

## APPLICATION

### Study field "Social Welfare" for assessment

Study field	<i>Social Welfare</i>
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# **Self-evaluation report**

Study field "Social Welfare"

European Christian Academy

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# I - Information on the Higher Education Institution/College

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

### BASIC INFORMATION ABOUT ECA

**European Christian Academy** (formerly Latvian Christian Academy) is an innovative university of applied sciences with a broad international orientation. It strives to provide excellence in education, leading research in the fundamental fields of studies and actively advocates “innovations from antiquity”: open knowledge of “Judeo-Christian” and subsequent orthodox Christianity in anthropology and theology, with the aim of solving problems of the current risk society, which faces enormous and varied challenges. In this complex world of shifts of tectonic plates in socio-political life, a great responsibility is demanded of a private university that offers specialized knowledge. ECA takes this responsibility and shares interdisciplinary knowledge, where “innovations from antiquity” are combined with the current positions of the European Social Agenda.

The guiding principle of ECA’s work is that we can help society in the best way as a civic university with specialized knowledge in three areas of study:

- social welfare
- art
- theology.

Our civic mission is aimed at creating and maintaining an appropriate environment for discussions, quality training and research, as well as for students to start a quality future career, a successful private and working life. We consider the connection of social well-being with the European understanding of personal and civic identity as natural, discovered in patristic anthropology and the innovative methodology of Integrative Theology. These are the cornerstones of education and research quality in ECA.

The oldest roots of understanding of human personality are a “living laboratory” and a source of inspiration for education and research. Both are founded on the kinship of knowledge, talent and ideas and connect with knowledge-producing institutions, companies, governments, schools and the entire civil society. Thanks to this kaleidoscopic interaction and “innovation from antiquity”, ECA has become a unique academic institution that does not duplicate similar study programs.

We ascribe great importance to strong international connections by joining university networks, European Commission organizations such as the European Center for Workers’ Questions (EZA), *Semaines Sociales de France*, *IXE-Group*, International Diaconate Center (IDC) and other international organizations in Europe. Thanks to ECA International Support Council, which is active since 1993, ECA is able to attract the most talented teachers from all over the world and create new fields of approach.

We use innovative teaching methods in study courses whose directions are determined by research. We have an excellent team of academic staff committed to the ECA strategy.

This is reflected in the *U-Multirank University Rankings 2021* - ECA was named among the 7 best universities in Latvia.

ECA students are not just statistical units - we highly value personal approach to students in the study process, our lessons and seminars are held in small groups in order to provide personal

feedback and a student-oriented approach. We maintain close feedback relationship with the students.

ECA operates within the framework of the Bologna system in higher education, which significantly improves the quality of education: ECA provides higher education in accordance with the common principles of the European Higher Education Area. Degree programs have been accredited and licensed since 1998.

After obtaining education at the Bachelor and Master level in the direction of social welfare, it is possible to start **Doctoral studies in Caritative Social Work** in the joint consortium of Klaipeda University (Lithuania), University of Lapland (Finland) and European Christian Academy.

We are convinced that knowledge increases responsibility and dedication to work. This conviction is part of our history, past and present.

## **- MISSION AND VISION**

**Our mission** is to demonstrate our responsibility through higher education, to dedicate ourselves and to share our knowledge with others for common good of the European society. Strong social engagement was, is and always will be at the core of who we are and what we do. With pioneering “innovations from antiquity” in anthropology and in dialogue with the context of the current European Social Agenda our students, faculty, researchers and graduates are both able and willing to make our society smarter, more responsive and generally better.

Quality of education, research, social engagement and innovation provided in our daily work is always determined by challenges of today and tomorrow – social, axiological and anthropological.

**Our vision** as a private, civic and socially responsible university is to develop knowledge with which to respond to the biggest challenges of European society in the spirit of openness and cooperation. We measure our success by the way these goals are achieved, constantly taking care of raising the level of quality, its impact and also its reputation. That’s why:

- 1) we will provide our students with interdisciplinary knowledge, skills and understanding of the world around in order to make them critical-thinking, active citizens of the globalized world and people of versatile knowledge able to adapt to the ever-changing world;
- 2) we will cooperate with other universities, research centers of the European Commission, governments, companies and civil society institutions to increase knowledge about challenges on a local, regional and global scale and to develop new ideas and solutions;
- 3) act against the routine in social work research, go over the boundaries that separate research fields, so that researchers from different sectors can work together better, searching for new answers to the increasingly complex problems of social work for the development of the profession;
- 4) we will use our national and international educational and research networks to send our students and academic staff into the modern world and to attract others to our “innovations from antiquity” for further demonstration of their value in the European Union and Latvia.

Thus, ECA will become a foresight place for the development of social welfare professions, a place where Latvia meets the world and the world meets Latvia in its “innovations from antiquity”.

**Our values** stay true to our mission and realize our vision. Guided by these values, we are:

**Connected and engaged** – we are closely connected with each other, in the European Union and in the world around us. We are fully aware of the society’s challenges and looking for solutions. We

work with partners and stakeholders;

**Honest and in good faith** – Honesty and good faith come first in everything we do. We act fairly – openly, ethically and independently and with respect for each other, for the performance of others and for the natural environment around us;

**Responsible and enterprising** – we are aware of our responsibility for the present and future. We are committed to solve problems and seize opportunities in all circumstances;

**Innovative** – we believe that new times and challenges call for new answers, looking for them in “innovations from antiquity”. We dare to do things differently and do other tasks. We work innovatively;

**Critical and with a broad view** – we believe that an open and innovative, critical spirit and a broad view are essential for good functioning of the academic environment, also when educating social workers and other specialists in the social welfare field. We put Truth first, and we use “ancient” ideas to create fresh approach to professional development and research.

