

APPLICATION

Study field "Internal Security and Civil Protection" for assessment

Study field	<i>Internal Security and Civil Protection</i>
Title of the higher education institution	<i>Biznesa augstskola Turība</i>
Registration code	<i>3393800213</i>
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Self-evaluation report

Study field "Internal Security and Civil Protection"

Turība University

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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,.

Turiba University (TU) was founded in 1993 under the name "Turība" Ltd. Training Center. In 1998, the name was changed to the Turiba university, Ltd. Since 2009 the name of the educational institution is Turiba University.

08.05.1997. accreditation certificate No.002 has been issued to the higher educational establishment "Turiba Teaching Center", which gives the right to implement accredited study programs and issue state recognized diplomas for the acquisition of higher education. Educational establishment registration No.3343800213.

TU operates in accordance with the regulatory enactments governing higher education and scientific activities, as well as the Constitution of the University.

The university implements 31 study programs in eight directions, 13 of which are also available in English.

Study direction:

- 1) "Law Sciences" (accreditation page No. 2021/42, accreditation term 26.08.2027.) - 5 programs.
- 2) "Economics" (accreditation page No. 2021/66, accreditation term 28.10.2027.) - 3 programs.
- 3) "Information and Communication sciences" (accreditation page No. 2022/16, accreditation term 28.10.2027.) - 4 programs.
- 4) Management, Administration and Real Estate Management" (accreditation page No. 2021/33, accreditation term 05.08. 2027.) - 8 programs.
- 5) "Hotel and Restaurant Service, Tourism and Recreation Organization" (accreditation page No.102, accreditation term 31.12.2024.) - 4 programs
- 6) "Internal Security and Civil Protection" (accreditation page No. 55, accreditation term 31.12.2024.) - 3 programs.
- 7) "Information Technology, Computing, Electronics, Telecommunications, Computer Control andComputer Science" (accreditation term 14.09.2029.) - 2 programs.
- 8) Health Care (accreditation term - 15.12.2028.) - 2 programs.

General information about TU branches:

1. Cesis Branch. Established in 2002 as Cesis Study Center. 5/29/2003 is registered in the Register of Educational Institutions as a branch of Turiba University, Cesis branch.
2. Talsi Branch. Established in 2002 as Talsi Studies Center. 5/29/2003 registered in the Register of Educational Institutions as Talsi Branch of Turiba University.
3. Liepaja Branch. Established in 2002 as Liepaja Study Center. 5/29/2003 registered in the Register of Educational Institutions as Liepaja branch of Turiba University.

Table 1.1.1. **Dynamics of the number of students in the higher education institution during the evaluation period**

Year	All students			Matriculated in the 1st study year			Graduates		
	Full	Part	Sum	Full	Part	Sum	Full	Part	Sum

2018	2000	1513	3513	717	461	1178	354	168	522
2019	1771	1562	3333	690	472	1162	337	153	490
2020	1512	1848	3360	605	649	1254	339	173	512
2021	1256	1971	3227	432	550	982	310	209	519
2022	1168	1978	3146	419	559	978	265	222	487
2023	1344	1930	3274	670	609	1279	204	315	519

Full for full-time students, Part for part-time students

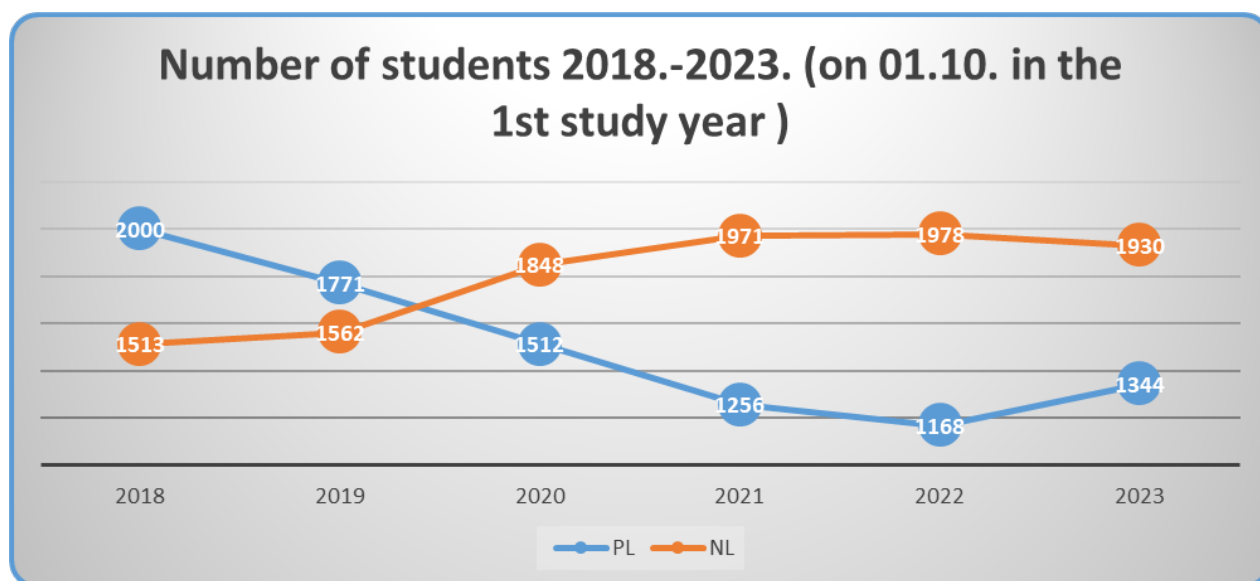


Fig. 1.1.1. Number of students 2018 - 2023

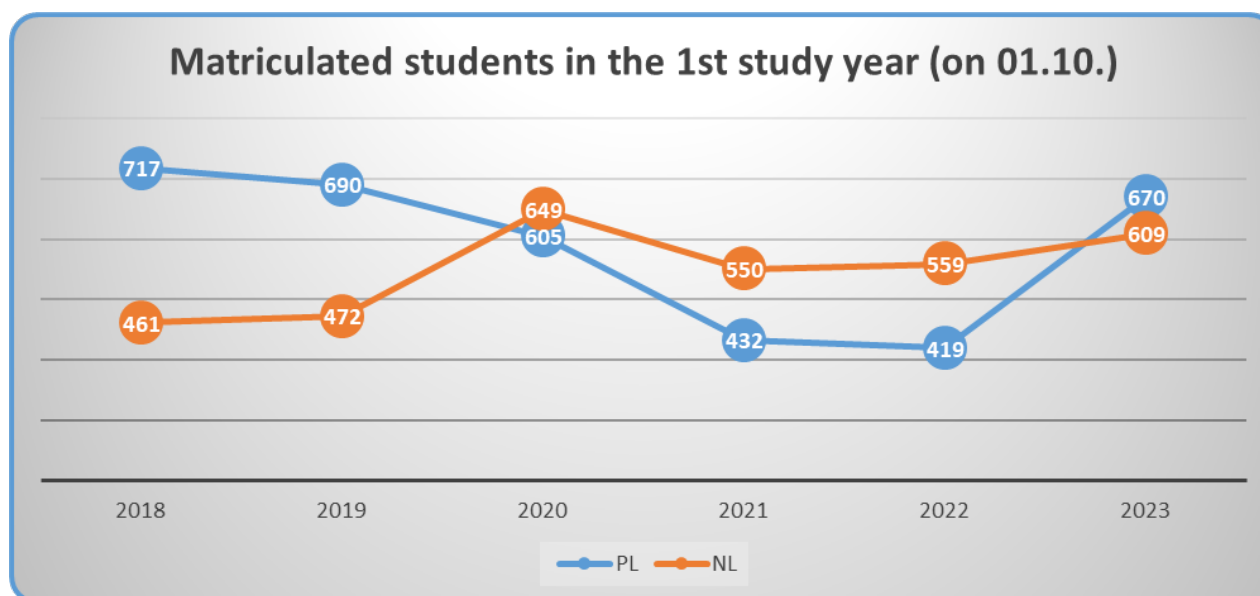


Fig. 1.1.2. Matriculated students in the 1st study year

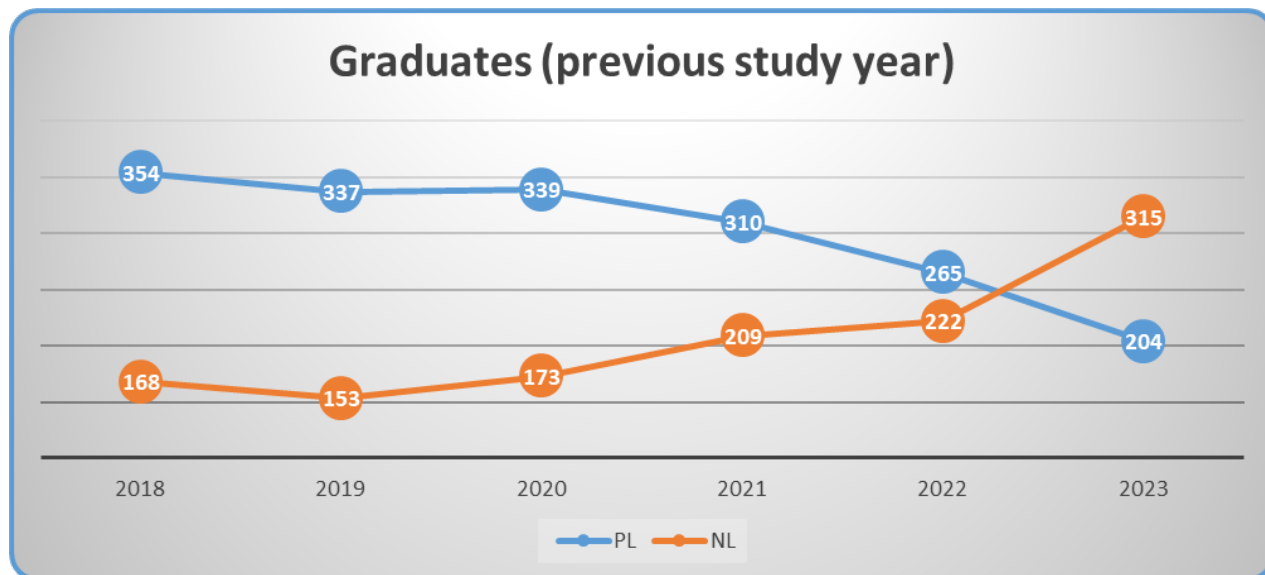


Fig.1.1.3. **Graduates**

PL for full-time students, NL for part-time students

DEVELOPMENT STRATEGY 2021-2025 was developed in 2020 (last update in 2021).

The strategy was developed to promote the sustainable development of the university, supporting the necessary changes that are determined by the challenges in the Latvian and European higher education space. The strategy promotes the involvement of University employees, students and cooperation partners in achieving the set goals. The goals of study programs and study directions are aligned with the strategic goals of the university.

Vision: *Turība* University - a modern and internationally competitive business education institution in the Baltic region, the ideological driving force behind the development of entrepreneurship in Latvia.

Mission: We promote a paradigm shift by promoting understanding of business environment and economic processes, sustainable lifestyle and the importance of green technologies.

Values: Freedom. Susceptibility. Competence.

Main goal: Studies at *Turība* University of Business are characterized by interdisciplinarity, internationalization, green technologies and enrichment of personal development experience.

TU strategic goals for 2021-2025:

1. TU is an opinion leader in the national economy, promoting the development of business, as well as changing the paradigm of society's thinking in the direction of a sustainable lifestyle.
2. TU is a leading university in the field of green technologies, becoming a think tank for supporters and implementers of this idea.
3. TU ensures a close connection between business and applied science, implementing current and meaningful research.
4. TU is a stable, balanced growing and profitable university in the long term - an example of a business model in a world of change.
5. Professional personnel related to the labor market with 21st century. appropriate skills and competences.
6. Students are satisfied with the study environment and content.

In order to assess the level of fulfillment of strategic goals, the most important indicators and achievable results (Key Performance Indicators) have been defined, which are measured and evaluated every year.

All study programs implemented by the university have been updated in accordance with the TU development strategy for 2021-2025 in order to achieve the goals set therein.

The TU Development Strategy for 2021-2025 is publicly available to all involved parties.

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.

Founder / Board. Founder-created executive body for managing Turiba University (TU) in strategic and financial matters. Proposes rector's candidature for election to the Constitutional Assembly and removal of the Rector, makes proposals to the Senate to convene an extraordinary Constitutional meeting, decides in cooperation with the Senate on academic and scientific issues, mauent Assembly kes proposals to the Senate on establishment, reorganization or liquidation of TU Draft Constitution or its amendments, etc.

Constituent Assembly. The highest body for the representation, management and decisionmaking of TU academic and scientific activities. Adopt and amend the TU Constitution, elect and

dismiss the Rector in accordance with the Constitution, listen to the Rector's report, elect the Senate and the Academic Arbitration Court, approve the Senate and Academic Arbitration Regulations, elect the Chairman of the Constitutional Assembly, deputy chairman and secretary. The Constitutional Assembly shall consist of twenty representatives (twelve representatives shall be elected from the academic staff, four representatives from the students and four representatives from the general staff).

Senate. The collegial management body and decision-making body of TU personnel, which approves the rules and regulations governing all areas of the University's activities. The Senate appoints professors, associate professors, leading researchers, researchers with whom to conclude employment contracts, approves study directions, programs and calendar schedules, decides on issues of academic and scientific activities of the higher education institution and departments, academic positions and their election procedure, approve the documents regulating the study process, decide on the establishment of the Council of Advisers, the composition of which is recommended by the TU Board, and approve the regulations of the activities of the Council of Advisers, etc.

The Senate is made up of 28 senators, 21 of whom are academic staff, 1 is from the TU Board and 6 are from the Student Council.

Advisory Convention. Advises the Senate and the Rector on the development strategy of the School.

Faculty councils. The Council evaluates and submits to the Senate proposals for the establishment, reorganization or liquidation of the structural units of the Faculty, examines the study field self-evaluation reports and reports on the actions taken to improve the study field. The Council evaluates and provides proposals to the Dean of the Faculty on the quality of study programs, student success and compliance of the study programs with the labor market requirements, basic directions of the academic activity of the Faculty, its development strategy and perspectives; faculty scientific research and international co-operation directions, new study programs and their director candidates, additions and enhancements of existing study programs,

on closure of some existing programs.

The council comprises 30% of the academic and general staff, 50% of the industry professionals and 20% of the students.

The basic documents of TU activities are the **Statutes of the TU** and the **Constitution of the Turiba University**. The TU organizational structure is defined in the TU organizational chart approved by the Board. The tasks and administration of each structural unit are specified in the structural regulations, but the duties of each employee are described in the job descriptions and job descriptions, in the work instructions.

The main TU long term planning document is the strategy, which is reviewed every 5 years. Currently the Strategic Guidelines 2016-2020 approved by the TU Senate are relevant. years.

TU **Ethics Policy** contains ethical principles and norms that are binding to TU employees in their attitude to work, in their interaction, and in their relations with governmental and nongovernmental institutions and business partners. Issues relating to restrictions or violations of academic freedom and rights are dealt with by the TU Academic Arbitration Tribunal, which operates in accordance with the Bylaws of the **Academic Arbitration Court**.

The **Study Regulations** are the basic document regulating the study procedure in the study programs implemented by TU. It describes the organization of the study process, examinations and assessment, internships and study papers, final examinations, as well as the rights and obligations of students and lecturers.

The **Examination regulations** determine the types and forms of examinations, the rights and obligations of students and lecturers. The composition of the state examination commission, the procedure for approving the supervisors and the composition of the commission, the rights and obligations of the supervisor, the procedure for submitting and reviewing the work and taking the examination, the student's rights, as well as the appeal procedure are specified in the **State examination regulations**.

The practice, preparation, defense and evaluation of the practice report are carried out in accordance with the **Practice Statute**, while the procedure for approving and evaluating the topic of study papers and supervisors and the obligations of students are set out in the **Regulations on Application and Defense**.

The **Regulations on the Development and Design of Independent Research Papers** set out and approve requirements for the preparation and presentation of research papers.

Requirements for passing tests, assessment criteria, pedagogical methods, etc. are defined in the course descriptions.

The **Academic Honesty and Plagiarism Regulations** set out the basic principles of academic integrity for TU administration, academic, scientific and general staff, and the procedure for identifying and preventing plagiarism in student, faculty, and research papers.

TU scheme (ENG) is also attached. Access to documents marked "internal link" will be provided during the expert's visit or at the request of the approved expert.

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.

Turiba University (TU) is a **Quality Policy**, defined and approved by the Senate, which aims to promote the implementation of the TU strategy and to ensure consistently high quality as defined in the quality policy. There are general guidelines for quality policy, but detailed quality assurance

activities are described in TU internal regulatory documents which cover a wide range of documents (policies, regulations, procedures, etc.).

The quality policy is published both on TU employees' intranet page, on BATIS and on www.turiba.lv. The quality policy is implemented by all TU units and their employees both within the unit and individually.

The Quality Management Manual is a Senate-approved description of maintaining the TU Quality Management System. Its purpose is to ensure that all TU employees have a common understanding of TU quality standards.

The Quality Management Manual, together with other TU internal regulations, is available to any TU employee on the TU Employee intranet page, as well as in paper form. The TU internal normative documents binding on students are published on the TU website and in the BATIS student information system in accordance with the Senate approved list of "Binding documents published on the Internet and in the BATIS student information system". Information on amended documents as well as changes in specific documents, BATIS students and Outlook Public Folders are regularly published.

The TU quality management system is implemented in accordance with the requirements of Article 5 (21) of the Law on Higher Education Institutions of the Republic of Latvia, Standards and Guidelines for Quality Assurance in the European Higher Education Area (hereinafter - ESG) and ISO 9001 guidelines.

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Basic principles of TU quality management system:

- customer orientation;
- leadership and staff engagement;
- process approach;
- continuous improvement;
- evidence-based decision making;
- customer relationship management.

The aim of TU quality management system is to increase the efficiency of TU and the satisfaction level of all stakeholders through continuous improvement.

TU defines the following quality management document structure:

- Strategic Planning Documents (TU Strategic Guidelines with Vision Mission, Goals, Goals and Indicators for Performance Control, SWOT Analysis, Study Area Development Plans);
- Policies (Quality Policy, Ethics Policy, Personnel Policy, Personal Data Processing and Protection Policy, Security Policy for Information and Communication Technology Systems, Energy Policy, etc.);
- documents describing the process (regulations, rules, procedures, lists, diagrams);
- planning documents (work plans of structural units, individual work plans of lecturers);
- Supporting documents (order, personnel, correspondence, document forms, references, deeds, minutes, reports, records, etc.).

Responsibility is defined in the Regulations of the Faculties and other regulations, procedures and job descriptions of the structural units.

The Chairman of the Management Board is responsible for the quality management system at TU. The quality manager is responsible for designing, maintaining and improving the TU quality management system. The quality manager ensures the maintenance and improvement of the process management and measurement system, performs the review of the efficiency and effectiveness of the TU quality management system by organizing internal audits, ensures the maintenance of TU normative documents, participates in the development and updating of TU organizational documentation.

It is the responsibility of the Rector and Vice-Rectors to ensure a unified pedagogical process at TU, the organization and management of the study process, the management of scientific methodological activities and the provision of study development and international cooperation.

The Dean of the Faculty is responsible for the compliance of the study programs implemented by the Faculty with the demand of the labor market, initiates the creation of new programs or the improvement of the programs to be implemented, organizes the , implementation and improvement and is responsible for the implementation of the quality management system in the faculty and for proposing improvements.

Program directors are responsible for the design, implementation and development of a particular study program.

Heads of Departments are responsible for systematic improvement and modernization of the study process, participation in the collection of the library, organization of scientific research and methodological work, organization of experience exchange and qualification improvement of the lecturers, preparation of plans and reports, regular meetings of the Department on topical and prospective issues of study quality and scientific research, preparation, approval and publication of study course descriptions for the current academic year.

The TU branch managers, together with the department heads and program directors, are responsible for ensuring the quality of the programs being implemented in the branches and the appropriate control process.

Program directors are responsible for the design, implementation and development of a particular study program. Heads of units are responsible for analyzing the results of surveys related to the operation of their unit, for planning and implementing corrective and preventive actions, and for ensuring continuous improvement of the unit's work.

Each TU employee is responsible for maintaining the quality management system within TU's own competence. It is the responsibility of each employee to inform management of any identified or suspected non-conformities and to propose suggestions for improvement.

Internal audits of the TU quality management system (implemented in accordance with the **Quality Management System Internal Audit Regulation**) are conducted to verify that the activities and results of the TU departments are consistent with the planned activities and that these activities are appropriate for achieving the objectives. Various surveys (employees, students, employers, graduates) are conducted to obtain feedback (**Survey Procedure**).

As part of regular internal evaluations, BAT organizes the following procedures to ensure the quality of higher education:

1. Study program content, implementation and study environment

Study course implementation evaluation survey, for evaluating and improving the study process and lecturer's professional performance - every semester.

Student survey for the assessment and improvement of the BAT structural unit, lecturers' activities, study environment and study process - once a year.

A survey of graduates, for evaluating the relevance of study programs to the labor market - at least once every two years.

Survey of employers - every semester for all trainees.

Focus groups of employers - as necessary, when evaluating the content of study programs, but not less than once a year.

Faculty council meetings, department meetings - according to the annual plan.

Analysis of assessment results - twice a year.

Analysis of dropout rates and their main reasons - once a year.

Other process measurements according to the Quality Management Manual - once a year or per semester.

2. Staff evaluation and methodical work improvement

Employee survey, for evaluating and improving employee satisfaction - every year.

Evaluation of the performance of individual work plans of lecturers - every semester.

Professional development of personnel – methodical seminars and professional development courses.

Promotion of staff image - training plan (including promotion of digital skills and raising the level of foreign language), inspirational lectures, summer schools.

3. Scientific research activity

Identification of industry current affairs and research topics - in cooperation with representatives of academic staff and employers.

Creation of research groups of study areas - with the cooperation of representatives of the academic staff of several study areas, a representative of employers and, where possible, an international partner.

The work of the research group of study directions in cooperation with students - integration of scientific research work in the study process.

Development of scientific publications and participation in international scientific-practical conferences and publication of publications in international cited scientific journals.

International scientific conference with student participation - every year.

Publication of scientific journal and conference collection - every year.

4. Control and updating of the veracity of information

On the website – current information about BAT news, news in the study process or changes in study directions or study programs is posted;

BATIS conducts an audit of all active study courses, checking whether study course descriptions, requirements for studying a study course, deadlines, descriptions of independent tasks, etc. have been updated.

In social media – recognition of BAT and good reputation of BAT among graduates and employers are promoted, current affairs are published both about events at BAT and about the opportunities of matriculated students to take part in conferences, contests, etc.

5. Achievements of graduates

Survey of graduates - at least once every 2 years

Graduate guest lectures – at least five per semester.

The work of graduates in defense commissions, reviewing works - is implemented within the limits of possibilities.

6. Material and technical provision and library

Inventory of available resources, preparation of their restoration plan - once a year.

Determining the need to purchase the necessary new resources, investment plan - once a year.

Replenishment of the library stock - at least once a year.

7. Finances

Development of the budget and control of its execution - at least once a year.

8. Results of the annual assessment and data analysis

Making decisions about the need for process improvement.

Development of an action plan, setting specific activities in positions and deadlines.

Informing the parties involved.

A process and measurement system was used to improve process quality (Annex 2 to the Quality Management Manual).

Lecturers' qualification development is followed by TU professional competence training and departmental methodological seminars, which are dedicated to exchange of experience, introduction of new technologies and new teaching methods. Also used are the visits conducted in accordance with the **Lesson Attendance Procedure**, as well as the results of the study course implementation survey, which are collected and analyzed at the end of each semester.

As quality assurance must comply with the standards and guidelines set by the European Association for Quality Assurance in the European Higher Education Area, the higher education institution recognizes in its study process that quality assurance is a guarantee of study outcomes and graduates' competitiveness in the labor market.

Eligible internal quality assurance measures are as follows:

- Annual identification of weaknesses and strengths of study fields, changes, opportunities for development and internal self-evaluation;
- Competent study direction management by the Faculty Council, heads of departments and study program directors, including student self-government;
- Listening to students' opinions by advising students and collaborating on the development of a qualification paper;
- Continuous evaluation of the study process, using various forms and methods of diagnostics, for example, conducting regular questionnaires (student survey), as well as analyzing the results obtained and discussing the students' thoughts with the lecturers (feedback);
- Regular meetings of the academic staff at the Faculty Council meetings, where the contents of the courses and the possibilities for their improvement according to the development of the scientific fields are discussed, taking into account the latest scientific and technical achievements;
- Involvement of students and graduates in scientific activities, promoting the development of qualitative papers based on the latest scientific achievements (student research results are published and reported at local and international conferences);
- Invitation of students to the Faculty Council meetings, where problems concerning the quality assurance of the study courses and adjustments in the content of study programs are discussed.

The quality of studies is also ensured by the regular improvement of individual study courses, using the latest teaching aids and books prepared by the academic staff involved in the study fields.

The most important performance evaluation criteria are student satisfaction level, employer references, graduate profile - competitiveness in the labor market (application of knowledge and skills in professional activities), accreditation - national and international, enrollment / graduation rates and financial indicators.

Turiba identifies processes as well as maintains, uses and enhances a **process measurement/benchmarking system**.

1. The Faculties, departments and other departments, management, employees and students shall be responsible for improving the performance of Turiba.
2. All Turiba stakeholders shall also be involved in the enhancement of Turiba's performance.
3. Turiba personnel (including its students) shall be involved in the introduction of the quality assurance policy and the maintenance and enhancement of the quality management system.

• **Study programmes**

1. The design and approval of study programmes shall be organised in accordance with the internal procedures approved by the Turiba Senate.
2. The study programmes that are designed in accordance with the Turiba strategy shall have clearly formulated goals and learning outcomes.
3. Turiba students and educators as well as employers and social organisations shall be involved in the design of the study programmes.

• **Students:**

1. Turiba's study process are student centred underlining an individual approach towards students during the study process.
2. Turiba students are actively encouraged to participate in the enhancement of the study process.

3. The teaching/learning methods, pedagogical approaches, introduction of innovations and new technologies are regularly reviewed.
4. Involvement in the labour market and establishment of new enterprises is actively promoted during the study process.
5. Assessment is consistent and in accordance with Turiba approved procedures. The assessment criteria and methods are communicated to both students as well as assessors.
6. All complaints, suggestions and appeals are reviewed in accordance with procedures approved by Turiba.

- **Study process**

1. The study process at Turiba is in accordance with the goals set and consistent, approved and published rules and regulations that describe the whole study process from the moment of enrolment of students till their graduation.
2. The progress of students' study process is constantly monitored by Turiba.

- **Personnel**

1. Competent personnel are employed in accordance with clearly defined, transparent and fair recruitment procedures.
2. The study process is provided for by highly qualified Latvian and foreign educators, who are characterized by academic professionalism and integrity, as well as intolerance to academic fraud.
3. Turiba provides its personnel opportunities and motivates them to enhance their professionalism and carry out research activities.
4. Student and educator exchange and cooperation with other foreign higher educational institutions is promoted

- **Resources**

- Turiba provides all the necessary financial, personnel and materials resources required for its students and ensuring the performance of its activities.
- A high level, modern material technical base, modern infrastructure and comfortable, safe and tidy environment is provided to support the study process.
- A convenient and supportive customer service is also provided.

- **Information:**

- Turiba systemises and analyses information regarding its activities and uses it for the enhancement of its study programmes and the internal quality management system.
- A systematic self-assessment of Turiba activities is carried out.
- Turiba cooperates with students, employers and other stakeholders to ensure a consistent feedback system.

- **Informing the Society**

- Turiba publishes, clear, precise, objective, actual and easily accessible information about its activities through its webpages, social network profiles and informative brochures.
- Turiba personnel actively participate in forming public opinion through publications, lectures, seminars and conferences and are actively involved in social organisations.

- **Review**

- Turiba regularly evaluates the correspondence of its study programmes to the expectations and needs of the students and the changing requirements of the society as well as the achievement of the goals set
- The review of study programmes is aimed at ensuring the actuality of its study programmes and their continuous development and is carried out with the involvement of students, employees, employers and social organisations

Quality Management Handbook

Added in annexes: Other annexes: 5_Quality management handbook.docx

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>TU has established a quality assurance system and developed a Quality Policy and it is available to all interested parties on the TU website.</p> <p>Monitoring of the implementation of the strategic plan is carried out every year, evaluating the achieved indicators. Forecasts are made to anticipate possible labor market changes, trends and their impact.</p> <p>Academic and general staff, students are introduced to the quality policy in meetings. Students, graduates and employers are involved in the improvement of study programs and study direction by acting in study program councils.</p> <p>The involvement of external stakeholders - employers in quality assurance is realized in the work of study program councils, evaluating and updating study programs.</p> <p>The goals of study programs and study directions are agreed with TU strategic goals.</p> <p>A system and procedure have been developed to prevent plagiarism and dishonest behavior.</p> <p>Paragraph 1.3 of the self-assessment report (SAR).</p>
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>The development and approval of programs is carried out in accordance with the procedure developed by the university. During the development of the study program, the qualification obtained in the program is coordinated with the appropriate level of higher education in the national qualification framework and, accordingly, also in the framework of the qualifications of the European higher education area.</p> <p>Study programs are regularly audited and improved. Students, graduates and employers are involved in the improvement of study programs and study direction, in the development of study programs, acting in study councils.</p> <p>See 2.2 for additional examples. parts 2.2.2. in the section "Analysis and evaluation of study program development and review systems and processes".</p>

3.	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.	TU has developed the Regulations for Examinations, which state the general principles of assessment and certain procedures. A study course has been introduced in each study program, within the framework of which students are informed about the planned results of the study program. A Study Course Description is developed for each study course, which precisely formulates the planned study course results (knowledge, skills, competences) and the evaluation criteria for each result. Study course descriptions are published in the BATIS system and are readily available to students who study the relevant study course. Every year, at the meetings of the Council of Faculties/Departments, the proposed results of the study course description are evaluated, it is discussed whether they have been achieved, or are achievable, and whether there is a need to improve the study course descriptions by clarifying the wording of the results or evaluation criteria. For additional examples, see 2.1.5 of Part 2.1. The evaluation of the methods and procedures used in the assessment of student achievements.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	TU has developed and implemented the Personnel Policy (http://inet.turiba.lv/dok_adreses/?nr=&psearch=person%E2%80%92politika&Process=&st_search=&am_search=), Rules for improving the professional competence of lecturers (http://inet.turiba.lv/dok_adreses/?nr=&psearch=doc%E7%80%92ju+profesion%E2%80%92kompetences&Process=&st_search=&am_search=), Rules for financing scientific activity (http://inet.turiba.lv/dok_adreses/?nr=&psearch=zin%E2%80%92darb%E2%80%92finans%E7%80%92anas&Process=&st_search=&am_search=). Staff were involved in the development and implementation of the system. The budget provides funding for raising the qualifications of academic staff and supporting scientific activity. Self-assessment report 1.3.p. The above-mentioned documents are located on the university's internal website and access to these documents will be provided to experts during the visit or at the request of the approved expert before the visit.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	TU has developed a Survey procedure (http://inet.turiba.lv/dok_adreses/?nr=&psearch=aptauj+proced%FBra&Process=&st_search=&am_search=), that determines the objectives of conducting surveys, the general procedure for implementation, the procedure for planning and implementing corrective and preventive actions and informing interested parties. Self-assessment report 1.3.p. The document is located on the university's internal website and access to this document will be provided to experts during the visit or at the request of the approved expert before the visit.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	TU regulatory documents and QM procedures determine the continuous improvement, development and operational efficiency of the study area: TU Development Strategy 2021 – 2025, TU Quality Policy, Quality Manual, TU Study Course Development and Update Procedure. A development program has been developed for each field of study, which corresponds to the university's development strategy. Surveys of employers, graduates and students are conducted regularly. The representatives of the employers are the chairmen and members of the final examination commissions. Their recommendations are taken into account when developing a direction development strategy.

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.

Study Field is implemented and its further development is planned based on the Development Strategy developed by BAT (for 2021-2025), which is focused on promoting understanding of the business environment and economic processes, as well as the importance of a sustainable lifestyle.

The goal of the Study Field is: to prepare highly qualified, internationally competitive security specialists who have acquired the theoretical knowledge, practical work and research skills necessary for the relevant profession, as well as in-depth knowledge, skills and competences in the chosen study program for work in security services and management in state and local government institutions, in companies and organizations.

The goal of the Study Field is in line with the main goal set in the BAT Development Strategy - interdisciplinarity, internationalization and enrichment of personality building experience.

The goals of the Study Field and its Study Programs fully correspond to the operational goals set in the BAT Constitution:

- to develop study, research and lifelong learning programs that provide the human resources necessary for the future development of the national economy, the state and society in accordance with the requirements of the labour market, as well as to promote the growth of persons involved in the educational process into enterprising, creative, responsible and competitive members of;
- to carry out applied research, as well as to ensure the transfer of knowledge and technology in the relevant sectors of the economy through innovation and lifelong learning processes, promoting their ability to adapt dynamically to changes in the external environment.

The development strategy of the Study Field is designed in accordance with the mission defined in the BAT Constitution: to implement a successful business based on the principles of sustainable development and to teach it to others, thus disseminating the idea of a socially responsible business regionally and globally and raising public knowledge and understanding of sustainable development, environmental responsibility and its impact on the economy and society in the future.

The Study Field as a whole, as well as the included Study Programs, can be assessed as corresponding to the needs and development trends of society and the economy. This is confirmed by the directions of action determined in the Latvian National Development Plan for 2021-2027^[1] (NAP), where, among others, the goal of the direction of action "Security" (431) is to achieve a situation where a safe internal environment has been created in Latvia for residents and entrepreneurs. This goal includes people's trust in public services that protect rights and security. The number of people who know how to prevent risks and act in dangerous situations, who know how to cooperate with the responsible state services and who are able to help each other, must increase. Public safety is ensured and law enforcement is carried out by professional personnel who meet the requirements of modern society.

In the Government's Declaration^[2] also states it is indicated that at a time when the world is experiencing geopolitical upheavals, we have united to work together to strengthen Latvia's

security. By maintaining an unchanged Euro-Atlantic foreign policy course, we will strengthen Latvia's security in a rapidly changing world. Security, national defense and self-defending democracy are prerequisites for sustainable national development. We undertake to continue the work started to increase funding for national defense, public order and security and to strengthen the capabilities of these sectors.

The Faculty of Law has taken into account the tasks included in the action direction "Security" of NAP, when developing the Study Field. At the meeting of the Council of the Faculty of Law, specific tasks to be carried out for the implementation of strategic goals were evaluated and included in the future development plan, and it was decided: "In order to achieve the goal of the BAT strategy, that studies at BAT are characterized by interdisciplinarity, to develop and license an academic master's study program" Security Management of Organization" (Minutes of the Council meeting No. 23/2021). Thus, Study Field's goals and their implementation correspond directly to the State interests and development vision.

[1] NATIONAL DEVELOPMENT PLAN OF LATVIA FOR 2021-2027. Available at: https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027__ENG_3.pdf

[2] Declaration on the planned activities of the Cabinet of Ministers led by Evikas Silinas on September 15, 2023. Available at : <https://www.mk.gov.lv/lv/media/16704/download?attachment> (resource on Latvian)

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.

Study Field SWOT analysis

Study Field strengths:

1. Motivated and qualified academic personnel are elected in the field, which is oriented towards development, innovations, cooperation in science, academic work, building cooperation with the industry; high flexibility of lecturers and ability to respond to market requirements in the content of study programs.
2. Studies oriented to the labor market, they are dynamic, it is possible to include new study courses relevant to the labor market in the optional part.
3. Cooperation agreements with state institutions and businessmen, as well as with nongovernmental organizations, create an opportunity to form cooperation and offer internships to all students.
4. Professional study programs, the content of which ensures balanced academic and professional education, interdisciplinarity, current trends in the development of the national economy and industry are included in the content.
5. The most direct connection with promoting the growth of the industry – involvement of

lecturers in applied research, projects, educational seminars and consulting, student research work and internships; close cooperation with industry companies and organizations.

6. Interdisciplinary approach: integration of IT and social sciences.
7. Individual approach to the study process and individual feedback, greater attention to students as personalities and their growth, the opportunity to work in depth with specific and current study methods (integrated field research, problem solving, etc.).
8. The favorable internal microclimate within the field, faculty and university, which is based on correct and practical relations in the mutual communication between lecturers, as well as in communication between lecturers and students.
9. Appropriate conditions for a creative and successful study process (infrastructure, personnel support) are provided.
10. Cooperation with foreign universities in the implementation of various projects.

Disadvantages of Study Field:

1. Lack of time of the lecturers involved in the implementation of the programs included in the direction to ensure the minimum number of scientific publications that meet the minimum requirements.
2. The capacity of lecturers' time resources is limited in order to combine active cooperation
3. with the industry with high-quality administrative work and scientific research and fullfledged student consultations.
4. Low utilization of academic staff and student mobility opportunities, as well as involvement of guest lecturers and researchers from abroad.

Study Field options:

1. Balanced use of existing human resources, preventing duplication and balancing the study and scientific work of lecturers.
2. Continuous improvement of lecturers' knowledge both in technologies relevant to the industry and in the pedagogical field and following up on the development of the industry.
3. Closer cooperation with foreign cooperation partners promoting scientific and research activities, strengthening mutual mobility of academic staff and students.
4. Closer attachment of study content to the directions of scientific activity of specific academic structural units.
5. Improving the content of study programs by integrating IT tools, increasing the number of optional courses, creating new professional study course modules.
6. Greater involvement of graduates in the implementation of study programs and the work of the university's advisory institutions.
7. Expanding cooperation with industry entrepreneurs.
8. To ensure the improvement of study content and practice organization.

2) Study Field threats:

1. Unfavorable demographic situation, as a result of which the number of local students that can be attracted to studies decreases.
2. Negative changes in the level of knowledge and skills of high school students. Competences of students at the start of their studies affect the quality of their studies - due to economic considerations, high school students with poor academic results will also be admitted, which may also affect the overall level.
3. A large number of students work full-time in companies.
4. Unstable policy of the state and the Ministry of Education and Science in the field of financing higher education and science, which does not contribute to the increase in the proportion of young academic staff who have obtained a PhD degree.

Weaknesses and threats of the study direction have been evaluated and explanations have been provided as to how BAT plans to eliminate or improve the areas, avoid threats, use opportunities

1. BAT annually tries to attract lecturers with a doctor's scientific degree, offering them both to be elected to academic positions and to give guest lectures. This process will continue, trying to attract young doctors who are not yet attached to other universities.
2. During the reporting period, several lecturers with doctoral degrees were recruited, as well as elected to the positions of assistant professor or academic professor (Vilnis Veinbergs, Dana Rone, Dace Šulmane, Ernests Saulītis etc.). Several lecturers have been elected as lecturers (Inese Bāra, Sarmīte Bileviča, Zanda Dāvida, Uģis Začs, etc).
3. Academic traditions are formed, lecturers participate in professional development courses on writing scientific articles, more and more publish their research in peer-reviewed internationally cited publications.
4. Increasingly, students choose not their workplace for internship, but another internship provider, so that they have the opportunity to look more broadly at the researched field.
5. Lecturers have published more actively after the decision was made to pay for publications that
6. are included in WoS or Scopus databases, as well as to reward them for expressing their opinions in the press.
1. Various options are being sought to attract funds for additional payment of lecturers' work, for example by involving them in various projects. It is the participation in the projects that has increased dramatically recently.
8. According to the Rector's report to the Constitutional Assembly (Satversmes sapulce) for 2022/2023 study year, one of the main priorities this year was ensuring students' success in the labor market after graduation, even after the pandemic period and international events in the world. We introduced several new programs and study courses. We have improved programs, study courses, content, teaching methods that meet the requirements of the modern labor market. Our students have achieved excellent results and many of them have found employment before graduation. It is clear that we will continue to focus our activities on the modernization of the learning process.

Evaluation of the study field development plan for the next six years:

The study field development plan is successful, it will ensure the preparation of new specialists in the protection of persons and property, both in the professional and research fields. In order to accomplish this, highly qualified lecturers are and will be attracted, as well as the qualifications of existing lecturers are being and will be raised by activating scientific research. The course of study and the programs included in it will be further adapted to the requirements of the industry, will be coordinated with the development trends of the state administration and the national economy.

The necessary information is being analyzed in order to possibly start the implementation of the doctoral study program soon.

The Study field development plan was discussed at the BAT Law Faculty of and then discussed with industry representatives. The Study field development plan for 2021-2026 was approved at the Council meeting of the Law Faculty on November 4, 2021.

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 management structure of the study direction and corresponding study programs is organized in such a way that it is not only formal, but to ensure daily contact with the industry and react to what is happening in the industry. Changes in the program are initiated by the director of the relevant study program, based on industry trends, and it is reviewed by the faculty council, in which the directors of all study programs participate. Study Field "Internal security and civil protection" includes three Study Programs, the content of which has been created based on consultations with professional organizations of security specialists and improved over time according to the recommendations of lecturers, students, employers and graduates, as well as being guided by similar study programs in foreign universities:

1. Short-cycle professional higher education study program "Organizational security" (code 41861),
2. Professional bachelor study program "Organizational security" (code 42861),
3. Academic master's study program "Security Management of Organization" (code 45861).

The short-cycle professional higher education study program "Organizational security" as well as the professional bachelor's study program "Organizational security" have already been implemented for several years (accreditation page of study direction 01.06.2017 No. 42). However, the academic master's study program "Organizational safety management" was licensed in 2022 (study program 31.05.2022 license No. 04036-49) and included in the study field on December 19, 2023. and has received good feedback from first-time students and alumni.

This field provides a 4+1 learning model (4 years of professional bachelor's studies and 1 year of academic master's studies). The relevant model is closer to the idea of creating a single education space in Europe and corresponds to the principles of the Bologna Declaration of June 19, 1999 "European Higher Education Area", which aims to achieve a uniform higher education system in the member states of the European Union, which is a prerequisite for the creation of a flexible higher education system throughout the European Union .

Goal of Study Field: To prepare highly qualified, internationally competitive security specialists who have acquired the theoretical knowledge, practical work and research skills necessary for the relevant profession, as well as in-depth knowledge, skills and competences in the chosen study program for work in security services and management in state and local government institutions, in companies and organizations.

Tasks of Study Field:

within the framework of professional education, to prepare students for work in the professions of Security Specialist and Head of Security Service within the framework of academic education, to prepare students for research work in the security sector

Expected results of Study Field: Based on the knowledge received in the study process, be able to identify, formulate, analyze problems and find solutions to problems, as well as apply the received knowledge in practice, in the field of personal and property protection, as well as identify, formulate, analyze and solve problems in the security sector.

Study programs ensure that students will acquire knowledge, skills and competences by studying and learning the program, which provide the basis for obtaining the relevant degree or professional qualification and further successful career in the industry. Graduates of the Study Programs included in the Study Field are prepared for a career in multidisciplinary organizations, ensuring good coordination, communication and control in emergency situations at both tactical, operational and strategic levels, developed and skillfully implemented comprehensive risk management in the company and creating comprehensive strategic security, as well as being able to advise the management of the business in defense and development. Graduates have acquired psychological knowledge and know how to deal with human behavior in extreme situations.

After graduating from these programs, students have the opportunity to continue their studies in a higher doctoral study program in Latvia or abroad. The necessary information is being analyzed in order to possibly start the implementation of the doctoral study program soon. Thus, studies at the BAT Faculty of Law will provide a full three-level study cycle.

A detailed description of these study programs and their analysis will be provided in the section of the self-evaluation report of each program, including pointing out the uniqueness of these programs compared to other similar study programs in Latvia and abroad.

Quantitative indicators are provided by the relevant structural units of BAT, which collect data and/or organize surveys.

Quantitative indicators are provided by the Department of Studies.

The head of the department analyzes the quality of the study process and the executors (activity of the elected and attached lecturers) using quantitative indicators: the structure of the academic staff; qualification of academic staff and its growth; the practical experience of the academic staff in accordance with the study course being taught; in an academic person, research, methodical and consultative activity; academic staff publications.

The department examines the results of the analysis at the department meeting at the end of the study year, the department submits them to the program director.

Quantitative indicators are provided by the departments, the Personnel Department and the Science Department.

The rector's council is the rector's advisory council for the management of the university's pedagogical and scientific process and ensuring international cooperation.

The main tasks of the Rectorate Council are:

- ensuring a uniform pedagogical process in the university;
- organization and management of the study process;
- scientific - management of methodical activity;
- ensuring study development and international cooperation; development of the organizational, order, statement and review documents necessary to ensure the fulfillment of the above-mentioned tasks.

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.

The procedure and requirements for student admission are specified in the Enrollment Regulations: "Turība University" enrollment regulations for academic year 2023/2024 (approved by the Senate on 25.10.2023, protocol No. 10)[1]

The enrolment regulations are in compliance with the Law on Higher Education Institutions, Cabinet of Minister regulations No. 846 "Regulations on requirements, criteria and procedures for admission to study programs and state support for citizens who voluntarily applied to the national defense service and completed it." as of 10.10.2006 and the Study regulations of Turība University.

All citizens of the Republic of Latvia, persons who are entitled to the non-citizen passport issued by the Republic of Latvia, permanent and temporary residents of Latvia or persons based on inter university agreements shall be entitled to study at TU. BAT Rector shall issue a decree on enrolment.

