for foreign students the study course "Latvian Language" is compulsory and is included in part B, amounting to 3 CP (instead of the study course "Business Planning in Psychology and Marketing of Psychological Services").

Considering that the study programme is implemented in Latvian and English, there is no difference between them in terms of providing the study programme.

Within the framework of the Professional Master Study Programme, special attention is paid to the

psychological adaptation of 1st-year foreign students. For example, various cultural events, visits to museums, scientific centres are organised, the purpose of which is to introduce the cultural environment, its values, and scientific achievements. Also, during the adaptation period, students get to know their fellow students and the teaching staff of the Study Field "Psychology".

Evaluation system. Clarity in the learning outcomes and assessment criteria is important. At the beginning of the study course, they are explained so that master students have an understanding of the set tasks and requirements. When developing criteria, lecturers emphasize not only the assessment of knowledge, but also the inclusion of skills, abilities and competencies. When developing assessment criteria, a wide range of tasks that students need to develop is included, as well as to encourage students to work in different situations. The description of the program of each study course indicates the expected study results.

The evaluation system used within the program complies with the regulations for the organization of BIA study course examinations (Approved at the BIA Senate meeting on July 09, 2020, protocol No. 143) (https://bsa.edu.lv/docs/nolikums/Regulations_Evaluation_Study.pdf).

The evaluation of study courses takes place in a 10-point system. As intermediate test methods, lectures and seminars use tests that motivate students to study independently throughout the semester, as well as allow to test the acquired knowledge and assess students' skills, analyze the material to be acquired. At the end of each course there is a final examination of the study course, written and / or oral examination, knowledge assessment tests, reports, essays are used, as well as practical knowledge acquisition courses, students independently develop study papers, confirming a certain level of professional skills. At the same time, forms of examination are used, such as recordings of the consultation process, development of research opinions, presentations in seminars, essays, etc.

The elaboration and evaluation of the master's thesis consists of several stages - elaboration of the research project, pre-defense of the theoretical and practical part, and in the end, the final defense of the master's thesis. Such a multi-level assessment system allows to follow the development and implementation of the master's research project, maintain the motivation of students and provide the necessary support, as well as ensure that the work is performed qualitatively. The evaluation of the practice consists of the practice report developed by the student and its defense, the evaluation of the practice supervisor (institution) and the opinion of the psychologist - supervisor on supervision during the visits and work supervision.

In general, lecturers have developed an appropriate and diverse assessment system, which is also evidenced by the information gathered in student surveys.

In general, the assessment system includes the following basic principles: *compulsory character of assessment* - education as an integral part of teaching and learning, in which students receive assessment of the acquisition of the compulsory content of educational programs; *openness, clarity and accessibility* of the content and criteria of assessment in accordance with the set goals and tasks of the educational program, as well as the goals and tasks of the study subject; *summation of achievements* - provision of reliable and useful information for students and teachers on student performance / work performance; *objectivity* of assessment - in accordance with the requirements of a specific educational program or study subject program, the content of assessment, course conditions, assessment criteria are the same for all students.

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).

Study practice is implemented at all study semesters.

During the **1st practice**, students train their skills, strengthen and develop practical skills in scientific research. The aim of the first practice (6 KP) is to strengthen and develop practical skills in scientific research. The practice provides students with an insight into various experimental implicit procedures under laboratory conditions, gives the possibility to foster skills in data processing, analysis and interpretation, as well as drawing conclusions, to enhance communication skills and to promote application of the principles of professional ethics in conducting the experiment. As a result, students are able to carry out scientific research using scientifically based methods; to independently direct the development of their competencies and specialization, to take responsibility for the results of personnel group work; to understand and apply the principles of ethics of psychology, as well as to make independent decisions and solve problems. During the practice, self-development skills of the student are developed too.