## **IMPLEMENTED STUDY BRANCHES AND NUMBER OF STUDY PROGRAMS IN THEM**

**ECA realizes 3 Study branches.**

**In Study branch “Social Welfare” there are included 5 study programs:**

- Professional bachelor study programme “Caritative Social Work”
- Professional master study programme “Caritative Social Work”
- 2nd level professional higher education study programme “Social Work”
- Professional master study programme “Social Entrepreneurship Administration”
- Professional master study programme “Supervision”

**In Study branch “Arts” there are included 2 study programs:**

- Academic bachelor study programme “Bible Art”
- Academic master study programme “Bible Art”

**In Study branch “Religion and theology” there are included 2 study programs:**

- Academic bachelor study programme “Theology”
- Academic master study programme “Theology”

## **- DYNAMICS OF THE NUMBER OF STUDENTS IN THE UNIVERSITY DURING THE EVALUATION PERIOD**

2013/14.st.year – 178

2014/15.st.year – 161

2015/16.st.year – 141

2016/17.st.year – 111

2017/18.st.year – 108

2018/19.st.year – 128

2019/20.st.year – 149

2020/21.st.year – 150

2021/22.st.year – 162

Analyzing the number of students in the direction (See Appendix no.1.1.), we can see an increasing

trend. Keeping in mind taking that only one model of the social work has dominated in Latvia, that of *problem-oriented social work*, which is also called the managerial social work model, – ECA is a university that has put the client-oriented social work model in the foreground and has pushed innovation into the bed. Contemporary discussions about the social work model in the culture of well-being increasingly emphasize the need for a client-centered approach to social work. Consequently, the number of university students increased.

## **- ACADEMY'S DEVELOPMENT STRATEGY - MAIN DEVELOPMENT OBJECTIVES AND ACTION DIRECTIONS**

*Development Strategy available here (<https://en.kra.lv/about-eca/strategy/>)*

ECA develops its strategy fulfilling **Strategy Development Policy Plan** to fulfill the goals European Higher Education Area.

ECA has imbedded internationalization and mobility into all layers of the academy's study and research work: both quality assurance and internationalization are the main pillars for ECA Strategy Development Policy Plan. ECA has traditionally put focus on so called "innovation from antiquity", which means Judeo-Christian anthropological tradition in dialogue with European Social Agenda, European Integration and labor participation. By this innovative approach from "antiquity" (in theology, anthropology, ontology, sociology) ECA brings unique contribution to common European Education Area. This strategy is helpful for innovative issues of international policy for internationalization, because its anthropological and theological concept complements European Higher Education Area with absolutely innovative approach to solutions of modern European knowledge society with ontological, anthropological and sociological innovation, which are very specifically needed for most modern post-human and risk societies.

By this concept, ECA differs from other theological HEIs and social work study program, and is highly evaluated from European Commission experts from the innovative concept, and professional international activities and the importance of quality control in this regard.

By this concept, ECA provides competitive programs with the goal to become the Center of Excellence of knowledge where quality of education and research & internationalization are main pillars to be stimulated systematically – with the goal to be incorporated and to form new ones and join existing higher education consortia not only in the Baltic region, but more widely.

ECA is a small university in a small country, therefore the international quality and recognition is of highest importance. ECA has an important role to play in common higher education European goals because of the competitiveness of study programs.

ECA Strategy Development Policy Plan is using **Strategic Foresight**, which addresses 3 challenges:

- 1) *the speed of change*: increased social, technological, theological, anthropological, sociological and other knowledge for fostering innovation and adaption, as well shortening organizational, bureaucratic and administrative planning cycles;
- 2) *reducing information blindness*: analyzing data and filter information to go forward with our planned expectations, and supporting our existing plans;
- 3) *reducing inertia*: we focus on immediate concerns and possibility to successfully do our best knowledge transformation in accordance with the needs of European Social Agenda.

For Strategic Foresight we build networks to connect with other universities and researchers for the quality of information improvement. We adjust corrections in our Strategic priorities, planning and actions in accordance with what is ongoing in society (e.g., Covid-19) and exploiting new opportunities – we are transitioning our successful innovative findings to the social work profession by scaling new capabilities and possible development for the good of our society. The strategic foresight method assumes the ability to flexibly adapt to new information without discarding previously learned values. What is happening in society affects the university, so we bring changes to the plan in order to work in harmony with what is important to society. Foresight and future competence are part of ECrA's decision-making process.

Another main focus of our strategy as a private university is a **culture of quality**. The quality culture focuses on:

- for positive participation or participatory consent,
- the ability of every university teaching staff to act creatively rather than formally, to be efficient and accessible,
- involvement students,
- coordination of all interested parties.

These **four core values** define our quality culture. They allow us to fully involve teaching staff, students and graduates in the formation and implementation of educational policy.

**Shared ownership** is an important requirement for safeguarding education quality: it means that all parties at different levels should assume ownership – from individual lecturers within program components through to the oversight within the International Support Council, Senate and Board of Governors. These levels reinforce one another. Starting from 1993 the shape of quality culture program is formed by surveys and evaluation meetings, involvement of the Students Self-Government, cooperation with employers and other partners.

**Be creative, not formal, be efficient and accessible.** The second main strength of the quality culture is the many informal communication opportunities, bypassing the administrative bureaucracy, as well as ensuring direct contact between all levels of the university. Such approach allows to react quickly, always find innovative, most suitable solutions for any issue.

**Active student involvement and suggestions.** Students participate in all levels of the university: in creating of the educational strategy, in evaluating the quality of programs, in dialogue with teaching staff and the Study department, in sociological surveys.

**Coordination with external stakeholders.** For the evaluation and monitoring of the quality of study programs ECA attracts graduates, employers, inter-university teaching staff, various academic networks. External partners act as antennae and shield – that's why they have an important role: they share their vision in quality assurance, international coordination and many other important areas with the Senate.

**Quality assurance instruments** are the following:

1. **Evaluation meetings.** ECA as private institution attaches great importance to the Senate where study programs are evaluated regularly. Discussions take place in an atmosphere of shared ownership, where examples of good practice and opportunities for improving study programs are analyzed. It is a mandatory condition that teaching staff rework their study course programs and update their bibliography every 2 years. This is imperative because education is student-centered;
2. **Evaluation of the quality of education** using student surveys, allowing students to

express their opinions about the quality of work of each teaching staff. It is not a waste of time, but the involvement of students in shared ownership;