Looking at the comparison of several years regarding the course of admission, there is a positive trend in student interest in study programs. However, it can be seen that the growth could be even greater, as BAT focuses in these programs not only on high school graduates of the current year, but also on those with professional experience who need studies to improve their qualifications. This diversification of the image of the potential student allows us to be cautiously optimistic about the decline in the number of young people in the country, replacing it with BAT, before enrolling students, their previous education or professional experience is evaluated according to the study programs implemented by BAT;

BAT also ensures the transfer of persons from other universities and study programs who, after the recognition of the study results, can be matriculated in the corresponding study phase of the specific study program, if necessary, by individually determining the amount of additional study courses or study modules and the relevant tests.

The study results achieved through previous education or professional experience are evaluated and determined in accordance with the study programs implemented by BAT ; if they meet the relevant requirements of the study programs implemented by BAT , they shall be recognized and the relevant credits shall be awarded.

A person, who is not a student of the respective study program may be enrolled in the corresponding study period of this study program, after recognition of the study results and if necessary, the scope of additional study courses or study modules and respective examinations to be completed are determined individually.

The possibilities of recognition of professional experience, previously acquired formal and informal education are indicated in the internal procedure document: "By-law on the recognition of knowledge, skills and competencies achieved outside formal education or obtained by professional experience" (approved at the Senate meeting on 23.10.2019, protocol no. 9)

The Commission may recognise the Learning outcome, if the following criteria have been met:

The documents submitted by the person contain clear, unambiguous and comprehensive information on the acquired knowledge, skills and competences;

If at least one credit can be granted for the recognised acquired knowledge, skills and competences;

The previous education of the person conforms to the admission requirements of the respective study programme;

The person has successfully passed the additional tests determined by the Commission; The Learning outcome obtained by means of professional experience may be recognised only:

1. In the part of the study programme that consists of practice;
2. For the Learning outcome to be achieved in such a study programme, study course, or study module that confirm the obtained practical knowledge.

Study Results acquired outside formal education may be recognised, if they conform to the degree of the higher education and have been reached:

1. In a further education programme, professional development programme or another educational programme (except for primary education, secondary education and higher education level programme), where the achieved knowledge, skills and competences conform to the Study Results achieved within the study programme, study course or study module;
2. In other ways outside formal education (for instance, independent studies, courses, seminars, etc.). The knowledge, skills and competences obtained in these ways of education may be recognised in study programmes that prepare specialists in regulated professions only for Study Results to be reached within the study programme, study course or study module that confirm the achieved theoretical knowledge.

The Commission may grant 1 (one) credit for the Study Results indicated by a person, if they have been obtained during at least one week-long (40 academic hours) education or professional activity process.

The Commission **shall not be entitled to recognise** the Study Results indicated by the person to be equivalent to the **final test, state examination or final examination** – professional qualification exam or promotional paper of the respective study programme.

All documents are available on the website of the university - Regulating Documents, Study process: http://nodarbibas.turiba.lv/regdok_en.asp

[1] [Enrolment regulations fo academic year 2024/2025](http://nodarbibas.turiba.lv/regdok_en.asp). Study process. Available at: https://nodarbibas.turiba.lv/regdok_en.asp

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.

One of the most important indicators of the quality of the study process is the results of the final exams. The final examination commissions are made up of external experts recognized by the industry. Looking at the trends in final thesis evaluations, one can to some extent judge the quality level of the academic process implemented at the university. Although it is not the only indicator, it allows the program director to draw conclusions about the realized study process, necessary changes, as well as about the readiness of students (later graduates) for the labor market. In

addition, the program director monitors the success of the graduates in their professional activities in order to understand the skills that have been useful to them in order to adjust the study process accordingly (if necessary)The study regulations determine the examination and evaluation procedure.

During the study of each study course, the student must pass the regular examinations of the study course (tests, reports, etc.) specified in the description of the study course. At the end of the study course, the student takes the final test of the study course - the exam.

Before the exam, in addition to the contact hours provided in the study course, a pre-exam consultation is planned, with the exception of distance learning students.

Only students who have fulfilled all the requirements specified in the description of the study course (passed all routine tests) and fulfilled the obligations specified in the contract for obtaining education are admitted to the final examination of the study course.

A 10-point system is used for evaluating the final exams of the study course and regular exams.

The general criteria for evaluating tests in the 10-point system are as follows:

10 - excellent - the student's knowledge, skills and abilities exceed the requirements of the study program;

9 - excellent - the student's knowledge, skills and abilities fully meet the requirements of the study program;

8 - very good - the student's knowledge, skills and abilities meet the requirements of the study program, but a deeper understanding is lacking;

7 - good - the student's knowledge and skills generally meet the requirements of the study program, but it is not enough to use the skills and knowledge independently;

6 - almost good - the student's knowledge and skills generally meet the requirements of the study program, however, small gaps in knowledge of theory, the ability to present it or relate it to practice can be found;

5 - mediocre - the student's knowledge and skills mostly meet the requirements of the study program, but at the same time there are deficiencies in knowledge, understanding, presentation of theory and ability to relate it to practice;

4 - almost average - the student's knowledge and skills correspond to the minimum level of requirements of the study program, however, insufficient familiarity with the theory, as well as a lack of skills for independent and correct implementation of typical practical tasks, can be detected for execution;

3 - weak - the student has only partially mastered the questions of the study program, and his knowledge and skills are insufficient;

2 - very weak - the student is only superficially familiar with the questions of the study program, lacks knowledge and understanding of them;

1 - very, very weak - the student is unable to form theoretical answers, complete practical tasks.

The regulation on final examinations states that the types of final examination are:

- final exams - at the end of academic bachelor's and master's studies (for OM - the academicmaster's study program);
- state tests - at the end of professional higher education programs (for the KD -

professional short-cycle and OD - professional bachelor's study programs).

The qualification is awarded if the student has received a successful assessment in the State examination. The lowest passing grade in the final exam is 4 points (almost average). If the student disputes the objectivity of the assessment received in the final examination of the study course and claims a higher assessment, he must submit a written, motivated appeal to the SIC within 5 (five) working days after the final examination. After receiving the appeal, the head of the department and the student form a committee for the final exam of the repeated study course consisting of three people (the student deletes two from the list of five members of the commission created by the head of the department, leaving three). The commission re-evaluates the student's written test work or re-accepts the oral test. The Commission's assessment is not disputed.

If the student disputes the objectivity of the evaluation received in the end-of-year examination (study work, internship report) and claims a higher evaluation, then he must submit a written, motivated appeal to the SIC within 5 (five) working days after the end-of-year examination. The appeal is considered only for the examination procedure. The validity of the appeal is evaluated by the established appeal commission: dean/head of department, vice-rector for scientific and academic work and rector. The Commission's assessment is not disputed. If violations of the examination procedure are confirmed, the assessment received in the examination will be annulled. The student is given the opportunity to take the test again in accordance with the relevant regulations.

If the lecturer or the committee determines that the student's work is plagiarized (the work contains fragments of text written by other authors without specifying the author's name) or the student has violated the principle of academic honesty (submitted the same work without substantial additions in the amount of at least 50%), then the student the work must be redone. In case of repeated submission of plagiarism or violation of the principle of academic honesty, the student is expelled. If the student uses unauthorized materials and/or technological means during the test, he is suspended from the test and may be expelled. After suspension, the student may retake the test no earlier than the next day.

If the student passes all final examinations of the study year and the final examination with a grade not lower than 9 (nine) and the average value of the final grades in all other study courses planned in the study program is not lower than 8.5 (eight, point, five), and no study course the final grade is not lower than 6 (six), upon graduating from the program, 6.1 of the diploma appendix. in the subsection (additional information) it is written "Study program mastered with distinction".

The regulations on examinations determine the procedure for taking and accepting examinations in the study programs (except doctoral study programs) implemented at BAT. Determines the rights and responsibilities of students and lecturers when conducting and accepting tests, as well as the types and forms of tests.

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.

A number of internal normative enactments have been drafted in BAT to combat plagiarism. The Regulations on compilation of students' independent papers (attached in annexes: HEI other

annexes, 2nd annex) determine the sequence and procedure for writing individual papers, with particular attention to procedure for references. The Regulations on academic integrity and plagiarism (attached in annexes: HEI other annexes, 3rd annex) identifies certain types of plagiarism, describing each of them as follows:

1. Absolute plagiarism or playing with words. The author of the work submits work written by another author or authors under his/her name.
2. Word by word plagiarism. The author of the work copies large fragments, one or more paragraphs or its parts to another text and submitting it as his/her own without citing references to the original sources.
3. Unethical plagiarism. The author of the work submits a work under his/her name in which the names of other author/s who participated in the work are not mentioned.
4. The author of the work cites another student/s who had not participated in the compilation of the work as authors.
5. Submitting the work repeatedly although the author/s guarantee that the work has not been submitted for publishing or assessment elsewhere. The author of the work takes the work of another author retaining the original content, paraphrasing it a little or not changing it at all and submits it as his/her own work.
6. Incorrect sources. The work contains references to non-existing sources or deliberately exaggerated list of sources and literature without any references in the text.
7. Secondary sources. The author of the work copies large fragments, one or more paragraphs or parts from secondary sources and submits it as primary sources.

The Study Regulations (attached in annexes: HEI other annexes, 4th annex) stipulate the students' obligation to study in good faith within the framework of the respective study program and to use the works of other authors only to the amount corresponding to the purpose of their use in carrying out research, obligatorily indicating the author and title of the work used. It is stipulated that each test must be submitted in the form of a properly designed work and that there is no right to submit a single work several times unless it is substantially supplemented. The Study Regulations foresees cases where a student has not acted in good faith and has submitted a plagiarism or repeatedly submitted the same work without any significant additions. In such cases the student has to repeat his / her work, but in case of repeated violation the student is expelled. The State Examination Regulations regulate cases when students have submitted plagiarism for defence of their final thesis (qualification paper, bachelor's thesis or master's thesis). In such a situation the study regulations stipulate that the student is expelled with the right to rewrite and submit the thesis for defence within three years, but if the work shows signs of plagiarism repeatedly, the student is ex matriculated without the right to defend the thesis.

One of the tools for discovering plagiarism, the origin and the lawful use of which is unquestionable, is the unified computerized plagiarism control system (VDPK) [1], which was created jointly by Latvian higher education institutions and wherein it is possible to compare the works of students [2] of 29 Latvian higher education institutions as well as documents therein. BAT has joined this system and examines every study, qualification, bachelor, master and doctoral thesis submitted. Every semester, several students are not admitted to the defence and are forced to rewrite and submit their work and pay an additional fee for the defence.

According to the BAT regulations, if a match is found between 15% and 30% of the work submitted to the VDPKS, the work is evaluated by a commission of three staff members organized by the Dean of the Faculty. However, if there is more than 30% of match then it is considered to be plagiarism without further examination.

The commission examines the work of students of the Faculty of Law according to the criteria set

by the decree of the dean of the faculty and the work is recognized as plagiarism if:

there is a definite match in the student's opinion, comment, conclusion or suggestion, there is definite match in the order of the sources used in the citations of legislation, literature or case law, the same typing errors or common phrases are found in the work.

In total, 21 cases of plagiarism were recorded, of which five were in first-level study programs and eight each in undergraduate and graduate programs. However, there is a clear downward trend in the BAT Faculty of Law:

in the first year ten cases of plagiarism were recorded in 2016, when BAT started using VDPKS;

In the second year, though slightly, the number of cases dropped to eight; in the third year significant progress had already been made 8, with only three cases of plagiarism being identified.

In six of these cases, identical texts with the work of other authors were found to the scope of more than 30% which was considered as plagiarism without any further verification. It is interesting to note that in four cases this percentage was significantly exceeded and the works found identical to the scope of 53% and even 71%. In other cases, the volume of identical texts ranged from 15% to 30%. In these cases, the works were evaluated by a three-person commission on the prevention of plagiarism, and the works were recognized as plagiarism when the text matched the student's alleged opinion, conclusions, and suggestions, or when multiple matching string of references were recorded. Also, typing errors and the use of various small words (details, links, etc.) in the work were also highlighted, which clearly indicated copying of the work from another source. Cases where the work was compiled from several other authors were also found. For example, in one case, a student had used 13% and 11% of the work written by students from another university, as well as 16% and 13% of the two works found on the web. As all these works were used without reference, the volume of the equal texts was summed up, resulting in a uniform text of 53%, which of course was recognized as plagiarism.

In all these cases, the Dean of the Faculty decreed that the paper should not be defended, and the students were expelled with the right to submit a new topic application for approval, to independently develop a new paper and resubmit it for defence. The decree also states that the next defence of the work will be for a fee and that, in the event of repeated plagiarism, the student will be expelled without the right to defend the work again.

In 2019, BAT joined the international plagiarism prevention platform Turnitin (available here (if password is known): <https://www.turnitin.com>), which enables to check the extent of the text against the works of other authors before submitting their works. In this system, works are mostly compared with sources on the web, as well as all works posted in the system with each other.

[1] Accessible at: <https://plag3.lu.lv/cgi-bin/ul>

[2] University of Latvia, Albert College, University of Banking, Turība University, Baltic International University, College of Business Management, Daugavpils University, University of Economics and Culture, University of Information Systems and Management, Jēkabpils College of Agribusiness, College of Law, Jāzeps Vītola Latvian Academy of Music, Latvian Academy of Biosciences and University of Technology, University of Liepāja, Latvian Maritime Academy, Latvian College of Culture, Latvian Academy of Arts, Luther Academy, Rēzekne Academy of Technology, RISEBA School of Business, Arts and Technology, Riga Stradins University, Riga Technical College, Riga Technical University, State of Social Integration agency/college, International College of Cosmetology, Ventspils University, Vidzeme University, State Police College

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.

The Quality Management System of BAT is organized using a systemic approach for efficient and continuous improvement which has been designed in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area[1] and the strategic guidelines of BAT .

BAT identifies processes as well as maintains, uses and enhances a **process measurement/benchmarking system**.

1. The Faculties, departments and other departments, management, employees and students shall be responsible for improving the performance of BAT .
2. All BAT stakeholders shall also be involved in the enhancement of BAT 's performance.
3. BAT personnel (including its students) shall be involved in the introduction of the quality assurance policy and the maintenance and enhancement of the quality management system.

Study programmes

1. The design and approval of study programmes shall be organised in accordance with the internal procedures approved by the BAT
2. The study programmes that are designed in accordance with the BAT strategy shall have clearly formulated goals and learning outcomes.
3. BAT students and educators as well as employers and social organisations shall be involved in the design of the study programmes.

Students:

1. BAT 's study process are student centred underlining an individual approach towards students during the study process.
2. BAT students are actively encouraged to participate in the enhancement of the study process.
3. The teaching/learning methods, pedagogical approaches, introduction of innovations and new technologies are regularly reviewed.
4. Involvement in the labour market and establishment of new enterprises is actively promoted during the study process.
5. Assessment is consistent and in accordance with BAT approved procedures. The assessment criteria and methods are communicated to both students as well as assessors.
6. All complaints, suggestions and appeals are reviewed in accordance with procedures approved by BAT .

Study process

1. The study process at BAT is in accordance with the goals set and consistent, approved and published rules and regulations that describe the whole study process from the moment of enrolment of students till their graduation.
2. The progress of students' study process is constantly monitored by BAT .

Personnel

1. Competent personnel are employed in accordance with clearly defined, transparent and fair recruitment procedures.
2. The study process is provided for by highly qualified Latvian and foreign educators, who are characterized by academic professionalism and integrity, as well as intolerance to academic fraud.
3. BAT provides its personnel opportunities and motivates them to enhance their professionalism and carry out research activities.
4. Student and educator exchange and cooperation with other foreign higher educational institutions is promoted

Resources

BAT provides all the necessary financial, personnel and materials resources required for its students and ensuring the performance of its activities.

1. A high level, modern material technical base, modern infrastructure and comfortable, safe and tidy environment is provided to support the study process.
2. A convenient and supportive customer service is also provided.

Information:

1. Turiba systemises and analyses information regarding its activities and uses it for the enhancement of its study programmes and the internal quality management system.
2. A systematic self-assessment of BAT activities is carried out.
3. BAT cooperates with students, employers and other stakeholders to ensure a consistent feedback system.

Informing the Society

1. BAT publishes, clear, precise, objective, actual and easily accessible information about its activities through its webpages, social network profiles and informative brochures.
2. BAT personnel actively participate in forming public opinion through publications, lectures, seminars and conferences and are actively involved in social organisations.

Review

1. BAT regularly evaluates the correspondence of its study programmes to the expectations and needs of the students and the changing requirements of the society as well as the achievement of the goals set
2. The review of study programmes is aimed at ensuring the actuality of its study programmes and their continuous development and is carried out with the involvement of students, employees, employers and social organisations

The Quality Management Manual (Document v 139, approved by the Senate on 22.05.2019, Minutes No.5) regulates in detail the objectives and standards of the Quality Management System, the various processes and measurement systems, and other relevant quality assurance measures.

All documents can be found: Other annexes

It should be noted that at the end of 2019 BAT received an opinion and recommendations from Polish experts on quality management policy and implementation in the university.

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).

In 2022 a new study programs were licensed in the study field “Internal security and civil protection” - academic master study program “Management of organisation security” (license No. 04036-49) in accordance with the then existing BAT procedures:

1. The development of a new study program can be initiated by the Faculty Council, Dean, Head of Department, Student Council.
2. The proposal to create a new study program is considered at the Faculty Council meeting, which makes the decision.
3. Following the decision of the council meeting to create a new study program, the dean or head of department organizes the preparation of the application for the establishment of the study program, which consists of:
 - substantiation of topicality of the study program in the national and international context;
 - substantiation of the necessity of the study program, indicating significant differences from similar study programs implemented by BAT;
 - justification of compliance with BAT strategy and BAT resources;
 - an evaluation of the potential program director;
 - cost and profitability assessment.
4. Application for study program development is examined by a commission consisting of the rector, vice-rector for scientific and academic work, head of finance department, dean or head of department, which proposes the study program development., potential program director and the student council representative.
5. Upon receipt of a positive decision of the commission, the Dean or Head of the Department organizes a working group for the preparation of the study program content and implementation, which consists of potential stakeholders such as BAT representatives, lecturers, employers and social partners involved in the implementation of the study program.
6. The description of the content and implementation are developed in accordance with the criteria for the assessment of the requirements set forth in the fifth paragraph of Article 55² of the Law on Higher Education Institutions and Cabinet Regulation No.795 “Regulations for Licensing Study Programs”.
7. The dean or head of department organizes independent study program expertise, which is attached to the study content and implementation description.
8. The Faculty Council shall review the description of the content and implementation of the study and decide on putting forward the study program to the Senate for approval.
9. Study content and implementation documents shall be submitted to the Senators for approval not later than two weeks before the Senate meeting.
10. The Senate gives a decision on the implementation of the study program and approves the program director.
11. The Director of the Study Program prepares for the Academic Information Center (AIC) an application for the licensing of the study program, signed by the Rector, and submits them to the AIC for a license for the study program.

If changes are to be made in a licensed study program, the following procedure shall be followed:

- Changes in the study program can be proposed by the program director, dean, head of department, faculty council, student council.
- Changes in the study program to be approved by the BAT Senate can be as follows:
 - changes in the requirements set when starting the study program; changes in the place, form, language of study program implementation; changes regarding the compliance of the study program with the study Direction; the changes made during the period of accreditation of the study Direction regarding the duration or scope of the study program that exceed 20 percent to those specified in the application for the accreditation of the study program in the corresponding study Directions;
 - Reduction of qualification BAT academic staff working in the respective Direction or study program since the previous accreditation of the study Direction if it concerns at least 20 percent of the total number of academic staff working in the respective study Direction or at least 50 percent of the overall performance (not including the elective part of the study program, internship and final examinations) in the respective study Direction is no longer ensured by the academic staff elected at BAT.
- Desired changes in the study program shall be submitted by the program director for consideration by the Faculty Council, which shall decide on making the changes and forwarding it for approval to the Senate.
- After approval of the changes in the Senate, the program director prepares an application, signed by the rector, about the changes in the study program and submits it to the AIC.

The closure of the study programs is carried out according to the following procedure:

- The closure of the study program is proposed by the program director, dean, head of department at the Faculty Council, vice-rector for scientific and academic work, or rector.
- The Faculty Council considers the proposal to close the study program and forwards to the Senate for its decision.

The mechanism for obtaining and providing feedback:

- with students - at the end of each study course and each academic year students complete a questionnaire in which they express their objections or recommendations for the development of the study program. The results of the student surveys are collected by the Development Department and passed to the faculties. Faculties take these student recommendations into account when amending or supplementing the content of study programs. For example, at the suggestion of the students, the course Team building and Organizational cyber security was included in the first cycle study program of Criminology and short cycle and first cycle studies. Students, after passing the exam of each study course, provide feedback on each of the lecturers. These survey questionnaires, after evaluating all the circumstances, have also served as a reason for the Faculty to stop cooperation with specific lecturers;
- with graduates - once every two years the Development Department organizes student surveys. Graduates working in the results of these surveys often provide information on what was missing in the content of a course to provide the necessary knowledge, skills and competence;
- with employers - at the end of each internship, the internship organization provides information on the student's knowledge and skills, answering questions such as: basic skills, professional skills, initiative, etc. The Council of the Faculty of Law includes a number of representatives of employers whose views are carefully heard, discussed and analyzed. The

obtained information is collected and used by modifying or supplementing the content of study programs.

The procedure for development and approval of study programs in the study Direction was approved by the BAT Senate meeting on 24.04.2019 and its decision as of 26.04.2019. Minutes of Board Meeting No.9 However, even before this internal legislation was adopted, study programs were designed and revised in accordance with the then existing procedures of BAT .

When making the transition from CP to ECTS, in accordance with the requirement stipulated in the eighth paragraph of the first article of the Law Higher Education Institutions, we determined that one credit point corresponds to the amount of 25 hours of study work. Therefore, in study courses with 3 ECTS - the amount of study work was set at 75 hours, and in study courses with 6 ECTS - the amount of study work was set at 150 hours.

Due to the requirements of Section 93 of the Transfer Regulations of the Law Higher Education Institutions, BAT ensured that the term "credit point" was used in all study programs in a new version and the transition from the Latvian credit point system to the European Credit Transfer and Accumulation System (ECTS) already by the start of the 2023/2024 study year, without waiting for the legal requirements last date - 2024. 31 December.

The transition to ECTS was implemented according to the following methodology:

1. The content and scope of the study program is restructured so that the total number of creditpoints and the corresponding number of hours are respected.
2. During the transition process, the requirements of Article 1, Clause 8 of the Law Higher Education Institutions are fulfilled: when expressing credit points in the ECTS system, they are expressed in whole numbers. For example, in study courses that previously had 3 credit points, the number of credit points is changed to 2 or 4 in order to correct the fractions not formed by 1.5.
3. In order to comply with the requirements of Article 1, Clause 8 of the Law on Higher Education Institutions (that one credit point corresponds to the amount of a student workload of 25-30 hours), it is determined that in the transfer process one credit point corresponds to the amount of a student workload of 25 hours.
4. Clause 6 of the BAT Examination Regulations determines the number of current examinations according to the number of credit points and the scope of study work: 5.1. in study courses with two or three credit points - one regular test;
 - in study courses with four or five credit points - two current tests;
 - in study courses with six or more credit points - three regular tests.
5. In the transition process, the requirements of Cabinet of Ministers Regulation No. 240 of May 13, 2014 "Regulations on State Academic Education Standards" are observed, that for academic study programs in full-time studies:
 - no less than 40% of the volume of the bachelor's study program (except for practice, if it is determined, and the volume intended for the development of a bachelor's thesis) consists of contact hours;
 - no less than 30% of the volume of the master's study program (except for practice, if it is determined, and the volume intended for the development of the master's thesis) consists of contact hours.
6. The transition to ECTS is carried out until May 31, 2024.

All mentioned documents are added: Other annexes

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.

Students have access to information on the possibilities to submit complaints (attached in the appendix: Other appendices)

All claims and suggestions should be made to the Study Information Centre (SIC), which will then be addressed to the responsible department. The structural unit responds to the results of the review and the improvements made (deadlines are controlled). This procedure is set out in the procedure for reviewing student applications received by the Study Information Centre.

Acceptance of claims

Claims from natural or legal persons are accepted as written applications by the heads of structural units, in departments and faculties - also by assistants and secretaries, in the Secretariat - by secretary, in the Study Information Centre - employees of the Study Information Centre.

Claims in writing shall be filed and registered with the Secretariat or the SIC, as appropriate. Written claims shall be answered in writing.

Any employee of BAT who hears an oral claim shall inform the head of their unit. Responses to oral submissions shall be agreed with the complainant.

If the complainant wishes to address the matter to BAT management (the Chairman of the BAT Board or his deputy) in person, the Board secretary shall arrange an appointment.

Review of oral complaints and decision-making

If an oral complaint does not require additional verification, head of a structural unit makes a decision on the case and informs the complainant accordingly.

If a complaint requires additional information, the complainant should be duly informed about this fact.

If a complaint requires transfer to another structural unit in charge of the particular issue, it should be performed either by sending an e-mail letter to the head of the particular unit or by informing the head of unit orally and simultaneously - informing the complainant.

Review of written complaints, decision-making and providing response.

After receiving a written complaint, secretary of the Secretariat or employee of SIC no later than the next working day forwards it to the head of the structural unit responsible for the particular issue. Prior to that secretary or an employee of SIC should verify if the complaint concerned is not a repeated complaint.

In case of dealing with a repeated complaint, it is submitted attaching documents related to previous claims or complaints.

In accordance with written instructions of the head of a structural unit, secretary of the Secretariat or employee of SIC forwards a copy of complaint to the responsible executive who prepares

information necessary for assessment of the situation.

The Head of the responsible structural unit assesses the prepared information and takes a decision.

The Secretary of the Secretariat or employee of SIC ensure/control that the response is provided in a timely manner.

The Secretary of the Secretariat or employee of SIC has the right to ask responsible executives information regarding the review of a particular complaint.

After making a decision the responsible executive prepares a written answer to the complainant based on the decision made and submits it for signature to the head of the responsible unit

After providing a reply to a written complaint, its time and method of delivery is registered at SIC or Secretariat register

All information accumulated during the process of reviewing a complaint is filed with the Secretariat or SIC.

Record-keeping and preventive activities.

Heads of structural units ensure filing of oral complaints in their units and prepare annual (every June) reports of all complaints received in their units and submit them in writing formally or by e-mail

The Secretary of the Secretariat and an employee of SIC prepare a summary of the written complaints received and submit it to the Head of Secretariat.

The report shall be prepared listing the themes and number of complaints as well as listing actions taken and recommendations for increasing effectiveness of the system.

The Head of Secretariat summarises the reports received and prepares recommendations for streamlining functions or processes in the areas which have received repeated complaints

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.

Statistics are compiled in accordance with the Personal Data Processing Policy (approved by the Management Board decision No 21 of 08.05.2018). (Attached in annexes: Other annexes (on Latvian only).

The obtained information is used for the improvement of the study direction - to improve the work with students, for example, if there is a high dropout rate, then we attract program directors who talk to the students in the program in order to prevent the recurrence of such cases in the future, if necessary we organize additional seminars for students and lecturers on unclear issues.

In accordance with the policy, personal data are stored in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data concerned are processed; personal data may be kept longer insofar as personal data are processed

only for archival purposes in the public interest, for scientific or historical research purposes or for statistical purposes, provided that appropriate technical and organizational measures intended to protect the rights and freedoms of the data subject are carried out.

Data on student performance, internship placements, and final thesis topics are regularly collected. The data are used for the improvement of the study Direction, including changes in the credit points of individual study courses, addition of new study courses (especially in Parts B and C), conversion or removal of outdated study courses.

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).

BAT website, on which the information on the study field and the relevant study programmes is published:

- Short-cycle professional higher education study program "Organizational security" (code 41861), (KD)
<https://www.turiba.lv/lv/uznemsana/studiju-programmas-1/1-limena-koledzas-programmas/organizacija-drosiba> (Latvian only)
- Professional bachelor study program "Organizational security" (code 42861), (OD):
<https://www.turiba.lv/lv/uznemsana/studiju-programmas-1/bakalaura-programmas/organizacija-drosiba-1> (Latvian only)
- Academic master's study program "Security Management of Organization" (code 45861) (OM):
<https://www.turiba.lv/lv/uznemsana/studiju-programmas-1/magistra-studiju-programmas/organizacija-drosiba-vadiba> (Latvian only)

Responsible for the compliance of the information available on the website with the information available in the official registers (VIIS and E-platform) – Development Department and Study Department.

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.

In the last completed financial year (2022/2023), BAT's net turnover has increased by

approximately 3.5 percent compared to 2021/2022. financial year. However, due to the continuation of hostilities in Ukraine, the extremely high rate of inflation in 2022, as well as the almost doubled costs of energy resources, the costs of the company's economic activity in a number of positions have increased quite significantly. As a result, BAT has ended this financial year with lower profit and profitability indicators compared to the previous year. However, BAT's operation is still convincingly profitable and BAT's financial situation can be assessed as very stable even now.

2022/2023 the net turnover of the financial year is EUR 6,040,860, the gross profit is EUR 1,448,981, and the profit of the reporting year after tax is EUR 46,300.

The income of BAT studies is EUR 4,531,420.

The amount of share capital in the annual balance sheet as of 30.06.2023. stated EUR 2,134,300, total equity amount - EUR 5,949,620.

Net turnover of the field of study in 2022/2023. in the study year EUR 172,037 and 2023/2024 planned to reach EUR 213,850.

The profitability of the short-cycle study program Organizational security has been stable in the range of 32-37% in recent years, and reached 34% in the 2022/2023 academic year.

The profitability of the 1st cycle (undergraduate) study program Organizational security has been stable in the range of 39-43% in recent years, and reached 39% in the 2022/2023 academic year.

The 2nd cycle (master's) study program Organizational security management has been launched in 2022/2023. in the study year, profitability indicators reached 34% this year.

Research funding sources are BAT funding, as well as individual projects in which BAT or individual lecturers participate. This funding is used both for participation in conferences with papers and for translation of publications. For the indexing of the publication in the Scopus or WoS databases, additional compensation is given to lecturers. Both conference reports and publications are written on the issues included in the study programs, and the researched material is used in the study process, including it in the relevant study courses.

Table no 2.3.1.1. 2023.2024. study year, costs per student:

Short cycle study program Organizational security		
Study program costs per year	%	Number of students
In total	100%	35
including :		
Academic staff costs - salaries	24%	
Academic administration costs - salaries	6%	
Other academic and scientific costs	8%	
Other study costs, including library costs	14%	
Development, information technology, study support costs	17%	

Capital repairs of the farm, premises, daily maintenance, utility, security and technical support costs	19%
Administrative costs, including property tax and property insurance	4%
Social security costs	5%
Other payments	3%
Costs per 1 student	1 162

Professional bachelor study program Organizational security

Study program costs per year	EUR	Number of students
In total	100%	64
including :		
Academic staff costs - salaries	27%	
Academic administration costs - salaries	7%	
Other academic and scientific costs	9%	
Other study costs, including library costs	13%	
Development, information technology, study support costs	16%	
Capital repairs of the farm, premises, daily maintenance, utility, security and technical support costs	15%	
Administrative costs, including property tax and property insurance	5%	
Social security costs	4%	
Other payments	4%	
Costs per 1 student	1 513	

Academic master study program Management of Organizational security

Study program costs per year	EUR	Number of students
In total	100%	37
including :		
Academic staff costs - salaries	25%	
Academic administration costs - salaries	6%	
Other academic and scientific costs	9%	
Other study costs, including library costs	14%	
Development, information technology, study support costs	16%	
Capital repairs of the farm, premises, daily maintenance, utility, security and technical support costs	17%	
Administrative costs, including property tax and property insurance	5%	
Social security costs	4%	
Other payments	4%	
Costs per 1 student	1 728	

Since the founding of BAT, income from tuition fees has been the main source of financing the study process. Study fees are covered from the funds of individuals and/or legal entities. These can be the personal funds of the students, the personal funds of the students' parents and other relatives, as well as the funds of the students' employers. Students have the opportunity to apply for study loans with a guarantee provided on behalf of the state, commercial loans or funds from sponsors. BAT provides the necessary consultations for obtaining loans and accepts applications for student loans.

The amount of study fees and the payment procedure for each study year are determined and approved by the BAT Senate. BAT has defined the following options for paying the study fee: for the entire study program as a whole, for one study year, for one study semester or in accordance with the study fee payment schedule (monthly fee) provided for in the study contract, i.e. 10 (9 in the first year) payments in each study year . In general, from all the university's revenues in the 2022/2023 academic year more than 80% is income from study fees. The proportion of income from tuition fees depends on the increase or decrease of other income, for example in adult education programs or purchases related to other types of learning or the development of learning materials. BAT is active in the field of adult education, which is not related to higher education, holding various courses and seminars, participating in procurement and projects, as well as renting premises for holding educational events.

As one of the priorities of BAT, the development of research in each field of study has been determined. Teaching staff conducts scientific research according to scientific interests, actualities and approved research directions at the university. The involvement of teaching staff in scientific research activities takes place:

- Providing methodological and informational support for research design, research methods,

information technology solutions for research purposes. For example, organizing scientific seminars, methodical conferences;

- Forming research groups in each research direction. For example, during the reporting period, research directions were approved for the field of study "Security" and a research group was created for which specific tasks were formulated. The group included: prof. Ingrīda Veikša, PhD Vilnis Weinbergs, Mg.iur. Ivita Kīsnica... Results of the group's work: 5 publications in internationally cited databases (Scopus and Web of Science), participation in 4 international scientific conferences, 5 student reports at the International Conference;
- Providing financial support for the preparation of publications and participation in conferences (see Scientific and creative activity review and appendix);
- Involvement in project implementation. For example, D.Rone actively participates in the implementation of various projects.
- Providing support in the preparation and publication of monographs, for example, the monograph published by V. Weinberg "Exportability: Latvian security merchant in the Baltic States"
- When organizing scientific, incl. international events at the university, such as the annual BAT international scientific conference;
- Creating cooperation with universities, incl. ensuring joint research and publication of results, e.g. joint collective monograph "Organizational and individual security" created together with the lecturers of Kazimieras Simanavichios University.

Changes in the number of publications can be observed during the reporting period, paying more attention to publications in internationally cited databases Scopus and Web of Science. This happens in accordance with certain priorities in the national education and science policy and in the BAT development strategy.

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.

Turība has at its disposal all the resources necessary for the implementation of the study Direction and the corresponding study programs:

1. All necessary conditions/environment for studies are present – new conference halls, lecture rooms, computer classes, and modern library with a spacious reading room. The lecture rooms are equipped with high quality visual equipment – white boards, OHTs and screens, multimedia projectors, audio and video equipment. Students have access to computer workstations. Stationary multimedia projectors as well portable one are available. There is sports hall which can also be used in the study process.
2. For practical lessons (Self-defense, Safety of natural persons, etc.), students can use the entire BAT territory (except for places that are rented or otherwise prohibited), including parking lots and buildings.
3. There is a specially equipped/designed room where students can learn and develop their practical and Professional of the technical solutions of the professional security industry, their planning, etc. (C319), as well as in forensics, first aid, stress management, etc. (Business Incubator (Corp. A)).
4. The infrastructure provisions at TU are regularly appended, renewed and modernised;
5. New literature in printed and electronic form are regularly procured by the library;

6. Students of all departments have free access to the library and other resources at all times.
7. Students are provided assistance during consultations with educators. The student can address any questions concerning the study process to the Study Information Center, the department or faculty, or the International Department on international mobility issues.

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.

Information Systems Department is a structural unit of BAT that provides the study process by offering students and lecturers BATIS, which contains information about the whole study process in terms of the calendar plan, study courses and their lecturers, requirements and rights in the study process, regular, final and final examinations, for study and student loans, for academic leave, for guest lectures, conferences, discussions, and other current events in BAT.

All study program syllabus contain information about the possibilities to use the BAT library services in the study process: books, magazines, collections of articles both on paper and electronically. Library working hours are subordinated to the needs of the study process so that the student can use the library virtually 24/7. During the summer holidays the library is opened under a special regime, so that anyone interested can receive the necessary information and study materials. In addition, the library has materials: bachelor's, master's, study papers, doctoral theses and their summaries, which can be used to carry out the independent studies.

The BAT library offers students a modern automated free access library with an electronic subscription/registration system as well as access to books and periodicals using the electronic catalogue ALISE: <https://w3i.turiba.lv/Alise/lv/home.aspx>

The main task of the library is provide the latest text books and scientific literature for the various study programmes and research directions offering access to not only a wide range of text books and press editions but also to online and local databases and other information resources. The heads of the various departments and programme directors in cooperation with the library personnel work out the list of books, journals and electronic databases to be purchased for the new forthcoming academic year.

The Library is a structural unit of Turība - a publicly accessible library that holds and maintains information resources for academic and research activities.

The library provides library users with information resources and services necessary for the study process and scientific activities; develops and supplements the Library Collection and Library Information System (BIS) Alise with the latest, up-to-date information resources in cooperation with the faculties, departments, etc. structural units according to the directions of scientific work of the higher education institution and requirements of study programs.

The library subscribes to periodicals in print and electronic format. The fund is mainly in Latvian, Russian, English and German languages. Heads of departments, program directors, in cooperation with library staff, develop the list of necessary book purchases and electronic databases to be subscribed for the new academic year. The university subscribes to online electronic databases: Academic term database, Latvian statistics, Letonika, Lursoft, EBSCO database repository, Proquest Computing database, trial databases are also constantly used. The latest subscription databases are Scopus and ScienceDirect, which are accessible via the BAT library's on-site computers. E-resources available in the BAT library: Eurostat, Baltictravelnews.com, German News Service, archive, LETA archive of the National Information Agency, NEPLP Media Literacy database, Nozare.lv - LETA business portal: <https://www.turiba.lv/en/for-students/library/online-databases>

Online databases are available to students not only in the BAT library premises, but also remotely by logging in with their password in the BATIS environment. The library provides users with a comfortable and work-friendly environment. The total area of the library is 1532 m². A wide collection of open access books - subscription with electronic catalog available to users (708.40 m²), library reading room with the latest press releases (772.90 m²). Currently, 107 workplaces are available to students, of which 32 are computerized, a quiet reading room has also been created, and specialized spaces for group work. Technical premises 51.10 m². Various library services are offered to students and other library users: <https://www.turiba.lv/en/for-students/library>

Library opening hours:

- Subscription: Monday from 11:00 to 18:15 Tuesday, Wednesday from 10:30 to 18:15, Thursday from 11:00 to 18:15, Friday from 10:00 to 17:00, Saturday from 10:30 to 16:00 00
- Reading room: Monday - Saturday 00:00-24:00. An additional service is also offered - a night subscription, which provides for the possibility of lending the Library's on-site information resources (printed works: books, periodicals, etc.) outside the Library's working hours.

Program directors, heads of departments, deans can suggest the need to supplement informational resources. The proposal is examined by the Rector's Council, in case of a positive decision, the structural unit maintaining the resources (for example, the Library, Information Systems Department) evaluates the offer of information resources, an estimate is developed and coordination is carried out.

BAT annually invests funds to supplement the library's information resources (both for the purchase of literature and for subscription to electronic databases).

BAT library is a member of LATABA (Association of Latvian Academic Libraries).

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.

The information systems department is a BAT structural unit that ensures the study process by offering students and lecturers BATIS, which contains information about the entire study process in

terms of the calendar plan, about study courses and their lecturers, about requirements and rights in the study process, about current, final and final exams , about study and student loans, about academic vacations, about guest lectures, conferences, discussions, as well as about other current affairs in BAT.

Turība University Information system "BATIS" is used in the study process. The study regulations define the procedure for using BATIS, for example:

- 1) After the test, the teacher enters the assessment into BATIS and electronically coordinates its entry.
- 2) In order to participate in the lesson remotely using the WEBEX platform, students must register for the lesson in the BATIS information system by 8:00 a.m. on the day of the lesson. The link to the lecturer's virtual "room" will be added in the BATIS system in the List of lessons section - Notifications in the study course.
- 3) Students must apply for and pay permission to settle their student debt using BATIS, etc.

Study field corresponding study programs are not implemented in distance learning. However, the MOODLE system is used in other study fields that are implemented in distance learning.

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 study process takes place under the guidance of experts in the field. Faculty lecturers are security specialists, as well as judges, lawyers, sworn advocates, sworn notaries, sworn bailiffs, who provide not only theoretical knowledge, but also prepare students for solving practical tasks in real life situations through solving various tasks and practical experience.

The recruitment and employment processes of teaching staff at the university are determined by several regulations:

The academic staff election regulations determine the procedure for electing assistants, lecturers, assistant professors, associate professors and professors in the councils of professors of relevant sciences of other universities.

Vacant academic staff positions in the departments are determined by the rector based on the proposal of the dean of the faculty, the director of the study program or the head of the department. Applicants, both residents and non-residents, whose education and/or professional work experience meet the requirements specified in the Law on Higher Education Institutions and job descriptions can participate in the competition for the vacant positions of academic staff. The process is open, representatives of BAT administrative staff and representatives of other faculties participate in it as observers.

Twice in each study year, BAT announces a competition for vacancies in academic positions. It is a long-term strategy that allows to increase the proportion of academic staff by 1-2 lecturers every year, who are elected to the BAT and for whom the university is the main place of work. However, the election of such lecturers is related to financial investments, so it cannot be implemented quickly, especially in a period when the number of high school graduates and university students tends to decrease.

Application procedure for the competition:

- The competition is announced by the Personnel department in the mass media, following therecommendation of the Rector and the acceptance of the Board, in compliance with the laws and regulations of the Republic of Latvia.
- Applicants must submit their application to the Secretariat within one month from the date ofpublication of vacancies.

The application must be accompanied by a CV, copies of documents certifying education, academic and scientific degrees, a list of publications and/or significant achievements in the specialty (sector) of the last six years, and a job implementation project, as well as other actions specified in the publication.

When submitting an application, the applicant is introduced to this regulation. If the applicant submits documents by mail, then at the request of the applicant, the regulations will be sent to him by electronic mail.

- The personnel department submits the documents of applicants for election to the position ofassociate professors and professors in the councils of science professors of other universities to the BAT Science Council for evaluation.
- The BAT Science Council evaluates the suitability of applicants for election to the positions ofassociate professors and professors, and reports its decision to the Senate.
- By open voting at the BAT Senate session, a decision is made to recommend another universityfor election to the Council of Science Professors.

Upon receiving positive approval from the Senate, the rector prepares a letter to the professors' council of another university, asking them to evaluate and elect the applicant to the relevant position (at the same time guaranteeing payment for the work of the respective professors' council).

The competition takes place in three (3) rounds:

1. In the first round of the competition, the documents submitted by the applicants are checked,their compliance with the requirements of the advertiser.
2. The documents submitted in the second round of the competition are examined in thedepartments, inviting applicants,
3. In the third round of the competition, candidates for academic staff positions are evaluated andelected to the positions in accordance with the procedures specified in the faculty's extended Council of Faculty Regulations.

After electing applicants to academic positions, BAT concludes employment contracts with them for the election period specified in the laws and regulations of the Republic of Latvia.

If the employment relationship is terminated during the specified election period, a new employment contract is concluded only after re-election to the academic position. The teachers of the field of study are reviewed every year and, if necessary, replaced.

The academic staff election regulations are attached in the annexes: Other annexes (Latvian only)

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.

In order to ensure the qualification and quality of work of the academic staff, an incentive system of remuneration has been established, which is described in the Regulations of the organization of BAT staff remuneration (approved by the Senate on October 23, 2019):

- Academic staff with a fixed-term salary system shall prepare an electronic report of their individual work plan at least twice during the study year, at the end of December and June.
- Academic staff who are temporary staff (the hourly rate), the monthly salary is calculated by multiplying the amount of scheduled academic hours recorded in the individual work schedule by the hourly rate and divided by ten.
- Payment for paid services and unplanned guided work shall be made in the form of bonuses in addition to the salary at the end of each semester, but not later than January for Semester 1 and July for Semester 2 or the relevant month.
- The total funding of the Faculty for the remuneration of the academic staff and academic positions is 19% of the total tuition fee income in the respective program.
- If there is an overall positive cash balance for the faculties at the end of the financial year, 15% of it is transferred to each faculty bonus fund in proportion to the balance of each faculty, and 85% is placed in a reserve for faculty development.
- The funding of the academic staff and visiting lecturers is distributed by the deans of the faculties to the departments in proportion to the number of credit points of the study courses implemented in the department and the number of academic groups. In agreement with the Dean, the number of students in the academic group may be changed.
- The salaries of the academic staff of the respective department shall be determined by the head of the department in agreement with the dean and the vice-rector for academic work, but they shall not be lower than the rates established by the Cabinet of Ministers.
- For lecturers with academic load in student groups of more than 30 students (regardless of the number of adjoining groups), the rate is increased by 0.67% for each additional student starting from the 31st student in the particular group. All students who have an active student status and have no payment debts are taken into account, and the actual attendance of lectures is not counted and not taken into account. The amount of the additional payout is calculated each month and paid along with the payroll for that month.
- Remuneration for visiting lecturers
 - A contract is concluded with visiting educators, for the duration of the specific work.
 - The hourly rate set for visiting lecturers is not less than the rates set by the Cabinet of Ministers.
 - Remuneration shall be paid in accordance with the actual pedagogical workload recorded in the delivery acceptance act
 - Foreign visiting professors are paid travel and accommodation expenses in Latvia once per study year.
 - The responsible faculty, which invites the foreign visiting lecturer, prepares an estimate of the planned costs. The total costs are shared between all faculties in proportion to their revenues.
 - The director of the program receives a performance bonus based on the qualitative and quantitative criteria that have been met.
 - The quantitative criteria for the Program Director's bonus are as follows:
 - The bonus is applied to and paid for each calendar month in the course of a

- study year at the rate of salary
- Bonus is calculated for the two periods of the academic year - I semester and II semester based on the information submitted by the Study Department to the Finance Department on the number of Latvian students matriculated as of September 15 and January 15.
- From September 1, 2019, the program directors' bonus is set at the rate of EUR 0.25 (gross) per month for each student studying and paying for the program. The bonuses are paid twice a year at the end of each semester. These bonuses are not applicable to doctoral programs.
- The qualitative criteria for the Program Director's salary are as follows:
 - Development of self-assessment reports.
 - Organization of employer surveys.
 - Attracting external financing.
 - Working with and retaining students.
 - Work with lecturers, lecture visits.
 - Improvement of publicity.
 - Cooperation with branches.
 - Improvement of program quality.
- The Dean assesses the qualitative criteria for the Program Director's bonus. In the event that the work for the Program Director is carried out by another person, the Dean shall be entitled to pay part of the salary of the Program Director to another person.