The main aim of the **2nd practice** (6 KP) is the acquisition of skills in applying methods to prepare lectures and seminars. The practice gives students the opportunity to get acquainted with forms and methods of lectures and seminars, to gain experience in organizing lectures and seminars under supervision. During the practice students develop their ability to use their communication skills as well as the principles of professional ethics in the process of professional communication; the ability to evaluate and justify methods and forms used in lectures and seminars; the ability to prepare documentation related to the content of the practice in compliance with the requirements of the curriculum and to reasonably defend the practice report argumentatively expressing their opinion. As a result, the student is able to understand and apply the principles of ethics in psychology, as well as to make independent decisions and solve problems; to show in-depth or expanded knowledge and understanding of psychology as a science in the professional field; to critically evaluate, analyse and compare different theories of psychology, to understand the regularities psychology, as well as to understand scientific problems in the interaction of different fields; demonstrate specific knowledge in work and organizational psychology.

The aim of the **3rd practice** (12 KP) is to acquire individual and group psychological research and professional counselling skills in organizations. The practice involves performing tasks such as acquiring individual and /or group psychological research skills under supervision; gaining practical experience as a psychologist in individual work with clients; gaining experience in describing the individual case and keeping psychological documentation; improvement of skills of data processing and analysis, formulation of grounded conclusions, preparation and defence of the practice report. As a result, the student is able to critically evaluate, analyse and compare different theories of psychology, to understand the regularities of the science of psychology, as well as to understand the problems of science in the interaction of different fields; the student is able to carry out psychological analysis (assessment); to be able to independently collect, select, analyse and use the information needed to assist the client; to be able to understand and apply the principles of ethics of psychology, as well as to make independent decisions and solve problems in

order to provide high quality psychological assistance services; to be able to successfully establish contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks, behaving in a supportive manner within the confines of their professional work and maintaining neutrality and integrity.

The aim of the **4th practice** (15 KP) is acquisition of psychologist's professional skills, strengthening and expanding psychological research and counselling skills in the organization. Students work as psychologists under the supervision of a practice supervisor. During the practice, students regularly work with at least two clients per week and 4 hours a week take part in a supervision group (5-6 students per group) with the practice supervisor. As a result, the student is able to apply the acquired knowledge of psychodiagnostics and counselling in practice; under supervision to use contact skills to maintain conversation and identify client's needs; to independently collect, select, analyse and use the information needed to assist the client; to successfully establish contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks within the confines of their professional work and maintaining neutrality and integrity; to prepare psychologist's opinions, to provide feedback on the results of psychological assessment, to demonstrate specific knowledge in work and organizational psychology; to provide psychological counselling and psychological help to individuals, groups and organisations.

All practices included in the programme are aimed at students' learning to apply the knowledge acquired in theoretical courses into practice. In the most direct way, students put into practice the knowledge gained in psychological research and psychological counselling courses. Each student has the opportunity to discuss their work as part of the practice, with individual guidance and support from the supervisor. Both assessment report and the process of psychological counselling are analysed. To provide students with diverse practice opportunities, two long-term contracts have been signed, with SIA Latenta and the Certification Centre of Latvian Railway correspondingly.

With other places of practice, fixed-term contracts are signed each year. For many years, there has been going on successful cooperation with various organizations, the cooperation enabling to provide practice in accordance with work and organizational psychology, such as Art Grupa, Ltd; Privated practice Jekaterina Bistrova; Dobele County Social Service; Baltijas Psiholoģiskās un Psihiatriskās palīdzības Konsultatīvais Centrs.

Practices for English language students are provided in accordance with (1) the Regulations on Practices at the Baltic International Academy (https://bsa.edu.lv/docs/2020/BSA_Prakses_nolikums_en.pdf); (2) BIA professional master's study program "Psychology" Practice Regulations and Methodological Instructions for the development and defense of the practice report (Approved by the BIA Senate on 26.08.2021. Decision No. 01/021).