3. **Discussions** with employers and graduates, with the participation of teaching staff. This is done through alumni associations and employer associations;
4. **Analysis of different forms of study** – full-time studies, part-time studies, online studies, distance learning studies, studies as a listener, etc. The Study department uses this tool to find out which form is the most effective for and the most suitable for their life rhythm;
5. **Examination quality analysis** – after each semester, the reasons why individual students find it difficult to learn the course are clarified. The reasons tend to be very different. There are also such curious cases that the parents who pay for the studies are called in order to achieve a maximum positive result in the form of individual action.
6. **Thorough and innovative academic research in the industry** is the basis for good education and the quality culture of the university. ECA is committed to focus a large part of its resources on participation in the work of the Institute for Interdisciplinary Research (SPI). The task of the Institute is to cover the entire spectrum of social work in the welfare sector with research that is adaptable to the innovative development of study programs. Thoughtfully selected priority areas help ECA to participate in inter-university international networks and projects. ECA students and young researchers get to know the latest scientific achievements in the industry and get used to the fact that social work is not just a job, but a whole of science and practice.
7. **Research and Innovation Policy Plan at ECA** is approved by the Senate and developed for five years. In the strategic framework, the main accents are, on the one hand, the topicality of the European Social Program and, on the other hand, the ancient “Judeo-Christian” anthropological revelation, in order to meet the needs of the modern European society as effectively as possible. The research and innovation policy plan includes 4 strategic objectives:
  1. Emphasis on interdisciplinary research in social work as a science;
  2. Research innovations in the development of the professional caritative social work or client-oriented social work;
  3. Research in the human employment which works for inclusion of social work profession in macro innovations;
  4. Innovative research methods – use of integrative theology method.

In 2004 ECA became an official partner of the European Commission organization **EZA (European Center for Workers' Questions)**. EZA takes together 72 institutions of social dialogue and education. ECA holds annual international seminars that promote innovative potential of growth, recognition of ECA in the European Commission and provide valuable contribution to research at the level of the European Union. The Rector of the university prof. S. Gūtmane is involved in three EC *think-thank* groups that develop innovative social policy solutions. This cooperation allows ECA as a private institution to position itself as a civically active university. In the welfare sector, the macro level is important in the education of social workers – ECA connects this level with research in the field of social dialogue of the European Union.

Research proceeds from interdisciplinary positions, using the innovative **methodology of integrative theology**.

### **Internationalization strategy**

The second strategic focus is internationalization.

As indicated above, quality assurance and internationalization are the main Pillars of the ECA

## Strategic Development Plan.

The main task of the internationalization policy is promotion of international visibility:

1. Maintain regular research cooperation with the network of international universities;
2. A network of graduates who have been involved in ERASMUS+ study mobility and who act as ambassadors for the promotion of international education;
3. Clear requirements for attracting foreign students.

On September 22, 2022, ECA signed the “Agreement on good practice in attracting foreign students and providing studies”. It is an agreement between the Ministry of Education and Science of Latvia, Ministry of Foreign Affairs, Ministry of Economy, Ministry of the Interior and European Christian Academy. This document is important for internationalization of the university and especially because it ensures the need to develop study programs and study processes that meet quality criteria accepted in international practice. On the other hand, the mentioned document gives lecturers an opportunity to expand their international cooperation, to engage even more intensively in international study and science projects, programs, as well as to attract foreign lecturers to the university.

Students, in turn, acquire intercultural competence, intercultural experience and understanding of a high-quality modern study and work environment. ECA, by signing this document, has agreed to implement basic principles and internationalization measures, thus promoting a positive image not only of the university, but of the entire country and the competitiveness of higher education.

Following the internationalization policy the university has also undertaken to provide data on its activities in the university comparison platform “U-Multirank” created by the European Union. The invitation to sign such an agreement is an obvious evidence that the university has a serious internationalization strategy and a work plan for attracting foreign students, at least in the medium term.

The agreement confirms why ECA is strongly advocating activity in EC network organizations, such as EZA (*European Center for Workers’ Questions*), Semaines Sociales de France, International Deaconate Center (IDC), *Initiative of Christians for Europe / IXE-Group* by developing research contacts, interuniversity strategic partnerships, Jean Monet modular platform, etc.

In our opinion, internationalization is the key word for competitive study programs in the knowledge society. We accept the challenge of building and maintaining effective international academic relationships for a long-term strategy. A **long-term strategy** means that at the beginning of each study year, a detailed action plan is planned for the advancement of internationalization goals. Internationalization is not an end in itself, but an effective tool for implementation of the mission and vision of the entire university.

ECA study programs do not duplicate study programs of other universities in the sector, but supplement them with innovative research solutions.

ECA is a member of the ERASMUS+ Charter in Higher Education (ECHE). In 2021, ECA received the maximum 100 quality points for its internationalization policy from the European Education and Culture Executive Agency (EACEA).

The internationalization strategy for the coming years envisages launch of integrated transnational training, creating of common study courses, common program content, and common study modules. ECA has already established an inter-university consortium for doctoral studies in social work. It is the only consortial doctoral study program in social work in the Baltic States and unites ECA, the Klaipeda University and the University of Lapland.

In order to ensure an innovative approach to the social work profession within the framework of internationalization, ECA has organized the so-called Knowledge Group Areas, where teaching staff from social work study programs of different regions discuss innovation processes in social work education and professional activity. This knowledge group includes the Klaipeda University, University of Warsaw, University of Malmö, University of Cologne, University of Louven.

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

The management structure of the university is as follows:

**Board of Governors (Founder)**

The highest governing institution and decision-making body in economic issues is Board of Governors (Founder). The Board, together with the Statutory Advisory Board (Constituent Assembly), the Senate, the Rector and the Academic Arbitration Court, is the highest decision-making body.

ECA is the only private university in Latvia, the founder of which is an academic (prof. Skaidrīte Gūtmane).

Competence of Board of Governors (Founder) involves following issues:

1. to approve the Constitution of Academy and to prepare recommendations for changes in Constitution,
2. to approve the Rector, which is elected by ECA Statutory Advisory Board,
3. to define strategic specialization of Academy so that in the chosen spheres of knowledge for studies and research could reach internationally excellent results, and by its action corresponds to the social needs and requirements of European society,
4. Founder determines the type of the higher education institution in accordance with typology of higher education institutions approved in Republic of Latvia,
5. Founder defines main goals of Academy and approves Strategy Development Policy Plan,
6. Founder takes decision on establishing new study directions and programs or closing or amending the existing study directions and programs,
7. proposes candidacy of Rector for election in Statutory Advisory Board or dismissal of Rector,
8. approves budget of Academy and Rector's report on budget performance,
9. coordinates cooperation between the Academy and international partners.