Improvement of the educators' qualification is the motivation of BAT academic staff and the enhancement of their experience and scientific potential.

Further qualification is provided for by lecturers participating in conferences, publishing articles, monographs, sharing experiences or teaching courses within Erasmus +. E.g. J. Streļčenoks participation in international conferences in Azerbaijan, Tajikistan, Czech Republic, V. Weinbergs, I. Kīsnicas participation in international conferences (Lithuania), Z. Driņke, I. Veikša, N. Ozoliņa participation in exchange of experience, where the acquired experience is used for studies in the process of improving it.

During the study year the lecturers of the field are involved in projects organized by BAT, where lecturers additionally acquire professional competences and foreign language skills. The acquired knowledge is used in the study process in work with students.

In order to increase the interest of the lecturers to improve their qualification, discussions and exchange of experience are organised during seminars held at Law departmental meetings. The lecturers are granted funding for participation in international scientific conferences, and publishing of monographs.

Mechanisms and procedures for raising the qualifications of teaching staff and promoting scientific research activity - stimulating the scientific activity of academic staff:

- to develop scientific research work, to conduct scientific research, to develop monographs, textbooks and study aids;
- developing scientific research by stimulating lecturers and coordinating their work on monographs, textbooks and other scientific publications, with particular emphasis on scientific publications in international citations (Web of Science and SCOPUS);
- to provide payment for English translation of internationally recognized publications;
- to coordinate the activities of the academic staff of the Faculty in order to develop joint scientific research of the lecturers and students;

- coordinate work to develop the evaluation of students' scientific research results at students' scientific conferences, to develop doctoral students' scientific conferences;
- to promote the best independent research developed by students towards publication.

Possibilities for qualification improvement are available to all teaching staff, in accordance with the rules for financing Scientific activities:

- 1) Support is granted for the preparation and publication of a scientific publication in internationally cited publications, with priority given to articles that will be published in scientific journals indexed in the Web of Science or Scopus databases with a citation index higher than the average in the relevant scientific field.
- 2) Support for article publication is provided according to the invoice issued by the journal.
- 3) Translation, proofreading, etc. are supported. etc. covering expenses related to publication. The amount of support for the publication of one scientific publication (translation, proofreading) is no more than 500 EUR.
- 4) In order to receive funding to support the publication of an article, the vice-rector in scientific and academic work must submit an application prepared according to the form attached in the appendix to these regulations together with an estimate.
- 5) Payment is applied only to BAT employees who have a contractual relationship with BAT at the time of claiming compensation. Authors who are not BAT employees (including doctoral students) are not compensated for publication or participation in the publication of the collective of authors.
- 6) Compensation is paid only to the main (first) author of the article, except if the main author has indicated the distribution of compensation in writing in the application. In this case, during the review of the author's application, the fee determined in the price list, according to the recommendation of the main author, is divided among the authors and the part of the due compensation is paid.
- 7) Compensation is paid only in cases where it has not been received from another source.
- 8) Support is also provided for participation in international scientific events (international conferences, congresses or symposia, international scientific associations and other events) to ensure representation of BAT.
- 9) Support for participation in international scientific events can be received twice a year.
- 10) An additional 10% is added to the basic sum for the royalties for the publication of an article in the magazine Q1 or Q2 in cooperation with a foreign author.

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.

59 lecturers are involved in the course of study, of which 22 are elected and the rest are engaged as guest lecturers. Of all lecturers, 22 have a doctorate degree. The large number of lecturers is due to the fact that some teaching staff have part-time academic workloads, while guest lecturers teach only one study course. It is guest lecturers who are industry professionals or outstanding specialists in their field who ensure the linking of programs with practice, which is objectively necessary for the acquisition of professional competences. Each academic year, individual discussions with lecturers are also carried out in order to understand and analyze both the teaching and research load, as well as their motivation to take on a larger or smaller load. The research and administrative workload is regulated by individual time tables. Work is underway on the re-planning

of lecturers' workload and the targeted recruitment of new teaching staff, in order to avoid overloading and burnout of preferred lecturers, which can generally be assessed as a very big problem in Latvian higher education.

It is important to emphasize that the research work carried out by the lecturers is integrated into the study process, as well as the students of both bachelor's and master's programs are involved in the research work both for conducting practical field studies and in projects in general.

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.).

The support available to students is determined by the Regulations of the Student Self-Government (Turība SP) (Approved at the 27.05.2020 session of the Turība University of Business Administration).

The tasks of the Turība SP are, among other things, to represent students in the national and international environment, to identify students' needs, interests and desires for improvement of the academic process and to make proposals for their implementation, as well as to draft SP budget and monitor its use.

Turība SP has the right to request and receive information and explanations from authorised representatives of all Turība structural units regarding any issues related to the interests of the students;

In accordance with the Business Incubator Regulations (approved by the Senate on 18.07.2023) its services are available to students, graduates, teaching staff, other employees of higher education institutions, as well as to any business start-up or entrepreneur. Students widely use the services provided:

Service "Legal address" that entails permission to register one's enterprise with its legal address at Turība University, Graudu street 68 A, Riga, LV-1058, as well as metal locker for receipt of correspondence and document storage.

Service "Hot desk" that provides a free work station on the Business Incubator premises that is not specifically allocated to any client. All work stations are equipped with internet and printer connectivity. If necessary, the work station can be additionally equipped with a computer for an additional charge. The service includes the service "Legal address". The service includes access to the use of all rooms and kitchen facilities as well as electronic entry card.

Service "Dedicated desk" provides a fixed work station on the Business Incubator premises that is specifically allocated and reserved for solely one client. All work stations are equipped with internet and printer connectivity. If necessary, the work station can be additionally equipped with a computer for an additional charge. The service includes the service "Legal address". The service includes access to the use of all rooms and kitchen facilities as well as electronic entry card.

The service "Room for events" provides the opportunity to lease the Business Incubator premises for specific events. The service includes access to relevant equipment (internets, WiFi, projector, screen, computer, TV, whiteboard, furniture), as well as use of kitchen facilities.

Service “Event Organisation” includes planning, organising and managing events for clients with the help of Business Incubator team.

Support in the study process is provided by the Dean, Head of the Department, Head of the Faculty Office, Program Directors, helping students integrate into the study process and providing answers to unclear questions, advising on the course of the study process. Communication can take place both in person and using telephone communications, as well as using communication in the digital environment (E-mail, Webex).

Distance learning students can also use the communication tools available in the Moodle environment.

Support for students is also provided by the Study Information Center, advising on the conclusion of contracts, continuation of studies, termination, change of study form.

Support for students from abroad, including psychological support, is provided by the Department of International Cooperation.

In March 2023, the Career Center was opened at BAT. The purpose of the career center is to help every university student to provide support and provide the tools necessary to make informed decisions about their career path, develop the skills necessary for successful activity in the chosen field, and successfully navigate the labor market and build a professional career.

In the career center, students can receive both individual and group career counseling. A career consultant provides university students and graduates with advice on career self-growth, how to create and improve a CV and motivation letter, how to prepare for a job interview as best as possible. A career counselor provides support in the search for internships and jobs.

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).

In terms of studies, three goals of scientific research are emphasized:

1. the first - is that of lecturers who are scientists and continue scientific research in their field and transfer research results to students in the study process;
2. the second - is the scientific research work of the students who, under the guidance of an experienced lecturer, develop an independent study both in the study work, in the bachelor's work, in the master's work and in the doctoral work, obtaining not only a document confirming their education, but, which is very important, obtaining experience independently, with scientific research methods, to conduct scientific research, which can be and in many cases is academic
3. the third - is the collaboration of BAT lecturers, who are scientists, carrying out scientific research with university graduates, who continue to carry out research in the chosen topic under the guidance of the former lecturer.

BAT combines diverse studies and scientific activities in order to provide high-quality higher education, create new knowledge and apply it in solving important problems for the Latvian economy and society, as well as support the successful development of the Latvian state, economy and society.

The goals and tasks of the study direction are aimed at achieving the strategic goals set by BAT. The aim of the study direction is to prepare highly qualified, internationally competitive security specialists who have acquired the theoretical knowledge, practical and research work skills necessary for the relevant profession, as well as in-depth knowledge, skills and competences in the chosen study program for work in security services and management in both state and local government institutions, both in companies and organizations, therefore, the direction achieves the goals set by BAT in the protection of persons and property.

Research directions in the field of security cover a very wide range of problems, because the threats in the modern world are complicated. Their prevention is a big challenge for specialists of various sciences and industries. Research in the field of security and defense is inextricably linked to the interests of the state, therefore active cooperation with state structures is important. It is also essential to create connections with entrepreneurs in order to create practical products from scientific developments. BAT scientists have already successfully cooperated with state bodies, international organizations and companies. BAT's task is to promote and develop this cooperation in order to create new products for solving security and defense problems in the future.

The main research directions at the Faculty of Law are as follows:

1. Use of intellectual property in business and education (Social sciences; 5.5. Law, sub-sector Civil rights)
2. Importance of insurance in business (Social sciences; 5.5. Law, sub-sector Civil rights)
3. Safety in organization management (Social sciences; 5.9. Other social sciences, including interdisciplinary social sciences and military science)
4. Business management in Latvia (Social sciences; 5.2. Economics and business, sub-sector Business management)
5. Development of administrative and constitutional law (Social sciences; 5.5. Law science, sub-field State law)

Within the field of study "Internal security and civil protection", the lecturers conduct the most research in the fields of research "Security under the management of the organization" (Veinbergs, V, Kisnica, Veikša, I., Načisčionis J., Skuskovnika D., Streļčenoks J., Golta I. etc.) and "Development of administrative and constitutional law" (Saulītis E., Načisčionis, J., Urmonas, A., Ozoliņš N., Kīsnica I. Streļčenoks J, Dāvida Z., etc.).

During the reporting period, the most important research projects in which the elected lecturers of the field were involved:

1. Erasmus+ cooperation partnership in higher education "Digital education tools for security risk management". Project number: 2021-1-LV01-KA220-HED-000023056. Link (Latvian only):

<https://www.turiba.lv/lv/augstskola/projekti/erasmus-sadarbibas-partneriba-augstakaja-izglitiba-digitalas-izglitibas-instrumenti-drosibas-risku-parvaldibai>

2. Strengthening of academic staff in strategic specialization areas of ESF project 8.2.2.0/18/A/019, Business University Turība.

Link to (Latvian only)

<https://www.turiba.lv/lv/augstskola/projekti/eiropas-sociala-fonda-projekts-biznesa-augstskolas-turiba-akademiska-personala-stiprinasana-strategiskas-specializacijas-jomas>

3. Justice program project CODEMAL - "Cooperation Development among Mediators and Lawyers" Project number: 854024-CODEMAL-JUST-AG-2018/JUST-JTRA-EJTR-AG-2018. Link to (Latvian only):

<https://www.turiba.lv/lv/augstskola/projekti/justice-programmas-projekts-codemal-cooperation-devel>

4. Erasmus+ "Capacity-Building projects in the field of Higher Education" (E+CBHE) activity "Mediation: training and society transformation/ MEDIATS". Project number: 599010-EPP-1-2018-1-NL-EPPKA2-CBHE-JP. Link to (Latvian only):

<https://www.turiba.lv/lv/augstskola/projekti/erasmus-projekts-mediacija-apmacibas-un-sabiedribas-transformacija-mediats>

5. Nordplus higher education program cooperation project "Development of public and organizational security programs 2017" (September 2017 - October 2018). Project no. NPHE-2017/10115. Link to (Latvian only):

<https://www.turiba.lv/lv/augstskola/projekti/nordplus-augstakas-izglitibas-programmas-sadarbibas-projekts-sabiedribas-un-organizacijas-drosibas-programmu-attistiba-2017>

6. 05/2021-08/2023 "Research on the effectiveness of the family assistant service in providing support to families", researcher, client: Ministry of Welfare. Link to (Latvian only):

https://ppdb.mk.gov.lv/wp-content/uploads/2023/10/Gim_asistents_gala_zinojums.pdf

7. 04/2021-12/2021 "Annual evaluation of policies to reduce poverty and social exclusion (including in-depth evaluation of GMI recipients' livelihood strategies)", researcher, client: Ministry of Welfare. Link to:

<https://www.lm.gov.lv/lv/projekts/ikgadejs-nabadzibas-un-socialas-atstumtibas-mazinasanas-ricibpolitikas-izvertejums>

8. 1/2020-7/2020 "Evaluation of the implementation of the United Nations Convention on the Rights of Persons with Disabilities", research leader and leading researcher, client: Ministry of Welfare. Link to:

<https://ppdb.mk.gov.lv/datubaze/petijums-apvienoto-naciju-organizacijas-konvencijas-par-personu-ar-invaliditati-tiesibam-ieviesanas-izvertejums/>

9. 11/2019 -05/2020 "Evaluation of more effective involvement in education of employed adults with low qualifications", project manager and leading researcher, client: Ministry of Finance. Link to:

<https://ppdb.mk.gov.lv/datubaze/nodarbinato-pieauguso-ar-zemu-kvalifikaciju-efektivakas-iesaistes-macibas-izvertejums/>

https://www.esfondi.lv/assets/izv%C4%93rt%C4%93jumi/2014_2020/2020/biss_zinojums_pieauguso_izglitiba_2020.pdf

10. 09/2019-04/2020 Evaluation "Annual evaluation of policies to reduce poverty and social exclusion (including evaluation of inequality in the field of access to public transport)", project leader and leading researcher, client: Ministry of Welfare. Link to:

<https://www.lm.gov.lv/lv/projekts/ikgadejs-nabadzibas-un-socialas-atstumtibas-mazinasanas-ricibpolitikas-izvertejums>

11. 08/2018-06/2019 Evaluation "Annual evaluation of policies to reduce poverty and social exclusion (including evaluation of inequality in health care and inequality in the field of access to housing)", project leader and leading researcher, client: Ministry of Welfare 08/2018 -03/2019 Study "Mid-term evaluation of the impact of the implementation of the horizontal principle "Equal opportunities" on the promotion of gender equality, observance and inclusion of the rights of persons with disabilities, prevention of discrimination 2014-2020. European Union funds planning period", project leader and leading researcher, client: Ministry of Finance.

Link to (Latvian only):

<https://www.lm.gov.lv/lv/projekts/ikgadejs-nabadzibas-un-socialas-atstumtibas-mazinasanas-ricibpolitikas-izvertejums>

12. 02/2018 – 09/2018 Research "Possibilities for more effective resolution of labor disputes in Latvia", researcher, client: State Labor Inspectorate. Link to (Latvian only):

https://www.vdi.gov.lv/sites/vdi/files/dati/petijums_darba_stridu_efektivakas_risinanas_iespejas_latvija_028611.pdf

During the reporting period, the most important international conferences, in the organization or participation of which the elected lecturers of the field, as well as students, were involved:

1. XXIII Turība University Conference CHANGE - THE BASIS OF A SUSTAINABLE SOCIETY Riga, April 19, 2023, Organizing Committee: Aldis Baumanis, Daina Vasilevska, Ingrīda Veikša, Ivo Krievs, Kristine Neimane, Vineta Vītoliņa.
2. Kisnica I. (2021). "Practical and legal aspects of private security ethics in Baltic states". Kazimieras Simanacičius University international conference "Problems and Challenges of Contemporary Law in the Context of International Law 2021"
3. Veinbergs, V., Kiesnica, I. (2021). Possibilities and Restrictions on the Use of Unmanned Aircraft Systems in Security Work in Latvia, ICEP- 2021 – 18th International Conference on European Processes, European Integration Studies, No. 15 / 2021, pp. 182-193, available at: <http://dx.doi.org/10.5755/j01.eis.1.15.28829> . (WEB OF SCIENCE)
4. Streļčenoks, J. (2022) "Legal problems of using artificial intelligence in the prevention of conflict of interest in the public sector" XXIII International Scientific Conference - "Communication and development of interdisciplinary competences in the digital age", April 20-21, 2022, Riga, Latvia , BA Turība
5. Streļčenoks, J. (2022) "Legal regulation and the concept of implementation artificial intelligence in resolving a situation of conflict of interest in the public sector" IX international conference "Social Changes in the Global World", Goce Delchev University in Shtip 01.09 .2022, Štip, North Macedonia
6. Streļčenoks J (2022) Whistleblower Protection and Compensation System for Reporting Corruption Violations; Effective conflict of interest prevention system. In Astana, Kazakhstan, the United Nations and Университет КАЗГЮУ имени М.С.Нарикбаева

The participation of academic staff in conferences, scientific seminars, the profile and subject matter of publications are reflected in the annual BAT Scientific Activity Reports, which are available here (Latvian only):

<https://www.turiba.lv/lv/zinatne/zinatniskas-darbibas-parskati/biznesa-augstskolas-turiba-zinatniskas-darbibas-parskati>

and in the NZDIS system:

https://sciencelatvia.gov.lv/#/pub/institucijas_publ_parskats/list

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.

BAT started the implementation of the Nordplus higher education program cooperation project "Development of public and organizational safety programs 2017". The university developed and implemented this project in cooperation with Kazimieras Simonavičius University (Lithuania) and Laurea University (Finland).

Today, security issues are becoming more and more relevant in the Baltic and Scandinavian countries as well. We are currently facing new challenges related to migration, conflicts rooted in cultural and religious differences, cyber attacks and other threats to our security. Therefore, it is increasingly important for educational institutions to prepare capable and knowledgeable security specialists who are able to deal with these new threats and challenges.

For several years now, BAT has been implementing the "Organizational Security" study program, which prepares new security specialists and security service managers. BAT lecturers recognize that the field of security is changing, new challenges are emerging, and in order for us to prepare knowledgeable and professional young specialists, cooperation and adaptation of knowledge to the Baltic Sea region is necessary. That is why the idea of cooperation in the Nordplus project arose.

The project intended to evaluate and improve security programs, promote the exchange of experience and develop a book that will serve as a new and useful learning material for students of various security programs and industry professionals.

After a year of intensive work, attracting more than 20 specialists from 3 countries, a book on security issues has been created and is currently available to any student and professional in the field of security. Working together on the creation of the book, the project implementers have acquired excellent cooperation partners and created a cooperation network of security specialists. The results of the project were also presented at an international conference in Riga on April 19, 2018, which was an important international event in the field of security in the Baltic States.

In general, the project provided diverse opportunities for cooperation, ideas for new initiatives and projects, and certainly gave us and our partners the opportunity to evaluate our security programs and invest in their further development.

Scientific research and the study process are closely related and complement each other. This mutual interaction manifests itself as follows:

- 1) final results of lecturers' scientific research, reflected in scientific monographs, scientific publications, etc. are applied in the study process, approving the research results, using the practical examples obtained from the research, encouraging students to familiarize themselves with the research, facilitating the learning of the study course;
- 2) as part of the study process, lecturers come up with new ideas for scientific research, because in the study process, new themes and problems that have not been studied so far emerge;

3) as part of the study course, students must prepare various research works or papers. Every year, students have to develop study papers that are linked to the study courses to be taken during the study year, and during the last semester - qualification or bachelor's papers, respectively, students carry out a real study of the problems of a company working in the security sector, offering solutions within the framework of their acquired qualification.

An international scientific conference is held annually at BAT, with special attention paid to the student section. Students are invited to participate in the conference with their research, which is developed in close connection with the study process and study courses. For example, on 27.05.2024, BAT held the XXV international scientific conference "The Age of Insecurity: From Risks to Growth". Two sections were devoted to student research

1) 1st SESSION: Law and security 1; Chairs: Ingrīda VEIKŠA, Dr.iur., Professor and Vilnis WEINBERGS, Ph.D., Assistant professor;

2) 2nd SESSION: Law and security 2; Chairs: Nikolajs OZOLIŅŠ, Mg.iur., Lecturer and Kārlis APALUPS, MBA, Lecturer

Lecturers provide advice both within their courses and when organizing seminars for their students on how to successfully develop independent research, how to work with library databases, etc. Scientific activity and preparation of publications, both for academic editions and also in popular scientific form, takes place in connection with the content of study programs and implementation goals and tasks. An increasingly active use of research in students' final theses can be observed. Joint research projects of lecturers and students are created within the framework of bachelor's and master's theses in such areas as the security of institutions, organizations, events, individuals, aircraft and other objects.

For example, Vilnis Veinbergs led a student's research "Countering Unmanned Aerial Vehicle threats in Latvia: technological approaches and legal framework"

Ivita Kīsnica in cooperation with students studied the following topics: "Security requirements during public events", "Implementation and improvement of the personnel adaptation program in the institution"; "The relationship between climate change and security risks between the Sahel and Europe: geopolitical changes and security challenges".

Uģis Začs analyzed the following questions in cooperation with the students: "Analysis of public address systems in crisis situations: understanding, challenges and opportunities in Latvia", "The dualistic executive protection concept approach".

Various 2.4.1. the results of the projects listed in paragraph 1 are integrated into the lecture content of study courses at both the bachelor's and master's level. By regularly attending and speaking at both local and international scientific conferences, lecturers keep up with industry news and current research trends. In this way, the content of the study courses is improved, it is ensured that the study courses are based on the latest scientific knowledge and research results.

The scientific research of the academic staff involved in the course of study is directed towards the topic of the taught study courses, linking it to the study process. This is evidenced by the topics of the reports and the support to publish the results of the research conducted as part of the students' final theses.

For example, BAT lecturers organize the School of Legal Excellence, offering young people to familiarize themselves with various aspects of their chosen profession and improve their professional abilities. In addition, the project also aims to develop the leadership skills of young people, thereby creating strong young adults. In addition to academic knowledge and skills, solving various legal weddings, young people get to know things that promote personality development, such as public speaking, acting skills, empathic abilities, professional burnout, business etiquette

and protocol.

The creative activities of the academic staff are also related to conducting classes for students. As part of the Legal Excellence School organized by BAT, high school students have the opportunity to get acquainted with various professions related to law - by meeting a sworn lawyer, prosecutor, judge, sworn notary, sworn bailiff, civil servant and company lawyer, as well as participate in a quest and assume the roles of representatives of the professions. Thus, young people have a unique opportunity to meet professionals in the field of legal science in an informal atmosphere, in order to acquire skills that are useful not only in the chosen profession, but also in life in general, through practical lessons.

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.

Students and lecturers in the study programs of the field of study have participated in writing the monograph and are now using it as material in studies. Students are the beneficiaries, because during the study process they learn material and specific experience in constitutional, administrative and criminal law from lecturers who participated in the international cooperation scientific research project "Nordplus. Higher education program Project", where international cooperation partners were Turība University of Business (Latvia), Kazimierz Simonavičius University (Lithuania), and Laurea University (Finland). The project was realized with the co-financing of the Nordplus higher education program. Project no. NPHE-2017/10115.

The implementation of the ERASMUS+ strategic partnership "Development of interdisciplinary skills for cooperation and conflict resolution" project was successfully completed, within the framework of which several learning support materials were developed in interdisciplinary topics (team work, goal setting, effective planning, multicultural communication, conflict diagnostic management). The project is implemented by an international team under the leadership of Turība Business School, which included Mikolas Romeris University (Lithuania), University of Graz (Austria), University of Genoa (Italy), Netherlands Business Academy (Netherlands) and Jagiaili University (Poland).

More detailed information here (Latvian only):

<https://www.turiba.lv/lv/augstskola/projekti/erasmus-strategiskas-partneribas-projekts-starpnozaru-prasmju-attistiba-sadarbibai-un-konfliktu-risinasanai>

Project webpage: <http://skills.turiba.lv>

Based on the previous successful project, in 2022 started ERASMUS+ cooperation partnership in higher education "Digital education tools for security risk management". This project aim to establish sustainable security specialists' network, which can cooperate on long term bases. During the project we will develop recommendation for Universities which are preparing security specialists in Europe. Also partnership will develop and maintain comprehensive and up-to-date digital teaching materials and tools, gathered in one web platform which contains the most updated information on security risk management aspects available for all security experts, students and academics.

Main target groups of the project are teachers and students of security field, faculties and Universities and training centres providing education and training on security and security field professionals. Project will create sustainable network of European Universities teaching security specialists. Also we will create solid bases for the unified and high quality teaching materials for any EU University tackling security field. In frame of the project we will create: Platform containing different tools and materials on security risk management: <http://security.turiba.lv>; Recommendations for Universities which are preparing security specialists in Europe; Digital Vocabulary on security risk management; Video lesson on different security risk management subtopics; Best practice compilation on security risk management. Practical tasks for students and teachers.

Project partner: Turība University (Latvia) – leading partner; Kazimieras Simonavičius University (Lithuania); Laurea University of Applied Sciences (Finland); Nord University (Norway); Avans University of Applied Sciences (the Netherlands); Fundació Universitat Autònoma de Barcelona (FUAB) (Spain). Biedriba "Drošības profesionāļu asociācija" (Latvia)

During the development of all projects, joint publications are created (in the case of the last project, they will be).

It is possible to get acquainted with other projects implemented by the university, from which the students and lecturers are the unequivocally the biggest beneficiaries <https://www.turiba.lv/en/university/projects>

Within the study field, cooperation in scientific research can be considered successful and it is planned to develop it by getting involved in the implementation of new projects, as well as to continue the already started scientific cooperation. All study programs included in the field benefit from the cooperation, because the lecturers involved in the implementation of the field can use their newly acquired experience and competences to work with students. The projects allow to strengthen the competences of the lecturers, to strengthen the cooperation with the foreign lecturers attracted within the framework of the projects.

By participating in international projects, students learn new methods and gain practical experience. In addition, such cooperation contributes to the quality and relevance of study programs, as it allows the inclusion of the latest scientific knowledge and examples of practice.

In general, international cooperation specifically in research is one of the directions that must be further developed, because currently a good level has been reached in the field of studies and academic work. Lecturers of the Faculty of Law regularly go on foreign teaching visits, guest lecturers from foreign universities are attracted every year, but the intensity of cooperation in science could be greater.

Future plans are related to the development of closer cooperation with other universities, companies and organizations, as well as focusing on specific topics that are relevant in the industry. Such cooperation can promote scientific research, creating sustainable development and innovation in the industry.

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.

During the reporting period, the lecturers involved in the implementation of the Internal Security and Civil Defense study line have:

- nineteen publications in journals indexed in Scopus and Web of Science databases;
- eleven publications in journals indexed in EBSCO, ProQuest; four monographs;
- fifty one publications in scientific journals; forty one papers in international scientific conferences;
- participation or management in thirteen projects.

The scientific research activities of lecturers are a scientific and practical contribution to the branches and sub-branches of legal science. The results of the scientific research are summarized in the 6th appendix attached to the evaluation of the course of study.

BAT's strategy has a goal aimed at the development of academic staff: "Academic staff are knowledgeable, experienced and carry out practical scientific research work". During these years, a stable team has been formed with relatively little change, able to implement the study process, based on both theory and practice. The university provides opportunities for continuing academic education as well as opportunities to participate in various continuing education courses. Anticipating the increase in the number of foreign students, English language courses were also organized for groups of employees with different previous training. Several lecturers were involved in various ERASMUS+ projects.

The publication of scientific monographs is also financed, as well as participation in conferences, presenting scientific research corresponding to an internationally cited level. The total planned funding that the university allocated from its budget for science and the growth of academic staff last year exceeded one hundred thousand euros. Here, however, it must be said that what is provided for in the science budget is not fully learned. This was mainly due to the slower than expected preparation of publications, as well as the relatively long registration of these publications in databases of internationally cited articles. This year's funding is also sufficient to ensure the professional development of the academic staff.

The implementation of doctoral study programs also contributes greatly to the development of personnel. BAT has established and operates three permanent doctoral councils in management science, economics and law.

In order to emphasize that BAT teaching staff are industry professionals and experts, monthly opinion articles are prepared on various topics relevant to society and the business environment. Each month, a number of lecturers express their opinion to the media, commenting on areas such as economics, politics, energy, the ICT sector, healthcare, media and communication, justice, tourism and hospitality, as well as others. The image of teaching staff-experts is gradually strengthening in the media environment, which makes journalists more and more often turn to Turība's teachers for advice and comments.

It should be noted that during the reporting period, 13 lecturers of the BAT have acted as experts of the Latvian Science Council, which is an important creator and prerequisite of research quality, forming doctoral councils and maintaining doctorates in relevant scientific branches and sub-branches.

Regulation of the scientific research activities of the BAT determine the planning of the scientific research work and the results control procedure.

By the end of the first week of September, the head of the department submits to the dean the project of the scientific research work plan for the next academic year. The dean coordinates the draft plan and submits it for approval at the next meeting of the Faculty Council. The dean sends the electronic version of the approved scientific research work plan to the department and the Science Council.

Scientific research work plan must contain information about

- 1) For publications of scientific articles in international journals of the highest quality indexed in the Q1 or Q2 category in the field of humanitarian, educational, social or legal sciences in the databases Scopus or Web of Science.
- 2) scientific monographs and their authors;
- 3) lecturers' reports at conferences and seminars or participation in their organization;
- 4) defense of lecturers' doctoral theses and doctoral studies;
- 5) topics of the main scientific researches and their leaders;
- 6) projects and their applications;
- 7) lecturers' works in editorial boards of scientific publications;

When drawing up the individual work plan of the academic staff, at least 10% of the workload should be allocated for scientific research activities, project management and management consultations.

Within one month after the end of each semester, information on the scientific activity of lecturers is collected. Eligible lecturers and researchers enter this independently in their NZDIS account; the other lecturers inform the department about it, which compiles it and submits it to the Science Council.

The publication of scientific monographs is also financed, as well as participation in conferences, presenting scientific research corresponding to an internationally cited level. The total planned funding that the university allocated from its budget for science and the growth of academic staff last year exceeded one hundred thousand euros. Here, however, it must be said that what is provided for in the science budget is not fully learned. This was mainly due to the slower than expected preparation of publications, as well as the relatively long registration of these publications in databases of internationally cited articles. Also, the funding planned for this year is sufficient to ensure the professional development of the academic staff.

The implementation of doctoral study programs mentioned in the previous section also makes a great contribution to staff development. The university has established and operates three permanent promotion councils, one of which is in Law:

In order to emphasize that BAT teaching staff are industry professionals and experts, monthly opinion articles are prepared on various topics relevant to society and the business environment. Each month, a number of lecturers express their views to the media, commenting on areas such as economics, politics, energy, the ICT sector, healthcare, media and communication, justice, tourism and hospitality, as well as others. The image of teaching staff-experts is gradually getting stronger in the media environment, which makes journalists more and more often turn to Turības teachers for advice and comments.

It should be noted that during the reporting period, 13 lecturers of the university have acted as experts of the Latvian Science Council, which is an important creator and prerequisite of research quality, forming doctoral councils and maintaining doctoral programs in relevant scientific branches and sub-branches.

BAT annually publishes the **scientific journal** "Acta Prosperitatis" where scientific researches of

doctors of law from Latvian and foreign universities are published. Acta Prosperitatis is indexed in the internationally cited databases ERIH PLUS, EBSCO, AcademicSearch Ultimate version and ProQuest. Each article is assigned a DOI index.

Electronic versions of the magazine are available here:

<https://www2.cloud.editorialmanager.com/acpro/default2.aspx>

Since 2022, the journal Acta Prosperitatis is published in cooperation with the Sciendo company of the De Gruyter publishing house.

<https://sciendo.com/journal/ACPRO>

BAT lecturers publish a significant number of **international scientific publications**.

The prepared textbooks are recognized as fundamental studies.

The number of popular scientific publications is also an indicator of appropriate quality, as it forms the transfer of knowledge and cooperation with society. Lecturers are published both in the publication "Jurista Vārds" and also in new publications on legal issues, for example - I-rights.

An important aspect of the scientific research evaluation of the academic staff is the significant number of scientific conferences in which TU teaching staff participated with papers.

The continuous increase in participation in scientific projects is positively evaluated. BAT lecturers have been involved in several scientific projects during the reporting period.

Within the framework of the entire university, lecturers work in two EU-funded projects with the topics "Improving management at the Turība University" and "Strengthening the academic staff of Turība University in areas of strategic specialization", as well as in nine other projects. The total amount is impressive - close to two million euros, but it should be taken into account that this refers to a period of several years and, especially for the first two, it will be necessary to work very seriously to absorb all seven hundred thousand euros in full.

In general, the scientific research results of the academic staff involved in the implementation of the study direction can be assessed as satisfactory, as they confirm the ability of BAT lecturers to engage in internal security and civil defense research in Latvia, the increasing international importance, as well as the close connection between research and study work.

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.

Starting from the first year of the academic bachelor's program, students are involved in scientific research of various types and degrees of complexity. Students develop research papers - study papers from the first year of study. The most active students are involved in the organization of conferences and they are also given the opportunity to participate with lectures in conference sections. Students are invited to present papers at BAT's annual scientific conferences, where separate student sections are also organized.

Students are also co-authors of the book "Organizational and Individual Security" together with the lecturers of the course.

Students' research experiences are different. Outstanding research by outstanding students has a

special contribution at both the theoretical and empirical levels. Annotation of current research topics and obtained results gives an insight into what the students have done. Student research can be found on the BAT website:

<https://www.turiba.lv/en/research/student-research>

BAT has created an interesting and engaging opportunity for students to train skills and experience the first practice in their profession. The first safety laboratory has been established in the premises of the university. The laboratory is equipped with video surveillance, fire protection, access control and building management systems, as well as various physical security solutions, and in the future it is planned to expand it with various cyber security experiment modules and other organizational security solutions. The lab allows students and faculty to conduct various safety tests and experiments, as well as develop new ideas and projects. The Security Laboratory of the Turība Business School has been created in cooperation with four companies in the security industry - ZEVS SECURITY CONSULTING, EVIDENCE NETWORK, ALTAS IT LATVIA and SCHNEIDER ELECTRIC LATVIA, which have provided the necessary equipment and software for the laboratory, as well as providing their expert support.

From March 24 to 26, 2023, the CASSINI hackathon took place in Liepāja, which took place simultaneously in 10 European countries. Also, 5 students of Turības participated in the challenge, within the framework of which they developed the idea of a data processing system for area analysis and forecasting changes. The event gathered a total of 11 teams of students and teachers from all over Latvia, who, together with business, defense and other experts, worked on creating solutions for the security of the European Union using EU Earth observation and satellite data. Using Copernicus, Galileo and EGNOS satellite navigation system data as well as secure connectivity technologies, participants created new concepts and products to strengthen European security by addressing one of three challenges: protecting cross-border mobility, strengthening maritime security and mitigating the risks and consequences of critical infrastructure disruptions and for restoration. A team of five security and IT program students from Turība – Niks Mikus Rožlapa, Kalvis Rolands Siliņš, Uldis Neimanis, Jānis Gabrāns and Artis Zadvinskis – developed an idea that aims to combine space data and data from various ground sensors and state institutions to provide faster data processing for terrain analysis and change prediction. During two days, the team was provided with the support of experienced mentors and the developed idea received a positive evaluation from the hackathon experts.

On October 7-8, 2022, at the "To Be" business idea hackathon, according to the jury's evaluation, the team from BAT received the 2nd place for the solution to problems related to sustainability. – "3G". In the direction of the hackathon, the 3rd place was won by the youth team "I-dea" and the 2nd place by the team "Danra", both from Turība Business School, for sustainable and original ideas. A total of 19 teams from all over Latvia participated in the hackathon, and within 24 hours, they created a sustainable business idea or a solution to problem situations related to sustainability. The work had to be presented to the hackathon jury.

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 qualitative contribution and funding of scientific research works in both short-term and long-

term periods are determined by the strategic guidelines of the Turība University of Business Administration 2021-2025. practical implementation with the aim of providing quality education opportunities to all Latvian residents, promoting the development and implementation of their potential throughout their lives and to build their ability to change and responsibly manage the constant changes in society and the national economy.

The most important tasks in the scientific activity of the university in the following years are:

- promote research work and publication in internationally cited publications;
- direct and support staff development in international programs, participation in projects and expansion of experience in practice;
- promote staff activities and publicity in the business, scientific and public environment;
- to attract the best students, lecturers and professionals, to create products important for the national economy.

The funding of scientific works in 2022 consists of university funding for science, payment for research commissioned by state administration institutions and funding from European Union structural funds. The everyday work of teaching staff is not only conducting lectures and seminars, consulting students. An important part of the work of Turība University of Business lecturers is to improve their academic competence by publishing research, cooperating with employers and participating in working groups, the purpose of which is to study a specific problem issue, to promote the entry of innovations into business and take care of the prosperity of the national economy. Applied research, which is created in cooperation with industry experts and students, will be useful for every employer, following industry trends and planning the future development of the company. Research is carried out in four directions of scientific activity.

The Faculty of Law is proud of the "Security Laboratory" created in the premises of the university for the training process, where students learn the current security technical solutions for the security industry. Students of the faculty can experience both the role of security technical solutions technicians and the areas necessary for the profession, such as planning various security measures and work, preparing a deployment plan for technical solutions, deploying personnel in the facility, as well as developing evacuation routes, etc.

Process innovations also played an important role. Processes and information circulation have been improved, new ICT solutions have been implemented both for internal information circulation and mobilization, as well as for work with students (Moodle, Webex). A very important block of innovation is technological innovation, investment in the expansion of ICT capabilities.

Pedagogical innovations are one of the cross-cutting topics that have not lost their relevance in the European Social Fund project "Strengthening the academic staff of the Business University Turība in areas of strategic specialization", which has been implemented since 2019, within the framework of which lecturers host colleagues' classes, discuss what has been observed, and opportunities for professional development.

The impact of innovations on the study process can be assessed as high - the lecturers have modernized their study methods, pedagogical improvement has taken place, as a result of which the lecturers have expanded their range of pedagogical methods, the links established with industry companies as part of the internship program have also expanded the opportunities to attract guest lecturers. In the context of the COVID-19 pandemic, several lecturers have also implemented online classes using a variety of multimedia equipment.

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.

Scientific relevance, practical necessity, in the best case, both, i.e. knowledge of the problematic issues of scientific research and the need for an objectively conditioned practical solution are the criteria that are used in the study process, so that it is of high quality in the preparation of future specialists and with a contribution to the national economy. Namely, the study process prepares a knowledgeable, competent specialist who knows how to solve practical issues that are necessary in the national economy.

In order to increase the competitiveness of graduates in the labour market and their contribution in companies where they are employed, BAT in cooperation with the Latvia University of Life Sciences and Technologies (LBTU) (formerly Latvia University of Agricultural) and six other partners by the end of 2023 jointly implemented a large-scale project to strengthen student digital competencies. The aim of the project "Digitalization Initiatives for Improving the Quality of Studies in the field of Strategic Specialization of Higher Education Institutions" (No. 8.2.3.0/22/A/005) was to strengthen digital capacity and introduce digital initiatives in Latvian higher education institutions, integrating technological solutions into the content and process of study courses. The project consortium involved six Latvian higher education institutions, where the aforementioned activities were implemented, and two merchant organisations. The leading partner of the consortium was LBTU, which has united the seven other partners: Rezekne Academy of Technologies, Daugavpils University, University of Latvia, Ventspils University of Applied Sciences, BAT, SIA "WeAreDots" and SIA "Baltijas Datoru Akademija". The LBTU agency Malnava College was also involved in several project activities. The main tasks of the project were the strengthening of digital capacity in new and existing study courses, the development and integration of the digital skills assessment system in universities and the integration of the latest existing digital solutions in the e-study process. Within the framework of this project, BAT University participated in the development of several joint courses with partners, as well as created digital courses for the e-study environment. Courses such as "Digital Marketing", "Artificial Intelligence and Data Science in Business Management" and "User Interface and Experience". In order to develop e-studies and create comprehensive modern e-study courses, 10 e-study courses were developed, for example "E-commerce", "Project management", "Quality management", "Sustainable organization management", "Innovation management" and others. As part of the project, equipment for video processing and editing and a disk array for data storage were purchased.

Hyperlink to the project "Digitalization Initiatives for Improving the Quality of Studies in the field of Strategic Specialization of Higher Education Institutions" (No. 8.2.3.0/22/A/005) (Latvian only): <https://www.turiba.lv/lv/augstskola/projekti/eiropas-sociala-fonda-projekts-digitalizacijas-joma>

BAT plans to expand cooperation with other Latvian universities that implement similar programs, therefore it has currently made comparisons of the Short Cycle Study Program with the study

program implemented at Daugavpils University - Civil Security and Defense and the study program implemented at the College of Law - Security and Personal Data Protection. Comparisons of study programs can be found in the self-assessment report of the specific program.

Unfortunately, it was not possible to compare with professional bachelor's and academic master's study programs, because there are no similar programs in Latvia

Organization of practice for students

BAT concludes contracts for the organization of practice. Agreements have been concluded with the Ministry of Justice, the Supreme Court, the Prosecutor's Office of the IvP, as well as other law enforcement institutions. Latvian Security and Business Association, signed a memorandum of cooperation with the Association of Security Professionals. Successful cooperation in organizing practice is with the State Police, Municipal Police, Regional Municipal Police, National Armed Forces. It is also possible to do an internship at the Turība Internal Security Service of the Business School.

However, students often find their own internships without asking BAT. BAT only evaluates whether it is possible to perform the practice tasks specified in the specific description at the relevant internship location, and in case of compliance, signs a standard tripartite internship agreement (BAT - student internship location).

Cooperation with employers, professional organizations

1. Association of Security Professionals (DPA) - signed a cooperation memorandum on participation in the study process, offering students research topics, internships, support in the study process. Considering that DPA members represent various security-related companies, students have the opportunity to do internships and study various security angles. Excursions are organized for companies represented by DPA members, which broaden the students' horizons in various security-related fields, such as physical security, occupational safety, bodyguards, etc. Its board members are involved in teaching various study courses, as well as participate in State examination commissions.
2. Latvian Security Business Association - concluded a cooperation agreement on the provision of internships. Turība University of Business is its member. LDBA chairman Jānis Zeps has been elected to the Council of the Faculty of Law for a long time, teaches the study course in the first cycle study program and also participates in State examination commissions, expert Guntars Loba has been elected to the Council of the Faculty of Law.
3. Security corporation "Pentano" - concluded a cooperation agreement on the provision of internships. Its chairman, Genādijs Seibutis, has been elected to the Council of the Faculty of Law for a long time.
4. Administration of prisons - a contract has been concluded for the provision of practice places.
5. Latvian Chamber of Commerce and Industry.
6. Riga Municipal Police - Artis Strāders, head of the administration of the Riga State Municipality's Economic Department, has been elected to the Council of the Faculty of Law, students undergo an internship every year.
7. State Police - a protocol of cooperation intentions was concluded on the provision of internships. Its representatives participate in State examination commissions.
8. State Probation Service - there is cooperation on the provision of teaching practice and the development of students' research papers.
9. Koblenz security - provides practice places, the head of its Security Department participates in the State Examination Commission.
10. Daizpon - provides students with basic self-defense lessons.
11. SIA "Baltic Ring 333" - in cooperation, training is provided at the safe driving range, which

includes various types of tracks on Track 333 and an international-class certified instructor. The company Creative idea center "Spāre" - provides a First Aid course according to the Cabinet of Ministers' 2012 Regulations No. 557 of August 14 "Regulations on training in first aid"

12. Walters shooting range - provides professional implementation of the "Practical Shooting" study course, as well as being a cooperation partner in organizing summer school activities.
13. Hudo Wolfs Team - provides students with a practical study course - managing stress in crisis situations by acting out various emergency situations in a real environment.
14. ALTAS IT - is one of the co-founders of the security laboratory, its board chairman Māris Baltbergs participates in the State examination commissions.
15. ZEVS SECURITY GROUP - provides students with internships, is one of the co-creators of the Safety Laboratory.

BAT actively cooperates with the Association of Latvian Colleges, creates joint informative events, cooperates in the organization and promotion of the "School" exhibition.

Provision of internships, organization of excursions, safe driving, practical shooting, etc., as well as the involvement of professionals in the study process, directly help to achieve the goal of the entire direction - to prepare highly qualified, internationally competitive security specialists who have acquired the theoretical knowledge, practical and research work skills, as well as in-depth knowledge, skills and competences in the chosen study program for work in security services and management both in state and local government institutions, as well as in companies and organizations.

Specialists and professionals in their field become cooperation partners of the study direction and study programs, depending on the need for the realization of the study process. For example, in order to ensure that students, in accordance with the regulations of the Cabinet of Ministers on obtaining security certificates, obtain a first aid certificate, a long-term cooperation has been established with Biedrība Radoāšis idea center "Spare", which ensures this. Hudo Wolfs Team were approached based on their professional activities. Many of the graduates of the direction also become cooperation partners in the long term, for example, the Association of Security Professionals, which gathers industry professionals around itself, the founders and members of the board are all BAT graduates, who currently make a significant contribution to strengthening the direction, including helping to improve study programs according to the market current events.