The student chooses the practice place offered by the professional master's study program "Psychology" (from the database with cooperation partners, in Latvia and abroad) or chooses another practice place. The practice usually takes place in international companies (for example, Sociālo zinātņu un neirozinātnes pētījumu nodibinājums) or in various psychological associations. Cooperation is ensured on the basis of mutually concluded cooperation agreements, as well as on the basis of long-term collegial and friendly relations. In the last 3 years, BIA has actively developed cooperation with foreign higher education institutions. Cooperation with higher education institutions of the European Union according to the ERASMUS program allows not only to implement a student exchange program, but also to provide practices for students. For example, at the moment, an agreement of intent has been concluded on the provision of practice

with the public organization “Latvian Association of Psychologists and Psychotherapists”. The aim of the practice is to develop English language students with practical skills in psychological counseling and support, which are necessary in working with clients (taking into account the client's needs); to promote the acquisition of skills to provide psychological assistance to individual clients and groups, to observe professional ethics; to develop skills to prepare a psychologist's opinion; to develop the ability to establish contact and effectively use communication skills in accordance with the client's needs.

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).

Not 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.

In the period between 2020/2021 and spring 2021/2022, that also including the number of graduates until 01.02.2023, 27 Master’s theses were defended in the professional Master’s study programme. Master’s thesis is developed and defended according to a strictly regulated procedure (see Annex [Methodical Guidelines for Development and Defense of Master's Thesis](#)). For the breakdown of the Master’s thesis topics by field, see Table 2.6.1.

Table 2.6.1

Distribution of Master’s thesis topics by branches of psychology

Branch of psychology	Number of Theses
Personality psychology	5
Social psychology	8
Work and organisational psychology	8
Health psychology	2
Cognitive psychology	2
Legal psychology	2

Most students choose to write their academic papers on the topics in work and organisational psychology, that testifies to the fact that the topics of student papers are closely related to their further professional and academic interests. For example, master students have worked on such

topics as "The study of the relationship of professional burnout with personality traits and mental health of military personnels", "The study of the relationship of stress coping strategies with emotional intelligence and personality traits of the middle medical staff", "The relationship of job satisfaction with burnout and organizational commitment of construction industry specialists", "The study of relationship between satisfaction of life, psychological protection and syndrome of burnout among teachers", "Research of relationship between acculturation strategies, place identity and life satisfaction among Russian-speaking migrants in Germany", "A study of Latvian youth's ethnic attitudes, using explicit and implicit measures", "The study of attitudes toward brand of Latvian and foreign products using Self-concept implicit association test and self-assessment procedures". As it can be seen from the topics mentioned, the research is devoted to the study of different psychological phenomena in different occupations, most of which are associated with high risk.

Similarly, master students have chosen topics related to **health psychology**. For example, topics such as "Perception of occupational stress related to mental health and mental well-being of logistics professionals in the work environment", "Investigation of the relationship of attitudes towards food, measured by implicit and explicit methods and self-control".

Master students are also interested in topics related to **personality psychology, cognitive psychology and legal psychology**.

In cognitive psychology, topics such as "A study of Latvian youth's ethnic attitudes, using experimental procedure of unconscious evaluative priming and self-reporting procedures". **In personality psychology**, topics such as "Exploring explicit and implicit attitudes towards success using the IAT self-concept, self-assessment procedures and the relationship with self-esteem", "Study of implicit and explicit attitudes towards success and their relationship with personality traits", "Exploring the relationship between attitudes towards success using the implicit method with global self-esteem". **In Legal psychology**, topics such as "Research of the relationship between adult attachment styles and attitudes towards violence of sentenced and not sentenced males with an implicit method and self-report procedures", "Research of the relationship between attitudes towards violence and adult attachment styles of incarcerated violent male offenders and a control group with an implicit association test and self-report procedures".