**Statutory Advisory Board / Constituitional Assembly** (Satversmes sapulce) is an institution for representation of the academic staff of the Academy and students (15 persons: 9 teaching staff; 3 students; 1 Founder; 1 administrative staff; 1 delegated representative of the Founder):

1. approves Constitution of the Academy and its amendments,
2. elects or dismisses Rector,
3. elects Senate members from academic staff and students,
4. approves yearly overview of Rector's annual report,
5. elects chairman, vice-chairman and secretary of Statutory Advisory Board,

6. discusses and decides about conceptual questions on academic work, research and development strategy,
7. Students' Council has veto rights in Statutory Advisory Board if question affects interests of students,
8. Statutory Advisory Board is organized yearly. Its activities is regulated by Regulations of Statutory Advisory Board.

## **Senate**

The Senate is a collegial, academic decision-making body responsible for ensuring excellence in studies, research, creative activities, for compliance with internationally recognized quality standards. The activity of the Senate is based on the order set by the Constituent Assembly and the Regulations approved by the Senate. The Senate consists of 13 senators: 10 – from teaching staff, 3 – from students.

Senate:

1. works out project of amendments of Constitution of Academy,
2. is responsible for conformity of Constitution to strategic development of Academy and to legislative documents,
3. approves Development Plan of studies, study programs and other normative documents,
4. decides on essential questions of research and academic activities,
5. decides on establishment of structural units of Academy; approves Regulations of these structural units,
6. approves Regulations on academic positions and elections in them; elects lecturers, assistant professors, assistants, senior researchers, with whom Rector can sign employment contract,
7. approves Regulations of enrollment and Exmatriculation,
8. decides to establish ECA International Support Council and discusses candidates for Council proposed by Founder.

## **ECA International Support Council** (or the Academy's International Convention of Advisers)

The ECA International Support Council is established and approved by the Senate. ECA International Support Council is an advisory body to the Rector and the Senate dealing with strategy of and development of the Academy. It has 6 members from Israel, USA, Sweden, Norway, Finland and Germany.

The Convention has the right to submit questions for discussion in the ECA Senate. In matters of strategic development, the Support Council cooperates with the Founder of the Academy

## **Rector**

Rector is the highest official of the Academy, who implements its administrative management and directly represents the Academy. Rector is elected by the Constitutional Assembly for 5 years. Rector must have a Doctor of Science degree. Rector is dismissed by the founder of the Senate.

Rector:

1. ensures governance and management of Academy,
2. is responsible for reaching strategic goals of the Academy,
3. is responsible for purposeful use of finances of Academy,

4. is responsible for conformity of activity of Academy to law of higher education of Republic of Latvia,
5. is responsible for conformity to the Constitution of Academy,
6. is responsible for the quality of education, research, and creative activity,
7. promotes and is responsible for development of the academic staff of Academy,
8. is responsible for academic freedoms,
9. realizes functions of representation of the Academy and cooperates with institutions in Latvia and internationally,
10. ensures realization of Academy's strategy,
11. Rector's orders are mandatory for staff of Academy.

#### **Academic Arbitration Court:**

1. examine submissions of students and academic staff regarding restrictions or violations of academic freedoms and rights prescribed in the Constitution of the Academy;
2. examine arguments between the officials of the Academy, as well as the administrative bodies of structural units, which are in a relationship of subordination with each other;
3. in the cases specified in the Law on Higher Education Institutions, examine submissions regarding the contestation of an administrative act or actual action, and take relevant decisions regarding them.
4. the members of the Academic Arbitration Court are responsible to the Statutory Advisory Board for their activities.

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

*Regulations on internal quality management at the European Christian Academy available at: <https://en.kra.lv/about-eca/normative-acts-and-documents/>*

As being private university, the main focus of strategy is **quality culture**. For quality culture the main focus is:

- shared ownership;
- the ability of every university teaching staff to act creatively, being informal, to be efficient and accessible;
- students who have a say and shared ideas;
- coordination with external stakeholders.

These are the **4 core values** that drive our quality culture. They enable us to fully involve our staff, students and alumni in the design and implementation of the education policy and in monitoring the quality of our education.

**Shared ownership** – one important requirement for monitoring and safeguarding education quality is that all parties at the different levels should assume ownership – from individual lecturers within program components through to the oversight that take place within the International Support Council, Senate and Board of Governors. These levels reinforce one another. Starting from

1993 the program surveys and evaluation meetings, and all other initiatives and bodies including Students' Board shape our quality culture.

**Informal, Innovative, Efficient and Approachable.** The main strength of quality culture lies in the many informal opportunities and short lines of communication within university without any administrative bureaucracy. As well as proving right conditions for immediate connections between all levels in the organization. They also allow us to respond quickly and to find always innovative and most valuable solutions.

**Students who have a say and share ideas.** ECA students have a say in all levels - in the education policy of institution, and in the quality evaluation of the program components, through informal dialogue with education team, study department, systematic evaluation meetings, education, evaluation meetings and sociological questionnaires.

**Coordination with external stakeholders.** ECA also realize on its alumni, employers, peers, internship mentors to evaluate and monitor the quality of study programs. Our external stakeholders act as our antenna and our sparring partners. This is why they have been given an important role in the Senate to share visions and set up new lines for each study program in the context of the quality assurance and accreditation cycle. The cycle is overseen in each program by study program directors.

**Quality assurance instruments** are the following:

1. **Evaluation meetings.** ECA as private institution attaches great importance to the Senate where study programs are evaluated regularly. Discussions take place in an atmosphere of shared ownership, where examples of good practice and opportunities for improving study programs are analyzed. It is a mandatory condition that teaching staff rework their study course programs and update their bibliography every 2 years. This is imperative because education is student-centered;
2. **Evaluation of the quality of education** using student surveys, allowing students to express their opinions about the quality of work of each teaching staff. It is not a waste of time, but the involvement of students in shared ownership;
3. **Discussions** with employers and graduates, with the participation of teaching staff. This is done through alumni associations and employer associations;
4. **Analysis of different forms of study** - full-time studies, part-time studies, online studies, distance learning studies, studies as a listener, etc. The Study department uses this tool to find out which form is the most effective for and the most suitable for their life rhythm;
5. **Examination quality analysis** - after each semester, the reasons why individual students find it difficult to learn the course are clarified. The reasons tend to be very different. There are also such curious cases that the parents who pay for the studies are called in order to achieve a maximum positive result in the form of individual action.
6. **Thorough and innovative academic research in the industry** is the basis for good education and the quality culture of the university. ECA is committed to focus a large part of its resources on participation in the work of the Institute for Interdisciplinary Research (SPI). The task of the Institute is to cover the entire spectrum of social work in the welfare sector with research that is adaptable to the innovative development of study programs. Thoughtfully selected priority areas help ECA to participate in inter-university international networks and projects. ECA students and young researchers get to know the latest scientific achievements in the industry and get used to the fact that social work is not just a job, but a whole of science and practice.
7. **Research and Innovation Policy Plan at ECA** is approved by the Senate and developed