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.

In order, in accordance with the aim of the study field, to prepare qualified specialists in the security sector who would be able to independently perform activities related to the application of substantive and procedural legal norms, the use of judicial practice and doctrines in the field of both public and private law at the level of national, European Union and international law the entire

study process is organized, taking into account aspects of internationalization and cooperation. During the study process, students have the opportunity to acquire academic knowledge and experience at a cooperation partner university within the framework of Erasmus+. On the other hand, lecturers, in addition to increasing their qualifications within the Erasmus+ mobility program, gain good international experience, which increases the quality of the taught study course in the respective study program. Internationalization and cooperation with universities of foreign countries and universities of our country provide opportunities for both lecturers and students for international and national researches, which are presented at international scientific conferences. Conference material is used in the study process, thus providing students with information for comparison and forming their critical thinking. This is a contribution to improving the quality of student competencies.

Cooperation with universities

BAT as a whole currently has successfully developed cooperation with more than 50 foreign partner universities. Currently, BAT has cooperation agreements with 46 partner universities abroad. Cooperation agreements with these partners provide the opportunity to organize scientific forums in a higher quality and more widely, to conduct student exchanges, as well as lecturers' internships in foreign countries.

Within the direction, successful cooperation with other universities in Latvia and abroad, which implement similar study programs, continues.

Long-term successful cooperation has been established with Kazimierz Simonavičius University (Lithuania) and Laurea University (Finland). For example, as a result of cooperation, a joint collective monograph has been created within the framework of the NORDPLUS program for higher education (project No.: NPHE-2017/10115).

Since 2017, NORDPLUS intensive safety courses have been held, which bring together lecturers and students from several countries and universities - Kazimierz Simonavičius University (Lithuania), Laurea University (Finland), University of Turku (Finland), Tallinn University of Technology (Estonia), University of Graz (Austria), Lapland University of Applied Sciences (Finland) and Satakunta University of Applied Sciences (Finland).

In 2022, the ERASMUS+ cooperation partnership in higher education "Digital education tools for security risk management" project started, which brings together partners from several countries: Business University Turība (Latvia) - leading partner; Kazimierz Simonavičius University (Lithuania); Laurea University of Applied Sciences (Finland); Nord University (Norway); Avans University of Applied Sciences (Netherlands); Fundació Universitat Autònoma de Barcelona (FUAB) (Spain).

In addition, there is cooperation with the University of Białystok in Poland, the Catholic University of Murcia, Spain, Dogus University in Istanbul, Turkey, HTM University in Saarbrücken, Germany, etc., to which the lecturers of the Study Program courses go to give lectures and provide the necessary consultations.

During the 2017/2018 study year, a cooperation agreement was concluded with the University of Panevezys. The draft agreement envisages cooperation in the field of science, conducting joint research and jointly organizing international scientific conferences.

BAT lecturers attend scientific conferences of other universities, host lecturers from other universities at their conferences. For example, Olena De Andres Gonzalez from the University of Turku (Finland), Ralitzia Dimitrova from the Technical University of Sofia, etc. participated in the XIX International Scientific Conference "Latvijai 100: hopes, achievements and challenges", which took place on April 19, 2018 at BAT.

Cooperation with other organizations

BAT is a collaboration with the members of the CONRIS network and BAT is also on track to become

a member.

CONRIS Network <https://www.conris.eu/>

Cooperation Network for Risk, Safety & Security Studies - CONRIS is a network of universities with accredited degree programs in risk, safety & security management. CONRIS aims at increasing safety and security in Europe through collaboration in education and research.

BAT also actively follows CEPOL news

CEPOL (<https://www.cepola.europa.eu/>) is an agency of the European Union whose purpose is to develop, implement and coordinate the training of law enforcement officers.

It contributes to a safer Europe by promoting cooperation and knowledge sharing between law enforcement officials of EU Member States and to some extent third countries on issues arising from the EU's security priorities.

A mechanism for attracting partners

The various universities and other organizations are involved initially mainly in the implementation of various international projects, by selecting and addressing existing partners and, according to the specifics of the project, also involving other universities and organizations. Later, the lecturers of these cooperating higher education institutions, within the limits of possibilities, are also recruited to teach lectures in study courses, which are equivalent in both higher education institutions, providing the students with a perspective on international experience.

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.

During the reporting period, there is no positive trend in the activity of students in the Erasmus+ mobility program in the Internal Security and Civil Defense study direction. The Faculty of Law of BAT has accepted some students who studied in English as part of Erasmus. However, it should be noted that there are no specially designed programs for international or European Union law in the implementation process of the Internal Security and Civil Defense study line. This may be the reason why our programs are not attractive enough, because the law in each country is national, and it is impossible to study international law without knowing the theory and specifics of each country's national law.

The recruitment of foreign students and teaching staff takes place mainly within the framework of the Erasmus+ mobility program and its procedure is defined in the "Erasmus+ mobility program regulations".

Studies of foreign students at the BAT

By the date set by the BAT, a foreign student applies for studies in the Erasmus exchange program in the online application form at www.turiba.lv, attaching a copy of an identity document, a photograph, a Curriculum Vitae and a Study Agreement, which includes study courses, from the list of study courses offered by the University. The study agreement must be signed by the foreign student and the Partner University.

After receiving the application of a foreign student, the University checks the possibility of ensuring

that the foreign student learns all the study courses included in the study contract. If it is possible, then the dean of the relevant faculty and the vice-rector for study development and international cooperation sign the study contract. If changes are required in the study contract, then the changes are added to the signed study contract and sent to the partner university.

After signing the study contract, the foreign student is included in the study group of exchange students by order of the rector. A separate student file is created for a foreign student.

After studying at the BAT, the foreign student is issued an academic report on the studied courses and a certificate on the time spent in Erasmus studies.

Mobility of university lecturers and employees

The lecturers involved in the study programs perform the prescribed academic load according to their position, which includes not only lectures, practical work, but also preparation for lectures, evaluation of completed routine tests, which is a rather labor-intensive process. Despite this, each lecturer continues to self-educate, self-improvement, learning current information in the study course he is teaching and continuing scientific research work in the chosen legal issue. This happens both through self-study, by participating in conferences, and by gaining experience in improving the quality of the study process at other universities, and by reading lectures as part of Erasmus+ mobility. The Erasmus+ mobility program is valuable for improving the study process at BAT. Unfortunately, the allocated funds are not enough for every teacher to use the opportunities provided by Erasmus+.

However, it is not always possible to use the opportunities of the Erasmus+ mobility program, because it is quite difficult to coordinate the study courses to be taught and the teaching time. However, if the opportunity is there, it is used. Both the lecturer and the students benefit from this, because new, important information is always obtained from the lecturer's point of view, which is passed on to the students. This ensures that there is always new quality information on the topic of the study course, there is always a variety of information. Thus, there are opportunities for comparison and also for developing critical thinking. This definitely has a positive effect on the quality of the study process and the results to be achieved.

The number of lecturers of the university for guest lectures for the next study year, their distribution among the faculties of the university is determined by the Vice-Rector for Study Development and International Cooperation by August 1 of the current year.

BAT faculties, by order of the dean, determine the procedure for selecting lecturers for participation in the mobility program, subject to the conditions that the priority to participate in the mobility program in the current academic year is given to lecturers who have not participated in the mobility program for the longest time and who implement the study course in English language programs.

University faculties submit to the Department of International Cooperation a list of lecturers who have been nominated for participation in the mobility program by October 1 of the current year.

The number of university employees for experience exchange visits for the next study year, their distribution among the structural units of the university is determined by the Vice-Rector for Study Development and International Cooperation by August 1 of the current year.

By October 1 of the current year, the structural units of the university submit to the Department of International Cooperation a list of personnel who have been nominated for participation in the mobility program.

Before starting the mobility, the University lecturer concludes a tripartite Teaching Agreement with the host university and the University.

Before starting the mobility, the University employee concludes a tripartite Experience Exchange Agreement with the host university or company and the University.

After the mobility, the lecturer of the University and the employee of the University submit online the Erasmus mobility report on the website <https://webgate.ec.europa.eu> and the certificate of mobility participation.

Every year, lecturers go to the Erasmus program both for the exchange of experience and for the implementation of teaching.

For example, Law Department lecturers (I.Veikša and I.Kīsnica) visited the AMERICAN COLLEGE in Cyprus as part of the Erasmus program, and also participated in the international scientific conference at Panevezys University on October 18, 2018, where they gave a speech, and also got involved in future cooperation projects between the two universities.

Visiting professor from Poland Anna Budnik (UNIVERSITY OF BIALOSTOK) teaches the study course "Administrative law and process" and "EU law". Visiting professor from Lithuania Ieva Deviatnikovaite (MRUNI) delivered the lectures "Roots of EU administrative law" and "Roots of US administrative law" as part of the ERASMUS program.

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 recommendations given by the accreditation experts of the previous course of study have been implemented as far as possible and this has given an impetus to raising the quality of studies and moving towards the intensification of scientific research work, the improvement of distance learning, and the replenishment of library resources. Undoubtedly, the recommendations have achieved their goal - to improve the study process and improve the quality of specialists trained by the university, who are oriented towards competent work and further self-development.

The previous accreditation of the study field "Internal security and civil protection" took place in 2017. During the evaluation process, the experts gave the following recommendations:

1. To develop a precise focus on the direction of studies in the field of security. In the field of study, it is necessary to introduce more study courses directly related to security science, reducing the dominance of law science and economic science in the field of study.
2. Develop and implement a study course on security issues in English.
3. Implement distance learning opportunities.
4. Develop a strategic plan for the improvement of library resources in Riga and Liepāja libraries, especially in the direction of security studies. Expand library resources in foreign languages, especially English. Develop a strategy for continuous updating of library books, periodicals and electronic resources for organizational security studies.
5. Develop a strategy for improving the English language skills of teaching staff.

Scientific publications in journals included in internationally recognized databases (Scopus, Web of Science, Erih+) have increased to 8 publications per year. This has given lecturers the opportunity to delve more and more into the taught topics, as well as students have obtained the latest scientific findings and their explanations from the teacher's side.

Thanks to BAT's various types of support, the qualifications of teaching staff are regularly raised, and several lecturers have obtained a doctorate degree (for example, assistant professor Vilnis

Veinbergs). This significantly increases the quality of the material presented by these and other lecturers. The number of purchased books on security industry topics has been significantly increased, the library has around 90 works by different authors in several copies. In addition, most online databases, such as EBSCO, Scopus, Eurostat, Latvijas Vēstnes articles archive e.t.c. are available in the BAT library.

The execution of the implementation plan of the recommendations provided by the experts and its assessment can be seen in Appendix 19 of the Self-Assessment Report (in the 1st part).

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).

In 2022, a new study program was licensed - the academic master's study program "Organizational Safety Management". During the evaluation process, the experts gave the following recommendations:

1. Short-term recommendations, which must be fulfilled before the start of the study program implementation

a) Revise the descriptions of the study courses, indicating the amount of current mandatory literature - books, publications, chapters or pages - in the study courses, which is realistic and feasible. It is not permissible to include in the study courses in the basic literature section the amount of learning sources that cannot be realistically fulfilled within the framework of the KP indicated to the student.

b) Develop descriptions of the organization and tasks of students' independent work adapted to study courses.

c) Make a comparison with foreign study programs, including demonstrable knowledge - good practices, ideas, content - which should be adopted during the implementation of the study program.

2. Long-term recommendations that must be fulfilled until the study direction is accredited (December 31, 2024):

a) Critically evaluate study results during the program approval process to ensure the achievement of study goals and the dominance of safety knowledge in each study course

b) Supplement the quality assurance system, which includes key performance indicators (KPI) and procedure definitions.

c) Start the library digitization process to implement the BAT strategy for distance learning studies.

d) Consider the possibility of creating a practical infrastructure base for experiments in the field of security systems.

e) To improve BAT infrastructure so that it is more accessible to people with mobility impairments

f) Conduct a long-term program development perspective analysis including potential future development paths, scenarios or steps of the program.

The execution of the implementation plan of the recommendations provided by the experts and its assessment can be seen in Appendix 19 (Part 2) of the Self-Assessment Report.

In 2023, the academic master's study program "Organizational security management" was included in the study direction "Internal security and civil defense". During the evaluation process, the experts gave the following recommendations:

1) Three short-term recommendations that were introduced in the study program before the Study Quality Assessment meeting:

a) Revise the descriptions of the study courses, indicating the amount of current mandatory literature - books, publications, chapters or pages - in the study courses, which is realistic and feasible. It is not permissible to include in the study courses in the basic literature section the amount of learning sources that cannot be realistically fulfilled within the framework of the KP indicated to the student.

b) Develop descriptions of the organization and tasks of students' independent work adapted to study courses.

c) Make a comparison with foreign study programs, including demonstrable knowledge - good practices, ideas, content - which should be adopted during the implementation of the study program.

2) Four long-term recommendations that were introduced in the study program before the Study Quality Assessment meeting:

a) Critically evaluate study results during the program approval process to ensure the achievement of study goals and the dominance of safety knowledge in each study course.

b) Supplement the quality assurance system, which includes key performance indicators (KPI) and procedure definitions.

c) Start the library digitization process to implement the BAT strategy for distance learning studies.

d) Consider the possibility of creating a practical infrastructure base for experiments in the field of security systems.

3) Two long-term recommendations that must be implemented in the study program until the study direction is accredited:

a) Improve the BAT infrastructure so that it is more accessible to people with mobility impairments.

b) To carry out a long-term perspective analysis of the program development, including potential future development paths, scenarios or steps of the program.

A Security Laboratory (in the C314 auditorium) was built and improved, equipped with professional equipment relevant to the security industry, such as Schneider Electric's fire protection control panel and equipped with various technical items relevant to the security industry from Bosh. In addition, the laboratory has been supplemented with technologies produced by the Latvian company ALTAS IT, which indicates the quality of Latvian manufacturers and domestic technologies used in the study process in the field of both access control and video surveillance systems.

The execution of the implementation plan of the recommendations provided by the experts and its evaluation can be seen in Appendix 19 (Part 3) of the Self-Assessment Report.

In the "Other annexes" included expert opinion and recommendations from the 2017 accreditation procedure.

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)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Normative dokumenti_LV_ENG_2024.pdf	Normative dokumenti_LV_ENG_2024.pdf
The management structure of the higher education institution/ college	BAT_Organizatoriskas_strukturas_shema_ENG.pdf	BAT_Organizatoriskas_strukturas_shema.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	3_Studiju_virziena_attistibas_plans_en.docx	3_Studiju_virziena_attistibas_plans_lv.docx
The management structure of the study field	4_Parvaldibas_struktura_en.docx	4_Parvaldibas_struktura_lv.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.	5_Par_izglitiba_ieguvi_cita_programma_en.zip	5_Par_izglitiba_ieguvi_cita_programma_lv.zip
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.	6_Zaudejumu_kompensacija_en.docx	6_Zaudejumu_kompensacija_lv.edoc
Standard sample of study agreement	7_Studiju_ligums_tipveida_en.docx	7_Studiju_ligums_tipveida_lv.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	8_Aptauju_analize_en.docx	8_Aptauju_analize_lv.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	9_Stud_virziena_macibspeki_labots_en.xlsx	9_Stud_virziena_macibspeki_labots_lv.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	10_Macibspeku_biografijas_CV_ENG.pdf	10_Macibspeku_biografijas_CV_LV.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.	11_Apliecinajums_par_valsts_valodas_zinasanam_en.edoc	11_Apliecinajums_par_valsts_valodas_zinasanam_lv.edoc
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)	12_Apliecinajums_par_svesvalodu_prasmi_en.edoc	12_Apliecinajums_par_svesvalodu_prasmi_lv.edoc
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.	13_Zinātniskās_aktivitātes_en.xlsx	13_Zinātniskās_aktivitātes_lv.xlsx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	14_Macibspeku_publicikcijas_en.docx	14_Macibspeku_publicikcijas_lv.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	15_Sadarbibas_ligumu_saraksts_en.docx	15_Sadarbibas_ligumu_saraksts_lv.docx
Statistical data on the teaching staff and the students from abroad	16_Statistikas_dati_par_arvalstu_stud_doc_en.edoc	16_Statistikas_dati_par_arvalstu_stud_doc_lv.edoc
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	17_Statistikas_dati_par_studejošo_mobilitāt_en.docx	17_Statistikas_dati_par_studejošo_mobilitāti_lv.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	18_Statistikas_dati_par_macibspēku_mobilitāti_en.edoc	18_Statistikas_dati_par_macibspēku_mobilitāti_lv.edoc
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.	19_Rekomendaciju_ieviesana_en.docx	19_Rekomendaciju_ieviesana_lv.docx
An application for the evaluation of the study field signed with a secure electronic signature	AIC_iesniegums_drosibas_virziens_02.07.2024_en.docx	AIC_iesniegums_drosibas_virziens_02.07.2024_lv.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		

For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
2_Parbaudījumu_nolikums.docx	2_Parbaudījumu_nolikums.docx
2_Examination Regulations.docx	2_Examination Regulations.docx
3_Nolikums_par_patst._darbu_izstradi_un_noform.docx	3_Nolikums_par_patst._darbu_izstradi_un_noform.docx
3_Regulation of Independent research papers.docx	3_Regulation of Independent research papers.docx
4_Nolikums_par_akademisko_godigumu_plagiatismu.docx	4_Nolikums_par_akademisko_godigumu_plagiatismu.docx
4_Regulations on academic integrity and plagiarism.docx	4_Regulations on academic integrity and plagiarism.docx
5_Kvalitates_vadibas_rokasgramata.docx	5_Kvalitates_vadibas_rokasgramata.docx
5_Quality management handbook.docx	5_Quality management handbook.docx
7_Studentu_iesniegumi.docx	7_Studentu_iesniegumi.docx
7_Student_applications.docx	7_Student_applications.docx
8_Nolikums_par_nosleguma_parbaudījumiem.docx	8_Nolikums_par_nosleguma_parbaudījumiem.docx
8_Regulations on final examinations.docx	8_Regulations on final examinations.docx
9_Studejoso_pasparvaldes_nolikums.docx	9_Studejoso_pasparvaldes_nolikums.docx
9_Regulations of Students' Council.docx	9_Regulations of Students' Council.docx
10_Akademiska_personala_Velesanu_nolikums_lv.docx	10_Akademiska_personala_Velesanu_nolikums_lv.docx
11_Datu_apstrades_politika_lv.docx	11_Datu_apstrades_politika_lv.docx
12_Darba_samaksas_organizācijas_nolikums_lv.docx	12_Darba_samaksas_organizācijas_nolikums_lv.docx
14_Ārpus_formālās_izglītības_atzīšana.docx	14_Ārpus_formālās_izglītības_atzīšana.docx
14_Recognition of knowledge, skills and competences.docx	14_Recognition of knowledge, skills and competences.docx
15_Uznemsanas_noteikumi_2024_2025.docx	15_Uznemsanas_noteikumi_2024_2025.docx
15_Enrolment_regulations_2024_2025.docx	15_Enrolment_regulations_2024_2025.docx
16_2017_ekspertu_atzinums.pdf	16_2017_ekspertu_atzinums.pdf
16_2017_experts' opinion.pdf	16_2017_experts' opinion.pdf
6_Studiju_programmu_izstrade.docx	6_Studiju_programmu_izstrade.docx
6_Development_study_programmes.docx	6_Development_study_programmes.docx
1_Studiju_nolikums.docx	1_Studiju_nolikums.docx
1_Study regulations.docx	1_Study regulations.docx
@Citi_pielikumi.docx	@Citi_pielikumi.docx
@Other annexes.docx	@Other annexes.docx
13_Metodika_parejai_uz_ECTS.docx	13_Metodika_parejai_uz_ECTS.docx
13_Methodology_transition_to_ECTS.docx	13_Methodology_transition_to_ECTS.docx
1.1. AIC_additional_information.edoc	AIC_additional_information.edoc
1. AIC_additional_information.docx	AIC_additional_information.docx
1.2. Master_paper_1.pdf	Master_paper_1.pdf
1.3. Master_paper_2.pdf	Master_paper_2.pdf
1.4. Methodology_transition_to_ECTS.docx	Methodology_transition_to_ECTS.docx
2.1. Employee_survey_questionnaire_F302_1.vers (LV Only).doc	Employee_survey_questionnaire_F302_1.vers (LV Only).doc
2.2.1. F28_Questionnaire_page_for_students_10.vers (LV only).docx	F28_Questionnaire_page_for_students_10.vers (LV only).docx
2.2.2. F28_Survey_page_for_students_10.vers_ENG.docx	F28_Survey_page_for_students_10.vers_ENG.docx
2.3.1. F229_Survey_questionnaire_for_students_for_study_course_4.vers (LV only).doc	F229_Survey_questionnaire_for_students_for_study_course_4.vers (LV only).doc

2.3.2. F229_Survey_questionnaire_for_students_for_study_course_4.vers.doc	F229_Survey_questionnaire_for_students_for_study_course_4.vers.doc
2.4.1. F272_Practice implementation _guide _assessment _survey _questionnaire _3rd ver.docx	F272_Practice implementation _guide _assessment _survey _questionnaire _3rd ver.docx
2.4.2. F272_Practice implementation _guide _assessment _survey _questionnaire _3rd ver_ENG.docx	F272_Practice implementation _guide _assessment _survey _questionnaire _3rd ver_ENG.docx
2.5.1. F273_Study work design_and_conduct_nov_survey_questionnaire_3.vers ENG.docx	F273_Study work design_and_conduct_nov_survey_questionnaire_3.vers ENG.docx
2.5.2. F273_Study work design_and_conduct_nov_survey_questionnaire_3.vers.docx	F273_Study work design_and_conduct_nov_survey_questionnaire_3.vers.docx
3.1. Qualification paper_KD_1.darbs.pdf	Qualification paper_KD_1.darbs.pdf
3.2. Qualification paper_KD_2.darbs.pdf	Qualification paper_KD_2.darbs.pdf
3.3. Diploma Paper_OD_1.darbs.pdf	Diploma Paper_OD_1.darbs.pdf
3.4. Diploma Paper_OD_2.darbs.pdf	Diploma Paper_OD_2.darbs.pdf
3.5. Master Paper_OM_1.darbs.pdf	Master Paper_OM_1.darbs.pdf
3.6. Master Paper_OM_2.darbs.pdf	Master Paper_OM_2.darbs.pdf

Organisational Security (42861)

Study field	<i>Internal Security and Civil Protection</i>
ProcedureStudyProgram.Name	<i>Organisational Security</i>
Education classification code	<i>42861</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Vilnis</i>
Surname of the study programme director	<i>Veinbergs</i>
E-mail of the study programme director	<i>vilnis.veinbergs@turiba.lv</i>
Title of the study programme director	<i>PhD</i>
Phone of the study programme director	<i>29464463</i>
Goal of the study programme	<i>In accordance with the requirements of the labor market to provide the human resources necessary for the future needs of the national economy, state and society in the field of protection of persons and property, as well as to promote the growth of persons involved in the education process into enterprising, creative, responsible and competitive members of society</i>
Tasks of the study programme	<i>1) prepare the student for work in the profession of a Head of Security Service, 2) promote the student's development into a mentally and physically developed, free, responsible and creative personality, ensuring a competitive specialist in demand on the labor market, 3) to provide knowledge and skills on how to conduct applied research in the security sector, 4) build student competence, dynamically adapting to changes in the external environment, transfer knowledge and technologies in the security sector.</i>
Results of the study programme	<i>The ability to demonstrate basic and specialised knowledge in the security sector and to use it for the performance of professional activity; the ability to use scientific approach for problem-solving, to assume responsibility and initiative; the ability to take decisions and to find creative solutions in changing conditions</i>
Final examination upon the completion of the study programme	<i>Diploma Paper</i>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Personal and Property Protection</i>
Qualification to be obtained (in english)	<i>Head of Security Service</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 4 years, 3 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Personal and Property Protection</i>
Qualification to be obtained (in english)	<i>Head of Security Service</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 4 years, 3 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Personal and Property Protection</i>
Qualification to be obtained (in english)	<i>Head of Security Service</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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.

Since the last accreditation of the study program, several changes have been made to the study program.

The changes have affected the Master's thesis writing process, which has been split into several courses to allow students to submit topic proposals in time and to start drafting their thesis without having to postpone it to the last minute. This increased the number of credits allocated to research. The changes were made in view of the importance of research in the academic study process.

The number of credits has also changed. Due to changes in the Law on Higher Education Institutions, credits were expressed in the ECTS system. In addition, some courses that previously had 3 credits have been given a number of credits to avoid fractions.

When making the transition from KT to ECTS, in accordance with the requirement set out in the eighth paragraph of the first article of the Law on Universities, we determined that one credit point corresponds to the amount of 25 hours of study work. Therefore, in study courses with 3 ECTS - the amount of study work was set at 75 hours, and in study courses with 6 ECTS - the amount of study work was set at 150 hours. For transparency of information, in the study plan for each study course, we have specified the amount of work hours for each study course.

The methodology for the transition from the Latvian credit point system to the European credit transfer and accumulation system (ECTS) has been added: Other appendices; Appendix 1.

The location of certain study courses has been changed in study years and semesters. As well as based on market trends and student wishes, the program was supplemented with some study courses.

Changes in courses of study in the previous period

VAD1603P Security Theory with no change in the number of credits has been reduced from 24 to 12 hours.

JUR1399P Professional Ethics without changing the number of credits, but increasing the number of hours from 12 to 16, which is optimised with VAD1367P Presentation Arts from Semester 5 Free elective study courses (Part C), the study course is called **JUR1585P Professional Ethics and Presentation**.

DAT1053P Information Technology and Cyber Security with no change in the number of credits but with a change in the number of hours from 12 to 20 has been moved from Semester 2 to Semester 1 with the code **DAT1123P Information technologies and Introduction in Cybersecurity** changed.

VAD1471P Management by changing the number of credits from 4.5 to 6, but without changing the number of hours, the course has been renamed **VAD1834P Management of a sustainable**

organization.

JUR1128P Course paper 1. changing credits from 2 to 3, code changed to **JUR1562P Course paper 1.**

JUR1148P Practice 1 changing the credits from 6 to 9, but not the amount, changed the code to **JUR1583P Practice 1.**

JUR1476P Security and Detective Work with a reduction in the number of credits from 6 to 3, but with no change in the number of hours has been transferred from the 2nd semester Compulsory Study Courses (Part A) to the 4th semester Compulsory Study Courses (Part A) and changed its name to **JUR1633P Detective Activity.**

VAL1159P Professional English changing the number of credits from 4.5 to 3, but increasing the number of hours from 12 to 24, changing the code to **VAL1253P Professional English.**

JUR1496P Guarding tactic without change of credits and number of hours transferred from semester 4 Compulsory Study Courses (Part A) to semester 2 Compulsory Study Courses (Part A).

JUR1482P Administrative Law and Administrative Procedure, without changing the number of hours but increasing the number of credits from 4.5 to 6, code changed to **JUR1734P Administrative Law and Administrative Procedure.**

VAL1160P Professional Terminology transferred from Semester 4 Professional Elective Studies (Part B) to Semester 3 Professional Elective Studies (Part B).

JUR1488P Criminal Law and Criminal Procedure by reducing the number of credits from 4.5 to 3, but without changing the number of hours, code change to **JUR1735P Criminal Law and Criminal Procedure.**

JUR1129P Course paper 2 by changing credits from 2 to 3, code changed to **JUR1563P Course paper 2.**

JUR1129P Practice 2 changing the credits from 6 to 9, but not the amount, changed the code to **JUR1509P Practice 2.**

JUR1491P Construction of Guarded Object, by reducing the credits from 4.5 to 3, but without changing the number of hours, the code has been changed to **JUR1732P Construction of Guarded Object.**

JUR1497P Crime Prevention and Detection Features from 6th semester Compulsory study courses (Part A) to 5th semester Compulsory study courses (Part A).

JUR1417P Legal Framework of Procurement for State and Local Government without changing the credits and hours changed the course title to **JUR1636P Public Procurement.**

JUR1493P National Security and Defence in the Constitution increasing the number of credits from 4.5 to 6, but not changing the number of hours has been moved from semester 5 Compulsory study courses (Part A) to semester 6 Compulsory study courses (Part A) and the code **JUR1733P National Security and Defence in the Constitution** has been changed.

JUR1495P Public Speech by reducing the number of credits from 6 to 3, but keeping the number of hours unchanged, has been moved from Semester 6 Compulsory Study Courses (Part A) to Semester 5 Free Elective Study Courses (Part C) and the code **JUR1637P Public Speech** has been changed.

JUR1130P Course paper 3 by changing credits from 2 to 3, code changed to **JUR1565P Course paper 3.**

VAD1604P Accounting and Financial Management by reducing the number of credits from 4.5 to 3, but without changing the number of hours, code changed to **VAD1833P Accounting and Financial Management**.

JUR1500P Pre-bachelors Paper Practice changing the number of credits from 14 to 21, but not the amount, code changed to **JUR1584P Pre-bachelors Paper Practice**

JUR1134P State exam changing the number of credits from 12 to 18, code changed to **JUR1566P State exam**.

New study courses

KOM1232P Media Literacy A new study course has been created in the 2nd semester Professional Elective Study Courses (Part B) with 3 credits and 12 hours.

VAD1609P Team Building A new study course has been created for the 3rd semester Professional Option Study Courses (Part B) with 3 credits and 12 hours.

JUR1635P Organization cyber security new study course 4th semester Mandatory study courses (Part A) with 3 credit points and 12 hours.

VAD1611P Time Management new study course 4th semester Professional elective study courses (Part B) with 3 credits and 12 hours.

JUR1647P Logic and Critical Thinking new study course 4th semester Professional elective study courses (Part B) with 3 credit points and 12 hours.

JUR1409P Legal Provisions of Construction New study course 5th semester Free elective study courses (Part C) with 6 credit points and 24 hours.

JUR1638P Project Management new study course 6th semester Compulsory study courses (Part A) with 6 credit points and 12 hours.

JUR1499P Practical Training in Detective Work has been removed from the study programme Semester 7 Compulsory Study Courses (Part A) and replaced by a new study programme **JUR1731P Practical Conflictology** with 6 credit points and 12 hours.

JUR1634P Data Protection Law new study course 7th semester Compulsory study courses (Part A) with 6 credit points and 12 hours.

PSI1038P Crisis Management new study course Semester 7 Free elective study courses (Part C) with 3 credit points and 12 hours.

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.

Based on the professional qualification of the head of the Security Service and the qualities

required therein, the student in the study program acquires all the necessary knowledge and skills, which are marked both in the name of the study program and in the achievement of its goals. The most important contribution of the higher professional education program of the first cycle is to quickly and in accordance with the requirements of the labor market provide the human resources necessary for the future development of the economy, state and society, as well as to promote the growth of the persons involved in the education process into enterprising, creative, responsible and competitive members of society. For example, the head of the security service provides security services to legal and natural persons, where, within the framework of legal acts, aware of the nature of conflict situations, he identifies threats and risks, as well as organizes, plans, participates in or ensures the complex processes of security measures for the organization's property and personnel. The set of these factors accurately defines the name of the study program, as well as makes a significant contribution to the security of the national economy from the perspective of civil defense, which is the basic essence or basic element of the study direction.

Aims and objectives of the study programme

Objective:

To provide human resources in the field of internal security and civil protection, in line with the labour market requirements, for the future development needs of the economy, the state and society, and to promote the development of those involved in the education process into enterprising, creative, responsible and competitive members of society.[\[1\]](#)

Tasks:

- conduct applied research in the security sector;
- Ensure knowledge and technology transfer in the security sector, enhancing its ability to dynamically adapt to changes in the external environment;
- take an analytical approach to solving practical problems in the protection of persons and property;
- contribute to the development of the security sector by dynamically adapting to changes in the external environment;
- putting theoretical knowledge into practice in cooperation with employers in the security sector.[\[2\]](#)

Expected learning outcomes of the study programme

Upon successful completion of the study programme, the qualification to be obtained is Head of security service (profession code - 5419 03), in accordance with Cabinet of Ministers Regulation No 264 of 23 May 2017 "Regulations on the Classification of Professions, Key Tasks and Basic Qualification Requirements Corresponding to the Profession".

First cycle vocational higher (bachelor) education is the highest level of vocational education leading to a sixth-level qualification.[\[3\]](#)

Graduates of the programme are eligible to continue their studies in a second cycle (Master's) study programme.

The title of study programme "Organisational Security" is very precise in orienting potential students that by fulfilling the admission requirements they will start studies in the field of security and safety industry, where by purposeful studying and mastering the programme they will acquire knowledge, skills and competences that will give rise to the Bachelor's degree in Social Sciences and professional qualification - Head of security service (professional code 5419 03).

This, in turn, confirms that the theoretical knowledge has been acquired, the practical work has

been done and the thesis has been successfully defended. The requirements of the educational standard and the programme have been fulfilled. This part of the diploma has achieved the aim and objectives and the study result - the ability to present basic and specialised knowledge in the field of security and safety and to use it for professional, creative, innovative or research activities; the ability to understand the field of one's activity in the wider social context, to participate in the development of the security and safety industry, to evaluate and improve one's own and others' activities; the ability to use a scientific approach to solving problems, to take responsibility and initiative; the ability to make decisions and find creative solutions in the changing conditions of the profession. At the same time, it should be noted that the Professional Bachelor's study programme is designed in such a way that during the studies the student is oriented and prepared for the successful completion of the final examination, which is an integral part of this programme.

The study programme is integrated into the BAT structure and its development follows the BAT development strategy in the following directions:

- 1) to increase the academic potential of the teaching staff by making better use of doctoral studies and project opportunities;
- 2) improve the use of e-learning;
- 3) to progressively produce electronic and printed teaching materials for all courses,
- 4) develop cooperation with foreign universities in the exchange of students and teaching staff and in the implementation of joint research programmes;
- 5) improve the material base, paying special attention to the latest books and scientific journals;
- 6) improve the self-evaluation process of the study programme by further developing
 1. student-programme and employer-programme feedback as a barometer of study programme quality;
 2. Continue to inform students and staff about the Bologna Process, thus developing a sense of belonging to a single European higher education area.

The strategic objective of the study programme is to provide students with research skills by achieving the study outcomes set out in the study programme, which correspond to the knowledge, skills and competences at level 6 of the European Qualifications Framework as defined in the Latvian Classification of Education.

Within the framework of the BAT study direction "Internal Security and Civil Protection", a professional short cycle study programme has been implemented for a long time, but in order to enhance the competitiveness of the university and to develop the opportunities of graduates in the labour market, a professional bachelor programme in Organisation Security was also launched. The distinctive feature of this programme is its research orientation, enabling its students to acquire in-depth academic and professional knowledge and to develop competences as security professionals, as well as to promote independent research and analysis of security issues and problems. This allows for academic and professional education of security managers and faster access to the labour market, expanding opportunities for cooperation with foreign universities implementing bachelor study programmes of a similar format. The training of academic staff would also be enhanced. The name of the professional bachelor's study programme "Organisation Security" indicates the level of the programme as well as its content - it is a professional study programme leading to a professional bachelor's degree. The Bachelor of Social Sciences degree in Protection of Persons and Property indicates that the programme belongs to the social sciences, as well as to their integral part - the security services sector.[\[4\]](#)

The programme will train qualified security managers who will be able to integrate security theory, law and available technical solutions to develop and implement a security concept for guarded facilities, a plan for escorting material assets, to take immediate measures to prevent crime, and to take measures for the security and economic sustainability of the organisation; the ability to use a self-defence weapon in the event of a threat to life and to provide first aid to the victim if necessary; the ability to navigate in contemporary business, to develop various projects in the security sector and to defend them in an international environment, both through management and the media; the ability to integrate specific security requirements and the right to use social psychology dialogue in situations of increased stress to carry out conflict neutralisation activities.

The study programme is designed to offer courses in a wide range of sub-sectors of the economic sciences, thus enabling the preparation of graduates whose knowledge covers not only individual security and legal fields, but also a broad range of sciences that form the basis of the future head of the security services.

The BAT positions itself as the best university in practice, where lectures are taught not only theoretically, but also practically, so that within the study courses, students are given the opportunity to learn and test themselves in solving problems of different complexity, which will later be useful in the work environment in practical tasks. During the study period, knowledge is also reinforced in practice, where students are required to perform certain tasks, which are specified in the course description. From the moment of matriculation until the moment of graduation, the student, in accordance with the set programme goal, tasks and achievable results, acquires skills and competences corresponding to the acquired qualification - Head of security service.

As this is a foundation programme, the general admission requirement is a secondary education qualification. The admission rules for this study programme lay down two types of requirements, depending on the year in which the person completed his/her upper secondary education: either before 2004 or after 2004, when the centralised examinations were introduced. Admission is based on the results of the centralised examinations in the subjects Latvian and a foreign language (English, German, French or Russian), except for persons who completed their secondary education before 2004, persons who completed their secondary education abroad or persons with special needs. Persons who completed their secondary education before 2004 and persons with special needs are admitted on the basis of detailed information on the admission procedure on the BAT website: www.turiba.lv.^[5] In addition, applicants for organisational security studies have additional requirements for a medical certificate indicating the general health, whether the person is not on the records of a drug addict or psychiatrist, as well as a certificate from the GP Information Centre on non-conviction. The latter requirement is justified by the fact that graduates of this programme who comply with the Law on Security Guard Activities are entitled to obtain a security guard certificate without additional examinations.

[1] Law on Higher Education Institutions. University of Applied Sciences and its objectives. Available at: <https://likumi.lv/ta/id/37967-augstskolu-likums>, Article 3.³

[2] Vocational Education Law. Available at: <https://likumi.lv/ta/id/20244-profesionalas-izglitiba-likums>, Article 16.7, paragraph 6, paragraphs 2-5.

[3] Vocational Education Law. Available at: <https://likumi.lv/ta/id/20244-profesionalas-izglitiba-likums>, Article 1(10)

[4] Map of occupations in the Business, Finance, Accounting and Administration (Wholesale and Retail Trade, Business Administration) sectoral structure. Available at (Latvian only): https://registri.visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf

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

The services provided by the security industry are in demand, especially due to the migration of war refugees and people driven by other reasons, both within the EU and from other regions of the continent. Based on the data of the State Employment Agency, it can be concluded that there is a demand for security industry leaders. It should be noted that the salary of security services in the industry only sometimes exceeds the minimum salary set in the country, which is also the reason why personnel are sought in most cases without taking advantage of the data of the State Employment Agency.

The labour market demand for graduates of the study programmes is inferred from the data provided by the State Employment Agency, as well as from an unprotocolled survey of employers in the security sector who do not advertise the need for employees in the National Employment Agency network.

Position	Company	Workplace address	Gross salary	Topical to
SECURITY GUARD	Daugavpils State City Municipality Institution "Social Service"	Šaurā Street 28, Daugavpils	700 EUR	14.01.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Nīcgales street 2, Riga	4.75 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Augusta Dombrovska Street 23, Riga	4.75 EUR	29.02.2024

SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Mūkusalas street 3, Riga	4.8 - 5 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Skanstes street 50, Riga	4.9 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	86 Darzciema Street, Riga	4.7 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Roberta Hirša Street 1, Riga	4.7 EUR	29.02.2024
AIRPORT SECURITY OFFICER/AVIATION SAFETY OFFICER	State Joint Stock Company INTERNATIONAL AIRPORT RIGA	10/1, Lidosta "Rīga", Marupe parish, Marupe nov.	6.8 - 7.2 EUR	25.03..

National Employment Agency. Available at: <https://cvvp.nva.gov.lv/#/pub/vakances/saraksts>

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.

Taking into account the fluctuations of the security market, which are directly affected by the geopolitical and economic situation in the country and elsewhere in the region, the number of students in the study program is also constantly changing, which in the reporting period since 2017 has been from 13 (2017) to 15 students (2019). and in 2020). These indicators are for those who started their studies in the 1st year of study. Although the 2017 data only slightly exceeds the economic justification of the study program, in general, the study program is economically profitable throughout the evaluation period, and the profitability of the study program has been evaluated from the perspective of the long-term development of BAT's business.

number of students, broken down by type of study programme, form of study programme (distance education separately), languages, branches	65 (2023. /2024.)
Number of students enrolled in the first year of study	13 (2023. /2024.)

number of graduates (if any)	Year	Alumni
		The programme was not implemented in the previous period
	2016./17.	5
	2017./18.	13
	2018./19.	10
	2019./20.	15
	2020./21.	15
	2022./23.	9
	2021./22.	13
	2023./24.	2 + Spring graduation (2024)

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 logical algorithm of the study program is designed in such a way that, sequentially, from

general professional subjects, such as Organizational Security Fundamentals, Security Theory, Security Tactics, etc. students are gradually prepared and come to study subjects of a narrow spectrum of professional deviations, such as Practical conflictology, Organizational security, Stress management in crisis situations, Detective work, Security of natural persons, Object security concept and technical solutions, Organizational cyber security, etc. Such a structure of the program promotes general professional subjects to be accelerated in a narrow professional dimension, which is also the main element of connecting study courses.

In such an algorithm, the student is prepared for the needs of the professional environment. Upon graduating from the program, the student is able to demonstrate the basic and specialized knowledge characteristic of the relevant branch of science or profession and a critical understanding of this knowledge, moreover, part of the knowledge corresponds to the highest level of achievements of the relevant branch of science or profession.

When selecting and applying for a thesis topic, the student shall justify the topicality of the topic and the issues that are theoretically controversial, either because of the technical solutions used in security systems, the shortcomings of the legal framework, the incorrect implementation of the legal framework, innovative solutions from a human resources management point of view, or other, or all of them at the same time. The thesis itself contains an empirical study of the actual situation in the economy when implementing security measures and related rights. It therefore examines the actual situation, assessing both the positive and the not-so-positive aspects of the achievements and proposing solutions of either a theoretical or a practical nature. Practical solutions involve proposals for improving the security situation, the instruments used in the security sector and the legal framework. Theoretical proposals involve refining the conceptual approach. The thesis as an independent study is clearly related to current issues in the security sector as a whole. When drafting a thesis, students engage in the scope of all sectors of the economy, but in which side sector of the security industry the student will specialise depends on the student's choice - whether it is security, economics, welfare, national defence, justice or others.

The study programme is designed in accordance with the Classification of Occupations, including study courses necessary for the development and improvement of professional qualifications. The content of the study courses is designed to provide students with the necessary knowledge of both security-related and law-related subjects, as well as other fields and general study courses, helping them to acquire the skills and achieve the competence necessary to enter the profession of Head of security service and to be competitive in the labour market. Each study course is continuously updated, but at least once a year, to include current developments in the economy and specifically in the security sector, complementing it with new theoretical approaches, topical issues and the experience of the security sector in Latvia and internationally. The programme is periodically revised with the involvement of students and other stakeholders, such as security industry associations, LDDK, etc., including non-governmental organisations from other non-security sectors.

One of the foundations of the university's courses of study is the acquisition of interpretative methods, which gives future security managers a broader range of options for dealing with the multifaceted presence of innovative tools available in the security sector.

The courses included in the study programme address both the national and international nature of the study courses, thus providing students with an exposure to industry trends and developments in Latvia and beyond.

According to the Organisation for Economic Co-operation and Development's (OECD) annual report on education, *Education at a Glance 2019*^[1], Latvia is showing positive trends in the Education Scoreboard. The report concludes that the processes of change initiated and underway in the

Latvian education system are in line with the challenges of the times, as well as with the goal defined in the Latvian Education Development Guidelines 2021-2027: to provide quality education opportunities to all Latvian citizens to promote the development and realisation of their potential throughout their lives and to build their capacity to change and responsibly manage the constant changes in society and the economy.[2] According to OECD research, the higher education attainment rate of young adults (aged 25-34) has improved from 29% in 2008 to 42% in 2018. However, there is a large gender gap, with 30% of men having a tertiary education compared to 54% of women. Despite tertiary enrolment at upper secondary level, the intersectoral probability of completing a short-cycle vocational or bachelor programme beyond the theoretical duration is still relatively low, but higher for women. Vocational programmes with at least 25% practical training components can offer many advantages in the Latvian labour market. Net financial returns to higher education are relatively low compared to other OECD countries, especially for men. Moreover, the employment rate among men aged 25-34 with intermediate vocational qualifications is 88%, only 4 percentage points lower than for men with tertiary education (92%). Small group sizes in Latvia increase the cost of education per student, although teachers' low statutory salaries keep them at the lowest level in OECD countries.

The Latvian Education Development Guidelines 2021-2027 set as a primary goal - quality and inclusive education for personal development, human well-being and sustainable national growth. Four sub-objectives have been set to achieve this goal:

- Highly qualified, competent and excellence-oriented teaching and academic staff;
- Modern, high-quality education provision geared towards developing skills that are highly valued in the labour market;
- Supporting everyone's growth;
- Sustainable and efficient management of education systems and resources.

These documents were taken into account in the development of the study programme, which ensured that the study programme was in line with industry trends in the European Union and worldwide.

Taking into account the continuous involvement of employers in the implementation of the study programme, the course descriptions are regularly updated in order to cover relevant and topical issues in practice, in line with the development trends in the respective field.

The aim of each course of study is to make an appropriate contribution to the achievement of the aim of the first cycle of a professional higher education study programme. The aim of both compulsory and optional courses is subordinate to the aim of the programme to acquire the knowledge, skills and competences necessary for the practical work and further education of a security professional at higher education and/or professional level.