The analysis of the above-mentioned topics leads to the conclusion that most of the Master's theses are of interdisciplinary aspect, the trait corresponding to the development tendencies of modern psychology. Special attention is paid to the study of cognitive mechanisms of implicit social cognition, as well as to the applied research of implicit attitudes in different spheres of professional activity. To study various psychological phenomena, master students actively develop new experimental procedures for Implicit Associative Test and Unconscious Emotional Priming

Analysing the assessment of the Master's theses, it can be concluded that more than a half of graduates were graded with "good", "very good" and "excellent". In recent years, there is a tendency to have a wider range of grades in the evaluation of master students, the peculiarity explainable by stricter evaluation criteria.

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.

The methodological and informational support provided by BIA is sufficient to ensure a quality study process in the Professional Master Study Programme "Psychology".

The Moodle study e-environment has been used since 2015. The lecturers of the study programme have created study courses in the Moodle system, in which students have access to learning support materials, a description of the study courses and the requirements for studying the study course. In several study courses, students take tests, submit homework, and communicate with the lecturer in the Moodle environment. Lecturers provide feedback on students' work. The Moodle and BigBlueButton systems have been created with the aim of expanding the opportunities for lecturers to contact as large an audience as possible (including in branches) and to enable communication during classes with the audience in two directions: lecturer - audience; audience - lecturer.

BigBlueButton program provides:

- Lectures and seminars, discussions in the virtual environment,
- Live online consultations before the exam or test,
- Students can attend lectures, seminars, and practical classes online, ask the lecturer questions of interest, present homework, and group work, as well as discuss with fellow students and the lecturer,
- Listen to the seminars of practitioners and guest speakers,
- Participate in scientific conferences, etc.

BIA's information system NEXUS and "My BIA" play an important role in informing students and lecturers. Students and lecturers can familiarise themselves with the schedule of classes and rooms, as well as consultation times in the My BIA system. All important information and notifications are placed in the My BIA system in the Notifications section. In the My BIA system, students can view their academic progress, as well as information about financial payments and debts.

Full information about the study programme, its scope and content are available on the BIA website, which is an important source of information for both students and potential students.

Practically all teaching staff from Riga involved in the implementation of the professional study programme use the electronic learning environment - e-studies: video lectures, video seminars and video consultations on the MOODLE platform, Web meetings, SKYPE consultations, ZOOM, the option of the Whatsapp group information platform, video calls, SMS, e-mail, etc.

On 21 February 2020, to ensure academic integrity and prevent cases of plagiarism, BIA signed an agreement with the University of Latvia on *the educational institution joining the plagiarism control system*.

Students of the Professional Master Study Programme "Psychology" can use the resources of the BIA library. The purpose of the library is to provide the students of the study programme with a high-quality study process and scientific activity and to provide informational services to students and lecturers.

A total of 529 titles have been procured in the BIA Library for students of the Academic Bachelor Study Programme "Psychology", including 185 titles in Latvian, 235 titles in English and 109 titles in other languages (see Table 3.3.1). It can be concluded from the Table that the available resources meet the conditions for the implementation of the Master Study Programme.

Table 3.3.1

Analysis of the book collection of Professional Master Study Programme "Psychology" (number of titles)

UDK	Department	Total	LV	ENG	other
174	Work Ethic of a Psychologist	11	5	6	-
301(K)	Business Communications. Intercultural Communications	44	16	23	5
301(P)	Cross-Cultural Psychology	21	3	11	7
15(D)	Occupational Psychology and Engineering Psychology	5	1	1	3
331	Labour.Labour Economy.Labour Market.Occupational Medicine.Occupational Ergonomics	19	14	1	4
331.1	Employee Professional Development	13	-	9	4
331.8	Human Resource Management	18	2	16	-
331.87	Personnel Management	47	20	9	18
331.871	Organisation Leader. Work Motivation. Teamwork	23	8	8	7
331.88	Psychology of Leadership	11	-	5	6
338.2(P) 338.20	Organisational Psychology	50	11	31	6
338.24 339.2	Business Planning and Service Marketing	29	12	13	4