for five years. In the strategic framework, the main accents are, on the one hand, the topicality of the European Social Program and, on the other hand, the ancient “Judeo-Christian” anthropological revelation, in order to meet the needs of the modern European society as effectively as possible. The research and innovation policy plan includes 4 strategic objectives:

1. Emphasis on interdisciplinary research in social work as a science;
2. Research innovations in the development of the professional caritative social work or client-oriented social work;
3. Research in the human employment which works for inclusion of social work profession in macro innovations;
4. Innovative research methods – use of integrative theology method.

## Quality Monitoring

At ECA functions **Quality Assurance Council** that is re-elected every 3 years. Council is reporting to Senate once a year at the end of study year. (See in 1.3. attachment **Quality Assurance and Monitoring System at ECA**)

Quality performance is assessed in the Senate following 3 conceptual points:

- **Objective quality** based on quality measurements (sociological questionnaires by students, staff, administration). During 28 years of ECA there has been created Quotient system of objective quality measuring. Measuring is done by independent sociologist. Performance of every staff member and teacher is measured regularly;
- **Relative quality concept** – analysis of each study program and every department in the corporate quality measurements system;
- **Concept of reaching quality goals** – includes measuring of culture of internationalization and culture of academic performance on a national and EU scale

Since 1997, when ECA has worked out the system of quality monitoring, the system has been developed and improved in accordance with European standards and guidelines of higher education (ESG/ENQA).

The Senate approves quality measurements and quality monitoring actions for every year, and for long-term. The concept of quality is focused to reach the goals of ECA strategy and goals of study directions.

Based on the report of an independent sociologist on quality questionnaires, each ECA faculty member is assigned a quality index in the common quality system. The salary of the teaching staff depends on the indicators of the quality index.

When concluding the annual employment contract with the teaching staff, his/her quality index is compared with the teaching staff's own Self-assessment report. Necessary steps are then taken to remove the obstacles that stand in the way of achieving a higher performance index. The necessary attention is paid to the role of each lecturer in the implementation of the corporate quality culture. For this purpose, monitoring of each study course is carried out.

Academy's strategy for quality development is using strategic foresight, which addresses 3 **quality challenges**:

- *The speed of mandatory changes* – increased social, technological, anthropological, sociological and other knowledge for fostering innovation and adaption to innovation; as well shortening bureaucratic and administrative planning cycles;

- *Reducing information blindness*, analyzing data of each study direction, and filter information to go forward with our quality plan expectations and supporting our existing plans;
- *Reducing inertia* - we focus on immediate concerns and possibility successfully to do our best knowledge transformation in accordance with the needs of European Higher Education Area and European Social Agenda.

For the purposes of Strategic Foresight, we use international cooperation networks. Strategic Foresight is planned until 2030. It presupposes quality choices and the ability to adapt to new situations and information. In our opinion, ECA's Strategic Foresight is an important quality planning tool, as it prevents stagnation, introduces changes and adaptive policies in a timely manner. Foresight and its perspective at the academy's future are part of quality monitoring planning and decision-making. Thus, quality monitoring functions as an instrument of quality culture.

ECA employees, teaching staff and students are informed about the strategy of the university, the goals of the study programs, their corporate tasks, responsibility towards society.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>See section 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</p> <p>Justification:</p> <p>1. ECA Research and Innovation Policy Plan;</p> <p>2. ECA Strategic Development Plan (Strategic Foresight).</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>Complies</p> <p>See section 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</p> <p>Justification:</p> <p>1. Quality assessment and monitoring system ECA;</p> <p>2. Action plan for digital education</p> <p>See "Regulations on the conduct of the study process"</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.	<p>Complies</p> <p>See section 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 See "Regulations on the accounting of accumulative student results" and "Regulations on the evaluation criteria of ECA"</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>See section 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 Justification: 1. The sixth quality assurance tool as a requirement; 2. Shared ownership as value 3. ECA Research and Innovation Policy Plan; 4. "Regulations on the Theoretical Seminar"; 5. Annual Self-assessment Report of teaching staff; 6. Sociological surveys of students</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>See section 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 Justification: 1. Sociological surveys of students; 2. Monitoring of graduate employment for every three years; 3. Regular student surveys on the quality of study programs and the quality of the academic staff's work</p>
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>See section 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 Justification: 1. ECA International Support Council; 2. ECA Research and Innovation Policy Plan; 3. ECA Foresight Strategy method for quality; 4. ECA Strategic Development Plan</p>

## **II - Description of the Study Direction (1. Management of the Study Direction)**

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

### **Economic and/or social grounds for the creation of the study direction and the relevant study programmes**

Study direction social welfare is the backbone of European Christian Academy since the Academy was established in 1993. Because the Social Welfare study direction is multidisciplinary and it asks for perfect methodology for interdisciplinary approach to welfare. ECA has worked for years for epistemological methodology, which can be helpful and can bring significant benefits to students and society, contributing beyond individual employability or income, and methodology by which study direction of Social Welfare at ECA differs from other universities in the EU, having education in the same study direction.

Methodology of Integrative Theology has originated from coherent thinking and authentic living in a modern world, which requires that a person view life and welfare society holistically rather in fragments. Methodology of Integrative Theology involves six successive interdisciplinary stages and delineates the parameters of Judeo-Christian anthropology, and senses its significance on personal, societal existence in modern EU. It identifies various solutions to social problems that has been suggested in the history of European thought, and are applicable to specific life situations in the modern world.

Welfare living flows from the Truth as water flows from a fountain. Methodology of Integrative Theology is European history-related, culturally sensitive and open, person-centered, and profoundly related to life. Therefore, in the direction of Social Welfare Integrative Theology is a coherent research method that avoids indoctrination but encourages student to come to his/her own conclusions and to serve other people.