The aim and objectives of each study course are set in relation to the aim of the whole programme (to prepare students for the profession of Head of security service, promoting their development into mentally and physically developed, free, responsible and creative personalities, ensuring the competitiveness of specialists in demand in the labour market), tasks and achievable results, providing students with knowledge, skills and competences to work professionally, constructively and comprehensively within their competence in the position of Head of security service, as defined in their job duties. The courses include the most up-to-date information in the field of security, including the latest scientific literature, technical innovations, legislation and case law. The information contained in the courses of study does not overlap, but complements each other in a mutually reinforcing way throughout the period of study.

The range of literature covered in the course is regularly updated. The literature to be used for each

specific course of study is indicated in the course description.

1. "Education at a Glance 2019". Organisation for Economic Co-operation and Development (OECD) report.

Pieejams:
<https://www.oecd-ilibrary.org/docserver/a3a52df0-en.pdf?expires=1568283992&id=id&accname=guest&checksum=F074D710F52F7F33CA5C58A5961E448A>

2. Education Development Guidelines 2021-2027 "Skills for the Future Society". Available at (Latvian only): <https://likumi.lv/ta/id/324332-par-izglitiba-attitiba-pamatnostadnem-20212027-gadam>

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.

Implementation of studies

For part-time students, lectures and practical classes are held on the third Wednesday of each academic week for the full academic day. Taking into account the trends of the education market in Latvia, the study programme provides for part-time studies in the form of extramural studies. Part-time extramural students attend lectures which provide the most important orientations for the study course. In order to achieve the objectives of the study programme, greater emphasis is placed on students' independent work, which is determined taking into account the scope, content and specificity of each study course.

According to the provisions of the Law on Higher Education Institutions (Article 56, paragraph 3), studies in this study programme are conducted mainly in the state language. At the same time, taking into account the students' interest as well as the possibilities for cooperation, study courses are offered in English, which are included in the plan when a foreign lecturer visits BAT.

The implementation of study courses in the study programme is organised in the form of lectures and seminars. Lectures as a teaching method are used proportionally more in subjects where it is possible to provide more theoretical knowledge and group work or discussions are not required. They are delivered using the latest pedagogical methods, including the use of technical means and, where appropriate, specific tools and resources (in some courses). In the seminar classes, the number of which is specified in the course description, students apply theoretical knowledge in practice. This is done both by verifying the extent of theoretical knowledge and by organising students' individual work, group work, individual or group homework, preparation of reports, discussions, debates, mock situations.

Group work as a teaching method is used in subjects that require teamwork to understand the theory. Examples include practice in all practical subjects such as practical shooting, safety psychology, personal safety, self-defence, first aid, etc.

In each course of study, the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the course and the overall study programme. All or most of the commonly used teaching methods may be used in a single course of study.

During the completion of each study course, the student must pass the regular examinations set out in the study course programme - control and/or independent study works.

For each course of study, a detailed course description is developed, which provides a description of the course content, the course plan, course learning requirements, outcomes, and the literature to be used.

In line with the basic principles of student-centred education, lecturers regularly evaluate and improve course delivery methods, encourage student independence, while providing guidance and support to lecturers.

All information related to the study courses is placed in the BATIS database, including grades, which are posted only in this database.

Independent or individual work plays an important role in the studies of students, the amount, content and type of control of which depend on the specific course of study. Students must independently study the required literature, prepare projects, presentations, etc. Theoretical knowledge is thus acquired:

- 1) lectures;
- 2) independently studying sources of safety theory, sources of law, sources of technical solutions, studying, analysing scientific literature, performing specific tasks of the teacher.

Students acquire practical skills to apply theoretical knowledge:

- as part of your studies, through papers, presentations and group work;
- through workshops, discussions and group work;
- by performing various role-plays/situations related to the topic of the course.

Alongside their studies, some students are involved in other research-related activities. For example, students are also given the opportunity to participate in BAT-organised events - conferences by presenting a paper.

In order to ensure that the student gets involved in scientific research work as soon as possible, the development and defence of research papers is included in the study programme from the first year of study. A thesis is a student's annual ongoing research on a specific problem. This is how the principle of gradual and systematic scientific work is implemented, which allows the acquired knowledge to be consolidated and the competences to be independently deepened to be acquired. The annual development of study theses also lays the foundations for the development of the future security professional in accordance with the scheme of the education system: study thesis - qualification thesis - diploma thesis (bachelor thesis) - master thesis - doctoral (doctoral thesis) thesis. The development of a qualification thesis is one of the essential components of this study programme.

The main form of assessment of the study programme is an examination to be taken at the end of each study course. Only students who have fulfilled all the requirements set out in the course description (passed all the current examinations), fulfilled the obligations set out in the contract for the acquisition of education are admitted to the final examination of the study course. The form of the examination is specified in the course programmes. In the examination, the completion of the study programme is assessed with a mark out of 10 in accordance with the Cabinet Regulations. The specific requirements for passing the course of study and the assessment criteria are available to the student in each course description.

The student receives an explanation of the assessment and advice on how to improve their results.

There is a system for dealing with student appeals, which is described in the Regulations of Studies.

In the transition process from the Latvian credit point system to the European credit transfer and accumulation system (ECTS), the requirements of Article 1, Clause 8 of the Law on Higher Education are observed, that one credit point corresponds to the amount of study work of 25-30 hours, respectively, in each study course, the amount of work is determined within the specified limits.

According to Clause 5 of the BAT Study Regulations - one credit point is a study accounting unit that corresponds to the student's 25 academic hours of work. A contact hour is a direct contact between academic staff and students, which is implemented to achieve the goals and tasks of the study program in accordance with the plan of the study program and whose duration is one academic hour.

In the transition process, in order to comply with the requirements of Article 1, Clause 8 of the Law On Higher Education (that one credit point corresponds to the amount of study work of 25-30 hours), one credit point is a study accounting unit, according to which the student's 25 academic hours of work are determined, and this fixed amount is applied continuously during the transition.

Compliance of the study programme with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):

Standards and guidelines for quality assurance In the European Higher Education Area (ESG) Part 1	As part of the study program will be provided ESG compliance
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1.1. Quality Assurance Policy	<p>The University has developed a Quality Policy (Kvalitātes politika).</p> <p>Article 12 of the Constitution of the Republic of Latvia stipulates that everyone has the right to education. What the University also observes, giving the opportunity to study to everyone, without classifying students by gender, race, state of health, etc. The university has a multicultural environment.</p> <p>In addition to the quality policy document, documents have been developed that ensure compliance with ethical norms, including the exclusion of any discrimination, as well as academic honesty and freedom (Nolikums par akadēmisko godīgumu un plaģiātismu), as well as SIA "Biznesa augstskola Turība" iekšējās kārtības noteikumi the rights and obligations of the person are reserved, including the culture of mutual relations.</p> <p>The responsibility of the departments and faculties in ensuring the quality policy is stipulated in the Faculty Regulations of the Turība University (Fakultāšu nolikums).</p> <p>In the regulation of student self-government (Studējošo pašpārvaldes nolikums) it is agreed that the students represent the interests of the students, including participating in the decision-making institutions of the university, in the Councils of the faculties, thereby participating in both the development of study programs and the provision of a higher quality, more engaging study process for students.</p> <p>The university also has an academic arbitration court (Akadēmiskās šķīrējtiesas nolikums).</p> <p>Employers also cooperate in quality assurance, including those in the Faculty Council, improving study programs, giving their suggestions for improving programs, the need for achievable results in existing study courses.</p> <p>Quality control is also implemented by organizing audits of the company's internal quality management system, in order to assess whether the activity of BAT structural units and the performed processes comply with the company's mission, vision and defined goals, as well as to control the compliance of the processes and structural units' activities with regulatory documents and to evaluate the effectiveness of the performed activities.</p> <p>All publicly available documents can be viewed here: http://nodarbibas.turiba.lv/regdok.asp</p> <p>As a third party involved, the Higher Education Quality Agency/Academic Information Centre is also involved in quality assurance.</p>
1.2. Development and approval of programs	<p>Study programs at the university are developed in accordance with educational and professional standards, providing students with both academic/professional knowledge, skills and competences in order to fully prepare students for the labour market in accordance with current industry trends.</p> <p>The study program is designed in accordance with the requirements of the standards - observing the proportion of compulsory and optional study courses and their amount in credit points. Study programs are designed in levels to build continuity.</p> <p>Study programs are developed taking into account the provisions of the BAT Constitution. (Biznesa augstskolas Turība Satversme)</p> <p>Study programs are reviewed, discussed and updated in the Faculty Council, which includes representatives from both employers and students.</p> <p>Study programs and plans are approved by the university Senate at the last stage.</p>

Student-centred learning, teaching and assessment

Professionals in the field are used to teach courses. The requirements for the completion of the course, the percentage of the results that constitute the final grade, and the consequences of non-compliance are clearly defined.

Course topics are presented in an interactive way, with questions and discussion, as well as PowerPoint presentations. During lectures, students are engaged in practical work, both individually and in a group, which shows that students' individuality and social qualities are highlighted and developed. The learning process is divided into: theoretical knowledge acquisition in face-to-face and independent studies; practical skills acquisition in face-to-face and individual practice. Face-to-face lectures are interactive, with lectures being read, illustrated with PowerPoint presentations, questions posed to students, and students encouraged to discuss among themselves and with the lecturer.

In the practical part of the course, students learn only the skills to be acquired in practical work through their own practical participation. Practical activities build on the knowledge acquired in the theoretical sessions, thus reinforcing the theoretical knowledge base and complementing professionalism with practical skills. The practical work is followed by a discussion-based analysis of the practical work, where the student will be able to identify his/her own and other students' strengths and weaknesses, as well as to understand and correct the mistakes made in the practical work.

Independent studies are a compulsory part of the study process of the higher education institution, independent work of the student within the study course, the amount of which corresponds to the credit points of the study course. It includes the study of required and supplementary literature, the completion of current examinations, preparation for classes, seminars, control and final examinations, etc., according to the description of the study course.

Lectures as a teaching method are used proportionally more in subjects where it is possible to provide more theoretical knowledge and the student does not need group work or discussions.

Seminars are used as a teaching method in subjects where the student has a greater opportunity for independent work and research. During seminars, the student has the opportunity to express and defend his/her own opinion, as well as to listen to other students and share his/her professional experience.

Group work is used as a teaching method in subjects that require teamwork. Working in a group gives students the opportunity to consolidate theoretical knowledge, understand the essence of theory and put it into practice.

During the completion of each study course, the student must pass the regular examinations set out in the study course programme - control and/or independent study works.

The main form of assessment of the completion of the study programme is an examination to be taken at the end of each course of study. Only students who have fulfilled all the requirements set out in the course description (passed all the regular examinations), fulfilled the obligations set out in the contract for the acquisition of education, as well as defended the internship report and the study work of the previous academic year are admitted to the final examination of the study course.

The form of the examination is specified in the course programmes. In the examination, the completion of the study programme is assessed with a mark out of 10 in accordance with the Regulations of the Cabinet of Ministers. BAT Study Regulations ([Study Regulations](#))

By meeting with each group, the teacher decides on the most appropriate teaching method for each group individually - adapting it to the group's individual characteristics and abilities.

At the end of the studies and internships, a defence of the studies and internships takes place, where the evaluation is decided by a panel of two lecturers, and for the studies by a list of three lecturers. The national examination shall be conducted by a panel of five members.

A document has been drawn up setting out the rules for rotation to scholarships, budgets and discounts, as well as clear rules on absenteeism, sickness and other excusable circumstances. As well as the challenge of these results ([Rules for the application of tuition fee discounts in the 2019/2020 academic year](#)).

There are also appropriate procedures for dealing with student complaints.

The procedure for challenging the results of a course of study is laid down in the Regulations of Studies. ([Studiju nolikums](#))

Challenging the results of the state examination takes place in accordance with the **Regulations on final examinations**.

BAT also has an Academic Arbitration Court ([Academic Arbitration Court Statute](#)).

1.4. Matriculation of students, progress of studies, recognition and certification of qualifications	<p>Admission rules are available both in the BAT Internal Information System (BATIS) and on the university's website, which determine admission requirements and matriculation procedures. (2024./2025.studiju gada uzņemšanas noteikumi).</p> <p>Before submitting the documents to the BAT, prospective students can familiarize themselves with the relevant information on the BAT website, including the content of the study program, study fees, the procedure for obtaining and rotating scholarships and budget places, etc. https://www.turiba.lv/lv/uznemsana</p> <p>Both on the website and in the regulatory documents it is possible to get acquainted with the opportunities and criteria for student mobility. http://www.turiba.lv/lv/studijas/studijas-arzemes/104/ (also Erasmus+ mobilitātes programmas nolikums)</p> <p>Study course - matriculation, study content, study process organization are determined in the Study Regulations. (Studiju nolikums)</p> <p>BAT, in accordance with the regulations of the Cabinet of Ministers, also realizes the recognition of the results achieved in previous education or professional experience. (Ārpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto zināšanu, prasmju un kompetenču atzīšanas nolikums)</p> <p>Upon graduation, the student obtains higher education. A sample of the diploma and diploma supplement is available in the appendix.</p>
1.7. Information management	<p>The qualitative indicators of program implementation are measured using various instruments, statistical indicators are selected from the university's internal data system, such as the number of matriculated students, students, graduates and students. Using surveys of different target audiences, etc. information is obtained about the level of satisfaction of students, employers, graduates and employees, the level of pedagogical performance, the parameters of the professional career of graduates, such as remuneration, career growth, etc.</p> <p>In the annual student surveys, satisfaction with the provision of the existing systems is ascertained and, if necessary, improvements are made, including improved internal student information system, improved computer connection in the auditoriums, as well as wireless internet quality.</p> <p>The dynamics of the results of these qualitative data are analysed both at the management level and within each structural unit, thus ensuring prompt and adequate decision-making in relation to the necessary actions to be taken to ensure the increase or maintenance of the overall quality of the service and the level of customer satisfaction.</p> <p>Within the framework of its competence, the university collects and summarizes the student study progress, success and dropout indicators. In the BATIS system, the latest information about deadlines binding on them, changes in regulatory documents, etc. is regularly published for students. In the system, students also have access to study course descriptions, study materials.</p> <p>Surveys of graduates are regularly conducted, thereby clarifying their career paths.</p>
1.8. Public information	<p>Information about the activities of students, graduates and success stories is published regularly.</p> <p>Lecturers act as opinion leaders in the public space, developing not only scientific publications, but also providing opinions and opinions in the mass media.</p> <p>BAT news are published on the website www.turiba.lv, in university profiles on various social networks, such as facebook.com and Instagram, as well as in the media.</p>
1.9. Survey and regular review of programs	<p>Programs are regularly evaluated and revised, involving both students and employers.</p> <p>In the annual student surveys, satisfaction with the existing study programs, the work of the lecturers and, if necessary, improvements are made, including improved study programs in accordance with the requirements of the labour market.</p>

All specified documents, which are not given hyperlinks, are attached to the report at: Other attachments.

The study programme is implemented in accordance with the BAT policy, both in terms of quality assurance, teaching staff, fair and transparent presentation of information of interest to students and the public.

The evaluation of the study programme is carried out in accordance with the Regulations on the National Standard for Short Cycle Professional Higher Education^[1] :

The guiding principles for evaluating programme results are:

- 1) the principle of aggregation of positive achievements - education is assessed by aggregating positive achievements;
- 2) the principle of compulsory assessment - a positive assessment is required for the completion of the compulsory content of the core parts of the programmes;
- 3) the principle of openness and clarity of requirements: a set of core requirements for the assessment of learning is defined in accordance with the aims and objectives of the programmes and the aims and objectives of the courses;
- 4) the principle of variety in the types of assessment used - different types of assessment are used to assess programme learning;
- 5) the principle of relevance - the assessment provides opportunities to demonstrate analytical and creative abilities, knowledge, skills and competences in tasks and situations appropriate to all levels of learning. The content to be covered in the tests shall be consistent with the content of the course syllabuses and the skills and knowledge requirements of the occupational standards.

The form of assessment for the programme is an examination. The minimum course load for the examination is 3 credits.

The degree of achievement of the learning outcomes is assessed on a 10-point scale.

According to the Cabinet of Ministers Regulation No 305 of 13 June 2023 "Regulations on the State Standard for Professional Higher Education"[\[2\]](#):

The 10-point scale of learning outcomes is as follows:

- brilliant (10) - knowledge, skills and competence exceed the requirements of the study programme, study module or course of study, demonstrate the ability to carry out independent research and a deep understanding of problems;
- excellent (9) - knowledge, skills and competence fully meet the requirements of the study programme, study module or study course, the ability to independently apply the acquired knowledge;
- very good (8) - the requirements of the study programme, study module or study course have been fully met, but in some areas, there is not sufficient depth of understanding to apply the knowledge independently to solve more complex problems;
- good (7) - the requirements of the study programme, study module or study course are generally fulfilled, but sometimes the inability to use the acquired knowledge independently can be detected;
- almost good (6) - the requirements of the study programme, study module or study course have been fulfilled, but the understanding of the problem is not deep enough and the ability to apply the acquired knowledge is not sufficient;
- mediocre (5) - the study programme, study module or study course has been generally fulfilled, but there is insufficient knowledge of some problems and inability to apply the acquired knowledge;
- Almost mediocre (4) - the study programme, study module or study course has been generally fulfilled, however, there is insufficient understanding of some basic concepts, there are significant difficulties in practical application of the acquired knowledge;
- weak (3) - knowledge is superficial and incomplete, the learner is unable to apply it in concrete situations;
- very weak (2) - only superficial knowledge of some problems, most of the study programme, module or course of study is not covered;

- very, very weak (1) - no understanding of the basic subject matter, almost no knowledge of the programme, module or course of study.

Pass or fail grades are awarded depending on whether the knowledge, skills and competence demonstrated by the student in the assessment meet the level of knowledge, skills and competence specified by the BAT for that assessment.

Different grades and credits are awarded in the course Study work. It must be developed and submitted to the supervisor, and defended according to the course description. The study work has a successful (positive) assessment if it meets the requirements set for the development of the study work in terms of form, content and the quality of its defence. Credit points shall be awarded for the course and the internship if the grade obtained on a scale of 10 points is not less than 4 - "almost average".

At the end of the programme, a final qualification examination is taken - a national examination, which is graded on a 10-point scale and includes a defence of the qualification thesis. The national examination board is composed of the head of the board and four members. The head of the board and at least half of its members shall be representatives of professional organisations and employers in the sector.

The Diploma of Short-Cycle Vocational Higher Education, which also certifies the level 5 qualification[3] , is awarded to a learner who has completed the programme and passed the qualification examination with a pass mark of not less than 4 - "almost average".

Principles of student-centred education

The student-centred approach is followed when updating the study courses of the study programme, with special attention paid to the meaningful formulation of study outcomes, thus promoting dialogue between the teaching staff and students on the content, forms and methods of organisation of studies. Correctly formulated learning outcomes, in turn, promote students' understanding and ownership of their own learning, self-assessment and understanding of the assessment received. In the study process, lecturers use methods, forms of examination and assessment criteria that are appropriate to the aim of the study and the planned study outcomes.

Students receive support and feedback from lecturers during their studies. The assessment criteria for grading are known in advance, are included in the course descriptions and are clarified in legislation. Assessment provides an opportunity for students to demonstrate the extent to which they have achieved the expected learning outcomes.

Student-centred methods dominate the learning process. The study process uses methods that promote student communication in the performance of study tasks, solving real problems in the field, modelling learning situations. Teaching staff predominantly use methods that encourage students' active participation, critical thinking and reflection. The BATIS database is used in the study process and to promote independent study.

The study process takes into account the diversity of students' learning needs by selecting pedagogical methods, promoting students' learning motivation, participation in the study process.

Employers are involved in the implementation and development of study courses. To foster the development of students' research competences, students have the opportunity to analyse and study in depth problems of interest to them in the field in a succession of courses.

The study process must take into account students' prior knowledge, which is why the first semester includes general study courses to prepare students for their studies.

The learning environment meets the growing demands of students: classrooms can be easily converted for group work, individual work, and students can use digital technologies.

Student mobility (recognition of study results) is encouraged, and students engage in research and social activities in the community initiated by academic staff, thus gaining significant experience in putting what they have learned in their studies into practice.

The study programme is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account in the development of the study process.

The design and implementation of the study programme is based on an individual approach to each student, which manifests itself in several aspects. Students have the opportunity to consult individually with any member of the teaching staff at fixed consultation times. Cooperation with students and lecturers is also ensured by the use of electronic communication, which makes it possible to send necessary study materials, assessments and recommendations to students. Lecturers are responsible for regularly checking and replying to e-mails they receive. Students have free access to the faculty and department staff.

[1] Regulations of the Cabinet of Ministers No. 305, Riga on June 13, 2023 (Prot. No. 32 § 29) "Regulations on the state standard of professional higher education". Available at (Latvian only): <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>

[2] Regulations on the national standard for vocational higher education. Available at (Latvian only): <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitiba-standartu>

[3] Vocational education law. Available at: <https://likumi.lv/ta/id/20244-profesionalas-izglitiba-likums>, Article 1, paragraph 10.1.

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 first cycle of the professional bachelor's higher education study programme provides for internships aimed at promoting the skills and competence necessary for the award of professional qualifications, independent work skills, developing analytical and creative thinking, facilitating reasoned decision-making, as well as the acquisition of information necessary for the development of scientific research work, helping to acquire skills and achieve competence necessary for the acquisition of the profession of legal assistant.

The results obtained in practice are consolidated in practice. The tasks set in the internship

contribute to the development of both individual skills and teamwork.

During the internship, the student learns in depth and consolidates the theoretical knowledge acquired in the study courses. Theoretical knowledge is also systematised, consolidated and extended through practical work.

As a result of the study course, the student has acquired part of the knowledge necessary for the performance of the main tasks of professional activity: the level of understanding of the organisation of public authorities in Latvia, the professional education system, change management in the organisation, project management, the procedure for documenting facts related to criminal activities, the procedure for identifying facts of unfair competition, illegal commercial activity or other illegal economic activity.

A level of understanding of the regularity of economic processes, safety performance legislation, survey methods, legal aspects of critical points and other insurance risks, risk mitigation methodology, causes of deviant and delinquent behaviour of the individual and the state of the aggression psyche, material and financial accounting system, staff selection tasks, their stages and selection methods, principles of personnel management, manager - leadership effectiveness criteria, strategic aspects of personnel management, theoretical aspects of requirements, control and support, security concepts, their nature, characteristics, types of emergency situations, basic principles of drafting legislation and other documents, application of technical security and communication tools, fire safety, security, video, access control, etc. command and control systems, their general design, legal aspects of the use of technical means, personal data protection requirements, methods for calculating the cost recovery of a project, principles of record keeping and record keeping, principles of testing technical security systems, industry best practice factors, e-environments for procurement, e-environment sites of technical equipment manufacturers, methods and tools for monitoring equipment performance, principles of data search, automated processing, collation, personal data protection aspects, legal aspects of ensuring the validity of evidence, user account management requirements, cybersecurity basics, etc...

At the application level, the establishment of a business, the main elements of the organisation's activities, the organisation's process and organisation, the basic principles of implementing environmental and property protection in the event of disaster and threat of disaster, safety performance and environmental legislation, the development of a site plan, general safety risk analysis, the use of personal protective equipment, risk and threat recognition and classification, risk analysis and the forecasting of potential risk development processes, forecasting potential risks and threats, the content of the security concept and the methodology of its application, the development of organisational security action plans, the development of material and financial resource projects in the field of security, the procedure for the selection and certification of security personnel, legislation on the protection of natural persons' data, employment relationship factors, socio-psychological aspects of working with personnel, negotiation and conflict resolution, theoretical aspects of motivational content, the development of training plans, civil protection authorities, disaster response, technical requirements for document production, document management, motivation methods and their application models, procurement procedures, technical characteristics and operating principles of technical safety systems, dealing with situations where technical aids are not working, work performance procedures, dealing with situations where technical aids are not working, equipment administration, technical safety equipment, methods for protecting technical equipment, the organisation of events, aspects of technical means of security to be used in the organisation of events, the fundamentals of the security of natural persons, the law on the organisation of public events, security-related legislation, the procedure for identifying the boundaries of the scene, the security procedures and tactics of the scene, the procedure for preserving traces at the scene, the use of video, audio and photographic recordings and other

technical means in accordance with the procedure laid down by law.

During the internship the student develops skills: the student's attitude towards the assigned duties, discipline requirements; theoretical and practical training, improved quality of the work performed, developed applied qualities during the internship and skills applied during the internship in solving the assigned tasks. The practical skills of independent work will be acquired during the traineeship. The ability to analyse data, find problems, ways of solving them and determine effectiveness will be developed. Achieving the aim and objectives of the traineeship, identifying the problems of the traineeship institution and drawing conclusions will have strengthened the student's critical thinking. The student will be able to make decisions based on knowledge, practice and data. The student will be creative and innovative, able to define problems and propose a concrete model of action to solve them. The work placement will consolidate the knowledge acquired through the practical development of a thesis.

The university supports the student in achieving the objectives of the study placement within the scope of its competences by appointing an individual placement supervisor from the university to support the student in the completion of the placement tasks.

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.

The study process also involves many professionals in the field, who, like other lecturers, orient the study courses towards the examination of current issues and possible solutions. Current issues arise from problems in the sectors, which are not always fair and beneficial for the individual, society and the state. By offering students to solve problems arising from real life, the aim is that the student is able to analyse information about the situation, is competent to find the optimal solution, which is legal, which, at the same time, solves an economic problem of the sector and is aimed at the ordering of the market.

The relevance of the topic of the final thesis is not only a mandatory requirement of the BAT rules, but also, and above all, a result of market and industry demand. It is a way of identifying and addressing issues of relevance that the student learns in a given programme.

The final thesis is written in topical areas and themes of relevance to practice. These topical issues will be addressed in the students' bachelor theses and the results can then be used in the master thesis when studying for the academic Master's degree in Organisational Security Management or a related Master's degree programme. Every year, protection and security authorities, non-governmental organisations in the security sector, security industry companies, the Prison Administration and other institutions send current research topics, which are communicated to students by placing them in the BATIS database.

National test average grades

2016/17 Wed.	2017/18 Wed.	2018/19 Wed.	2019/20 Wed.	2020/21.	2021/22 Wed.	2022/23 Wed.
7.6	7.77	7.9	7.27	7.87	7.56	7.43

In the report we attach the best dissertations developed by the students of the first cycle of the professional bachelor's study programme "Organisation Security" (rating out of 7). Topics from 2016 to 2022.

Study at Year	Topic
2017	Start-up and organisation of a security business
2017	Theoretical and practical aspects of organisational security strategy
2017	Specific features of security at commercial premises in Latvia and abroad
2017	Tactics and technical support for military security
2017	Recruitment and training of security guards
2017	The role of physical security in hotel security
2017	Security risk assessment and civil protection measures to be taken in a healthcare establishment
2017	Security guard actions in emergency situations
2017	Planning and organising security measures at critical infrastructure sites
2017	Issues of National Armed Forces Units' Engagement in the Field of Public Security and Order in Latvia
2017	Process for the organisation of security operations at fixed installations
2018	Possibilities of obtaining personal and identifying information in a virtual environment
2018	Safety risks and preventive measures for unmanned aircraft
2018	Ensuring the security of the protected person

2018	Organising bodyguards
2018	Evacuation of a multifunctional office centre
2018	Basic problems of recruitment, training, certification of security and safety personnel in the current situation in Latvia
2018	Integrating drones into the security of fixed installations
2018	Protecting public spaces from vehicles crashing into crowds
2018	Certification and competence of security guards
2019	Transport of valuable goods
2019	Public order and security at public events
2019	Technical security systems: practices, problems and solutions
2019	Psychological aspects of physical security and their impact on the security of the protected person
2019	Evacuation of social care centres in emergency situations in Latvia
2019	Effective cooperation between the National Armed Forces and the Police in Latvia
2019	Risks and challenges for law enforcement officers when dealing with radicalised persons
2019	The impact of ransomware exposure on business operations and data security
2019	Stress management system analysis in the State Fire and Rescue Service
2019	Video surveillance analytics. Development trends and challenges.
2020	The advantages of small prisons in Latvia
2020	Supervision of prisoners in Riga Central Prison
2020	Improving the quality of work of the Riga Municipal Police
2020	Risks of unmanned aircraft systems and their impact on aviation safety and security in Latvia
2020	Potential risks of detention
2020	Study and analysis of security risks in apartment buildings
2020	Professional qualifications for security guards in first aid

2020	Information space security
2020	Cooperation between prisons, other state institutions and non-governmental organisations in the resocialisation of prisoners
2020	The role of physical fitness and its development in the National Police
2020	Emergency preparedness of commercial premises
2020	Action to be taken by the authorities in the event of explosive objects
2020	Impact of speed on road safety
2021	Physical security audit of a guarded facility with continuous physical and technical security
2021	Personal protection methods and technical security solutions
2021	Safety of users of indoor shooting ranges
2021	Cargo transport and types of security in Latvia
2021	Road accidents in Latvia
2021	Weapons and special equipment for self-defence, security and safety professionals
2021	Interaction between physical and technical security
2021	Writing students' independently commissioned papers
2022	Security risk analysis for organisation "X"
2022	Compliance with and implementation of fire safety requirements at the State Social Care Centre "KALKŪNI"
2022	Legal framework for the organisation of gambling
2022	Analysis of personnel management processes and opportunities for improvement in the security of NBS military facilities
2022	Safety measures when transporting goods
2022	Soldiers' responsibilities on social networks, risks and consequences of inadvertent disclosure of classified information
2022	Staff adaptation in the institution
2022	Level of cyber hygiene in Latvian society
2022	Internal security in prisons

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 resources and facilities (study base, scientific base, information base (including library), material and technical base and financial base) are described in the chapter "Resources and facilities for the study field Internal Security and Civil Protection" of the report "Resources and facilities for the study field Internal Security and Civil Protection". Resources for each study programme are not allocated separately.

The library resources provided by BAT are not limited to the existing book resources, but also the entire database provided by the library in the e-environment, which is the largest scientific website in the world. With these resources, students are able to obtain the latest and current knowledge in the organization's security program for learning study courses and find compilations of new discoveries of an academic nature, recommendations, for the development of the industry and the national economy. In addition, the Security Laboratory established by BAT provides students with practical skills acquisition in the form of training on specialized stands, which shows the interest of the professional environment, students and manufacturers of technical equipment in professionally qualified and prepared for the labor market specialists/security service managers.

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 provider of the operation of the University BAT is the company SIA "Biznesa augskolas Turība", which is registered in the commercial register of the Republic of Latvia and conducts commercial activities independently. For the implementation of the study program, the financial resources obtained by SIA "Biznesa augskolas Turība" are used, which correspond to the basic principles of business in order to make a profit. This is shown by the expenses per student and the annual fee of students in the program.

It should be noted that there are dozens of study programs in BAT's study offer, which can contribute to each other in the overview of the business balance. The minimum number of students in the study program can be from 10 to 12 students, however, for marketing purposes, the program can be recognized as profitable even with a smaller number of students.

Cost per year of the first cycle study programme, "Organisation Security" (64 students)	%
Total	100%
including:	
Academic staff costs - salaries	27%
Academic administration costs - salaries	7%
Other academic and scientific activity costs	9%
Other study costs, including library costs	13%
Development, information technology, study support costs	16%
Major repairs, routine maintenance, utilities, security and technical support costs	15%
Administrative costs, including property tax and property insurance	5%
Social security costs	4%
Other costs	4%
Cost per student	1 513

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.

All faculty members have knowledge and professional relevance to the subject matter of the specific course of study taught within the Organisational Security framework. The study programme ensures a proportionality of faculty members from professional and academic backgrounds, thus forming a balanced team with representation from both business and academia. The lecturers involved in the implementation of the study programme improve their qualification every year in various courses, which is a mandatory requirement of BAT and non-governmental security organisations. The courses are undoubtedly topical and related to practical life. The knowledge acquired in the courses is transferred to the students both to supplement the theoretical base and to solve practical tasks in the classroom.

Such qualifications of the teaching staff meet the conditions for the implementation of the study programme and the requirements of the regulatory enactments, as they help to achieve the objectives of the study programme and provide students with both academic and practical knowledge, thus contributing to the achievement of the study outcomes.

The qualifications of the teaching staff involved in the implementation of the study programme comply with the conditions for the implementation of the study programme and the requirements of the regulatory enactments. The study process is implemented by BAT elected academic staff (Doctors of Science - professors, associate professors, and masters - lecturers), as well as invited guest lecturers from other Latvian higher education institutions and professionals from the field.

47 lecturers deliver the study programme.

From the lecturers involved in the implementation of the programme:

- 1) 18 lecturers at the university are in elected positions: 6 professors, 2 associate professors, 4 assistant professors, 6 lecturers.
- 2) 29 guest lecturers: 29 guest lecturers.

Type of staff involvement:

- 1) developing new course descriptions, which each year improve on the previous ones.
- 2) departmental methodological seminars on the improvement of the study process in each study course (including the development of course descriptions);
- 3) lecturers who are members of the council, as well as employers who are members of the council, when discussing and accepting the study results in the state examinations, analyse the planned results in the context of the results achieved by the students in the study courses, e.g. in legal theory, administrative law, etc;
- 4) The Law Faculty plans to strengthen the involvement of teaching staff by:
 1. organise public lectures;
 2. organise regular hospitalizations of lecturers' work, develop and approve common criteria for hospitalization;
 3. supervise the methodological seminars organised by the Department;

4. organise methodological seminars at least twice during the academic year;
5. develop methodological guidelines for improving the quality of studies, including tools and methods that can be used in practice;
6. improve the evaluation mechanism and criteria for Course paper;
7. to promote the pedagogical experience of lecturers, regularly informing departmental meetings about the knowledge and experience gained by lecturers within the Erasmus programme.

The Statute on the organisation of remuneration of staff of the BAT [\[1\]](#) states:

- Academic staff may be paid according to the following conditions by the Head of Department in agreement with the Dean:
 1. time-pay system (fixed salary)
 2. piece-rate salary system (fixed academic hourly rate).
- Academic staff on a time-pay system (salary):
 1. job descriptions are drawn up;
 2. Individual work plans are prepared for each academic year (see Annex 1, which is an annex to the employment contract), which are agreed by the Head of Department, the Dean and approved by the Vice-Rector for Academic Work.
- The salary is fixed for:
 1. teaching load
 2. methodological and organisational work
 3. management consultancy, project management and execution, and/or research
 4. upgrading skills and meeting strategic objectives
- Academic posts one/full teaching load per academic year:
 1. for an assistant - 1000 academic hours;
 2. 900 academic hours for a lecturer;
 3. 800 academic hours for an assistant professor;
 4. 700 academic hours for an associate professor;
 5. 600 academic hours for a professor.
- The workload scheduled for a post shall be determined in accordance with the approved list of workload standards;
- Academic staff on a time-pay system shall prepare an electronic report on their individual work plan at least twice an academic year, at the end of December and June. Completed individual work plan reports for the academic year, accepted electronically by the Head of Department and the Dean, shall be kept in electronic form for three years;
- Academic staff on a piece-rate system (academic hourly rate):
 1. job descriptions are drawn up;
 2. Individual work plans are prepared for each academic year, which include only the teaching load, are agreed by the head of the department and approved by the dean;
 3. the monthly remuneration is calculated by multiplying the sum of the scheduled academic hours fixed in the individual work plan by the academic hourly rate and dividing by ten.
- when calculating the total annual workload of academic staff, the workload fraction shall be rounded to two decimal places;
- for academic staff, the total annual workload is within the limits set by the Labour Law.
- academic staff are allowed a maximum of one full year's workload;
- payment of service charges and unscheduled supervised workload shall be made in the form of a supplement to the salary at the end of each semester, but no later than January for

semester 1 and July for semester 2, or in the month concerned;

- The Faculty's total funding for the salaries of academic staff and academic staff in acting positions is 19% of the total tuition fee income for the programme;
- if the faculties have an overall positive cash balance at the end of the financial year, 15% of this is transferred to each faculty's bonus fund in proportion to each faculty's balance, and 85% is transferred to a reserve for faculty development;
- funding for academic staff and acting academic staff shall be allocated by the deans of the faculties to the departments in proportion to the number of credits and the number of academic groups, with an average of 12 hours per credit point per academic group. The number of students per academic group may be varied in agreement between the Dean and the Heads of Departments;
- The salaries of the academic staff of the relevant department shall be determined by the head of the department in consultation with the dean and the vice-rector for academic work, but may not be lower than the rates set by the Cabinet of Ministers;
- university staff are paid for each academic year.

Given the great interest of the public (including students and graduates), the guest lecture series will continue in the academic year 2023/2024, with monthly general and specialised educational events in the field. Each month, one of the speakers is an alumnus of the University and the other is a public figure or current affairs speaker recognised as an opinion leader in society or the industry.

Every year, lecturers go on an Erasmus programme, both for exchanges and for teaching. From 2018 to 2023, lecturers visited the following Erasmus programmes:

- Professor Dr Zane Driņķe 1 time (Italy), 1 time (Portugal), 1 time (Cyprus), 2 times (France);
- Professor Dr. paed. Ineta Lūka 1 time (Lithuania), 1 time (Slovenia);
- Professor Dr.iur. Jānis Načisčionis 1 time (Lithuania);
- Professor Dr.iur. Ingrida Veikša 1 time (Cyprus), 4 times (Lithuania);
- Professor Dr.oec. Rosita Zvirgzdiņa 2 times (Slovakia);
- Lecturer MPA Ivita Kīsnica 1 time (Cyprus), 3 times (Lithuania);
- lecturer Mg. philol., Mg. paed. Viola Ēvele 1 time (Poland);
- lecturer Mg.sc. comm. Jana Bunkus 1 time (Turkey), 1 time (Germany);
- lecturer Mg. iur. Nikolajs Ozoliņš 1 time (Turkey);
- Lecturer MBA Kaspars Auziņš 1 time (Poland).

In order to emphasize that *BAT* lecturers are industry professionals and experts, opinion articles are prepared every month on diverse topics of current interest in society and business environment. Every month, the lecturers give their opinion to the media, commenting on areas such as security, economy, politics, justice, as well as other areas. The image of expert lecturers is gradually gaining ground in the media environment, which makes journalists increasingly turn to *BAT* lecturers for advice and commentary. For example, the number of publications by teaching staff in 2022 was 97, and in 2023 it was 80.

[1] Statute on the organisation of remuneration of the staff of the University. APPROVED at the Senate meeting on 23.10.2019.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

The study programme has a stable teaching staff, with long-standing cooperation with specialists in the field who also have experience in teaching. The participation of lecturers in conferences, presentations at conferences, preparation and publication of publications - this is the contribution of lecturers to the improvement of their qualification. At the same time, higher qualification means additional acquired knowledge, experience, which is transferred to students in the study process at a much higher quality level, compared to what was before the qualification upgrade. Lecturers who have improved themselves, increased their qualifications, are of course promoted to higher academic positions, for example, Vilnis Veinbergs was elected as a lecturer at the Faculty of Law of BAT after obtaining his doctoral degree.

Another way to increase the qualification of lecturers and thus also the quality of the study process and its results is the study of lecturers in the doctoral study programme, for example, Ivo Krievs, Uģis Začs, Kaspars Auziņš, Ivita Kīsnica, Māris Bomiņš, Gita Janševica, Nikolajs Ozoliņš, Daiga Sproģe, Jaroslavs Streļčenoks.

The academic staff involved in the study programme is highly qualified and competent, and provides students with the necessary research skills, theoretical knowledge, skills and competences.

Recruitment of Academic Staff shall be carried out in accordance with the Academic Staff Election Regulations.

The procedure for the election of associate professors and professors in the BAT is determined by the Regulations on the Council of Professors of Social Sciences of BAT and the Regulations on the Joint Council of Professors in Legal Sciences of Riga Stradins University, Daugavpils University, BAT and the Regulations on the Councils of Professors of the relevant sciences of other universities.

Vacant academic staff positions in BAT departments are determined by the Rector on the proposal of the Dean of the Faculty, the study programme director or the head of the department.

The competition for vacant academic staff positions is open to both resident and non-resident applicants whose education and/or professional work experience meet the requirements set out in the Law on Higher Education Institutions and the job descriptions of the BAT.

The competition is open and fair. It shall be held in three (3) rounds:

1. The first stage of the competition is an examination of the documents submitted by the applicants and their compliance with the requirements set out in the call for tenders.
2. In the second round of the competition, the documents submitted are examined by the departments, with the applicants being invited.
3. In the third round of the competition, candidates for academic staff positions shall be evaluated and elected by the extended Faculty Council in accordance with the procedure laid down in the Faculty Regulations.

Regular classroom visits are carried out to assess the professional qualifications of teachers in their daily work. Students have the opportunity to express their opinion on all lecturers after passing the course examination. The surveys are conducted anonymously, so that students are encouraged to express their opinions about lecturers openly, indicating both their positive and negative characteristics.

Teachers are responsible for their own professional development, which is reported on.

Regular planning and implementation of the Academic Staff Development Policy. To stimulate

activities, it is also planned to support staff development activities financially by paying tuition fees and travel and subsistence expenses, if necessary. Academic staff are involved in scientific research (creative) work. To motivate academic staff and students to publish more of their research, translation and publication are paid for as far as possible. Publication of research results is in internationally accessible and peer-reviewed journals.

The University offers, within its competence, development opportunities for lecturers, e.g. in foreign languages, the use of modern technologies, etc.

The programme involves both academic and industry experts. The security professionals involved in the implementation of the study programme have relevant education and practical experience in the field, and they pass on their experience to the students during lectures, e.g. Artūrs Āmars, Head of the Security Service of Sanitex group, participates in the implementation of the study programme. Ivo Krievs, European Personal Data Protection Specialist (CIPP/E), Attorney at Law, Founder and Board Member of the Latvian Association of Certified Personal Data Protection Specialists, Dean of the Faculty of Law, Uldis Lībietis, Head of IT Security at TET. Mārtiņš Melnis, Head of Security and Fraud Prevention Department, Tele2, Kārlis Apalups, Founder and President, ZEVS SECURITY GROUP, Juris Juriss, Chief Prosecutor, Anti-Money Laundering Coordination Unit. Vilnis Veinbergs, Head of the Internal Security Service of BAT, as well as other lecturers indicated in the list of study field lecturers and in the attached CVs.

Turnover of teaching staff has been minimal in recent years and is mainly based on the personal circumstances of the lecturer ceasing to teach a course.

Linking theoretical thought with practical experience in the study process has a clear positive impact on the quality of the study process. Students are prepared for real life, qualified to fulfil the requirements of the law for security professionals. The lecturers of the study programme are excellent, who transfer their knowledge and experience to the students and still manage to participate in international scientific conferences with reports, draft articles and books on issues related to organisational security and topical for Law science.

In the implementation of the study program, both specialists from the academic environment and specialists from the industry are involved. During the entire reporting period, several new lecturers have been engaged in the teaching of study courses, who expressed their desire/agreement to give lectures and the security industry professionals involved in the implementation of the study program have appropriate education and practical experience in the industry. These engaged lecturers with their professionalism and experience, who transfer their experience, knowledge and skills to the students within the framework of lectures, for example, Artūrs Āmars, head of the Sanitex group security service, participates in the implementation of the study program. Ivo Krievs, European personal data protection specialist (CIPP/E), sworn lawyer, founder and board member of the Latvian Association of Certified Personal Data Protection Specialists, Dean of the Faculty of Law, Uldis Lībietis, head of TET IT security. Mārtiņš Melnis, Head of the Security and Fraud Prevention Department of SIA "Tele2", Kārlis Apalups, Founder and President of ZEVS SECURITY GROUP, Juris Juriss, Chief Prosecutor of the Anti-Money Laundering Coordination Department. Vilnis Weinbergs, head of the Internal Security Service of BAT, as well as other lecturers indicated in the list of teaching staff of the study area and in the attached CVs.

All the mentioned regulations are attached in the annex: Other annexes

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).

Cooperation between teaching staff is considered to be successful. Lecturers from different faculties and individual departments are involved in the provision of the study process, which contributes to the acquisition of comprehensive communication skills and the development of mutual understanding and cohesion or academic teamwork among lecturers throughout the University. In addition, cooperation between lecturers is fostered through various academic seminars organised by the University, where lecturers' specific knowledge in the academic field is improved.

Since the previous accreditation of the field of study (study programme), over 50 seminars have been organised at the university, for example: Learning Objectives, Learning Outcomes, Independent Studies; Contemporary Trends in Higher Education in Latvia, Europe and the World; Cultural Differences in the Study Process; Design Thinking Lab Workshop; Plagiarism and Academic Integrity in the Study Process; Application of Contemporary Teaching/Learning Methods and Strategies at HEI; Autism Spectrum Disorders and specific features in the learning process of people with AST (Asperger Syndrome); Generation Z, how to teach and how to work with Generation Z; Higher education, teacher education, and inclusion of learners with special needs; Artificial

Intelligence (AI) tools at OpenAI; COST (European Cooperation in Science and Technology) activities for academic staff and students, etc..

Guest lecturers from other universities in Latvia are invited to conduct seminars, for example: PhD, Kristīne Šneidere, assistant professor, RSU; Dr. paed. Dr. paed. Daiga Kalniņa, Assistant Professor, LU; Dr. paed. Zanda Rubene, LU professor; Dr.psych. Dr. Constanze Chwallek, Aachen University of Applied Sciences, Germany; Prof. Daiga Kamerade, University of Salford, UK; Dr. Heidi Flavian, Senior Lecturer from Special Education Department, Achva Academic College, Israel; Jenson Goh, Ph.D, Singapore, etc., as well as lectures by lecturers from the university environment, which raise the overall qualification of lecturers.