338.2 338.22 338.23	Business and Management	71	40	23	8
304	Sociological Studies	21	4	11	6
150	Methodology of Psychological Research	48	9	30	9
009	Development of Research	30	14	11	5
612.1 150.2 152.1	Psychological Counselling	40	9	14	17
	Internship I	10	5	5	-
	Internship II	7	4	3	-
	Internship III	6	3	3	-
	Internship IV	5	4	1	-
Total		529	185	235	109

The library consists of two parts - a delivery desk and a reading room. 11 computers with Internet access are placed in the reading room for students' convenience, printing and copying facilities are provided. There are also opportunities to work with portable computers. The library regularly receives periodicals published both in Latvia and abroad. Students and academic staff in the library have access to electronic databases. The library also provides copying, printing, and scanning services.

For students of the Academic Bachelor Study Programme "Psychology", the study process takes place in Riga: on 4 Lomonosova Street and 1/4 Lomonosova Street. The mentioned buildings have auditoriums equipped with modern studio technical aids and white boards; the possibility to use a TV, VCR, video camera, multimedia projector is provided. Many auditoriums are equipped with a stationary multimedia projector, screen, computer with Internet connection and other technical means. Free wireless Internet (Wi-Fi) is available in all buildings. Cafes are located on the 1st floor of the buildings for the needs of students and employees of the Academy, as well as vending machines for the purchase of various drinks.

More information on the assessment of the material and technical resources is available in Subsection 2.3.2 of the Study Filed.

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).

Not 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).

The main source of funding for the study process of the Professional Master Study Programme “Psychology” is the tuition fee (see Table 3.3.1). The amount of tuition fees and the payment procedure for each study year are determined and approved by the BIA Senate. BIA has established the following options for paying tuition fees for students:

- for the entire programme at once,
- for the entire academic year,
- for one semester,
- per month, in accordance with the payment schedule provided for in the agreement, strictly observing the payment terms and amounts to be paid.

Table 3.3.1

Annual tuition fee for the Professional Master Study Programme “Psychology” for the academic year of 2021/2022 and 2022/2023 (EUR)

Academic year	Professional Master Study Programme “Psychology” (full-time)	Professional Master Study Programme “Psychology” (part-time)
	Latvian-language cohort (EUR)	English-language cohort (EUR)
2021/2022	1800	
2022/2023	2150	2300

Note. In the 2022/2023 academic year, students from foreign countries were admitted in the English cohort.

Table 3.3.2

Expenses of the Professional Master Study Programme “Psychology” per student in the 2021/2022 academic year

Study programme title	Professional Master Study Programme “Psychology”	
	EUR	%
Wages	836	51.85
<i>to academic staff</i>	<i>447</i>	
<i>to administrative staff</i>	<i>199</i>	
<i>to general personnel</i>	<i>190</i>	
Employer’s state social insurance mandatory contributions, social benefits, and compensations	184	11.39
Goods and services	378	23.42
Capital formation	136	8.43
Other expenses	95	5.91
Total expenses	1 612	100

During the analysed period, the Professional Master Study Programme “Psychology” managed to maintain a positive balance between income and expenses.

The expenses of the *Professional Master Study Program “Psychology”* per student are 1612 EUR per year. Thus, study expenses (including per student) are completely covered by income per student. For the needs of the study programme and the achievement of the learning outcomes, the necessary informative, material, and technical resources are provided, which are available both within the study field (see Subsections 2.3.1, 2.3.2 of Part 2 of the Study Field) and in the Academy as a whole. Specific provision includes the following resources:

1. Development of the Laboratory of Neurocognitive Implicit Processes - 11,274 EUR,
2. Purchase of the SPSS program - EUR 9,527,
3. Participation in international conferences - 2,500 EUR.