In order to implement a social work program, a correct methodology and accurate knowledge of the person is necessary. Such knowledge is provided by Patristic anthropology, which provides an integral approach to person. The method of Integrative Theology provides an integral, interdisciplinary approach to the study of social problems. both the methodology and the anthropological approach help to create an economically effective and socially justified study program in working with people, as well as motivate students to perceive their profession as a mission and service for the public good. in order to find out the economic basis of the direction of Social Welfare, ECA analyzed the data of three European countries (DE, DK, UK), where the profession was studied through focus groups, which revealed the economic benefits and arguments of the development of social welfare. Acquaintance with these data leads to the belief that social welfare studies are very important in the postmodern society, where very different social groups are experiencing different risks and crises.

ECA differs from other universities in that social welfare studies provide a holistic view of the human personality. Students learn the social context of personality, understanding social dialogue and human employment policy in the European Union.

While economic challenges in Latvia threaten the fundamental relations of solidarity in European welfare states, Judeo-Christian anthropology based studies can become a driver for solutions of poverty, human conflicts and many geo-political tensions.

### **The assessment of the interrelation among the study programmes**

All study programs between themselves are complementary integrated through 3 main aspects –

- 1)** by innovation in education and research, which is mandatory for development of social work profession. Caritative Social Work is the only bachelor and Master study programs in Europe, which can be mastered at European Christian Academy. The program was created using antique innovation from Judeo-Christian and Patristic anthropology and applied to client-oriented social work as most effective approach;
- 2)** by Judeo-Christian anthropological discourse, and Methodology of Integrative Theology. For instance, bachelor and Master study programs in Caritative Social Work were deepened through profession of Supervision for social workers, which was initiated by ECA back in 2012. ECA initiated the profession with all requirements according with ANSE (Association of National Organizations for Supervision in Europe). Because of purposeful steps of ECA, profession of Supervision was written in Classification of Occupations and approved by Cabinet of Ministers of LR;
- 3)** by integration of European Social Agenda requirements in ECA studies of social welfare. For instance, the profession of Social Entrepreneurship originally was initiated in Latvia by ECA in 2010. After crisis of 2008, European Commission update the importance of social economy, associated democracy and social entrepreneurship. Immodestly ECA took the step and initiated the study program on Master level in Social Economy. Because of the mentioned initiative, profession of Social Entrepreneurship was included in the Classification of Occupations, and Association of Social Entrepreneurship was established in Latvia, ECA being originally the first member of it. In order to strengthen the profession, European Commission approved Jean Monnet Module at ECA “EUROPEAN SOCIAL ENTREPRENEURSHIP WITH THE FUTURE” (2016-2019). Several universities from Latvia, along with ECA students, who are not directly involved in European integration studies were having solid modular education on the profession of social entrepreneurship on European integration. All study programs included in the direction are interconnected and complement each other.

### **The analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad**

Study program sin Social Welfare study direction are internationally competitive in the EU and Latvia, and are not repeating any similar study program abroad or in Latvia. The singularity and uniqueness of our Social Welfare study programs are: **1) innovative, epistemological methodology Integrative Theology**, which inquires for welfare problems to be understood multidisciplinary from perspective of Patristic anthropology, Judeo-Christian anthropology, Integrative Theology and human (not humanistic), person-related, not situation bond, not subjective (not subjectivistic), history-related, verifiable, critically realistic, rational, scientific, systematic approach to the profession and professional life; **2) anthropological approach to human being** as innovative strategy for reaching effective results in working with client. All study programs in study directions develops both Methodology of Integrative Theology and the body of anthropological knowledge for analysis of social welfare problems; **3)** the third singularity in comparison with other similar study programmes in Latvia and abroad is that Caritative Social Work bachelor study program on mezzo level is **bound to European Social Dialogue** that is at the core

of European Union governance and European Union integration. It enables the students to define and to understand European social standards at macro level, because social dialogue is fundamental part of European social model. Study programmes are connected with partnership in European Centre for Workers' Questions (EZA) since 2004. Yearly students are participating in EZA conference held in May at ECA and learning actively from the best experts of European social model and see their education as a means to build a better and more cohesive European society in order to counter social inequalities. Through EZA, ECA is partnering with 72 education institutions and trade unions, and is having very solid institutional background for the study program and is deeply connected with workers' organizations and employers.

We explore the impact of Judeo-Christian and Patristic anthropological orientations and attitudes towards social welfare policies. We focus on the orientation from Judeo-Christian and Patristic perspective, i.e., a sense of obligation to help those in need holistically, helping spiritual, psychological needs and values in unity can explain support for a wide variety of social welfare policies. We argue that anthropological approach and methodology of Integrative Theology are important elements for education towards right socio-political ethos of the profession of social worker. Although it has received little attention in public literature, this is really innovative and effective way that contrast humanitarianism with egalitarianism, and shows that these dispositions lead people to support distinctively and fragmentary.

We have made an exact comparison in Latvia with the professional Bachelor's study program "Social Worker" implemented at the **Liepāja University (LIEPU)**; with the Bachelor's study program "Social Worker" of the **Baltic International Academy (BSA)**, with the bachelor's and master's study program "Social Work" of the **University of Latvia (LU)**. Program comparisons were made according to the following criteria: 1) credit transfer options of theoretical study courses; 2) development of research skills during studies; 3) the practical and scientific basis of the student's profession; 4) formation of mobility, innovation and competitiveness during study programs.

The comparison shows that universities are mostly focused on practical learning of the profession and on the problem-oriented, managerial form of social work. Less attention is paid to values such as reciprocity, the culture of charity and the anthropological understanding of man.

Study programs have also been compared with similar study programs of several European countries. The following universities were selected for comparison: **VID Specialized University** (Norway) at the bachelor's and master's study levels; **Tartu University** (Estonia) social work study program; **DIAK University of Applied Sciences** (Finland) Social services and social work study program; **Klaipeda University** (Lithuania) Social Work Program. The comparison of the programs was carried out according to the following criteria: 1) possibilities of transferring the amount of credits of the theoretical study courses; 2) credit transfer options for professional specialization courses; 3) comparison of planned study results.