It is worth mentioning the participation of the study programme staff in the Summer Schools in the field of Organisation Security. These events, both in the form of lectures, practical seminars and extra-curricular activities, bring together the teaching staff in search of the most effective ways for self-development in the professional field, as well as for the training of students participating in projects from different European countries. For example, the Nordplus Higher Education Programme cooperation project "Development of Public and Organisational Security Programmes 2017" (NORDPLUS Intensive Course "Organisation and Individual Security" 2017) involved students from Lithuania, Finland and Latvia, while lectures and seminars were conducted by professionals from Kazimieras Simonavičius University (Lithuania), Turku University (Finland) and BAT; ERASMUS+ SECUREU - Erasmus+ Cooperation Partnership project SECUREU (project no. 2021-1-LV01-KA220-HED-000023056) within the Intensive course SECURITY RISK MANAGEMENT (2023), students from Lithuania, Finland, Spain, Norway and Latvia participated in the activities, while lectures and seminars were conducted by industry professionals from Avans University (Netherlands), NORD University (Norway), Laurea University of Applied Sciences (Finland), Kazimieras Simonavičius University (Lithuania) and BAT.

2017 - NORDPLUS Higher education Intensive Course "Organization and Individual Security", available at:

<https://www.turiba.lv/en/university/projects/nordplus-higher-education-intensive-course-organisatio-n-and-individual- security>.

Similar events have been organized in other years as well, for example:

2022 - ERASMUS+ cooperation partnership in higher education "Digital education tools for security risk management", available at:

<https://www.turiba.lv/en/university/projects/erasmus-cooperation-partnership-in-higher-education-digital-education-tools-for-security-risk-management> ;

2019 – NORDPLUS Higher education Intensive Course "Security and Active citizenship" 2019, available at:

<https://www.turiba.lv/en/university/projects/nordplus-higher-education-intensive-course-security-and-active -citizenship-2019> ;

Annual strategic seminars are organised in the university environment, where lecturers work in groups to find solutions to different situations and discuss opportunities for the development and improvement of the study process.

The collaboration of lecturers is strengthened through annual scientific conferences, which provide an opportunity for the lecturers of each faculty to highlight the scientific discoveries of their course of study. This approach of the university gives an opportunity to the faculty members of the study programme to discuss different issues, to find common interests, and by organising the work of the student section the lecturers of different faculties work as a team to evaluate the students' research, as a result the students get closer to the core of the academic environment both in the

teaching dimension and in the scientific dimension. Moreover, the collaboration of lecturers allows for a better integration of the courses of study.

The study programme is delivered by 47 lecturers, while 54 students' study in all study programmes. The number of students is significantly lower than the number of teaching staff per study programme per academic year:

First year of study (group ODL1) – 13;

Second year of study (group ODL2) – 9;

Third year of study (group ODL3) – 18;

Fourth year of study (group ODL4) – 14.

It should be noted that this 3-5-fold difference provides students with comprehensiveness and a variety of ways of receiving information for the development of their professional and communication skills.

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	1_Bakalaura_diploms_un_pielikums_en.zip	1_Bakalaura_diploms_un_pielikums_lv.zip
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	2_Bakalaura_statistikas_dati_en.docx	2_Bakalaura_statistikas_dati_lv.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	3_Bakalaura_atbilstiba_izglitiba_standartam_en.docx	3_Bakalaura_atbilstiba_izglitiba_standartam_lv.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	4_Bakalaura_atbilstiba_profesijas_standartam_en.docx	4_Bakalaura_atbilstiba_profesijas_standartam_lv.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Bakalaura_kartējums_en.docx	5_Bakalaura_kartējums_lv.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Bakalaura_plans_en.docx	6_Bakalaura_plans_lv.docx
Descriptions of the study courses/ modules	7_Bakalaura_studiju_kursu_apraksti_en.zip	7_Bakalaura_studiju_kursu_apraksti_lv.zip
Description of the organisation of the internship of the students (if applicable)	8_Bakalaura_prakses_apraksts_en.docx	8_Bakalaura_prakses_apraksts_lv.docx
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)		

Organisational Security (41861)

Study field	<i>Internal Security and Civil Protection</i>
ProcedureStudyProgram.Name	<i>Organisational Security</i>
Education classification code	<i>41861</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Vilnis</i>
Surname of the study programme director	<i>Veinbergs</i>
E-mail of the study programme director	<i>vilnis.veinbergs@turiba.lv</i>
Title of the study programme director	<i>PhD</i>
Phone of the study programme director	<i>27881884</i>
Goal of the study programme	<i>Quickly and in accordance with the requirements of the labor market to provide the human resources necessary for the future needs of the national economy, state and society in the field of protection of persons and property, as well as to promote the growth of persons involved in the education process into enterprising, creative, responsible and competitive members of society</i>
Tasks of the study programme	<i>1) prepare the student for work in the profession of a Security Specialist, 2) promote the student's development into a mentally and physically developed, free, responsible and creative personality, ensuring a competitive specialist in demand on the labor market, 3) to provide knowledge and skills on how to use an analytical approach to solving practical problems in the field of personal and property protection; 4) to implement theoretical knowledge in practice in cooperation with employers in the security industry.</i>
Results of the study programme	<i>The ability to demonstrate comprehensive and specialised knowledge corresponding to the protection of persons and property field; the ability to use analytical approach towards solving of practical problems in the security specialist profession in a changing environment; the ability to understand the field of one's activity in a wider social context, to participate in the development of the security industry sector, to evaluate one's own activity and activity of other people.</i>
Final examination upon the completion of the study programme	<i>Qualification paper</i>

Study programme forms

Part time extramural studies - 2 years, 3 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</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>-</i>
Qualification to be obtained (in english)	<i>Security specialist</i>

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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.

Since the last accreditation of the study programme, several changes have been made to the study programme.

Changes to the number of credits. Due to changes in the Law on Higher Education Institutions, credits were expressed in the ECTS system. In addition, some courses that were previously set at 3 credits have been given a number of credits to avoid fractional numbers.

In the transition from KT to ECTS, in accordance with the requirement of Article 1, paragraph 8 of the Law on Higher Education Institutions, we determined that one credit point corresponds to 25 hours of study work. Thus, for study courses with 3 ECTS, the amount of study work was set at 75 hours, and for study courses with 6 ECTS, the amount of study work was set at 150 hours. For ease of reference, we have indicated the number of hours of work for each course of study in the study plan.

The methodology for the transition from the Latvian credit point system to the European credit transfer and accumulation system (ECTS) has been added: Other appendices; Appendix 1.

The location of some courses has been changed over the academic years and semesters.

The programme has also been expanded to include some courses based on market trends and student preferences.

Changes in courses of study in the previous period

JUR1520K Guarding stationary objects by increasing the number of credits from 4.5 to 6 and increasing the number of hours from 12 to 24, change the course code to **JUR1694K Guarding stationary objects**.

JUR1447K, Civil Law without changing the number of credits, but increasing the number of hours from 12 to 24, the course has been transferred from the 1st semester Compulsory study courses (Part A) to the 4th semester Professional elective study courses (Part B).

JUR1432K Professional Ethics has been renamed **JUR1561K Professional Ethics and Presentation** with no change in the number of credits but with a reduction in the number of hours from 24 to 20. This has been moved from Semester 3 Professional Elective Courses (Part A) to Semester 1 Compulsory Courses (Part A).

JUR1317K Basics of Organizational Security with no change in the number of credits, but an increase in the number of hours from 24 to 36, the course has been transferred from Semester 1 Professional elective study courses (Part B) to Semester 3 Compulsory study courses (Part A).

JUR1511K Information Technology and Cyber Security renamed **DAT1122K Information Technologies and Introduction in Cybersecurity** without changing the number of credits and the number of hours, transferred from the 4th semester Compulsory study courses (Part A) to the

1st semester Professional elective study courses (Part B).

JUR1323K Guarding tactic with no change in number of credits, reduced from 24 to 12 hours.

EKO1184K Business without change in number of credits, increased from 24 to 36 hours.

JUR1438K No change in the number of credits for **Law Enforcement Institutions**, increased from 12 to 24 hours.

VAL1121K Professional Terminology change code to **VAL1251K Professional Terminology**, change number of credits from 4.5 to 3 and increase number of hours from 24 to 32.

JUR1321K Security of individuals with no change in the number of credits but with a reduction in the number of hours from 24 to 16, the course has been transferred from the 4th semester Professional Elective Study Courses (Part B) to the 2nd semester Free Elective Study Courses (Part C).

JUR1326K Guarding Transportation of Valuables - no change in the number of credits, increased from 12 to 16 hours.

JUR1514K Theory of Law, unchanged number of credits, increased from 12 to 16 hours.

JUR1324K Forensics, without changing the credit points and the amount of hours, transferred from semester 2 Free elective study courses (Part C) to semester 3 Free elective study courses (Part C).

JUR1234K Administrative Law and Administrative Procedural Law changed code to **JUR1097K Administrative Law and Administrative Procedural Law** and increased credit points from 4.5 to 6 without changing the number of hours.

JUR1330K Information protection with no change in the number of credits but an increase in the number of hours from 12 to 24, the title of the course **JUR1628K Data protection rights** has been changed.

PSI1026K Security Psychology transferred from Semester 3 Free elective courses (Part C) to Semester 4 Compulsory courses (Part A) and credit points increased from 12 to 24.

JUR1329K Security Equipment, no change in the number of credits, increased from 12 to 24 hours.

JUR1105K Criminal Law and Criminal Procedure without changing the number of credits and hours changed to **JUR1695K Criminal Law and Criminal Procedure**.

JUR1507K Security and Detective Work without changing the number of credits and hours, the course has been transferred from the 4th semester Compulsory study courses (Part A) to the 3rd semester Professional elective study courses (Part B) and the name has been changed to **JUR1630K Detective work**.

JUR1331K Practical Shooting without changing the number of credits and hours, the course has been transferred from the 3rd semester Professional elective study courses (Part B) to the 4th semester Compulsory study courses (Part A).

JUR1504K Self-defence and first aid changed code to **JUR1631K Self-defence and first aid**, reduced credits from 6 to 3 and increased hours from 24 to 36.

VAD1539K Management without changing the number of credits and hours changed to **VAD1819K Management of a Sustainable Organisation**.

New study courses

JUR1629K Team Building A new study course has been created for the 3rd semester Free Elective Study Courses (Part C) with 3 credits and 12 hours.

VAD1477K Project Management A new study course has been created in the 3rd semester Professional Option Study Courses (Part B) with 3 credit points and 12 hours.

JUR1632K Organization cyber security A new course of study has been created for the 4th semester Compulsory Courses of Study (Part A) with 3 credit points and 12 hours.

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.

Based on the professional qualification of the Security Specialist and the qualities required therein, the student in the study program acquires all the necessary knowledge and skills, which are marked both in the name of the study program and in the achievement of its goals. The most important contribution of the short-cycle higher professional education program is to quickly and in accordance with the requirements of the labor market provide the human resources necessary for the future development of the economy, state and society, as well as to promote the growth of the persons involved in the education process into enterprising, creative, responsible and competitive members of society. For example, a security specialist provides security services to legal and natural persons, where, within the framework of legal acts, being aware of the nature of conflict situations, identifies threats and risks, as well as participates in or ensures the processes of a complex of security measures for the organization's property and personnel. The set of these factors accurately defines the name of the study program, as well as makes a significant contribution to the security of the national economy from the perspective of civil defense, which is the basic essence or basic element of the study direction.

Aims and objectives of the study programme.

Objectives

To provide the human resources needed for the future development of the economy, the country and society in a timely manner and in line with labour market requirements, and to promote the development of those involved in education into enterprising, creative, responsible and competitive members of society.^[1]

Highly qualified security specialists have been trained who, within the scope of their professional activity, are competent to implement the company's/institution's security policy, propose and implement the necessary security controls, conduct security risk analysis, provide advice, support and information to guarantee the company's safe operation, including those related to the protection of confidential information.^[2]

Tasks

- conduct applied research in the security services sector[3] ,
- take an analytical approach to solving practical problems in the protection of persons and property;
- contribute to the development of the security sector by dynamically adapting to changes in the external environment;
- putting theoretical knowledge into practice in cooperation with employers in the security sector;
- to give students the opportunity to continue their education in a first cycle higher education programme.[4]

Expected learning outcomes of the study programme

Successful completion of the study programme results in the award of a short-cycle higher professional education diploma, as well as the award of the professional qualification **of Security Specialist** (professional code - 5419 01), in accordance with Cabinet of Ministers Regulation No 264 of 23 May 2017 "Regulations on the Classification of Professions, Key Tasks and Basic Qualification Requirements Corresponding to the Profession".

Short-cycle vocational higher education is the highest level of vocational education leading to a level 5 qualification. Short-cycle vocational higher education is part of first-cycle vocational higher education.[5]

Graduates of the programme are entitled to continue their studies in the first cycle of higher education (professional bachelor's) study programme.

The short-cycle professional higher education in Organisational Security, with its name, very accurately guides potential students that, by fulfilling the admission requirements, they will start studies in the field of security services[6] , where, through focused study and completion of the programme, they will acquire the knowledge, skills and competences that provide the basis for obtaining the professional qualification - Security Specialist (professional code 5419 01).

This, in turn, confirms that the theoretical knowledge has been acquired, the practical work has been done and the qualification has been successfully defended. The requirements of the professional standard and the programme have been met. This part of the qualification has achieved the aim and objectives and the study result - the ability to present comprehensive and specialised knowledge relevant to the field of Security and Safety; the ability to apply an analytical approach to solving practical problems in the changing environment of the security profession; the ability to understand the field of their activity in the wider social context, to participate in the development of the Security and Safety industry, to evaluate their own and other people's activities. At the same time, it should be noted that the Short Cycle Professional Study Programme is designed in such a way that during the studies the student is oriented and prepared to take the qualification examination for security specialist, which is a part of this programme.

The short-cycle professional study programme "Organisation security" culminates in the award of the fourth level of professional qualification, the first-level diploma of higher professional education and the professional qualification of Security Specialist.

The aim of the short-cycle professional higher education study programme is to prepare students for the profession of security specialist, promoting their development into mentally and physically developed, free, responsible and creative personalities, ensuring competitiveness of specialists in demand on the labour market. The aim of the programme is in line with the values of the University

- Freedom. Entrepreneurship. Competence. According to the professional standard, the objectives of the programme are to prepare students to work in a particular profession in such a way that they are familiar with the fundamentals of law and are able to apply, analyse and interpret legal norms. Ability to keep records and draw up documents in accordance with the laws and regulations on record-keeping and document production.

Security specialist role involves providing practical assistance to the security management of the organisation, including identifying and planning the organisation's security arrangements; managing security staff; managing technical security solutions; implementing security measures; managing conflict and misconduct; providing general professional support; and performing other duties as described in the job description.

The admission requirements - secondary education - are relevant to the programme's aim, objectives and expected outcomes, so that the student can start the study process and obtain the education he/she wants. The content of the programme includes general basic information on various fields of law, which would be necessary for the development and improvement of professional competence, without requiring prior knowledge of the field. The programme is structured starting from the basic study courses, for familiarisation with the environment and progressing to the qualification paper, in which the student demonstrates all the acquired knowledge, including in the tasks set out in the professional standard and the study programme, starting with the ability to present the work in accordance with the rules, to be able to use the e-environment to obtain the necessary information on technical solutions in the field and their requirements, as well as to find information of a legal nature, ending with the ability to classify this information, analyse and make proposals for solving existing problems within their competences.

The university positions itself as the best university in practice, where lectures are taught not only theoretically, but also practically, so that within the study courses, students are given the opportunity to learn and test themselves in solving problems of different complexity, which will later be useful in the work environment in practical tasks. During the study period, knowledge is also reinforced in practice, where students are required to perform certain tasks, which are specified in the course description. From the moment of matriculation until the moment of graduation, the student, in accordance with the set programme goal, tasks and achievable results, acquires skills and competences corresponding to the acquired qualification - security specialist.

As this is a foundation programme, the general admission requirement is a secondary education qualification. The admission rules for this study programme lay down two types of requirements, depending on the year in which the person completed his/her upper secondary education: either before 2004 or after 2004, when the centralised examinations were introduced. Admission is by competitive examination on the basis of the results of the centralised examinations in the subjects Latvian and a foreign language (English, German, French or Russian), except for persons who completed their secondary education before 2004, persons who completed their secondary education abroad or persons with special needs. Persons who completed their secondary education before 2004 and persons with special needs are admitted on the basis of detailed information on admission procedures on the BAT website: [www.turiba.lv\[7\]](http://www.turiba.lv[7]) . In addition, applicants for organisational security studies have additional requirements for a medical certificate indicating the general health, whether the person is not on the drug or psychiatrist's register, as well as a certificate from the GP Information Centre on non-conviction. The latter requirement is justified by the fact that graduates of this programme who comply with the Law on Security Guard Activities are entitled to obtain a security guard certificate without additional examinations.

[1] 'Vocational Education Law'. The College and its objectives. Available at:

<https://likumi.lv/ta/id/20244-profesionalas-izglitibas-likums>, 16.⁷ Article 6, paragraph 1.

[2] Latvian Qualifications Database. Available at: https://www.latvijaskvalifikacijas.lv/kvalifikacija/pirma-limena-profesionalas-augstakas-izglitibas-diploms-ar-profesionalo-kvalifikaciju-drosibas-specialists-2/?doing_wp_cron=1704977108.4938271045684814453125

[3] Map of occupations in the Business, Finance, Accounting and Administration (Wholesale and Retail Trade, Business Administration) sectoral structure. Available at: https://registri.visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf

[4] 'Vocational Education Law'. Available at: <https://likumi.lv/ta/id/20244-profesionalas-izglitibas-likums>, 16.⁷ Article 6, paragraphs 2-5.

[5] 'Vocational Education Law'. Available at: <https://likumi.lv/ta/id/20244-profesionalas-izglitibas-likums>, Article 1, Paragraph 10.1

[6] Map of occupations in the Business, Finance, Accounting and Administration (Wholesale and Retail Trade, Business Administration) sectoral structure. Available at: https://registri.visc.gov.lv/profizglitiba/dokumenti/nozkval/NKSK_uznemejdarbiba.pdf

[7] It's all about joining. Available at: <https://www.turiba.lv/lv/uznemsana>

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

The services provided by the security industry are in demand, especially due to the migration of war refugees and people driven by other reasons, both within the EU and from other regions of the continent. Based on the data of the State Employment Agency, it can be concluded that there is a demand for security specialists. It should be noted that the salary of security services in the industry only sometimes exceeds the minimum salary set in the country, which is also the reason why personnel are sought in most cases without taking advantage of the data of the State Employment Agency.

The labour market demand for graduates of the study programmes is inferred from the data provided by the State Employment Agency (SEA), as well as from an unprotocolled survey of employers in the security sector who do not advertise the need for employees in the SEA network.

Position	Company	Workplace address	Gross salary	Topical to
SECURITY GUARD	Daugavpils State City Municipality Institution "Social Service"	Šaurā Street 28, Daugavpils	700 EUR	14.01.2024

SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Nīcgaļes street 2, Riga	4.75 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Augusta Dombrovska Street 23, Riga	4.75 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Mūkusalas street 3, Riga	4.8 - 5 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Skanstes street 50, Riga	4.9 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	86 Darzciema Street, Riga	4.7 EUR	29.02.2024
SECURITY GUARD	Limited Liability Company "Secure Solutions Latvia"	Roberta Hirša Street 1, Riga	4.7 EUR	29.02.2024
SECURITY GUARD	SIA "Security Bureau"	Graudu iela 27/29, Liepaja	5.4 EUR	05.04.2024
SECURITY GUARD	Limited liability company GRIFS AG	Stacijas street, Riga	From 4.17 EUR	01.05.2024
CIVIL AVIATION SECURITY SUPERVISOR	Limited Liability Company "AVIASABIEDRĪBA "LIEPĀJA""	Lidostas iela 8, Cimdenieki, Grobiņas pag., South Kurzeme nov.	From 4.8 EUR	15.03.2024

Source: **State Employment Agency**. Available (on Latvian) at:
<https://cvvp.nva.gov.lv/#/pub/vakances/saraksts>

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.

Number of students, broken down by type of study programme, form of study programme (distance education separately), languages, branches

21 (2023/2024), 4 of whom graduated in December 2023.

Number of students enrolled in the first year of study	11 (2023. /2024.)	
number of graduates (if any)	Year	Alumni
	2003./04.	The programme was not implemented in the previous period
	2004./05.	10
	2005./06.	-
	2006./07.	6
	2007./08.	11
	2008./09.	16
	2009./10.	26
	2010./11.	14
	2011./12.	7
	2012./13.	12
	2013./14.	11
	2014./15.	21
	2015./16.	8
	2016./17.	13
	2017./18.	7
	2018./19.	11
	2019./20.	20
	2020./21.	21
	2021./22.	10
	2022./23.	9
	2023./24.	4 + Spring graduation (2024)

Taking into account the fluctuations of the security market, which are directly influenced by the geopolitical and economic situation in the country and elsewhere in the region, the number of

students in the study program is also constantly changing, which in the reporting period since 2016 has been from 13 (2016) to 20 students (2019). year). These indicators are for those who started their studies in the 1st year of study. Although the data of 2016 only slightly exceeds the economic justification of the study program, in general, the study program is economically profitable throughout the evaluation period, and the profitability of the study program is evaluated from the perspective of the long-term development of BAT's business.

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 study programme is designed in accordance with the Classification of Occupations, including study courses necessary for the development and improvement of professional qualifications. The content of the study courses is designed to provide students with the necessary knowledge of both security-related and law-related subjects, as well as other fields and general study courses, helping them to acquire the skills and achieve the competences required for the profession of security specialist and to be competitive on the labour market. Each study course is continuously updated, but at least once a year, to include current developments in the economy and specifically in the security sector, complementing it with new theoretical approaches, topical issues and the experience of the security sector in Latvia and internationally.

The programme is periodically reviewed with the involvement of students and other stakeholders, such as security industry associations, LDDK, etc., including non-governmental organisations from other non-security sectors.

The content of the courses is updated before the start of each academic year. The basis for updating the study courses are dynamic changes in real life, such as innovations in business management, innovations in technical support for the security industry, reforms in the tax system for small and medium-sized enterprises, increasing the efficiency of management of enterprises and institutions in competitive conditions in domestic and foreign markets. Of course, the content

of the courses is updated taking into account scientific knowledge, for example, the introduction of personal data processing rules in organisations, reforms of the tax system, the introduction of modern technologies in the sector, etc. As far as possible, all relevant and valuable scientific ideas are included in the course content. The updated study courses enable students to acquire the knowledge and competences necessary for a qualified security professional to work in practice in today's real life, to be competent within the law, to be aware of the nature of conflict situations, to identify threats and risks. When working with computers, participates in or ensures the implementation of the processes of the complex of security measures for the organisation's property and personnel, which include the management processes and training of the organisation's personnel in the field of security, monitoring the organisation's compliance with the requirements of civil protection, fire safety, environmental protection, epidemiological safety and hygiene requirements, etc., relating to the protection and security of the organisation. Plan the resources necessary for the security of the organisation and, in case of extreme necessity, use physical force, special means and firearms to neutralise existing and foreseeable threats to the organisation. Is prepared to apply knowledge, skills and competences to develop proposals to improve the security situation in the organisation, is able to use technology, and is prepared for creative, research work at a high level.

The aim of each course of study is to make an appropriate contribution to the achievement of the aim of the short-cycle vocational higher education study programme. The aim of both the compulsory and the optional courses is subordinate to the aim of the programme to acquire the knowledge, skills and competences necessary for the practical work and further education of a security professional at higher education and/or professional level.

The aim and objectives of each study course are set in relation to the aim of the whole programme (to prepare the student for work in the profession of a security specialist, promoting his/her development into a mentally and physically developed, free, responsible and creative personality, ensuring the competitiveness of specialists in demand in the labour market), tasks and achievable results, providing students with knowledge, skills and competences to work professionally, constructively and comprehensively within their competence in the position of a security specialist, according to the job duties defined. The courses of study include the most up-to-date information in the field of security, including the latest scientific literature, technical innovations, legislation and case law. The information contained in the courses of study does not overlap, but complements each other in a mutually reinforcing way throughout the period of study.

The range of literature covered in the course is regularly updated. The literature to be used in each specific course of study is indicated in the course description.

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.

Implementation of studies

For part-time students, lectures and practical classes are held on the third Wednesday of each academic week for the full academic day. Taking into account the trends of the education market in Latvia, the study programme provides for part-time studies in the form of extramural studies. Part-time extramural students attend lectures which provide the most important orientations for the study course. In order to achieve the objectives of the study programme, greater emphasis is placed on students' independent work, which is determined taking into account the scope, content and specificity of each study course.

According to the provisions of the Law on Higher Education Institutions (Article 56, paragraph 3), studies in this study programme are conducted mainly in the state language. At the same time, taking into account the students' interest as well as the possibilities for cooperation, study courses are offered in English, which are included in the plan when a foreign lecturer visits BAT.

The implementation of study courses in the study programme is organised in the form of lectures and seminars. Lectures as a teaching method are used proportionally more in subjects where it is possible to provide more theoretical knowledge and group work or discussions are not required. They are delivered using the latest pedagogical methods, including the use of technical means and, where appropriate, specific tools and resources (in some courses). In the seminar classes, the number of which is specified in the course description, students apply theoretical knowledge in practice. This is done both by verifying the extent of theoretical knowledge and by organising students' individual work, group work, individual or group homework, preparation of reports, discussions, debates, mock situations.

Group work as a teaching method is used in subjects that require teamwork to understand the theory. Examples include practice in all practical subjects such as practical shooting, safety psychology, personal safety, self-defence, first aid, etc.

In each course of study, the lecturer chooses the most appropriate teaching method that best contributes to the achievement of the learning outcomes of the course and the overall study programme. All or most of the commonly used teaching methods may be used in a single course of study.

During the completion of each study course, the student must pass the regular examinations set out in the study course programme - control and/or independent study works.

For each course of study, a detailed course description is developed, which provides a description of the course content, the course plan, course learning requirements, outcomes, and the literature to be used.

In line with the basic principles of student-centred education, lecturers regularly evaluate and improve course delivery methods, encourage student independence, while providing guidance and support to lecturers.

All information related to the study courses is placed in the BATIS database, including grades, which are posted only in this database.

Independent or individual work plays an important role in the studies of students, the amount, content and type of control of which depend on the specific course of study. Students must independently study the required literature, prepare projects, presentations, etc. Theoretical knowledge is thus acquired:

1) lectures;

2) independently studying sources of safety theory, sources of law, sources of technical solutions, studying, analysing scientific literature, performing specific tasks of the teacher.

Students acquire practical skills to apply theoretical knowledge:

- as part of your studies, through papers, presentations and group work;
- through workshops, discussions and group work;
- by performing various role-plays/situations related to the topic of the course.

Alongside their studies, some students are involved in other research-related activities. For example, students are also given the opportunity to participate in BAT-organised events - conferences by presenting a paper.

In order to ensure that the student gets involved in scientific research work as soon as possible, the development and defence of research papers is included in the study programme from the first year of study. A thesis is a student's annual ongoing research on a specific problem. This is how the principle of gradual and systematic scientific work is implemented, which allows the acquired knowledge to be consolidated and the competences to be independently deepened to be acquired. The annual development of study theses also lays the foundations for the development of the future security professional in accordance with the scheme of the education system: study thesis - qualification thesis - diploma thesis (bachelor thesis) - master thesis - doctoral (doctoral thesis) thesis. The development of a qualification thesis is one of the essential components of this study programme.

The main form of assessment of the study programme is an examination to be taken at the end of each study course. Only students who have fulfilled all the requirements set out in the course description (passed all the current examinations), fulfilled the obligations set out in the contract for the acquisition of education are admitted to the final examination of the study course. The form of the examination is specified in the course programmes. In the examination, the completion of the study programme is assessed with a mark out of 10 in accordance with the Cabinet Regulations. The specific requirements for passing the course of study and the assessment criteria are available to the student in each course description.

The student receives an explanation of the assessment and advice on how to improve their results.

There is a system for dealing with student appeals, which is described in the Regulations of Studies.

In the transition process from the Latvian credit point system to the European credit transfer and accumulation system (ECTS), the requirements of Article 1, Clause 8 of the Law on Higher Education are observed, that one credit point corresponds to the amount of study work of 25-30 hours, respectively, in each study course, the amount of work is determined within the specified limits.

According to Clause 5 of the BAT Study Regulations - one credit point is a study accounting unit that corresponds to the student's 25 academic hours of work. A contact hour is a direct contact between academic staff and students, which is implemented to achieve the goals and tasks of the study program in accordance with the plan of the study program and whose duration is one academic hour.

In the transition process, in order to comply with the requirements of Article 1, Clause 8 of the Law On Higher Education (that one credit point corresponds to the amount of study work of 25-30 hours), one credit point is a study accounting unit, according to which the student's 25 academic hours of work are determined, and this fixed amount is applied continuously during the transition.

Compliance of the study programme with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):

Standards and guidelines for quality assurance In the European Higher Education Area (ESG) Part 1	As part of the study program will be provided ESG compliance
1.1. Quality Assurance Policy	<p>The University has developed a Quality Policy (Kvalitātes politika).</p> <p>Article 12 of the Constitution of the Republic of Latvia stipulates that everyone has the right to education. What the University also observes, giving the opportunity to study to everyone, without classifying students by gender, race, state of health, etc. The university has a multicultural environment.</p> <p>In addition to the quality policy document, documents have been developed that ensure compliance with ethical norms, including the exclusion of any discrimination, as well as academic honesty and freedom (Nolikums par akadēmisko godīgumu un plaģiātismu), as well as SIA "Biznesa augstskola Turība" iekšējās kārtības noteikumi the rights and obligations of the person are reserved, including the culture of mutual relations.</p> <p>The responsibility of the departments and faculties in ensuring the quality policy is stipulated in the Faculty Regulations of the Turība University (Fakultāšu nolikums).</p> <p>In the regulation of student self-government (Studējošo pašpārvaldes nolikums) it is agreed that the students represent the interests of the students, including participating in the decision-making institutions of the university, in the Councils of the faculties, thereby participating in both the development of study programs and the provision of a higher quality, more engaging study process for students.</p> <p>The university also has an academic arbitration court (Akadēmiskās šķīrējtiesas nolikums).</p> <p>Employers also cooperate in quality assurance, including those in the Faculty Council, improving study programs, giving their suggestions for improving programs, the need for achievable results in existing study courses.</p> <p>Quality control is also implemented by organizing audits of the company's internal quality management system, in order to assess whether the activity of TU structural units and the performed processes comply with the company's mission, vision and defined goals, as well as to control the compliance of the processes and structural units' activities with regulatory documents and to evaluate the effectiveness of the performed activities.</p> <p>All publicly available documents can be viewed here: http://nodarbibas.turiba.lv/regdok.asp</p> <p>As a third party involved, the Higher Education Quality Agency/Academic Information Centre is also involved in quality assurance.</p>

1.2. Development and approval of programs	<p>Study programs at the university are developed in accordance with educational and professional standards, providing students with both academic/professional knowledge, skills and competences in order to fully prepare students for the labour market in accordance with current industry trends.</p> <p>The study program is designed in accordance with the requirements of the standards - observing the proportion of compulsory and optional study courses and their amount in credit points. Study programs are designed in levels to build continuity.</p> <p>Study programs are developed taking into account the provisions of the BAT Constitution. (Biznesa augstskolas Turība Satversme)</p> <p>Study programs are reviewed, discussed and updated in the Faculty Council, which includes representatives from both employers and students.</p> <p>Study programs and plans are approved by the university Senate at the last stage.</p>
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Student-centred learning, teaching and assessment

Professionals in the field are used to teach courses. The requirements for the completion of the course, the percentage of the results that constitute the final grade, and the consequences of non-compliance are clearly defined.

Course topics are presented in an interactive way, with questions and discussion, as well as PowerPoint presentations. During lectures, students are engaged in practical work, both individually and in a group, which shows that students' individuality and social qualities are highlighted and developed. The learning process is divided into: theoretical knowledge acquisition in face-to-face and independent studies; practical skills acquisition in face-to-face and individual practice. Face-to-face lectures are interactive, with lectures being read, illustrated with PowerPoint presentations, questions posed to students, and students encouraged to discuss among themselves and with the lecturer.

In the practical part of the course, students learn only the skills to be acquired in practical work through their own practical participation. Practical activities build on the knowledge acquired in the theoretical sessions, thus reinforcing the theoretical knowledge base and complementing professionalism with practical skills. The practical work is followed by a discussion-based analysis of the practical work, where the student will be able to identify his/her own and other students' strengths and weaknesses, as well as to understand and correct the mistakes made in the practical work.

Independent studies are a compulsory part of the study process of the higher education institution, independent work of the student within the study course, the amount of which corresponds to the credit points of the study course. It includes the study of required and supplementary literature, the completion of current examinations, preparation for classes, seminars, control and final examinations, etc., according to the description of the study course.

Lectures as a teaching method are used proportionally more in subjects where it is possible to provide more theoretical knowledge and the student does not need group work or discussions.

Seminars are used as a teaching method in subjects where the student has a greater opportunity for independent work and research. During seminars, the student has the opportunity to express and defend his/her own opinion, as well as to listen to other students and share his/her professional experience.

Group work is used as a teaching method in subjects that require teamwork. Working in a group gives students the opportunity to consolidate theoretical knowledge, understand the essence of theory and put it into practice.

During the completion of each study course, the student must pass the regular examinations set out in the study course programme - control and/or independent study works.

The main form of assessment of the completion of the study programme is an examination to be taken at the end of each course of study. Only students who have fulfilled all the requirements set out in the course description (passed all the regular examinations), fulfilled the obligations set out in the contract for the acquisition of education, as well as defended the internship report and the study work of the previous academic year are admitted to the final examination of the study course.

The form of the examination is specified in the course programmes. In the examination, the completion of the study programme is assessed with a mark out of 10 in accordance with the Regulations of the Cabinet of Ministers. Turība University Study Regulations ([Study Regulations](#))

By meeting with each group, the teacher decides on the most appropriate teaching method for each group individually - adapting it to the group's individual characteristics and abilities.

At the end of the studies and internships, a defence of the studies and internships takes place, where the evaluation is decided by a panel of two lecturers, and for the studies by a list of three lecturers. The national examination shall be conducted by a panel of five members.

A document has been drawn up setting out the rules for rotation to scholarships, budgets and discounts, as well as clear rules on absenteeism, sickness and other excusable circumstances. As well as the challenge of these results ([Rules for the application of tuition fee discounts in the 2019/2020 academic year](#)).

There are also appropriate procedures for dealing with student complaints.

The procedure for challenging the results of a course of study is laid down in the Regulations of Studies ([Studiju nolikums](#))

Challenging the results of the state examination takes place in accordance with the **Regulations on final examinations**.

BAT also has an Academic Arbitration Court ([Academic Arbitration Court Statute](#)).

1.4. Matriculation of students, progress of studies, recognition and certification of qualifications	<p>Admission rules are available both in the BAT Internal Information System (BATIS) and on the university's website, which determine admission requirements and matriculation procedures. (2024./2025.studiju gada uzņemšanas noteikumi).</p> <p>Before submitting the documents to the BAT, prospective students can familiarize themselves with the relevant information on the Turība website, including the content of the study program, study fees, the procedure for obtaining and rotating scholarships and budget places, etc. https://www.turiba.lv/lv/uznemsana</p> <p>Both on the website and in the regulatory documents it is possible to get acquainted with the opportunities and criteria for student mobility. http://www.turiba.lv/lv/studijas/studijas-arzemes/104/ (also Erasmus+ mobilitātes programmas nolikums)</p> <p>Study course - matriculation, study content, study process organization are determined in the Study Regulations. (Studiju nolikums)</p> <p>BAT, in accordance with the regulations of the Cabinet of Ministers, also realizes the recognition of the results achieved in previous education or professional experience. (Ārpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto zināšanu, prasmju un kompetenču atzīšanas nolikums)</p> <p>Upon graduation, the student obtains higher education. A sample of the diploma and diploma supplement is available in the appendix.</p>
1.7. Information management	<p>The qualitative indicators of program implementation are measured using various instruments, statistical indicators are selected from the university's internal data system, such as the number of matriculated students, students, graduates and students. Using surveys of different target audiences, etc. information is obtained about the level of satisfaction of students, employers, graduates and employees, the level of pedagogical performance, the parameters of the professional career of graduates, such as remuneration, career growth, etc.</p> <p>In the annual student surveys, satisfaction with the provision of the existing systems is ascertained and, if necessary, improvements are made, including improved internal student information system, improved computer connection in the auditoriums, as well as wireless internet quality.</p> <p>The dynamics of the results of these qualitative data are analysed both at the management level and within each structural unit, thus ensuring prompt and adequate decision-making in relation to the necessary actions to be taken to ensure the increase or maintenance of the overall quality of the service and the level of customer satisfaction.</p> <p>Within the framework of its competence, the university collects and summarizes the student study progress, success and dropout indicators. In the BATIS system, the latest information about deadlines binding on them, changes in regulatory documents, etc. is regularly published for students. In the system, students also have access to study course descriptions, study materials.</p> <p>Surveys of graduates are regularly conducted, thereby clarifying their career paths.</p>
1.8. Public information	<p>Information about the activities of students, graduates and success stories is published regularly.</p> <p>Lecturers act as opinion leaders in the public space, developing not only scientific publications, but also providing opinions and opinions in the mass media.</p> <p>BAT news are published on the website www.turiba.lv, in university profiles on various social networks, such as facebook.com and Instagram, as well as in the media.</p>
1.9. Survey and regular review of programs	<p>Programs are regularly evaluated and revised, involving both students and employers.</p> <p>In the annual student surveys, satisfaction with the existing study programs, the work of the lecturers and, if necessary, improvements are made, including improved study programs in accordance with the requirements of the labour market.</p>

All specified documents, which are not given hyperlinks, are attached to the report at: Other attachments.

The study programme is implemented in accordance with the BAT policy, both in terms of quality assurance, teaching staff, fair and transparent presentation of information of interest to students and the public.

The evaluation of the study programme is carried out in accordance with the Regulations on the National Standard for Short Cycle Professional Higher Education[1] :

The guiding principles for evaluating programme results are:

- 1) the principle of aggregation of positive achievements - education is assessed by aggregating positive achievements;
- 2) the principle of compulsory assessment - a positive assessment is required for the completion of the compulsory content of the core parts of the programmes;
- 3) the principle of openness and clarity of requirements: a set of core requirements for the assessment of learning is defined in accordance with the aims and objectives of the programmes and the aims and objectives of the courses;
- 4) the principle of variety in the types of assessment used - different types of assessment are used to assess programme learning;
- 5) the principle of relevance - the assessment provides opportunities to demonstrate analytical and creative abilities, knowledge, skills and competences in tasks and situations appropriate to all levels of learning. The content to be covered in the tests shall be consistent with the content of the course syllabuses and the skills and knowledge requirements of the occupational standards.

The form of assessment for the programme is an examination. The minimum course load for the examination is 3 credits.

The degree of achievement of the learning outcomes is assessed on a 10-point scale.

According to the Cabinet of Ministers Regulation No 305 of 13 June 2023 "Regulations on the State Standard for Professional Higher Education"[\[2\]](#):

The 10-point scale of learning outcomes is as follows:

- brilliant (10) - knowledge, skills and competence exceed the requirements of the study programme, study module or course of study, demonstrate the ability to carry out independent research and a deep understanding of problems;
- excellent (9) - knowledge, skills and competence fully meet the requirements of the study programme, study module or study course, the ability to independently apply the acquired knowledge;
- very good (8) - the requirements of the study programme, study module or study course have been fully met, but in some areas, there is not sufficient depth of understanding to apply the knowledge independently to solve more complex problems;
- good (7) - the requirements of the study programme, study module or study course are generally fulfilled, but sometimes the inability to use the acquired knowledge independently can be detected;
- almost good (6) - the requirements of the study programme, study module or study course have been fulfilled, but the understanding of the problem is not deep enough and the ability to apply the acquired knowledge is not sufficient;
- mediocre (5) - the study programme, study module or study course has been generally fulfilled, but there is insufficient knowledge of some problems and inability to apply the acquired knowledge;
- Almost mediocre (4) - the study programme, study module or study course has been generally fulfilled, however, there is insufficient understanding of some basic concepts, there are significant difficulties in practical application of the acquired knowledge;
- weak (3) - knowledge is superficial and incomplete, the learner is unable to apply it in concrete situations;
- very weak (2) - only superficial knowledge of some problems, most of the study programme, module or course of study is not covered;

- very, very weak (1) - no understanding of the basic subject matter, almost no knowledge of the programme, module or course of study.

Pass or fail grades are awarded depending on whether the knowledge, skills and competence demonstrated by the student in the assessment meet the level of knowledge, skills and competence specified by the BAT for that assessment.

Different grades and credits are awarded in the course Study work. It must be developed and submitted to the supervisor, and defended according to the course description. The study work has a successful (positive) assessment if it meets the requirements set for the development of the study work in terms of form, content and the quality of its defence. Credit points shall be awarded for the course and the internship if the grade obtained on a scale of 10 points is not less than 4 - "almost average".

At the end of the programme, a final qualification examination is taken - a national examination, which is graded on a 10-point scale and includes a defence of the qualification thesis. The national examination board is composed of the head of the board and four members. The head of the board and at least half of its members shall be representatives of professional organisations and employers in the sector.

The Diploma of Short-Cycle Vocational Higher Education, which also certifies the level 5 qualification^[3], is awarded to a learner who has completed the programme and passed the qualification examination with a pass mark of not less than 4 - "almost average".

Principles of student-centred education

The student-centred approach is followed when updating the study courses of the study programme, with special attention paid to the meaningful formulation of study outcomes, thus promoting dialogue between the teaching staff and students on the content, forms and methods of organisation of studies. Correctly formulated learning outcomes, in turn, promote students' understanding and ownership of their own learning, self-assessment and understanding of the assessment received. In the study process, lecturers use methods, forms of examination and assessment criteria that are appropriate to the aim of the study and the planned study outcomes.

Students receive support and feedback from lecturers during their studies. The assessment criteria for grading are known in advance, are included in the course descriptions and are clarified in legislation. Assessment provides an opportunity for students to demonstrate the extent to which they have achieved the expected learning outcomes.

Student-centred methods dominate the learning process. The study process uses methods that promote student communication in the performance of study tasks, solving real problems in the field, modelling learning situations. Teaching staff predominantly use methods that encourage students' active participation, critical thinking and reflection. The BATIS database is used in the study process and to promote independent study.

The study process takes into account the diversity of students' learning needs by selecting pedagogical methods, promoting students' learning motivation, participation in the study process.

Employers are involved in the implementation and development of study courses. To foster the development of students' research competences, students have the opportunity to analyse and study in depth problems of interest to them in the field in a succession of courses.

The study process must take into account students' prior knowledge, which is why the first semester includes general study courses to prepare students for their studies.

The learning environment meets the growing demands of students: classrooms can be easily converted for group work, individual work, and students can use digital technologies.

Student mobility (recognition of study results) is encouraged, and students engage in research and social activities in the community initiated by academic staff, thus gaining significant experience in putting what they have learned in their studies into practice.

The study programme is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account in the development of the study process.

The design and implementation of the study programme is based on an individual approach to each student, which manifests itself in several aspects. Students have the opportunity to consult individually with any member of the teaching staff at fixed consultation times. Cooperation with students and lecturers is also ensured by the use of electronic communication, which makes it possible to send necessary study materials, assessments and recommendations to students. Lecturers are responsible for regularly checking and replying to e-mails they receive. Students have free access to the faculty and department staff.

[1] Regulations of the Cabinet of Ministers No. 305, Riga on June 13, 2023 (Prot. No. 32 § 29) "Regulations on the state standard of professional higher education". Available at (Latvian only): <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu>

[2] Regulations on the national standard for vocational higher education. Available at (Latvian only): <https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu>

[3] Vocational education law. Available at: <https://likumi.lv/ta/id/20244-profesionalas-izglitibas-likums>, Article 1, paragraph 10.1.

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 short-cycle professional higher education study programme provides for internships aimed at promoting the skills and competence necessary for the award of professional qualifications, independent work skills, developing analytical and creative thinking, facilitating reasoned decision-making, as well as the acquisition of information necessary for the development of scientific research work, to help the student acquire the skills and achieve the competence necessary for the acquisition of the profession of security specialist.

The results obtained in the internship are consolidated in practical work. The tasks of the internship contribute to the development of both individual skills and teamwork.

During the internship, the student learns in depth and consolidates the theoretical knowledge acquired in the study courses. Theoretical knowledge is also systematised, consolidated and extended through practical work.

As a result of the study course, the student has acquired part of the knowledge necessary for the performance of the main tasks of professional activity: the level of understanding of the organisation of public authorities in Latvia, the professional education system, change management in the organisation, project management, the procedure for documenting facts related to criminal activities, the procedure for identifying facts of unfair competition, illegal commercial activity or other illegal economic activity.