The funding system is organised in such a way that every student, regardless of the number of students in the group, is provided with all the conditions for quality education. This mean ensuring the necessary number of contact hours, availability of library resources, e-study environment, and research activities. The BIA Founders use their right to control expenses and determine the minimum number of students in the study programme, thus making it possible to train students in 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 professional Master's study programme "Psychology", with its composition of the teaching staff shown in the tables 4.1.1 - 4.1.2.

The implementation of the professional Master's study programme "Psychology" in Riga envisages attracting 13 members of teaching staff. By academic positions (see Table 4.1.1), they are two professors (15.4%), three associated professor (23.1%), 6 assistant professors (46.1%), one guest lecturer (7.7%) and one senior researcher (7.7%).

Table 4.1.1

Academic positions of the teaching staff. The professional MAster's study programme "Psychology"

	Associate professors		Professors		Assistant professors		Lecturers		Senior Researcher		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
BIA elected	2	15.4	2	15.4	5	38.4	0	0.0	1	7.7	10	76.9
BIA non-elected	1	7.7	0	0.01		7.7	1	7.7	0	0.0	3	23.1
Total -13	3	23.1	2	15.4	6	46.1	1	7.7	1	7.7	13	100.0

By academic degrees (see Table 4.1.2), 9 (7 BIA elected, 2 BIA non-elected) have a doctoral degree (69.2%), 4 (3 BIA elected, 1 BIA non-elected) have a Master's degree (30.8%), with two of them are PhD candidates.

Table 4.1.2

Academic degrees of the teaching staff. The professional Master's study programme "Psychology"

	Doctors		Masters		Total	
	%	Number	%	%	Number	%
BIA elected	7	53.8	3	23.1	10	76.9
BIA non-elected	2	15.4	1	7.7	3	23.1

Total -13	9	69.2	4	30.8	13	100.0
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Summary

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 related directly 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 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 qualified scientists and practitioners provides and promotes master students to acquire in-depth and expanded knowledge and achievements in work and organizational psychology. It also promotes the ability to evaluate critically, analyze and compare different theories of psychology, as well as to understand the regularities of the science of psychology in an interdisciplinary aspect.

The ability of the teaching staff to create a creative atmosphere, to arouse students' interest and curiosity in the study process, develops the skills and abilities of master students to find various solutions in non-standard situations. Using interactive teaching methods, lecturers develop communication skills for master students, skills to work in a team and individually, as well as to interact with other specialists, as well as skills to provide feedback on the results of research.

During the practice, highly qualified specialists - practitioners, develop master students' skills in psychological counseling and support, which are necessary for work with clients (taking into account the client's needs); acquires skills to provide psychological assistance to individual clients and groups, to observe professional ethics; to develop skills to prepare a psychologist's assessment; develops the ability to establish contact and effectively use communication skills according to the client's needs.

The scientific activity of the teaching staff is directly related to the development of students' scientific activity skills. The lecturers of the professional master's study program "Psychology" have a high scientific potential, which is confirmed by the existing scientific publications, which can be found in international databases. Teachers act as mentors, who teach master students to independently receive, select, analyze and critically evaluate scientific information from various sources, to use it; to independently conduct research, develop and use innovative methods in psychology, process the obtained data, interpret them and eliminate their practical significance.

For the performance of scientific research, the Baltic International Academy uses a laboratory of neurocognitive implicit processes, equipped with computer hardware and software. Thus, the scientific research directions implemented by the lecturers are reflected in the master's theses developed by the students. Also, students, in cooperation with lecturers (supervisors), are involved in the preparation of 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 teachers stems from their ability to create and use various computer technologies in the teaching process; to develop teaching-methodological materials that provide students with independent acquisition of knowledge, such as electronic books. This, in turn, will provide an opportunity in the near future to expand the distance learning environment, access to laboratory equipment in European universities and the international integrated education system.