By comparison, it can be seen that the DIAK University in Finland and the VID Specialized University in Norway emphasize the form of social work that focuses on the client, not the problem. Therefore, in these universities, in addition to psychology courses, there are also theology and diaconia study courses, which draw attention to the spiritual needs of people. In the human understanding process of these universities, there is a desire to achieve such study results that develop new knowledge and competences in order to reduce inequality between people and ensure the anthropological and social sustainability of the person himself/herself.

The University of Klaipeda pays a lot of attention to integrated knowledge, values and skills, and

this aspect of integration is also strong in ECA study programs.

In comparison with the University of Tartu and the University of Klaipėda, it can be seen that the theoretical courses pay a lot of attention to innovative methodology, explaining the goals and content of social work in line with global professional standards. Estonians also pay considerable attention to aspects of the values of professional work. These accents are also included in ECA study programs, and therefore we are satisfied with the comparison of the study direction and study programs with very good and recognized universities.

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

### **Aims of the study direction and their compliance with the scope of activities of the higher education institution, and with the strategic development directions**

#### **AIMS AND STRATEGY OF THE STUDY DIRECTION**

According to classification of study directions, Social Work is included in the 7<sup>th</sup> thematic group Social Welfare (76). The Professional bachelor study program corresponds to 5<sup>th</sup> European Qualifications Framework level and cycle descriptors (EQF). The Professional master study program corresponds to 7<sup>th</sup> European Qualifications Framework level and cycle descriptors.

The study programs in the study direction of Social welfare implement the strategic mission and development of the university: to use ancient European anthropological knowledge in order to interdisciplinary and inter-institutional in order to be included in the common European higher educational area and to innovatively solve the common tasks of the European Commission's Social Agenda in professional activities.

**Overall aim of study direction** is to methodologically encompass European Social Agenda and European Social Dialogue. For this reason, anthropological, axiological, theological discourses are integrated in all study courses, thus providing innovative interdisciplinary knowledge and innovative approach to professional understanding to implement social work as science and practice.

All study programs within study direction of Social Welfare at LCA are interdisciplinary and based on research. The central focus of this research domain is the relationship between policy of European Social Dialogue and Social Work. As employees of welfare states, Social workers and Caritative social workers are often charge with implementing social policies. They not only implement but also shape policies, therefore in research they study the relationships and select two developments that influence this relation:

- the first refers to changes in current social policies and their effects on social workers and clients. At the same time, social workers have to develop new interventions to realize social justice and wellbeing for vulnerable groups and try to influence policy makers. As the consequence, we educate them of perfect understanding of client's anthropological situation in connection with obligations of structural social work. Structural social work is used as an umbrella term to describe different approaches to client in social work focusing on structural interventions to fight social exclusion. Our study programs are anthropologically oriented to solve the problem. This strategy is innovative and the goal is to reach high quality results in

professional and research activities of students.

- The second challenge refers to organization innovations. Three specific innovations are selected:
  1. European social work policy, which implies new way of public service organisations, **focusing on effective outcomes instead of processes**. We teach our students to reduce bureaucratic and managerial attitude to problem but focus on effective outcomes in the work with a client. New steering instruments in our education are implemented through possibilities of innovative technologies of Caritative Social Work in the work with a client, such as client holistic information system, including spiritual level of client;
  2. **Integral care**, which refers to new organizational arrangements to reduce bureaucracy and to realize more coordinated and integrated forms of health and social care provisions;
  3. **Case-analysis based paradigm**, not isolated from a holistic understanding of the client's problems. Case-analysis based social work refers to scientific underpinnings of social work interventions in the risk society. This paradigm has led to debates and even polarization in social work professions, and innovative publications regarding higher level of effectiveness of client-oriented social work, as it complements the field of problem-oriented social work.

The strategic background for development of study direction is: 1) European Social Agenda with a focus on European Social Dialogue; 2) the national concept of Latvian higher education development 2030; 3) the new Law of Higher Education (approved 2021); 4) strategic normative documents of Ministry of Welfare regarding Development of social work profession until 2027.

### **Aims of the study direction and their compliances well as the needs and the development trends of the society and the national economy**

The study direction Social Welfare at ECA corresponds to social work cooperation with the Employment and labor market, aiming for synergies related to the fact that in academic and social welfare state (the activating welfare state) employment and re-employment increasingly are seen as primary pathways to obtain social, economic and wellbeing. From the perspective of the needs of Latvian economy and labor market, it is apparent that social policies at international and enterprise level constitute the opportunities in labor markets (state, employers, trade unions) and organizations (employers, employees) are faced with industrial relations on all levels. Such kind of strong synergies are not developed in Latvia. For this reason we invest in social workers education developing idea of the value of "human capital". We teach students that investment in human capital welfare policy developments have important consequences for social workers who have to fulfill social welfare goals for vulnerable groups of society.

We pay attention of students to interaction of macro and micro forces, producing social differences in contemporary European labor markets. We teach how to uncover social differences between different groups of workers in Europe and to influence on country levels contextual variables. We are trying to take in notice all tendencies of labor market development and needs of economy addressing client holistically so that person's intrinsic powers are activated, so that the relationships between, social, familizing and individualizing policies and mental health of clients can be targeted with support.

For reaching mentioned goals, we use ECA system of professional fieldworks between students and employers in Latvia and EU (see attachment: chart II.1.2. Compliance of study direction and study programs to the labor market demand).

The ECA has concluded 91 agreements with Latvian employers' organizations and has co-operation with 18 employers' organizations, obtained through the ECA partnership with the EC EZA (European Center for Workers' Questions). The efficiency of graduates' work is regularly surveyed. The results of the fieldworks are presented with the participation of employers in the fieldwork commission.

With the help of Latvian Christian Professional Education Association (KPIA) there are organized meetings of industry employers with students and graduates to clarify how graduates are satisfied with their profession, and that helps students to become aware of difficulties of profession.

ECA cooperates with Parliamentary Commission of Social and Labor Affairs by working out future strategy for the concept of employability of ECA graduates. Its perennial head of Commission Mrs. Aija Barča has been elected Honorary Doctor of European Christian Academy.

To be updated in European Commission' labor market strategy and connecting of social worker education with employers, ECA is partnering with EZA (European Centre for Workers' Questions) and its perennial Secretary General Roswitha Gottbehuet that has been elected Honorary Doctor of Latvian Christian Academy and is lecturing at ECA.