A level of understanding of the regularity of economic processes, safety performance legislation, survey methods, legal aspects of critical points and other insurance risks, risk mitigation methodology, causes of deviant and delinquent behaviour of the individual and the state of the aggression psyche, material and financial accounting system, staff selection tasks, their stages and selection methods, principles of personnel management, manager - leadership effectiveness criteria, strategic aspects of personnel management, theoretical aspects of requirements, control and support, security concepts, their nature, characteristics, types of emergency situations, basic principles of drafting legislation and other documents, application of technical security and communication tools, fire safety, security, video, access control, etc. command and control systems, their general design, legal aspects of the use of technical means, personal data protection requirements, methods for calculating the cost recovery of a project, principles of record keeping and record keeping, principles of testing technical security systems, industry best practice factors, e-environments for procurement, e-environment sites of technical equipment manufacturers, methods and tools for monitoring equipment performance, principles of data search, automated processing, collation, personal data protection aspects, legal aspects of ensuring the validity of evidence, user account management requirements, cybersecurity basics, etc.;

At the application level, the establishment of a business, the main elements of the organisation's activities, the organisation's process and organisation, the basic principles of implementing environmental and property protection in the event of disaster and threat of disaster, safety performance and environmental legislation, the development of a site plan, general safety risk analysis, the use of personal protective equipment, risk and threat recognition and classification, risk analysis and the forecasting of potential risk development processes, forecasting potential risks and threats, the content of the security concept and the methodology of its application, the development of organisational security action plans, the development of material and financial resource projects in the field of security, the procedure for the selection and certification of security personnel, legislation on the protection of natural persons' data, employment relationship factors, socio-psychological aspects of working with personnel, negotiation and conflict resolution, theoretical aspects of motivational content, the development of training plans, civil protection authorities, disaster response, technical requirements for document production, document management, motivation methods and their application models, procurement procedures, technical characteristics and operating principles of technical safety systems, dealing with situations where technical aids are not working, work performance procedures, dealing with situations where technical aids are not working, equipment administration, Security Equipment, methods for protecting technical equipment, the organisation of events, aspects of technical means of security to be used in the organisation of events, the fundamentals of the Security of individuals, the law on the organisation of public events, security-related legislation, the procedure for identifying the boundaries of the scene, the security procedures and tactics of the scene, the procedure for

preserving traces at the scene, the use of video, audio and photographic recordings and other technical means in accordance with the procedure laid down by law.

During the internship the student develops skills: the student's attitude towards the assigned duties, discipline requirements; theoretical and practical training, improved quality of the work performed, developed applied qualities during the internship and skills applied during the internship in solving the assigned tasks. The practical skills of independent work will be acquired during the traineeship. The ability to analyse data, find problems, ways of solving them and determine effectiveness will be developed. Achieving the aim and objectives of the traineeship, identifying the problems of the traineeship institution and drawing conclusions will have strengthened the student's critical thinking. The student will be able to make decisions based on knowledge, practice and data. The student will be creative and innovative, able to define problems and propose a concrete model of action to solve them. The work placement will consolidate the knowledge acquired through the practical development of a thesis.

The university supports the student in achieving the objectives of the study placement within the scope of its competences by appointing an individual placement supervisor from the university to support the student in the completion of the placement tasks.

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.

When selecting and applying for the qualification, the student shall justify the topicality of the topic and the issues that are theoretically controversial, either because of the technical solutions used in security systems, the shortcomings of the legal framework, the incorrect implementation of the legal framework, or other, or all together. The qualification itself contains an empirical study of the actual situation in the economy when implementing security measures and related rights. It therefore examines the actual situation, assessing both the positive and the not-so-positive aspects of what has been achieved and proposing solutions of either a theoretical or a practical nature. Practical solutions involve proposals for improving the security situation, the instruments used in the security sector and the legal framework. Theoretical proposals involve refining the conceptual approach. As an independent study, the qualification work is clearly related to current issues in the security sector as a whole. Precisely, when writing a qualification thesis students engage in the scope of all sectors of the economy, but in which side sector of the security industry the student will specialise depends on the student's choice - whether it is security, economics, welfare, national defence, justice or others.

The topics of the students' qualification papers are relevant for the sector, as the conclusions and the resulting proposals offer concrete solutions for improving the legal framework, such as the

conditions for exclusion of tenderers in public procurement. The sector is confronted with situations where the lack of criteria in the legislation on the exclusion of tenderers leads to unnecessary use of time and human resources to deal with disputes that would not be possible under an appropriate legal framework.

Students usually choose issues relevant to the sector for their qualification, as they often work in the sector before starting their studies and encounter problems on a daily basis. Students address these issues in their qualification work and use the results in the labour market. If the student has not worked in the sector before starting their studies, the topic of the qualification is usually found during the placement - the student identifies the issues together with the placement employer and these are explored in the qualification. Of course, students have options and choose the topics that the industry offers for research. There is no specific breakdown by year as to which of these options would prevail.

The final thesis is written in topical areas and themes relevant to practice. Every year, defence and security authorities, non-governmental organisations in the security sector, security industry companies, the Prison Administration and other institutions send current research topics, which are communicated to students by placing them in the BATIS database.

National test average scores:

2016/17 Wed.	2017/18 Wed.	2018/19 Wed.	2019/20 Wed.	2020/21.	2021/22 Wed.	2022/23 Wed.
7	7.14	6.45	6.9	6.95	7.18	7.7

In the report we attach the best qualification papers developed by students of the short cycle professional study programme "Organisation Security" (rating out of 7). Topics from 2016 to 2023.

Study at Year	Topic
2017	Security measures in shopping centres during an emergency
2017	Security at the bank
2017	Flight safety: theory and practice
2017	Access control
2017	Escorting and guarding cargo during an international military operation
2018	Child safety in pre-school education in Latvia
2018	Applying security auditing to the protection of fixed installations

2018	The role of technical security systems for the security of facilities
2018	Selection criteria for bodyguards in Latvia
2018	The role of forensics in security
2018	Physical security of retirement homes in Latvia
2019	Training and use of special equipment in places of detention
2019	Riga Central Prison security
2019	Public claims against police officers
2019	Conflict and its resolution in the National Armed Forces
2019	Specific features of road traffic accident registration in Latvia
2019	Key issues in the training and certification of security companies and internal security services in Latvia
2019	Mobile security team as part of technical security
2019	Extended first aid training for security guards
2019	Visitors to Riga International Airport and the risks of security threats
2019	Security risk assessment of outdoor public events in Zemgale region
2019	Methods of speed limit enforcement in Latvia
2019	Influence of psychological and physiological factors on flight safety
2020	Protection of personnel in the National Armed Forces
2020	Technical solutions and their impact on the security industry
2020	Security guard actions in extreme situations
2020	Planning security measures for natural persons
2020	Use of special equipment and physical force in security work in non-standard situations
2020	Safety measures in public places during a fire
2020	Use of weapons and special means in security activities in Latvia
2020	Processing of personal data at SJSC Riga International Airport

2020	Observance of ethical standards by a soldier outside the performance of official duties
2020	Administrative detention
2020	The need for enhanced first aid knowledge for NBS soldiers
2020	Impact of military operations on the security of citizens in urban areas
2020	Analysis of the threat aspects of electronic warfare and their impact on the operations of the National Armed Forces
2021	Service dog
2021	Turiba University Internal Security Service Guidelines in the Event of a Criminal Offence and in Contact with the Victim
2021	The role of Jelgava City Municipal Police in ensuring public order
2021	Difference between arrested and convicted persons
2021	Staff adaptation in the institution
2022	The impact of the UN-led Comprehensive Integrated Stabilisation Operation MINUSMA on the Malian conflict
2022	Transport service for tangible goods - Collection
2022	Technical security measures to ensure the physical security of the server room
2022	Use of self-defence weapons and special equipment in security work
2022	Olaine Prison Guard's actions in extreme situations
2022	Conflict resolution in policing
2022	Security, guarding and escorting of dangerous goods

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 resources and facilities (study base, scientific base, information base (including library), material and technical base and financial base) are described in the chapter "Resources and facilities for the study field Internal Security and Civil Protection" of the report "Resources and facilities for the study field Internal Security and Civil Protection". Resources for each study programme are not allocated separately.

The library resources provided by BAT are not limited to the existing book resources, but also the entire database provided by the library in the e-environment, which is the largest scientific website in the world. With these resources, students are able to obtain the latest and current knowledge in the organization's security program for learning study courses and find compilations of new discoveries of an academic nature, recommendations, for the development of the industry and the national economy. In addition, the Safety Laboratory created by BAT provides students with the acquisition of practical skills in the form of training on specialized stands, which shows the interest of the professional environment, students and manufacturers of technical equipment for professionals of professional quality and prepared for the labor market.

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).

Short cycle study programme, "Organisation Security" programme costs per year (35 students)	%
Total	100%
including:	
Academic staff costs - salaries	24%
Academic administration costs - salaries	6%

Other academic and scientific activity costs	8%
Other study costs, including library costs	14%
Development, information technology, study support costs	17%
Major repairs, routine maintenance, utilities, security and technical support costs	19%
Administrative costs, including property tax and property insurance	4%
Social security costs	5%
Other costs	3%
Cost per student	1 162

The provider of the operation of the University BAT is the company SIA "Biznesa augskolas Turība", which is registered in the commercial register of the Republic of Latvia and conducts commercial activities independently. For the implementation of the study program, the financial resources obtained by SIA "Biznesa augskolas Turība" are used, which correspond to the basic principles of business in order to make a profit. This is shown by the expenses per student and the annual fee of students in the program.

It should be noted that there are dozens of study programs in BAT's study offer, which can contribute to each other in the overview of the business balance. The minimum number of students in the study program can be from 10 to 12 students, however, for marketing purposes, the program can be recognized as profitable even with a smaller number of students.

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.

All faculty members have knowledge and professional relevance to the subject matter of the specific course of study taught within the Organisational Security framework. The study programme ensures a proportionality of faculty members from professional and academic backgrounds, thus forming a balanced team with both business and academic backgrounds. The lecturers involved in the implementation of the study programme improve their qualification every year in various courses, which is a mandatory requirement for the lecturers of Turība University. What is learnt in

the courses is undoubtedly topical and related to practical life. The knowledge acquired in the courses improves the lecturers' ability to work in an academic environment, as well as this knowledge and skills acquired in practical seminars are transferred to students both to supplement the theoretical base and to solve practical tasks in the classroom.

Such qualifications of the teaching staff meet the conditions for the implementation of the study programme and the requirements of the regulatory enactments, as they help to achieve the objectives of the study programme and provide students with both academic and practical knowledge, thus contributing to the achievement of the study outcomes.

The qualifications of the teaching staff involved in the implementation of the study programme comply with the conditions for the implementation of the study programme and the requirements of the regulatory enactments. The study process is implemented by BAT elected academic staff (Doctors of Science - professors, associate professors, and masters - lecturers), as well as invited guest lecturers from other Latvian higher education institutions.

36 lecturers deliver the study programme.

From the lecturers involved in the implementation of the programme:

- 1) 14 lecturers at the university are in elected positions: 5 professors, 2 associate professors, 3 assistant professors, 4 lecturers.
- 2) 22 guest lecturers.

Type of staff involvement:

- 1) developing new course descriptions, which each year are better than the last.
- 2) departmental methodological seminars on the improvement of the study process in each study course (including the development of course descriptions);
- 3) lecturers who are members of the council, as well as employers who are members of the council, when discussing and accepting the study results in the state examinations, analyse the planned results in the context of the results achieved by the students in the study courses, e.g. in legal theory, administrative law, etc;
- 4) The Law Faculty plans to strengthen the involvement of teaching staff by:
 1. organise public lectures;
 2. organise regular hospitalizations of lecturers' work, develop and approve common criteria for hospitalization;
 3. supervise the methodological seminars organised by the Department;
 4. organise methodological seminars at least twice during the academic year;
 5. develop methodological guidelines for improving the quality of studies, including tools and methods that can be used in practice;
 6. improve the evaluation mechanism and criteria for study work;
 7. to promote the pedagogical experience of lecturers, regularly informing departmental meetings about the knowledge and experience gained by lecturers within the Erasmus programme.

The Statute on the organisation of remuneration of staff of the University^[1] states:

- Academic staff may be paid according to the following conditions by the Head of Department in agreement with the Dean:
 1. time-pay system (fixed salary)
 2. piece-rate salary system (fixed academic hourly rate).
- Academic staff on a time-pay system (salary):
 1. job descriptions are drawn up;
 2. Individual work plans are prepared for each academic year (see Annex 1, which is an annex to the employment contract), which are agreed by the Head of Department, the Dean and approved by the Vice-Rector for Academic Work.
- The salary is fixed for:
 1. teaching load
 2. methodological and organisational work
 3. management consultancy, project management and execution, and/or research
 4. improving skills and meeting strategic objectives
- Academic posts one/full teaching load per academic year:
 1. for an assistant - 1000 academic hours;
 2. 900 academic hours for a lecturer;
 3. 800 academic hours for an assistant professor;
 4. 700 academic hours for an associate professor;
 5. 600 academic hours for a professor.
- The workload scheduled for a post shall be determined in accordance with the approved list of workload standards;
- Academic staff on a time-pay system shall prepare an electronic report on their individual work plan at least twice an academic year, at the end of December and June. Completed individual work plan reports for the academic year, accepted electronically by the Head of Department and the Dean, shall be kept in electronic form for three years;
- Academic staff on a piece-rate system (academic hourly rate):
 1. job descriptions are drawn up;
 2. Individual work plans are prepared for each academic year, which include only the teaching load, are agreed by the head of the department and approved by the dean;
 3. the monthly remuneration is calculated by multiplying the sum of the scheduled academic hours fixed in the individual work plan by the academic hourly rate and dividing by ten.
- when calculating the total annual workload of academic staff, the workload fraction shall be rounded to two decimal places;
- for academic staff, the total annual workload is within the limits set by the Labour Law.
- academic staff are allowed a maximum of one full year's workload;
- payment of service charges and unscheduled supervised workload shall be made in the form of a supplement to the salary at the end of each semester, but no later than January for semester 1 and July for semester 2, or in the month concerned;
- The Faculty's total funding for the salaries of academic staff and academic staff in acting positions is 19% of the total tuition fee income for the programme;
- if the faculties have an overall positive cash balance at the end of the financial year, 15% of this is transferred to each faculty's bonus fund in proportion to each faculty's balance, and 85% is transferred to a reserve for faculty development;
- funding for academic staff and acting academic staff shall be allocated by the deans of the faculties to the departments in proportion to the number of credits and the number of academic groups, with an average of 12 hours per credit point per academic group. The number of students per academic group may be varied in agreement between the Dean and the Heads of Departments;

- The salaries of the academic staff of the relevant department shall be determined by the head of the department in consultation with the dean and the vice-rector for academic work, but may not be lower than the rates set by the Cabinet of Ministers;
- university staff are paid for each academic year.

Given the great interest of the public (including students and graduates), the guest lecture series will continue in the academic year 2023/2024, with monthly general and specialised educational events in the field. Each month, one of the speakers is an alumnus of the University and the other is a public figure or current affairs speaker recognised as an opinion leader in society or the industry.

Every year, lecturers go on an Erasmus programme, both for exchanges and for teaching. From 2018 to 2023, lecturers visited the following Erasmus programmes:

- Professor Dr Zane Driņķe 1 time (Italy), 1 time (Portugal), 1 time (Cyprus), 2 times (France);
- Professor Dr. paed. Ineta Lūka 1 time (Lithuania), 1 time (Slovenia);
- Professor Dr.iur. Jānis Načisčionis 1 time (Lithuania);
- Professor Dr.iur. Ingrīda Veikša 1 time (Cyprus), 4 times (Lithuania);
- Professor Dr.oec. Rosita Zvirgzdiņa 2 times (Slovakia);
- Associate Professor Dr.oec. Aldis Bulis 1 time (Germany);
- Lecturer MPA Ivita Kīsnica 1 time (Cyprus), 3 times (Lithuania);
- lecturer Mg. philol., Mg. paed. Viola Ēvele 1 time (Poland);
- lecturer Mg.sc. comm. Jana Bunkus 1 time (Turkey), 1 time (Germany).
- Lecturer MBA Kaspars Auziņš 1 time (Poland).

In order to emphasize that *Turība* University lecturers are industry professionals and experts, opinion articles are prepared every month on various topics of current interest in society and business environment. Every month, the lecturers give their opinion to the media, commenting on areas such as security, economy, politics, justice, as well as other areas. The image of expert lecturers is gradually gaining ground in the media environment, which makes journalists increasingly turn to *Turība* lecturers for advice and commentary. For example, the number of publications by teaching staff in 2022 was 97, and in 2023 it was 80.

In total, in the last two years, the university had about 2,700 publications about its study programs and issues relevant to society.

[1] Statute on the organisation of remuneration of the staff of the University. APPROVED at the Senate meeting on 23.10.2019 (attached to the report at: Other attachments - Latvian only).

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

The study programme has a stable teaching staff, with long-standing cooperation with specialists in the field who also have experience in teaching. The participation of lecturers in conferences, presentations at conferences, preparation and publication of publications - this is the contribution of lecturers to the improvement of their qualification. At the same time, higher qualification means additional knowledge and experience gained, which is transferred to students in the study process at a much higher level of quality compared to what existed before the qualification was upgraded.

Lecturers who have improved themselves, increased their qualifications, are of course promoted to higher academic positions, for example, Vilnis Veinbergs was elected as a lecturer at the Faculty of Law of Turība University after obtaining his doctoral degree.

Another way to increase the qualification of lecturers and thus also the quality of the study process and its results is the study of lecturers in the doctoral study programme, for example, Ivo Krievs, Uģis Začs, Kaspars Auziņš, Ivita Kīsnica, Māris Bomiņš, Gita Janševica, Nikolajs Ozoliņš, Daiga Sproģe, Jaroslavs Streļčenoks.

The academic staff involved in the study programme is highly qualified and competent, and provides students with the necessary research skills, theoretical knowledge, skills and competences.

Recruitment of Academic Staff shall be carried out in accordance with the Academic Staff Election Regulations[1] .

The procedure for the election of associate professors and professors in the BAT is determined by the Regulations on the Council of Professors of Social Sciences of Turība University and the Regulations on the Joint Council of Professors in Legal Sciences of Riga Stradins University, Daugavpils University, BAT and the Regulations on the Councils of Professors of the relevant sciences of other universities.

Vacant academic staff positions in BAT departments are determined by the Rector on the proposal of the Dean of the Faculty, the study programme director or the head of the department.

The competition for vacant academic staff positions is open to both resident and non-resident applicants whose education and/or professional work experience meet the requirements set out in the Law on Higher Education Institutions and the job descriptions of the BAT.

The competition is open and fair. It shall be held in three (3) rounds:

1. The first stage of the competition is an examination of the documents submitted by the applicants and their compliance with the requirements set out in the call for tenders.
2. In the second round of the competition, the documents submitted are examined by the departments, with the applicants being invited.
3. In the third round of the competition, candidates for academic staff positions shall be evaluated and elected by the extended Faculty Council in accordance with the procedure laid down in the Faculty Regulations.

Regular classroom visits are carried out to assess the professional qualifications of teachers in their daily work. Students have the opportunity to express their opinion on all lecturers after passing the course examination. The surveys are conducted anonymously, so that students are encouraged to express their opinions about lecturers openly, indicating both their positive and negative characteristics.

Teachers are responsible for their own professional development, which is reported on.

Regular planning and implementation of the Academic Staff Development Policy. To stimulate activities, it is also planned to support staff development activities financially by paying tuition fees and travel and subsistence expenses, if necessary. Academic staff are involved in scientific research (creative) work. To motivate academic staff and students to publish more of their research, translation and publication are paid for as far as possible. Publication of research results is in internationally accessible and peer-reviewed journals.

The BAT offers, within its competence, development opportunities for lecturers, e.g. in foreign languages, the use of new technologies, etc.

In the implementation of the study program, both specialists from the academic environment and specialists from the industry are involved. During the entire reporting period, several new lecturers have been engaged in the teaching of study courses, who expressed their desire/agreement to give lectures and the security industry professionals involved in the implementation of the study program have appropriate education and practical experience in the industry. These engaged lecturers with their professionalism and experience, who transfer their experience, knowledge and skills to the students within the framework of lectures, for example, Artūrs Āmars, head of the Sanitex group security service, participates in the implementation of the study program. Ivo Krievs, European personal data protection specialist (CIPP/E), sworn lawyer, founder and board member of the Latvian Association of Certified Personal Data Protection Specialists, Dean of the Faculty of Law, Uldis Lībietis, head of TET IT security. Mārtiņš Melnis, Head of the Security and Fraud Prevention Department of SIA "Tele2", Kārlis Apalups, Founder and President of ZEVS SECURITY GROUP, Juris Juriss, Chief Prosecutor of the Anti-Money Laundering Coordination Department. Vilnis Weinbergs, head of the Internal Security Service of BAT, as well as other lecturers indicated in the list of teaching staff of the study area and in the attached CVs.

Turnover of teaching staff has been minimal in recent years and is mainly based on the personal circumstances of the lecturer ceasing to teach a course.

Linking theoretical thought with practical experience in the study process has a clear positive impact on the quality of the study process. Students are prepared for real life, qualified to fulfil the requirements of the law for security professionals. The lecturers of the study programme are excellent, who transfer their knowledge and experience to the students and still manage to participate in international scientific conferences with reports, write articles and books on issues related to organisational security and topical for legal science.

[1] Academic Staff Election Regulations APPROVED at the Senate meeting on 28.09.2016, Minutes No.8 (attached to the report at: Other attachments- Latvian only)

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).

Cooperation between teaching staff is considered to be successful. Lecturers from different faculties and individual departments are involved in the provision of the study process, which contributes to the acquisition of comprehensive communication skills and the development of mutual understanding and cohesion or academic teamwork among lecturers throughout the University. In addition, cooperation between lecturers is fostered through various academic seminars organised by the University, where lecturers' specific knowledge in the academic field is improved.

Since the previous accreditation of the field of study (study programme), over 50 seminars have been organised at the university, for example: Learning Objectives, Learning Outcomes, Independent Studies; Contemporary Trends in Higher Education in Latvia, Europe and the World; Cultural Differences in the Study Process; Design Thinking Lab Workshop; Plagiarism and Academic Integrity in the Study Process; Application of Contemporary Teaching/Learning Methods and Strategies at HEI; Autism Spectrum Disorders and specific features in the learning process of people with AST (Asperger Syndrome); Generation Z, how to teach and how to work with Generation Z; Higher education, teacher education, and inclusion of learners with special needs; Artificial Intelligence (AI) tools at OpenAI; COST (European Cooperation in Science and Technology) activities for academic staff and students, etc..

Guest lecturers from other universities in Latvia are invited to conduct seminars, for example: PhD, Kristīne Šneidere, assistant professor, RSU; Dr. paed. Dr. paed. Daiga Kalniņa, Assistant Professor, LU; Dr. paed. Zanda Rubene, LU professor; Dr.psych. Dr. Constanze Chwallek, Aachen University of Applied Sciences, Germany; Prof. Daiga Kamerade, University of Salford, UK; Dr. Heidi Flavian, Senior Lecturer from Special Education Department, Achva Academic College, Israel; Jenson Goh, Ph.D, Singapore, etc., as well as lectures by lecturers from the university environment, which raise the overall qualification of lecturers.

It is worth mentioning the participation of the study programme staff in the Summer Schools in the field of Organisation Security. These events, both in the form of lectures, practical seminars and extra-curricular activities, bring together the teaching staff in search of the most effective ways for self-development in the professional field, as well as for the training of students participating in projects from different European countries. For example, the Nordplus Higher Education Programme cooperation project "Development of Public and Organisational Security Programmes 2017"

(NORDPLUS Intensive Course "Organisation and Individual Security" 2017) involved students from Lithuania, Finland and Latvia, while lectures and seminars were conducted by professionals from Kazimieras Simonavičius University (Lithuania), Turku University (Finland) and BA Turība; ERASMUS+ SECUREU - Erasmus+ Cooperation Partnership project SECUREU (project no. 2021-1-LV01-KA220-HED-000023056) within the Intensive course SECURITY RISK MANAGEMENT (2023), students from Lithuania, Finland, Spain, Norway and Latvia participated in the activities, while lectures and seminars were conducted by industry professionals from Avans University (Netherlands), NORD University (Norway), Laurea University of Applied Sciences (Finland), Kazimieras Simonavičius University (Lithuania) and BA Turība.

2017 - NORDPLUS Higher education Intensive Course "Organization and Individual Security", available at:

<https://www.turiba.lv/en/university/projects/nordplus-higher-education-intensive-course-organisatio-n-and-individual- security>

Similar events have been organized in other years as well, for example:

2022 - ERASMUS+ cooperation partnership in higher education "Digital education tools for security risk management", available at:

<https://www.turiba.lv/en/university/projects/erasmus-cooperation-partnership-in-higher-education-digital-education-tools-for-security-risk-management> ;

2019 – NORDPLUS Higher education Intensive Course "Security and Active citizenship" 2019, available at:

<https://www.turiba.lv/en/university/projects/nordplus-higher-education-intensive-course-security-an-d-active -citizenship-2019> ;

Annual strategic seminars are organised in the university environment, where lecturers work in groups to find solutions to different situations and discuss opportunities for the development and improvement of the study process.

The collaboration of lecturers is strengthened through annual scientific conferences, which provide an opportunity for the lecturers of each faculty to highlight the scientific discoveries of their course of study. This approach of the university gives an opportunity to the faculty members of the study programme to discuss different issues, to find common interests, and by organising the work of the student section the lecturers of different faculties work as a team to evaluate the students' research, as a result the students get closer to the core of the academic environment both in the teaching dimension and in the scientific dimension. Moreover, the collaboration of lecturers allows for a better integration of the courses of study.

36 lecturers deliver the study programme, while 18 students study in all courses. The number of students is significantly lower than the number of teaching staff per study programme per academic year:

First year of study (group KDL1) – 6

Second year of study (group KDL2) - 12.

It should be noted that this 3-6-fold difference provides students with comprehensiveness and diversity of ways of receiving information for the development of professional and communication skills.

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	1_Isa_cikla_diploms_un_pielikums_en.zip	1_Isa_cikla_diploms_un_pielikums_LV.zip
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	2_Isa_cikla_statistikas_dati_en.docx	2_Isa_cikla_statistikas_dati_lv.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	3_Isa_cikla_atbilstiba_izglitiba_standartam_en.docx	3_Isa_cikla_atbilstiba_izglitiba_standartam_lv.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	4_Isa_cikla_atbilstiba_profesijas_standartam_en.docx	4_Isa_cikla_atbilstiba_profesijas_standartam_lv.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Isa_cikla_kartejums_en.docx	5_Isa_cikla_kartejums_lv.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Isa_cikla_plans_en.docx	6_Isa_cikla_plans_lv.docx
Descriptions of the study courses/ modules	7_Isa_cikla_studiju_kursu_apraksti_eng.docx	7_Isa_cikla_studiju_kursu_apraksti_lv.zip
Description of the organisation of the internship of the students (if applicable)	8_Isa_cikla_prakses_apraksts_en.docx	8_Isa_cikla_prakses_apraksts_lv.docx
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)		

Security Management of Organization (45861)

Study field	<i>Internal Security and Civil Protection</i>
ProcedureStudyProgram.Name	<i>Security Management of Organization</i>
Education classification code	<i>45861</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Kārlis</i>
Surname of the study programme director	<i>Apalups</i>
E-mail of the study programme director	<i>karlis.apalups@turiba.lv</i>
Title of the study programme director	<i>MBA</i>
Phone of the study programme director	<i>26622419</i>
Goal of the study programme	<i>To provide students with theoretical knowledge and research skills, achieving the study results specified in the study program, which correspond to the level 7 knowledge, skills and competence of the European qualification framework determined in the Latvian education classification; to ensure that graduates of the program are able to responsibly and safely choose and use information technologies in their professional activities, research and lifelong learning, as well as in the acquisition, creation and sharing of digital content</i>
Tasks of the study programme	<i>1) prepare the student for research work in the security sector; 2) promote the student's development into a mentally and physically developed, free, responsible and creative personality; 3) to build the student's competence to transfer knowledge and technologies in the security industry, promoting the ability of the industry to dynamically adapt to changes in the external environment; 4) ensure the achievement of study results that include the acquisition of in-depth theoretical knowledge and the development of research skills and abilities in the field of personal and property protection.</i>
Results of the study programme	<i>The ability to demonstrate advanced and extensive knowledge in the security field; the ability to independently use the theory, methods, and problem-solving skills for the performance of research and highly qualified professional activity in changing conditions; the ability to independently formulate and critically analyse complicated scientific and professional problems, to integrate the knowledge of different fields, to contribute to the creation of new knowledge</i>
Final examination upon the completion of the study programme	<i>Master Paper</i>

Study programme forms

Part time extramural studies - 1 years, 3 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>

Admission requirements (in English)	<i>Professional bachelor's degree in civil and military protection and a sixth-level professional qualification or professional bachelor's degree and a sixth-level professional qualification in another field of study, if there is at least 2 years of experience in civil and military protection</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 2 years, 1 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>1</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Academic bachelor's degree in the thematic group of social sciences, commercial sciences and law or academic bachelor's degree in another thematic group, provided that at least 15 CP have been obtained in study courses in social sciences, commercial sciences or the field of law</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 1 years, 3 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>3</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>Professional bachelor's degree in civil and military protection and a sixth-level professional qualification or professional bachelor's degree and a sixth-level professional qualification in another field of study, if there is at least 2 years of experience in civil and military defence</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 2 years, 1 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	1
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Academic bachelor's degree in the thematic group of social sciences, commercial sciences and law or academic bachelor's degree in another thematic group, provided that at least 15 CP have been obtained in study courses in social sciences, commercial sciences or the field of law</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 1 years, 3 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	1
Duration in month	3
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	<i>Professional bachelor's degree in civil and military protection and a sixth-level professional qualification or professional bachelor's degree and a sixth-level professional qualification in another field of study, if there is at least 2 years of experience in civil and military protection. English language level at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time studies - 2 years, 1 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	1
Language	<i>english</i>

Amount (CP)	120
Admission requirements (in English)	<i>Academic bachelor's degree in the thematic group of social sciences, commercial sciences and law or academic bachelor's degree in another thematic group, provided that at least 15 CP have been obtained in study courses in social sciences, commercial sciences or the field of law. English language level at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 1 years, 3 months - english

Study type and form	<i>Part time extramural studies</i>
Duration in full years	1
Duration in month	3
Language	<i>english</i>
Amount (CP)	60
Admission requirements (in English)	<i>Professional bachelor's degree in civil and military protection and a sixth-level professional qualification or professional bachelor's degree and a sixth-level professional qualification in another field of study, if there is at least 2 years of experience in civil and military protection. English language level at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

Part time extramural studies - 2 years, 1 months - english

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	1
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Academic bachelor's degree in the thematic group of social sciences, commercial sciences and law or academic bachelor's degree in another thematic group, provided that at least 15 CP have been obtained in study courses in social sciences, commercial sciences or the field of law. English language level at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Social Sciences in Security Management of Organization</i>

Qualification to be obtained (in english)	-
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Places of implementation

Place name	City	Address
Turība University	RĪGA	GRAUDU IELA 68, ZEMGALES PRIEKŠPILSĒTA, RĪGA, LV-1058

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.

No significant changes have been made to the programme since it was licensed (18.05.2022).

The changes have only affected the Master's thesis writing process, which has been split into several courses to allow students to submit topic proposals in time and to start drafting their thesis without having to postpone it to the last minute. This increased the number of credits allocated to research. The changes were made in view of the importance of research in the academic study process.

The number of credits has also changed. Due to changes in the Law on Higher Education Institutions, credits were expressed in the ECTS system. In addition, some courses that previously had 3 credits have been given a number of credits to avoid fractions.

The change in the number of study courses' CPs to the ECTS system was made in the study programme with a duration of two years and one month:

- Security Theory 3 CP for 4 CP (6 ECTS);
- Cyber Security Governance 3 CP for 2 CP (3 ECTS);
- Conflictology 3 CP for 2 CP (3 ECTS).

The requirements for writing the master's thesis were adjusted in both study periods, thus not creating different requirements for the students in the program in the development of the thesis. Both durations of the program include study courses Master's Thesis I and State Examination. Due to the specifics of creating the programs, it considers the possibility to include the duration of the specific study courses within the semester limits, the number of credit points differs, however, the total volume of the master's work is 30 ECTS with the same requirements for both study durations.

In the study program with a duration of two years and one month, the study course Organizational Security II was introduced in the amount of 9 ECTS.

In the transition from KT to ECTS, in accordance with the requirement of Article 1, paragraph 8 of the Law on Higher Education Institutions, we determined that one credit point corresponds to 25 hours of study work. Thus, in study courses with 3 ECTS, the amount of study work was set at 75 hours, and in study courses with 6 ECTS, the amount of study work was set at 150 hours. For ease of reference, we have indicated the number of hours of work for each course of study in the study plan.

The methodology for the transition from the Latvian credit point system to the European credit transfer and accumulation system (ECTS) has been added: Other appendices; Appendix 1.

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 implementation of the master's study program is a logical continuation of the bachelor's study programs related to security (including work safety, personal protection, etc.), which gives the opportunity to acquire in-depth theoretical knowledge, develop research skills and abilities in the field of personal and property protection.

As a result, after completing the program, a high-level security manager will be prepared with a broad multidisciplinary perspective on the security and protection of persons, movable property and real estate, who have entered the study program with both professional and non-professional experience in the security sector.

Taking into account the ever-increasing relevance of adult safety around the world, the master's study program will also be offered in English, with European Union and EEA countries selected as the target audience. After researching the market, it was concluded that there is no such master's program focused on security management, therefore it opens up opportunities not only to offer a unique security program, but also to promote mobility among students.

The 60 KP program is intended to accept students with previous experience in security, security basics obtained by studying them in a professional bachelor's program or persons working in the industry who want to raise their qualifications, supplement their knowledge and skills directly in the organization's security management.

Admission requirements:

Professional bachelor's degree in civil and military protection and sixth-level professional qualification or professional bachelor's degree and sixth-level professional qualification in another field of study, if there is at least 2 years of experience in civil and military protection.

The 120 KP program is intended to admit students without specific knowledge in the industry, thus providing the necessary basic knowledge in the first course of study in order to achieve the same study results as students in the 60 KP program in the second year of study.

Admission requirements:

Academic bachelor's degree in the thematic group of social sciences, commercial sciences and law or academic bachelor's degree in another thematic group, provided that at least 15 CP have been obtained in social sciences, commercial sciences or law study courses

Study program implementation goals and tasks

Objective

To ensure that students acquire theoretical knowledge and research skills in the sciences, achieving the learning outcomes set out in the study programme, which correspond to the knowledge, skills and competences at level 7 of the European Qualifications Framework as defined in the Latvian Classification of Education; to ensure that graduates of the programme are able to choose and use information technologies responsibly and safely in their professional activities, research and lifelong

learning, as well as in the acquisition, creation and sharing of digital content.^[1]

*The **objectives of the** programme follow naturally from the aim of the programme:*

- to provide in-depth knowledge, skills and competences in the field of homeland security,
- ensuring students' ability to develop or improve systems, products, technologies and to prepare for creative, research and pedagogical work in the field.^[2]

The intended study results of the study program

Advanced theoretical knowledge, research skills and competences in the field of protection of persons and property.^[3]

To produce high-calibre security managers with a broad multidisciplinary perspective on the safety and security of persons, movable property and immovable property, enrolled in the study programme with and without professional experience in the security sector.

The tasks will be completed by:

- studying the compulsory Part A and optional Part B courses of the programme;
- other activities (participation in workshops and discussion seminars, student conferences, group projects)
- preparing and defending your master's thesis.

The following **expected outcomes** will be achieved during the study programme:

- the ability to demonstrate a thorough and broad knowledge of the professional field of security;
- the ability to use theory, methods and problem-solving skills independently to carry out research and highly skilled professional activities under changing conditions;
- the ability to formulate and critically analyse complex scientific and professional problems independently, to integrate knowledge from different fields, to contribute to the creation of new knowledge.^[4]

Intended learning outcomes:

- Knowledge:
 - Extremely specific knowledge, partly at the forefront of knowledge in the field of work or study, which provides a basis for original thinking and/or research; Critical understanding of issues related to knowledge problems in a specific field and at the interface between different fields.
- Skills:
 - Specific problem-solving skills required for research and/or innovation, to create new knowledge and procedures and to integrate knowledge from different fields.
- Competences:
 - Manage and transform complex and unpredictable working or learning environments that require new strategic approaches; Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of groups.^[5]

The name of the programme is noticeably clear in orienting potential students that, if they meet the admission requirements, they will start their studies in the security sector, in addition to learning the key issues of management science. Through focused study and completion of the programme, the knowledge, skills and competences leading to the Master's degree will be acquired. This, in turn, is a confirmation of the theoretical knowledge acquired and the successful defence of the Master's thesis. The requirements of the educational standard and the programme have been

fulfilled. The aim and objectives and the learning outcome have been achieved in this part.

Graduates of the programme are highly qualified for careers in multidisciplinary organisations to develop and proficiently implement comprehensive risk management in the enterprise and to establish comprehensive strategic security, as well as to be able to advise management in business protection and development, ensuring good coordination, communication and control in emergency situations, at tactical, operational and strategic levels. Graduates have acquired psychological knowledge and are able to deal with human behaviour in extreme situations.

[1] Para 3 of the Cabinet of Ministers Regulation of 13 May 2014 No.240 "Regulations on the State Standard of Academic Education". Available at (Latvian only): <https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu>

[2] Academic Information Centre. Higher education level (LCI levels 5-8). Available at: <https://www.latvijaskvalifikacijas.lv/izglitibas-sistema/>

[3] Cabinet of Ministers of 13 May 2014, No.240 "Regulations on State Standards of Academic Education", Available at (Latvian only): <https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu>, Article 16.

[4] Education law. Article 8.¹ Latvian Qualifications Framework. Available at: <https://likumi.lv/ta/en/en/id/50759>

[5] Academic Information Centre. Higher education level (LCI levels 5-8). EQF-7. Available at: <https://www.latvijaskvalifikacijas.lv/izglitibas-sistema/>

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

The aim of the study programme is defined in accordance with the Regulations on the National Academic Education Standard^[1], as well as the strategic objectives set by BAT.

The objective contributes to the achievement of the strategic goals of the University^[2], as well as to the development of the intellectual potential necessary for the Republic of Latvia. The basic directions of the Faculty of Law were approved by the JF Council (Minutes No 22/2021), and among other things, they stipulate the need to be able to take advantage of the opportunities created by the changes and to respond promptly to changes in demand in terms of the form of studies, qualifications and the level of training of specialists.

The study programme is integrated into the BAT structure and its development follows the BAT development strategy in the following directions:

1. Increase the academic potential of staff by making better use of doctoral studies and project opportunities;
2. Progressively produce electronic and printed teaching materials for all courses,
3. Develop cooperation with foreign universities in student and faculty exchanges, joint research programmes;
4. Improve the material base, paying special attention to the latest books and scientific journals;
5. Improve the self-evaluation process of the study programme by further developing the

student-programme and employer-programme feedback loops.

In recent years, the normative tradition has been receding, but the number of regulations is also increasing in the security and safety sector. This means that the application of common law principles is becoming increasingly important today. There is a greater emphasis in education, as well as in practice, on the application of common law principles, as well as on filling in the "gaps" in the law by using common law principles as one of the methods. It should be noted that in the security and safety sector, legislation is regularly reviewed and improved based on EU and global practices and changes in the security of countries and organisations introduced by modern technologies. In the study courses implemented by BAT, as one of the fundamentals, the methods of interpretation are mastered. As the comparative method of interpretation has become extremely popular nowadays, the ambiguous is analysed and resolved by using theoretical insights from around the world and by comparing them with the law laid down by the EU or by other countries.

The courses included in the study programme address both the national and international nature of the courses of study, thus providing students with an exposure to trends and developments in the field.

The draft Education Development Guidelines 2021-2027 "Skills for the Future Society"^[3] states that interdisciplinarity is one of the current trends and visions for education in 2027. The guidelines stress that the challenges of modern society, related to the environment, health, social processes, the economy and other spheres, are complex and require an interdisciplinary approach to fully understand and address them. Interdisciplinarity is an essential resource for innovation. Future education must therefore seek ways to effectively introduce and develop interdisciplinary approaches to education, which allow transcending the boundaries of subject or academic disciplines and integrating different perspectives on the issue under study.

These documents were taken into account in the development of the study programme, which ensured that the study programme was in line with industry trends in the European Union and worldwide.

The graduates of the master's study programs all work in the security sector - they continue their service in the National Armed Forces in a leading position, in the Police, in the Security sector, manage occupational safety at their workplace, etc. After graduating from the study program, two of the graduates changed their workplace and got higher positions in the new workplace.

[1] Cabinet of Ministers Regulation No.240, Riga, 13 May 2014 (Minutes No.28, § 18) Regulations on the State Standard of Academic Education, Article 15. Available at: <https://likumi.lv/doc.php?id=266187>

[2] Turība University Development Strategy 2021-2025. Available at: <https://www.turiba.lv/storage/files/bat-strategija-10-11-2020-web.pdf>

[3] Education Development Guidelines 2021-2027 "Skills for the Future Society". Available at: https://www.izm.gov.lv/sites/izm/files/iap2027_projekta_versija_apspriesana_160720201_2.pdf

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.

The number of students, indicating the distribution by types of study program implementation, forms (indicating distance learning separately), languages, branches	19 (2022. /2023.) 32 (2023. /2024.)
the number of students enrolled in the first year of study	13 (2023. /2024.)
number of graduates (if any)	16 (2023.2024.g. 1.sem.)

Increase in 2023/2024 in the study year is visible because the implementation of the Master's program "Organizational Security Management" has been started. On the other hand, the increase in the bachelor's program and the decrease in the short-cycle program can be justified by the reduced requirements of the security authorities for at least a short-cycle higher education. Neither the State Security Service, nor "OMEGA", nor the Office for the Protection of the Constitution, nor the municipal police require such a certificate anymore. Instead, new employees are offered to start paid studies in parallel with work - students prefer to choose a bachelor's program for this reason.

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.

According to the annual report on education "Education at a Glance 2019"[\[1\]](#) of the Organization for Economic Cooperation and Development (OECD), Latvia shows positive trends in the report on education indicators. The aforementioned review concluded that the initiated and ongoing change processes in the Latvian education system meet the challenges of the era, as well as the guidelines for the development of Latvian Education 2021-2027. for the purpose defined in 2018: to provide quality education opportunities to all Latvian residents in order to promote the development and realization of their potential throughout their lives and to build their ability to change and

responsibly manage the constant changes in society and the economy.[2] According to a study by the OECD, the tertiary education rate of young adults (aged 25-34) has improved from 29% in 2008 to 42% in 2018. However, there is a large gender gap, with 30% of men having higher education compared to 54% of women. Despite the higher average tertiary entry, the cross-sectoral probability of completing a short-cycle vocational or undergraduate program after the theoretical duration remains relatively low but is higher for women. Such professional programs, which contain at least 25% of practical training components, can provide many advantages in the labour market of Latvia. The net financial returns to higher education are relatively low compared to other OECD countries, especially for men. In addition, the employment rate among men aged 25-34 with average professional qualifications reaches 88%, only 4 percentage points lower than men with higher education (92%). Small group sizes in Latvia increase the cost of education per student, although due to the low statutory salaries of teachers, they are still the lowest in OECD countries.[3]

In the Latvian Education Development Guidelines 2021-2027[4], high-quality and inclusive education for personality development, people's well-being and sustainable national growth is set as the overarching goal. Four sub-goals have been set to achieve the goal:

- 1) Highly qualified, competent and excellence-oriented educators and academic staff;
- 2) Modern, high-quality educational offer oriented to the development of skills highly valued in the labour market;
- 3) Support for everyone's growth;
- 4) Sustainable and effective management of the education system and resources.

When developing the study program, these documents were taken into account, which ensured that the study program complies with industry trends in the countries of the European Union and in the world.

The program is designed in such a way as to provide students with the acquisition of various daily necessary knowledge about areas that are essential in ensuring the security management of the organization, including promoting entrepreneurship. Thus, the program covered study courses that provide in-depth knowledge in such areas as cyber security management, prevention of money laundering, security risk and crisis management, occupational safety and protection. In addition, when evaluating business development trends, the program included study courses focused on management aspects predicted to be important for organizations in the future, such as Sustainable Development and Innovation, Strategic and Change Management, Quality Management of Security Organizations. Since the study program is implemented in two study periods, the content of the study program, which follows from the admission rules, is designed for those already studying with prior knowledge of security, focusing on current security issues and needs in the world. In the longer program, more general security issues based on the actualities of the industry and the labour market are initially discussed, then moving on to the more specific knowledge required by the industry.

The programme is designed to provide students with a range of everyday knowledge in areas relevant to the security of organisations. Thus, the programme covered courses that provide in-depth knowledge in areas such as security psychology, cyber security, innovation and its application to organisational sustainability, anti-money laundering, conflict resolution and organisational corporate social responsibility.

In addition, in order to assess the trends in business development, the programme included courses focused on aspects that are expected to be important for organisations in the future, such as labour

relations, human resources management and its specific features in both state and local government, business economics, security project management, quality management in security organisations, presentation arts, artificial intelligence solutions, intellectual property protection, as well as public procurement, and ethics and emotional intelligence.

The programme also highlights the analysis of different risks and examples of how they are addressed in Latvia and in the global environment, assesses the legal framework for courage, and provides a cross-departmental perspective on various issues such as organisational strategy and change management, negotiation strategies, detective work, security risk and crisis management. The programme provides an in-depth assessment of aspects related to organisational security in a theoretical environment and in practice, and it emphasises the importance of public and environmental security in the course on civil and environmental protection.

In the future, the content of the study program will be analysed according to market requirements, including current security issues, integrating them into the section of optional study courses.

The study courses included in the study program consider both the national and international nature of the study courses, thus providing students with industry trends and current events in Latvia and beyond.

Taking into account the constant involvement of employers in the realization of the study program, the study course descriptions are regularly updated in order to consider important and current issues in practice in the study courses, which correspond to the development trends of the relevant industry.