For the implementation of the Professional Master Study Programme "Psychology", highly qualified lecturers who are experts in the field and specialised in the topics of the relevant study course have been recruited. For example, L. Simane (certified psychologist in Forensic Psychology) gives courses: Practice III, Practice IV, Business Planning in Psychology and Marketing of Psychological Services; I. Plotka (certified psychologist in Work and Organisational Psychology) gives courses: Organisational Psychology, Work Psychology; J. Lipovska (certified psychologist in Work and Organisational Psychology, psychologist - supervisor) gives training courses: Practice III, Practice IV; V. Petlaka (certified psychologist in Counselling Psychology, psychologist - supervisor) gives training courses: Practice 4, Work Ethics of Psychologist; V Rascevskis (certified psychologist in Counselling Psychology) gives a course in Workplace counselling.

Teaching staff engaged in research work are also involved in the implementation of the programme. For example, Irina Plotka and Nina Blumenau, while conducting scientific research in the field of Psychology, invest their experience in subjects such as "Methods of psychological research, data analysis and interpretation" and "Elaboration and defense of Master's thesis".

At the beginning of 2023, B. Urbane defended her doctoral thesis "Research of implicit and explicit attitudes towards Latvian and foreign food product brands", which used innovative research methods. She invests her experience in such subjects as: Practice I (scientific practice), Practice II (lecturing practice), and Personnel Psychology.

In general, the qualification of the teaching staff is assessed as appropriate. In the implementation of the professional master's study program "Psychology", the scientific and pedagogical experience of the teaching staff ensures the achievement of the goals of the educational program, as well as master students to develop appropriate knowledge, skills and competencies, achieving the set study results.

The qualification of the teaching staff and its efficiency are regularly assessed in the annual surveys of master students.

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.

In the period from 2020/2021 to the fall of the 2021/2022 academic year, the analysis of the dynamics of teaching staff shows that the number of teaching staff has slightly decreased from 15 to 13 teachers. Not only the quantitative composition of the teaching staff has changed, but also qualitative changes were made. This results from the policy of development of teaching staff, involving in the teaching process the staff, most of whom have a Doctoral degree in social sciences. 2023, BIA graduate Biruta Urbāne defended her doctoral thesis "Research of implicit and explicit attitudes towards Latvian and foreign food product brands", obtaining Doctor's degree (Ph.D.) in social sciences (in the sub-field of Social Psychology). There are also positive trends related to the increase in the number of Associate Professors and Professors working for the Master Study Programme "Psychology". In the period from 2020/2021 to 2021/22: Irina Plotka (Professor, repeatedly for 6 years), Associate Professor Gershon Breslavs (Ass. Prof., repeatedly for six years); Jurijs Kočetkovs became a Professor in Economics (sub-field "Econometrics").

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).

Not 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).

Not 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).

The following forms of cooperation among teaching staff are used to improve the quality of the academic and scientific activities of the study programme implementation:

- Mutual attendance of lectures/classes, master classes/exams by the lecturers of the Academy, which allows to evaluate the strengths and weaknesses of the work,
- Preparation of annual reports of the Academy's lecturers on academic and scientific activities, publications, participation in scientific research and scientific conferences,
- Promotion of the international exchange of Academy's lecturers by attracting funding from international funds and creating the opportunity for Academy's lecturers to gain experience in foreign higher education institutions,
- Inviting highly qualified guest lecturers and lecturers to give study courses, conduct master classes, including from foreign higher education institutions,
- Analysis and assessment of the study programme content by preparing self-assessment reports for the past academic year. The obtained data and conclusions are examined at the sessions of the Council and Senate of the Study Field "Psychology",

- Control and analysis of study process and teaching quality, which is regularly carried out by the Council of the Study Field “Psychology”,
- Survey and analysis of graduates' work skills and suitability for the labour market,
- Student surveys, obtaining an opinion on the implementation of specific courses of the study programme, compliance of the content and form of presentation with the requirements of study quality,
- Use of external experts to assess the study process and student knowledge,
- Strategic planning of the study process, analysing the weak points of the study programme, their prevention, and opportunities for programme development.