The purpose and tasks of each study course are put forward in connection with the set goals, tasks and achievable results of the whole program, providing the students with knowledge, skills and competences so that they can work professionally, constructively and comprehensively within the framework of their competence, occupying leading positions in the field of security, in accordance with the job duties. The study courses include the most current information in the security industry, including the latest scientific literature, technical innovations, legal acts and court practice. The information included in the study courses does not overlap but is complementary to each other throughout the entire study period.

The range of literature considered within the framework of the study course is regularly updated. The literature to be used in each specific study course is specified in the course description.

One of the reasons for the relevance of the content is the increasing convergence of security. This has been repeatedly confirmed by industry bodies such as the British Security Industry Association with an annual study - <https://www.securityindustry.org/report/security-convergence-2024/>

This is also confirmed by the Security Executive Council's study on security convergence - <https://www.securityexecutivecouncil.com/insight/security-program-strategy-operations/the-state-of-security-convergence-1437>

Also in the Latvian labor market, safety managers are often responsible for several safety areas, for example - in the companies "LMT", "Tele2", DEPO DIY, "Sanitex", "Latvijas Dzelzceļš".

During the learning of the study course "Civil and environmental protection", the subject matter is related to the legal aspects of business, the requirements and restrictions set by regulatory acts, risk assessment and the planning and organization of civil protection measures in specific objects.

[1] „Education at a Glance 2019”. Ekonomiskās sadarbības un attīstības organizācijas (Organisation for Economic Co-operation and Development (OECD) ziņojums. Pieejams: <https://www.oecd-ilibrary.org/docserver/a3a52df0-en.pdf?expires=1568283992&id=id&accname=g>

uest&checksum=F074D710F52F7F33CA5C58A5961E448A

[2] Education Development Guidelines 2021-2027 "Skills for the Future Society". Available at: <https://likumi.lv/ta/id/324332-par-izglitiba-attistibas-pamatnostadnem-20212027-gadam>

[3] „Education at a Glance 2019”. Ekonomiskās sadarbības un attīstības organizācijas (Organisation for Economic Co-operation and Development (OECD) ziņojums. Available at: <https://www.oecd-ilibrary.org/docserver/a3a52df0-en.pdf?expires=1568283992&id=id&accname=guest&checksum=F074D710F52F7F33CA5C58A5961E448A>

[4] Education Development Guidelines 2021-2027 "Skills for the Future Society". Available at: <https://likumi.lv/ta/id/324332-par-izglitiba-attistibas-pamatnostadnem-20212027-gadam>

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).

To enhance the competitiveness of the University and to develop the study field "Internal Security and Civil Protection", the academic master's study programme "Security Management of Organization " has been launched in addition to the existing study programmes.

Graduates will be managers in a wide range of organisations with the specialist security acumen needed to navigate the security industry.

The programme is also of interest and interest to those who have previously qualified in specific professions in the defence and home affairs systems, as it offers the opportunity to learn about current developments in the security sector as a whole, thus improving their qualifications as part of a lifelong learning experience.

The programme is also suitable for graduates of various universities who have previously qualified as a Security Specialist and Head of Security but lack a Master's degree to become managers of security organisations, etc., where a Master's degree is required. This programme replaces the need to complete a vocational programme, thus repeating courses already taught.

The content of the study programmes was developed in consultation with professional and community organisations in the field, for example by surveying security industry traders and members of security industry associations belonging to professional organisations. It has been developed over time in accordance with the recommendations of lecturers, students, employers and graduates, as well as based on similar study programmes at foreign universities. In the process of licensing the study programme, a detailed table was developed and submitted to the AIC, which precisely analysed the study courses included in the programme.

To make the study field more competitive and the graduates of the University more marketable, cooperation with employers and various industry organisations, such as the Latvian Security Business Association, the Association of Security Industry Companies and the Association of Security Professionals, as well as with the Employers' Confederation of Latvia and the Latvian Chamber of Commerce and Industry, is being implemented. Regular contact is maintained with the state law enforcement and security authorities, such as the State Police, the National Armed Forces and various municipal police forces.

The new programme is designed around key educational principles such as interdisciplinarity, internationalisation, technology and enriching personal development experiences.

Although interdisciplinary, the programme focuses on strengthening security awareness in the commercial environment.

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.

Implementation of studies

Full-time, full-time study takes place every working day. For part-time full-time students, lectures and practical classes are held in the evenings of every working day. Considering the trends of the education market in Latvia, the study programme provides for part-time studies in the form of extramural courses. Part-time Extramural students attend review lectures, which provide the most important orientations for the study course. To achieve the objectives of the study programme, the part-time extramural form of study places greater emphasis on students' independent work, which is determined considering the scope, content and specificity of each course of study.

The implementation of study courses in the study programme is organised in the form of lectures and seminars. The main task of lectures is to provide students with theoretical knowledge. They are delivered by the teaching staff using the latest pedagogical methods, including the use of technical means and, if necessary, special tools and means (in some courses). In the seminar classes, the number of which is specified in the course description, students apply the theoretical knowledge in practice. This is done both by verifying the extent of theoretical knowledge and by organising students' individual work, group work, individual or group homework, preparation of reports, discussions, debates, mootings and problem-solving.

For each course of study, a detailed course description is developed, which provides a description of the course content, the course plan, course learning requirements, outcomes, and the literature to be used.

In accordance with the basic principles of student-centred education, lecturers regularly evaluate and improve study course teaching methods, promote student independence, while providing guidance and support of lecturers.

All information related to the study courses is placed in the BATIS database, including grades, which are posted only in this database.

Independent or individual work plays a key role in the studies of students, the amount, content and type of control of which depend on the specific course of study. Students are required to independently study the obligatory literature specified by the lecturer, prepare solutions to a specific wedding case, security risk assessments, presentations, etc. Thus, students acquire theoretical knowledge:

- lectures;
- independently researching sources of security theory, reading and analysing scientific literature, and completing specific tasks assigned by a teacher.

Students acquire practical skills to apply theoretical knowledge:

- preparing reports, situation assessments and analyses, presentations and working in groups;
- in seminar sessions, through problem-solving, discussion and group work;
- by acting out various role-plays/simulations of situations related to the topic of the study course.

The basic form of evaluation of the learning of the study program is an exam that must be taken at the end of each study course. Only students who have fulfilled all the requirements specified in the description of the study course (passed all routine tests) and fulfilled the obligations specified in the contract for obtaining education are admitted to the final examination of the study course. The form of the examination is determined in the study course programs. In the exam, the learning of the Study Program is evaluated with a grade on a 10-point rating scale in accordance with the Regulations of the Ministry of Education. Specific requirements for passing the study course and evaluation criteria are available to the student in each study course description.

Alongside their studies, some students are involved in other research-related activities. For example, students are also given the opportunity to participate in BAT-organised events - conferences by presenting a paper.

In order for the student to be included in the scientific research work as soon as possible, from the first year of study in the study program, students are encouraged to develop all independent works on a specific security-related topic or problem. In this way, such an integral principle of scientific work as gradualism and systematicity is realized, which allows you to consolidate the acquired knowledge and acquire competencies to deepen it independently.

The student receives an explanation of the assessment and tips for achieving better results in the future.

There is a system for reviewing student appeals, which is described in the Study Regulations.

Compliance of the study program with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):

Standards and guidelines for quality assurance In the European Higher Education Area (ESG) Part 1	As part of the study program will be provided ESG compliance
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1.1. Quality Assurance Policy	<p>The University has developed a Quality Policy (Kvalitātes politika).</p> <p>Article 12 of the Constitution of the Republic of Latvia stipulates that everyone has the right to education. What the University also observes, giving the opportunity to study to everyone, without classifying students by gender, race, state of health, etc. The university has a multicultural environment.</p> <p>In addition to the quality policy document, documents have been developed that ensure compliance with ethical norms, including the exclusion of any discrimination, as well as academic honesty and freedom (Nolikums par akadēmisko godīgumu un plaģiātismu), as well as SIA "Biznesa augstskola Turība" iekšējās kārtības noteikumi the rights and obligations of the person are reserved, including the culture of mutual relations.</p> <p>The responsibility of the departments and faculties in ensuring the quality policy is stipulated in the Faculty Regulations of the Turība University (Fakultāšu nolikums).</p> <p>In the regulation of student self-government (Studējošo pašpārvaldes nolikums) it is agreed that the students represent the interests of the students, including participating in the decision-making institutions of the university, in the Councils of the faculties, thereby participating in both the development of study programs and the provision of a higher quality, more engaging study process for students.</p> <p>The university also has an academic arbitration court (Akadēmiskās šķīrējtiesas nolikums).</p> <p>Employers also cooperate in quality assurance, including those in the Faculty Council, improving study programs, giving their suggestions for improving programs, the need for achievable results in existing study courses.</p> <p>Quality control is also implemented by organizing audits of the company's internal quality management system, in order to assess whether the activity of TU structural units and the performed processes comply with the company's mission, vision and defined goals, as well as to control the compliance of the processes and structural units' activities with regulatory documents and to evaluate the effectiveness of the performed activities.</p> <p>All publicly available documents can be viewed here: http://nodarbibas.turiba.lv/regdok.asp</p> <p>As a third party involved, the Higher Education Quality Agency/Academic Information Centre is also involved in quality assurance.</p>
1.2. Development and approval of programs	<p>Study programs at the university are developed in accordance with educational and professional standards, providing students with both academic/professional knowledge, skills and competences in order to fully prepare students for the labour market in accordance with current industry trends.</p> <p>The study program is designed in accordance with the requirements of the standards - observing the proportion of compulsory and optional study courses and their amount in credit points. Study programs are designed in levels to build continuity.</p> <p>Study programs are developed taking into account the provisions of the University Constitution. (Biznesa augstskolas Turība Satversme)</p> <p>Study programs are reviewed, discussed and updated in the Faculty Council, which includes representatives from both employers and students.</p> <p>Study programs and plans are approved by the TU Senate at the last stage.</p>

Student-centred learning, teaching and assessment

Professionals in the field are used to teach courses. The requirements for the completion of the course, the percentage of the results that constitute the final grade, and the consequences of non-compliance are clearly defined.

Course topics are presented in an interactive way, with questions and discussion, as well as PowerPoint presentations. During lectures, students are engaged in practical work, both individually and in a group, which shows that students' individuality and social qualities are highlighted and developed. The learning process is divided into: theoretical knowledge acquisition in face-to-face and independent studies; practical skills acquisition in face-to-face and individual practice. Face-to-face lectures are interactive, with lectures being read, illustrated with PowerPoint presentations, questions posed to students, and students encouraged to discuss among themselves and with the lecturer.

In the practical part of the course, students learn only the skills to be acquired in practical work through their own practical participation. Practical activities build on the knowledge acquired in the theoretical sessions, thus reinforcing the theoretical knowledge base and complementing professionalism with practical skills. The practical work is followed by a discussion-based analysis of the practical work, where the student will be able to identify his/her own and other students' strengths and weaknesses, as well as to understand and correct the mistakes made in the practical work.

Independent studies are a compulsory part of the study process of the higher education institution, independent work of the student within the study course, the amount of which corresponds to the credit points of the study course. It includes the study of required and supplementary literature, the completion of current examinations, preparation for classes, seminars, control and final examinations, etc., according to the description of the study course.

Lectures as a teaching method are used proportionally more in subjects where it is possible to provide more theoretical knowledge and the student does not need group work or discussions.

Seminars are used as a teaching method in subjects where the student has a greater opportunity for independent work and research. During seminars, the student has the opportunity to express and defend his/her own opinion, as well as to listen to other students and share his/her professional experience.

Group work is used as a teaching method in subjects that require teamwork. Working in a group gives students the opportunity to consolidate theoretical knowledge, understand the essence of theory and put it into practice.

During the completion of each study course, the student must pass the regular examinations set out in the study course programme - control and/or independent study works.

The main form of assessment of the completion of the study programme is an examination to be taken at the end of each course of study. Only students who have fulfilled all the requirements set out in the course description (passed all the regular examinations), fulfilled the obligations set out in the contract for the acquisition of education, as well as defended the internship report and the study work of the previous academic year are admitted to the final examination of the study course.

The form of the examination is specified in the course programmes. In the examination, the completion of the study programme is assessed with a mark out of 10 in accordance with the Regulations of the Cabinet of Ministers. Turiba University Study Regulations ([Study Regulations](#))

By meeting with each group, the teacher decides on the most appropriate teaching method for each group individually - adapting it to the group's individual characteristics and abilities.

At the end of the studies and internships, a defence of the studies and internships takes place, where the evaluation is decided by a panel of two lecturers, and for the studies by a list of three lecturers. The national examination shall be conducted by a panel of five members. A document has been drawn up setting out the rules for rotation to scholarships, budgets and discounts, as well as clear rules on absenteeism, sickness and other excusable circumstances. As well as the challenge of these results ([Rules for the application of tuition fee discounts in the 2019/2020 academic year](#)).

There are also appropriate procedures for dealing with student complaints. There is a "Complaints Procedure".

The procedure for challenging the results of a course of study is laid down in the Regulations of Studies.

BAT also has an Academic Arbitration Court ([Academic Arbitration Court Statute](#)).

1.4. Matriculation of students, progress of studies, recognition and certification of qualifications	<p>Admission rules are available both in the Turība University Internal Information System (BATIS) and on the university's website, which determine admission requirements and matriculation procedures. Enrolment regulations for academic year 2024/2025 is added in annexes: Other annexes.</p> <p>Before submitting the documents to the university, prospective students can familiarize themselves with the relevant information on the Turība website, including the content of the study program, study fees, the procedure for obtaining and rotating scholarships and budget places, etc. https://www.turiba.lv/lv/uznemsana</p> <p>Both on the website and in the regulatory documents it is possible to get acquainted with the opportunities and criteria for student mobility. (Erasmus+ mobilitātes programmas nolikums)</p> <p>Study course - matriculation, study content, study process organization are determined in the Study Regulations. (Studiju nolikums)</p> <p>The university, in accordance with the regulations of the Cabinet of Ministers, also realizes the recognition of the results achieved in previous education or professional experience. (Ārpus formālās izglītības apgūto vai profesionālajā pieredzē iegūto zināšanu, prasmju un kompetenču atzīšanas nolikums)</p> <p>Upon graduation, the student obtains higher education. A sample of the diploma and diploma supplement is available in the appendix.</p>
1.7. Information management	<p>The qualitative indicators of program implementation are measured using various instruments, statistical indicators are selected from the university's internal data system, such as the number of matriculated students, students, graduates and students. Using surveys of different target audiences, etc. information is obtained about the level of satisfaction of students, employers, graduates and employees, the level of pedagogical performance, the parameters of the professional career of graduates, such as remuneration, career growth, etc.</p> <p>In the annual student surveys, satisfaction with the provision of the existing systems is ascertained and, if necessary, improvements are made, including improved internal student information system, improved computer connection in the auditoriums, as well as wireless internet quality.</p> <p>The dynamics of the results of these qualitative data are analysed both at the management level and within each structural unit, thus ensuring prompt and adequate decision-making in relation to the necessary actions to be taken to ensure the increase or maintenance of the overall quality of the service and the level of customer satisfaction.</p> <p>Within the framework of its competence, the university collects and summarizes the student study progress, success and dropout indicators. In the BATIS system, the latest information about deadlines binding on them, changes in regulatory documents, etc. is regularly published for students. in the system, students also have access to study course descriptions, study materials.</p> <p>Surveys of graduates are regularly conducted, thereby clarifying their career paths.</p>
1.8. Public information	<p>Information about the activities of students, graduates and success stories is published regularly.</p> <p>Lecturers act as opinion leaders in the public space, developing not only scientific publications, but also providing opinions and opinions in the mass media.</p> <p>University news are published on the website www.turiba.lv, in university profiles on various social networks, such as facebook.com and Instagram, as well as in the media.</p>
1.9. Survey and regular review of programs	<p>Programs are regularly evaluated and revised, involving both students and employers.</p> <p>In the annual student surveys, satisfaction with the existing study programs, the work of the lecturers and, if necessary, improvements are made, including improved study programs in accordance with the requirements of the labour market.</p>

The implementation of the study programme will follow the policy already ensured by BAT, both in terms of quality assurance, teaching staff, fair and transparent presentation of information of interest to students and the public.

The evaluation of the study programme is carried out in accordance with the Regulations on the National Academic Education Standard[1] . In assessing the learning outcomes of academic education, BAT follows the following guiding principles:

- the principle of openness of assessment - in accordance with the goals and objectives of the study programmes, as well as the goals and objectives of the study courses, the higher education institution has established a set of requirements for the assessment of study results;
- the principle of compulsory assessment - a pass grade is required for all study programme content;
- the principle of reviewability - the university determines the procedure for reviewing the marks obtained;
- the principle of variety of assessment methods - diverse types of assessment are used to assess the learning of the study programme.

The degree of achievement of the learning outcomes is assessed on a 10-point scale or on a pass/fail basis. The degree of achievement of the learning outcomes in the final examination of the compulsory part of the study programme may be assessed with the mark "pass/fail" if the study course does not exceed 2 credit points. The grade "pass/fail" may also be awarded for the degree of achievement of the study results in the framework of the examinations required in the course of study which are not the final examinations of the course of study.

The 10-point scale of learning outcomes is as follows:

- brilliant (10) - knowledge, skills and competence exceed the requirements of the study programme, study module or course of study, demonstrate the ability to carry out independent research and a deep understanding of problems;
- excellent (9) - knowledge, skills and competence fully meet the requirements of the study programme, study module or study course, the ability to independently apply the acquired knowledge;
- very good (8) - the requirements of the study programme, study module or study course have been fully met, but in some areas, there is not sufficient depth of understanding to apply the knowledge independently to solve more complex problems;
- good (7) - the requirements of the study programme, study module or study course are generally fulfilled, but sometimes the inability to use the acquired knowledge independently can be detected;
- almost good (6) - the requirements of the study programme, study module or study course have been fulfilled, but the understanding of the problem is not deep enough and the ability to apply the acquired knowledge is not sufficient;
- mediocre (5) - the study programme, study module or study course has been generally fulfilled, but there is insufficient knowledge of some problems and inability to apply the acquired knowledge;
- Almost mediocre (4) - the study programme, study module or study course has been generally fulfilled, however, there is insufficient understanding of some basic concepts, there are significant difficulties in practical application of the acquired knowledge;
- weak (3) - knowledge is superficial and incomplete, the learner is unable to apply it in concrete situations;
- very weak (2) - only superficial knowledge of some problems, most of the study programme, module or course of study is not covered;
- very, very weak (1) - no understanding of the basic subject matter, almost no knowledge of the programme, module or course of study.

Pass or fail grades are awarded depending on whether the knowledge, skills and competence demonstrated by the student in the assessment meet the level of knowledge, skills and competence specified by the BAT for that assessment.

Principles of student-centred education in the implementation of the study program

The student-centred approach is followed when updating the study courses of the study program, paying special attention to the meaningful formulation of the study results, thus, to promote the dialogue between the teaching staff and students about the study content, organizational forms and methods. On the other hand, correctly formulated study results promote students' understanding and co-responsibility for their learning, self-evaluation and understanding of the received evaluation. During the study process, the lecturers use methods, test forms and assessment criteria appropriate to the purpose of the study and the planned study results.

During the study process, students receive support and feedback from lecturers. Evaluation criteria for posting grades are known in advance, are included in study course descriptions and explained in legal acts. Assessment gives students the opportunity to demonstrate to what extent they have achieved the expected learning outcomes.

The study process is dominated by methods in which student activity is important. In the study process, methods are used that promote student communication in the performance of study tasks, solving real industry problems, modelling learning situations. Faculty mostly use methods that encourage active student participation, critical thinking, and reflection. The BATIS database is used in the study process and to promote independent studies.

In the study process, the diversity of students' learning needs is taken into account when choosing pedagogical methods, promoting students' learning motivation and participation in the study process.

Employers are involved in the implementation and development of study courses. In order to promote the development of students' research competence, students in subsequent courses have the opportunity to analyse and in-depth study problems in the industry that interest them.

In the study process, the students' prior knowledge must be taken into account, therefore, the first semester includes general study courses that allow you to prepare for studies.

The study environment meets the growing demands of students: the classrooms can be easily transformed for group work, individual work, students can use digital technologies.

Student mobility (recognition of study results) is promoted, students get involved in research initiated by academic staff and social activities in society, thus gaining considerable experience using what they have learned in their studies in practice.

By implementing the internal quality assurance policy, the study program is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. There are rules and procedures for submitting student proposals and resolving complaints, and examining student appeals. The results of student surveys are evaluated and taken into account in the improvement of the study process.

In the creation and implementation of the study program, an individual approach to each student, which manifests itself in several aspects, is of significant importance. Students have the opportunity to consult individually with every teaching staff at certain consultation times.

Cooperation with students and lecturers is also ensured by the use of electronic communication, which allows sending the necessary study materials, evaluations and recommendations to students. It is the duty of teachers to regularly check their received electronic mails and respond to them. Students are provided with free access to faculty and department employees.

[1] Regulations on the national standard for academic education. Cabinet of Ministers Regulation No.240, 13 May 2014. Available at: <https://likumi.lv/doc.php?id=266187>

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 study programme does not provide for an internship as a compulsory course of study (Part A), however, students have the option to choose an internship as a professional elective course of study (Part B) when studying in the programme with a duration of 2 years and 1 month.

The aim of the traineeship is to promote the skills and competences required for the award of a professional qualification, independent work skills, to develop analytical and creative thinking, to facilitate reasoned decision-making, as well as the acquisition of information necessary for the development of scientific research work, to help acquire the skills and achieve the competences necessary for the acquisition of the profession of legal assistant.

The results obtained in practice are consolidated in practice. The tasks set in the internship contribute to the development of both individual skills and teamwork.

During the internship, the student learns in depth and consolidates the theoretical knowledge acquired in the study courses. Theoretical knowledge is also systematised, consolidated and extended through practical work. As a result of the study course, the student has acquired part of the knowledge necessary for the performance of the basic tasks of professional activity. During the internship, the student will develop the following skills: the student's attitude towards the assigned duties, discipline; theoretical and practical training, improved quality of the work performed, developed applied qualities during the internship and skills applied during the internship in solving the assigned tasks. The practical skills of independent work will be acquired during the traineeship. The ability to analyse data, find problems, ways of solving them and determine effectiveness will be developed. Achieving the aim and objectives of the traineeship, identifying the problems of the traineeship institution and drawing conclusions will have strengthened the student's critical thinking. The student will be able to make decisions based on knowledge, practice and data. The student will be creative and innovative, able to define problems and propose a concrete model of action to solve them. The work placement will consolidate the knowledge acquired through the practical development of a thesis.

The university supports the student (both Latvian and foreign) in achieving the objectives of the study placement within the scope of its competences by appointing an individual placement

supervisor from the university to support the student in completing the tasks of the placement. As well as, within the limits of possibility, help the student to choose internships corresponding to the study program.

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.

The study process also involves many professionals in the field, who, like other lecturers, orient the study courses towards the examination of current issues and viable solutions. Current issues arise from problems in the sectors, which are not always fair and beneficial for the individual, society and the state. By offering students to solve problems arising from real life, the aim is that the student is able to analyse information about the situation, is competent to find the optimal solution, which is legal, which, at the same time, solves an economic problem of the sector and is aimed at the ordering of the market.

The relevance of the topic of the final thesis is not only a mandatory requirement of the BAT rules, but also, and above all, a result of market and industry demand. It is a way of identifying and addressing issues of relevance that the student learns in each programme.

The final thesis is written in topical areas and themes relevant to practice.

The first graduates of the academic master's study program "Security Organisation Management" defended their final theses at the end of 2023, therefore the topics of these works are indicated.

No.	Topics
1	Profiling – its importance in security work
2	Improvement of the Anti-Corruption legal Framework in Latvia
3	Preparation of Civil Defence plans for Municipalities in Latvia
4	Safety aspects of driving forklifts and legal regulation
5	Ensuring access control at remote and stationary objects
6	Use of unmanned aerial vehicles in civil aviation
7	Special investigative activities in the investigation of the circulation of narcotic or psychotropic substances

8	Certification and training of security employees
9	Organization of security measures for combined transportation of military goods
10	Implementation of digital solutions for labour protection process management at SCHWENK Latvia
11	Identification and prevention of insider threats in law enforcement institutions
12	Disloyal persons and the risks they pose to the internal security of the institution
13	Management of risk factors of the National Defence Service
14	Fighting fake news and the security risks it poses
15	Competence in Administrative Offence Proceedings for Violation of the Restrictions Determined in Protection Zones around National Defence Objects
16	Possibilities of improving the crisis management plan for Public Radio

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 resources and facilities (study base, research base, information base (including library), technical and financial base) described in the "Internal Security and Civil Protection" section of the "Internal Security and Civil Protection" report Study area resources and support for the "Internal Security and Civil Protection" study area. Resources are not allocated separately for the provision of each study program.

Most of the safety literature is in English. There are especially many of them both in BAT's own library and in the online scientific libraries provided by it. Also, BAT, participating in the SECUREU project (Erasmus+ Cooperation Partnership project SECUREU), together with European partners, has also developed its own teaching materials in Latvian and English specifically for security course training.

Resources and support (study base, science base, informational base (including library), material and technical base and financial base) are described in the report of the "Internal security and civil protection" study direction in the chapter: Resources and support of the study direction in relation to the "Internal security" study direction and civil protection". Resources are not allocated separately for the provision of each study program.

All the necessary conditions for studies have been created - new conference halls, auditoriums,

computer classrooms, a modern library with a large reading room, where new literature is regularly purchased, both in printed and electronic format, which ensures the achievement of the program's goal - to provide students with the acquisition of theoretical knowledge of sciences and research skills, achieving the study results determined in the study program, which correspond to the level 7 knowledge, skills and competence of the European qualification framework determined in the Latvian education classification; to ensure that graduates of the program are able to responsibly and safely choose and use information technologies in their professional activities, research and lifelong learning, as well as in the acquisition, creation and sharing of digital content.

For practical lessons (Self-Defense, Safety of Individuals, etc.), students can use the entire BAT territory (except for places that are rented or otherwise prohibited), including the gym, parking lots and buildings. A Security Laboratory has also been established, where you can learn both the application of security technical means and the current developments in the development of various technologies.

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).

<u>2022-2023 academic year, cost per student</u>		
Internal security and civil protection - Study field		
Academic Master's study programme Organisation Security Management		
Cost of study programme per year	EUR	Number of students
Total	100%	21
including:		

Academic staff costs - salaries	25%
Academic administration costs - salaries	5%
Other academic and scientific activity costs	7%
Other study costs, including library costs	14%
Development, information technology, study support costs	20%
Housekeeping, general repairs, routine maintenance, utilities, security and technical support costs	17%
Administrative costs, including property tax and property insurance	4%
Social security costs	4%
Other costs	4%
Cost per student	1 648

The provider of the operation of the University BAT is the company SIA "Biznesa augskolas Turība", which is registered in the commercial register of the Republic of Latvia and conducts commercial activities independently. For the implementation of the study program, the financial resources obtained by SIA "Biznesa augskolas Turība" are used, which correspond to the basic principles of business in order to make a profit. This is shown by the expenses per student and the annual fee of students in the program.

It should be noted that there are dozens of study programs in BAT's study offer, which can contribute to each other in the overview of the business balance. The minimum number of students in the study program can be from 10 to 12 students, however, for marketing purposes, the program can be recognized as profitable even with a smaller number of students.

Tuition fees for each program option:

Part-time extramural 1 year and 3 months Latvian - annual tuition fee - 2520 euros.

Part-time 1 year and 3 months Latvian - annual tuition fee - 2620 euros.

Part-time extramural 2 years and 1 month in Latvian - annual tuition fee - 2520 euros.

Part-time 2 years and 1 month Latvian - annual tuition fee - 2620 euros.

Part-time extramural 1 year and 3 months in English - annual tuition fee - 2990 euros.

Part-time 1 year and 3 months English - annual tuition fee - 3090 euros.

Part-time extramural 2 years and 1 month English - annual tuition fee - 2990 euros.

Part-time 2 years and 1 month of English - study fee per year - 3090 euros.

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.

All staff have knowledge and professional relevance to the subject they teach. The study programme ensures a proportionality of faculty members from professional and academic backgrounds, thus creating a balanced team with both business and academic representation. The security professionals involved in the implementation of the study programme upgrade their qualifications every year in various courses, which is a mandatory requirement for non-governmental security organisations. What is learnt in the courses is undoubtedly relevant and connected to practical life. The knowledge acquired in the courses is transferred to the students both to complement the theoretical base and to solve practical tasks in the classroom.

Such qualifications of the teaching staff meet the conditions for the implementation of the study programme and the requirements of the regulatory enactments, as they help to achieve the objectives of the study programme and provide students with both academic and practical knowledge, thus contributing to the achievement of the study outcomes.

The qualifications of the teaching staff involved in the implementation of the study programme comply with the conditions for the implementation of the study programme and the requirements of the regulatory enactments. The study process is implemented by BAT elected academic staff (Doctors of Science - professors, associate professors and master - lecturers), as well as invited guest lecturers from other Latvian higher education institutions and industry professionals.

All lecturers who will teach study courses in English have adequate knowledge of the language - minimum foreign language skills at B2 level.

The study programme is delivered by 28 lecturers.

From the lecturers involved in the implementation of the programme:

- 1) 14 lecturers at the university are in elected positions: 5 professors, 3 associate professors, 3 assistant professors, 3 lecturers.
- 2) 14 guest lecturers.

Type of staff involvement:

- 1) Developing new course descriptions, which each year are qualitatively better than the last.
- 2) Departmental methodological seminars on the improvement of the study process in each study course (including the development of course descriptions);
- 3) Lecturers who are members of the Council, as well as employers who are members of the

Council, when discussing and approving the study results in national examinations, analyse the planned results in the context of the results achieved by students in study courses, e.g. in legal theory, administrative law, etc.

4) The Faculty of Law plans to strengthen the involvement of teaching staff by:

1) organise public lectures,

2) organise regular hospitalizations of lecturers' work, develop and approve common criteria for hospitalization;

3) supervise the methodological seminars organised by the Department,

4) organise methodological seminars at least twice during the academic year,

5) develop methodological guidelines for improving the quality of studies, including tools and methods that can be used in practice;

6) improve the evaluation mechanism and criteria for study work;

7) to promote the pedagogical experience of lecturers, regularly informing departmental meetings about the knowledge and experience gained by lecturers within the Erasmus programme.

The Statute on the organisation of remuneration of staff of the BAT^[1] states:

- Academic staff may be paid according to the following conditions by the Head of Department in agreement with the Dean:
 1. time-pay system (fixed salary),
 2. piece-rate salary system (fixed academic hourly rate).
- Academic staff on a time-pay system (salary):
 1. job descriptions are drawn up,
 2. Individual work plans are prepared for each academic year (see Annex 1, which is an annex to the employment contract), which are agreed by the Head of Department, the Dean and approved by the Vice-Rector for Academic Work.
- The salary is fixed for:
 1. teaching load
 2. methodological and organisational work
 3. management consultancy, project management and execution, and/or research
 4. upgrading skills and meeting strategic objectives
- Academic posts one/full teaching load per academic year:
 1. for an assistant - 1000 academic hours;
 2. 900 academic hours for a lecturer;
 3. 800 academic hours for an assistant professor;
 4. 700 academic hours for an associate professor;
 5. 600 academic hours for a professor.
- The workload scheduled for a post shall be determined in accordance with the approved list of workload standards.
- Academic staff on a time-pay system shall prepare an electronic report on their individual work plan at least twice an academic year, at the end of December and June. Completed individual work plan reports for the academic year, accepted electronically by the Head of Department and the Dean, shall be kept in electronic form for three years.
- Academic staff on a piece-rate system (academic hourly rate):
 1. job descriptions are drawn up,

2. Individual work plans are prepared for each academic year, which include only the teaching load, are agreed by the head of the department and approved by the dean,
 3. the monthly remuneration is calculated by multiplying the sum of the scheduled academic hours fixed in the individual work plan by the academic hourly rate and dividing by ten.
- When calculating the total annual workload of academic staff, the workload fraction shall be rounded to two decimal places.
 - For academic staff, the total annual workload is within the limits set by the Labour Law.
 - Academic staff are allowed a maximum of one full year's workload.
 - Payment for paid services and unscheduled supervised workload shall be made in the form of a supplement to the salary at the end of each semester, but no later than January for semester 1 and July for semester 2, or in the month concerned.
 - The total funding of the Faculty for the salaries of academic staff and academic staff in acting positions is 19% of the total tuition fee income for the respective programme.
 - If the Faculties have an overall positive cash balance at the end of the fiscal year, 15% of this is transferred to each Faculty's bonus fund in proportion to each Faculty's balance, and 85% is transferred to a reserve for Faculty development.
 - Funding for academic staff and acting academic staff shall be allocated by the deans of the faculties to the departments in proportion to the number of credits of the study programmes and the number of academic groups, with an average of 12 hours of funding per credit point per academic group. The number of students per academic group may be varied in agreement between the Dean and the Heads of Departments.
 - The salaries of the academic staff of the relevant department shall be determined by the head of the department in consultation with the dean and the vice-rector for academic work but may not be lower than the rates set by the Cabinet of Ministers.
 - University staff are paid for each academic year.

The Statute on the organisation of remuneration of staff of the BAT (Latvian only) is attached in the annexes: Other annexes.

Taking into account the great interest of society (including university students and graduates), also in 2023/2024. during the study year, the cycle of guest lectures is continued once a month by organizing general and specialized educational events of the sector. One of the lecturers every month is a graduate of a university, the other is a well-known person or current affairs lecturer, who is recognized as an opinion leader in society or the industry.

Every year, lecturers go to the Erasmus program both for the exchange of experience and for the implementation of teaching. From 2018 to 2023, lecturers within the Erasmus program visited:

- 1) Professor Dr. Zane Driņke 1 time (Italy), 1 time (Portugal), 1 time (Cyprus), 2 times (France);
- 2) Professor Dr. iur. Jānis Načisčionis 1 time (Lithuania);
- 3) Professor Dr. iur. Ingrīda Veikša 1 time (Cyprus), 4 times (Lithuania);
- 4) Professor Dr. oec. Rosita Zvirgzdiņa 2 times (Slovakia);
- 5) Professor Dr. sc.admin. Daina Vasilevska 2 times (Czech Republic);
- 6) associate professor Ph.D. Jānis Pekša 1 time (Poland), 1 time (Czech Republic), 1 time (Finland);
- 7) associate professor Dr. oec. Aldis Bulis 1 time (Germany);
- 8) lecturer MPA Ivita Kīsnica 1 time (Cyprus), 3 times (Lithuania);
- 9) lecturer Mg.sc. comm. Jana Bunkus 1 time (Turkey), 1 time (Germany);

10) lecturer MBA Kaspars Auziņš 1 time (Poland).

In order to emphasize that the teaching staff of the Turība University of Business are professionals and experts in the fields, opinion articles are prepared every month on diverse topics relevant to society and the business environment. Every month, lecturers express their opinion to the media, commenting on areas such as security, economy, politics, justice, as well as other areas. The image of teaching staff-experts is gradually getting stronger in the media environment, which makes journalists increasingly often turn to Turība University teachers for advice and comments. For example, the publications of teaching staff reached 97 in 2022, and 80 in 2023. In total, there were around 2,700 publications about Turība University, its study programs and issues relevant to society in the last two years.

[1] Statute on the organisation of remuneration of the staff of the University. APPROVED at the meeting of the Senate on 23.10.2019.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

The study programme has a stable teaching staff, with long-standing cooperation with specialists in the field who also have experience in teaching. The participation of lecturers in conferences, presentations at conferences, preparation and publication of publications - this is the contribution of lecturers to the improvement of their qualification. At the same time, higher qualification means additional knowledge and experience gained, which is transferred to students in the study process at a much higher level of quality compared to what existed before the qualification was upgraded, for example, Vilnis Veinbergs was elected to the position of assistant professor at the Faculty of Law of BAT, after obtaining his doctorate degree.

Lecturers who have improved themselves, who have increased their qualifications, are naturally promoted to higher academic positions. Another way of improving the qualifications of lecturers and, consequently, the quality of the study process and its results, is for lecturers to study in a doctoral programme, for example, Ivo Krievs, Uģis Začs, Kaspars Auziņš, Ivita Kīsnica, Jaroslavs Streļčenoks.

The academic staff involved in the study programme is highly qualified and competent, and provides students with the necessary research skills, theoretical knowledge, skills and competences.

Recruitment of Academic Staff shall be carried out in accordance with the Academic Staff Election Regulations.[1]

The procedure for the election of associate professors and professors in the BAT is determined by the Regulations on the Council of Professors of Social Sciences of BAT and the Regulations on the Joint Council of Professors in Legal Sciences of Rīga Stradiņš University, Daugavpils University, Turība University and the Regulations on the Councils of Professors of the relevant sciences of other universities.

The procedure for the election of research assistants, researchers and senior researchers at the

BAT Institute of Business Technology shall be laid down in the Regulations of the Institute of Business Technology.

Vacant academic staff positions in BAT departments are determined by the Rector on the proposal of the Dean of the Faculty, the study programme director or the head of the department.

The competition for vacant academic staff positions is open to both resident and non-resident applicants whose education and/or professional work experience meet the requirements set out in the Law on Higher Education Institutions and the job descriptions of the BAT.

The competition is open and fair. It shall be held in three (3) rounds:

1. The first stage of the competition is an examination of the documents submitted by the applicants and their compliance with the requirements set out in the call for tenders.
2. In the second round of the competition, the documents submitted are examined by the departments, with the applicants being invited.
3. In the third round of the competition, candidates for academic staff positions shall be evaluated and elected by the extended Faculty Council in accordance with the procedure laid down in the Faculty Regulations.

Regular classroom visits are carried out to assess the professional qualifications of teachers in their daily work. Students have the opportunity to express their opinion on all lecturers after passing the course examination. The surveys are conducted anonymously, so that students are encouraged to express their opinions about lecturers openly, indicating both their positive and negative characteristics.

Teachers are responsible for their own professional development, which is reported on.

Regular planning and implementation of the Academic Staff Development Policy. To stimulate activities, it is also planned to support staff development activities financially by paying tuition fees and travel and subsistence expenses, if necessary. Academic staff are involved in scientific research (creative) work. Academic staff is involved in scientific research (creative) work. In order to motivate academic staff and students to publish more of their research, translation and publication are paid for whenever possible.

Research results are published in internationally accessible and peer-reviewed journals. BAT offers, within the scope of its competence, development opportunities for lecturers, e.g. in foreign languages, use of modern technologies, etc.

The study programme is delivered by both - academics and industry specialists. The security industry professionals involved in the implementation of the study program have appropriate education and practical experience in the industry, who transfer their experience to the students within the framework of lectures, for example, Artūrs Āmars, head of the Sanitex group security service, participates in the implementation of the study program. Ivo Krievs, European Personal Data Protection Specialist (CIPP/E), Sworn attorney, founder and board member of the Latvian Association of Certified Personal Data Protection Specialists, Dean of the Faculty of Law, Uldis Libietis, Tet IT Security Manager. Mārtiņš Melnis, Head of the Security and Fraud Prevention Department of SIA "Tele2", Kārlis Apalups, Founder and President of ZEVS SECURITY GROUP, Juris Juriss, Chief Prosecutor of the Anti-Money Laundering Coordination Department. Vilnis Veinbergs, Head of the Internal Security Service of Turība University of Business, as well as other lecturers indicated in the list of teaching staff of the study area and in the attached CVs.

Taking into account that the master's study program is implemented for only two years, the

turnover of teaching staff is minimal, based on the lecturer's personal circumstances, the teaching of the study course can be stopped.

Linking theoretical thought with practical experience in the study process has a clear positive impact on the quality of the study process. Students are prepared for real life and are qualified to fulfil the requirements of the law for a legal professional. The lecturers of the study programme are excellent, who transfer their knowledge, experience to the students, and still manage to participate in international scientific conferences with papers, write articles and books on issues of current relevance to law.

Changes of lecturers in the study program are rare and are basically based on two aspects - student satisfaction questionnaires and private decisions of the lecturers themselves. The stability of the lecturers is related to the high professionalism of the lecturers and the satisfaction of the students with the lecture process.

[1] Academic Staff Election Statutes added on the Annex: Other annexes

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).

We consider the mutual cooperation of the teaching staff to be successful. Lecturers from different faculties and individual departments are involved in ensuring the study process, which promotes the comprehensive acquisition of communication skills and the formation of mutual understanding and cohesiveness or an academic team among lecturers throughout the university. In addition, lecturers' cooperation is fostered in various academic seminars organized by the university, where lecturers' specific knowledge in the academic field is improved.

Since the previous study direction (study program) accreditation, more than 50 seminars have been organized at the university, for example: Learning objectives, learning outcomes, independent studies; Modern trends of higher education in Latvia, Europe and the world; Cultural differences in the study process; "Design Thinking Lab" workshop; Plagiarism and academic honesty in the study process; Application of Contemporary Teaching/Learning Methods and Strategies at HEI; Autistic spectrum disorders and specific characteristics in the learning process for people with AST (Asperger syndrome); Generation Z, how to teach and how to work with Generation Z; Higher education, teacher education, and inclusion of learners with special needs; Artificial Intelligence (AI) tools OpenAI; COST (European Cooperation in Science and Technology) activities for academic staff and students, etc.

Guest lecturers from other universities in Latvia are invited to lead the seminars, for example: PhD, Kristīne Šneidere, assistant professor at RSU; Dr. paed. Anna Stavicka, assistant professor at the University of Warsaw; Dr. paed. Daiga Kalniņa, assistant professor at the University of Warsaw; Dr. paed. Zanda Rubene, professor at the University of Warsaw; Dr. psych. Lucija Rutka, RISEBA, etc., and elsewhere in the world, for example, lecturers: Dr. Constanze Chwallek, Aachen University of Applied Sciences, Germany; Prof. Daiga Fellow, University of Salford, UK; Dr. Heidi Flavian, Senior Lecturer from Special Education Department, Achva Academic College, Israel; Jenson Goh, Ph.D., Singapore, etc., as well as for lectures by lecturers in the university environment, which raise the overall qualification of lecturers.

It is necessary to emphasize the participation of study program teaching staff in Summer Schools in the direction of the Organizational Security Study Program. These events, both in the form of lectures and practical seminars, as well as in non-auditory activities, unite teaching staff in search of the most effective ways for self-development in the professional field, as well as for the training of students participating in projects from various European countries. For example, students from Lithuania, Finland and Latvia participated in the activities of the Nordplus higher education program cooperation project "Development of Security Programs of Society and Organization 2017" (NORDPLUS Intensive Course "Organization and Individual Security" 2017), while the lectures and seminars were led by industry professionals from Kazimieras Simonavichus University (Lithuania), University of Turku (Finland) and BAT; ERASMUS+ SECUREU - Within the framework of the Erasmus+ Cooperation Partnership project SECUREU (project no. 2021-1-LV01-KA220-HED-000023056), students from Lithuania, Finland, Spain, Norway and Latvia participated in the Intensive course SECURITY RISK MANAGEMENT (2023) activities, but the lectures and the seminars were led by industry professionals from Avans University (Netherlands), NORD University (Norway), Laurea University of Applied Sciences (Finland), Kazimieras Simonavichus University (Lithuania) and Turība University.

Annual strategic seminars are organized in the university environment, where lecturers work in groups looking for solutions to various situations and discussing the possibilities of development and improvement of the study process.

Cooperation between lecturers is strengthened at annual scientific conferences, which provide an opportunity for cyclical teaching staff of each faculty to emphasize the scientific discoveries of their study course. This approach of the university gives the teaching staff of the study program the opportunity to discuss various issues, to find common interests, but by organizing the work of the student section, the lecturers of different faculties work in a team to evaluate the students' research, as a result of which the students get closer to the core of the academic environment, both in the dimension of teachers and in the dimension of science. In addition, the cooperation of lecturers makes it possible to ensure a better connection of study courses more successfully.

The study program is provided by 28 lecturers, while 16 students study in the study programs of all courses. The number of students is significantly less than the number of teaching staff within the study program by individual study years (as of March 2024):

1st study year: Group of students OML1S1 – 7;

2nd study year: Group of students OML1S2 – 6;

3rd study year: Group of students OML2S2 – 3.

It should be noted that such a difference provides students with comprehensiveness and variety of ways of receiving information in the growth of professional and communication skills.

Links to the above mentioned projects:

SECUREU - <https://security.turiba.lv/>

Nordplus -

<https://www.turiba.lv/en/university/projects/nordplus-higher-education-intensive-course-organisation-and-individual-security>

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	1_Magistra_diploms_un_pielikums_en.zip	1_Magistra_diploms_un_pielikums_lv.zip
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	2_Magistra_statistika_en.docx	2_Magistra_statistika_lv.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	3_Magistra_atbilstiba_izglitiba_standartam_en.docx	3_Magistra_atbilstiba_izglitiba_standartam_lv.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
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	5_Magistra_kartejums_en.docx	5_Magistra_kartejums_lv.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Magistra_program_plans_en.docx	6_Magistra_program_plans_lv.docx
Descriptions of the study courses/ modules	7_Magistra_studiju_kursu_apraksti_EN.zip	7_Magistra_studiju_kursu_apraksti_LV.zip
Description of the organisation of the internship of the students (if applicable)	8_Magistra_prakses_apraksts_en.docx	8_Magistra_prakses_apraksts_lv.docx
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)	9_Magistra_apliecinajums_par_atbilstibu_Augstskolu_likumam_en.docx	9_Magistra_apliecinajums_par_atbilstibu_Augstskolu_likumam_lv.docx