The Head of the Study Programme discusses with the lecturers the content of the study course and the interconnection with other study courses. If necessary, the content of study courses is specified. Usually, such conversations take place before the beginning of the study semester of the study year or before starting a new study course.

Cooperation between lecturers is usually discussed at the end of the semester at the meetings of the Study Field “Psychology” Council, when not only the members of the Study Field “Psychology” Council, but also all the lecturers of the semester participate.

A good connection and cooperation have been established with the lecturer of the study course “Internship I” B. Urbane, who also regularly offers internships to students in the Laboratory of Neurocognitive Implicit Processes of the Baltic International Academy. Also, a good cooperation has been established with the lecturer of the study course “Organisational Psychology” L. Simanevigate, who regularly offers internships to foreign students in Latvia.

Evaluation of the study course by students (at the end of the course) is one of the means to prevent content overlap or other imperfections. In turn, communication between the representatives of the course and the Head of the Study Programme is used for operational response (see Subsection 2.2.4 Part 2.2 Appendix [Analysis and evaluation of the results of student, graduate and employer surveys.doc](#) _

The achievement of goals of the Professional Master Study Programme “Psychology” is ensured by the highly qualified academic staff, with professors and associate professors in its core and qualified teaching staff (docents, lecturers). See Table 4.5.1 for the ratio of the number of students to teaching staff within the Professional Master Study Programme “Psychology” as of 01.10.2023.

Table 4.5.1

The ratio of the number of students to teaching staff within the Professional Master Study Programme “Psychology”, as of 01.10.2023

Study programme	The ratio of the number of students to teaching staff for full-time studies	The ratio of the number of students to teaching staff for the Latvian-language cohort	The ratio of the number of students to teaching staff for the English-language cohort
Professional Master Study Programme “Psychology”	1.3	1.0	0.3

The BIA Founders use their right to control expenses and determine the minimum number of students in the study programme, thus making it possible to train students in small groups. This

applies to the English-language cohort since these students were admitted only from the 2022/2023 academic year.

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	Sample Dipl with attachment PS120_eng_merged.pdf	Parsugi Dipl ar pielikumu PS120_lv_merged.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	Appendix 5. Statistical data on students in the Professional Master Study Programme "Psychology".docx	5. Pielikums Statistiskas dati par studējošajiem profesionālās maģistra studiju programmā "Psiholoģija".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 Standards	Annex 6. Compliance of the Professional Master Study Programme Psychology with the National Education Standards.pdf	6. pielikums_Profesionālās maģistra studiju programmas „Psiholoģija” atbilstība valsts izglītības standartam_15082023.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)	Annex 7. Compliance of the professional Master's study program "Psychology" with the profession standard.docx	7. Pielikums_Profesionālās maģistra studiju programmas "Psiholoģija" atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Correspondence of the study programmes of the study direction "Psychology" to the specific normative regulation of the relevant branch Eng_15082023.docx	Studiju virzienu studiju programmu Psiholoģija atbilstība atbilstošās nozares specifiskajam normatīvajam regulējumam LV_15082023.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex 8. Mapping of study courses for achieving study results of the Professional Master's study programme Psychology.docx	8. pielikums. Studiju kursu kartējums profesionālās maģistra studiju programmas "Psiholoģija" studiju rezultātu saņemšanai.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Appendix 9. Professional master studies' programme Psychology plan.docx	9. pielikums Profesionālās maģistra studiju programmas Psiholoģija plāns.docx
Descriptions of the study courses/ modules	Appendix 10. Description of study courses of the Master's study program "Psychology".pdf	10. pielikums. Profesionālās maģistra studiju programma "Psiholoģija" kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)	Professional Master Study Programme "Psychology" Internship Regulations.doc	Profesionālās maģistra studiju programmas Psiholoģija prakses nolikums.doc
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)		