In realizing study direction of Social Welfare and because of using caritative technologies among employees we invite among other employers also leaders of traditional Christian denominations. They are employing our graduates (see. Support letters of leaders of traditional Christian denominations).

Graduates are competitive in international labor market in other EU countries, and as a support mechanism for finding job vacancies serves EZA organization with 72 partner organisations across Europe. Every student yearly receives a special professional task from EZA, which has to be carried out and tested by EZA experts and every student receives certificate for accomplishment of this goal-oriented task.

**1.3. SWOT analysis of the study direction with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study direction for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study direction for the next assessment period shall be provided.**

**SWOT analysis of the study direction with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc.**

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

## **I. STRONG AND WEAK SIDES OF THE STUDY DIRECTIONS (SWOT)**

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**STRENGTHS AND POSSIBILITIES**

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**WEAKNESSES**

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**Students**

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- Possibility to acquire qualitative innovative study programs
- High mobility in exchange programs
- High motivation to work in profession, which is oriented toward improvement of quality of life of marginal groups.

- Weak preliminary education at secondary school
- Financial means of students are limited for studies
- Dominance of problem-oriented, managerial social work
- Low prestige of social work in society
- High level of young people migration

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**Study process**

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- Compliance with guidelines of European Higher education Area
- Good cooperation with Parliamentary Commission of Social and Labor Affairs
- Good cooperation with Ministry of Welfare through participation in the Trilateral cooperation Committee of Social Work Development
- Good cooperation with employers (in Latvia and abroad)
- Involvement of students and staff within EZA Participation of students in research
- Student-oriented study process
- Systemic approach to fieldworks in connection with future place of work
- Motivation of academic staff for innovative and interdisciplinary research
- Good connection with leaders of Christian denominations in Latvia and other employers
- Support from International Support Council of ECA
- Systematic and non-bureaucratic regulation of quality of study process, regularly functioning inner quality assurance system
- Good possibilities for study direction to be base in innovative research, and possibilities for teachers of regular publications in ECA Scientific Proceedings
- Orientation on study results and graduates reports on positive and negative results of their professional work
- All concerned stakeholders represented in the ECA Senate
- Consortiums and professional platforms with international higher education institutions

- Weak participation within professional organizations and associations
- To increase publication of students' fieldwork materials and Diploma thesis (insufficient financing)
- Difficult opportunities for full-time studies as all students are working
- To improve cooperation with higher education institutions of traditional Christian denominations
- Limited time to do qualitative independent work due to the job duties
- No external visibility of effects and achievements of study process

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**STRENGTHS AND POSSIBILITIES**

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**WEAKNESSES**

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**Study programmes**

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- Innovative and compact ECA Strategy Development Policy Plan as methodological background of study program and study direction development
- Innovative Methodology of Integrative Theology for social work research
- Embedded internationalization and mobility
- “Innovation from antiquity” – Judeo-Christian anthropological tradition in dialogue with European Social Agenda, European Integration and labor participation
- Strategic foresight for interdisciplinary study program development, reducing inertia and stagnation
- Innovative content of study programs, international competitiveness
- Involvement of students and staff in international projects
- Good cooperation with international European organizations and HEIs
- Doctoral study consortium in social work with Klaipeda University (LT) and Lapland University (FI)
- Possibilities for publications in ECA Scientific Proceedings
- Possibility to acquire study programs through Zoom and E-platform
- Evaluation of study process and study programs rests on educational vision (goals and quality criteria)
- Aims at quality improvement and periodicity for regular feedback of quality of study process and study programs
- Balanced approach with a lot of attention for follow-up

- Preparation of study materials for E-platform takes place slower because of Covid-19, as all attention is directed for preparing study materials lecturing through zoom
- The dominance of administrative-bureaucratic system still in social work administration disturbs the implementation of innovations in social work
- In Latvia social work is viewed mainly as practice and not as science
- In many cases, professional associations are not interested the promotion of professional knowledge on Master level. For instance, Association of Supervision was against the Master study program of Supervision for social workers. Why? Because supervisors were master level psychologists and they consider supervisors with master education as their rivals

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**Academic staff**

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**STRENGTHS AND POSSIBILITIES**

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- Shared ownership as important requirement for monitoring and safeguarding education quality in the study direction. All staff has oversight over all study direction and look after not overlapping the study course
- Complementarity of all study programs in study direction and their strong connection to European Social Dialogue agenda, human employment at macro level.
- Academic staff motivated for interdisciplinary research
- Balanced number of academics and experienced professionals in the programme
- Motivated and professionally growing personnel with focus on interdisciplinarity
- Relations between teachers and students are that of an individual consultant

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**WEAKNESSES**

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- Slow increase of teachers' qualification on doctoral level. There are no doctoral study program in social work and Promotion Council in social work in Latvia. (Social work in Latvia is not qualified as science; social work is included under Sociology division)

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**Other factors**

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- Good cooperation with traditional Christian denominations and diaconal centers in Latvia
- Good cooperation with International Deaconate Centre (IDC) worldwide (partnership)
- Fruitful cooperation with the Latvian Orthodox Church
- Quality assurance and control system developed at ECA since 1995
- Unstable financial situation in country

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**THREATS FOR DEVELOPMENT OF STUDY DIRECTION (SWOT)**

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**THREATS**

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- To direct students to the need for lifelong learning after completing the study program in order to constantly improve their professional skills. Research data show that students do not particularly want to follow the development of science in their profession. This is the reason for professional stagnation.
  - Instrumentalization of the profession and inclusion of students in the routine, not considering experimental and innovative reciprocity between social work professionals as mandatory (maturation interaction)
  - Very stagnant attitude towards the financing of study programs of private universities
  - As the semester progresses, students are overloaded with job and therefore hardly find more time study
  - Latvia's most severe socio-economic situation, due to which students cannot always pay the tuition fees and often cancel their studies
  - Regional and stagnant approach to higher education
  - Russia's war in Ukraine as contextual factor that might get in the way of our goals

## II. PLAN FOR THE DEVELOPMENT OF THE STUDY DIRECTION, 2020 - 2027.

### 1. AIMS AND GOALS OF THE STUDY DIRECTION

**Strategic goal** of the Study direction:

- **Excellence by cooperation**, where at the foundation of the Study direction lies **new social priorities of the European Commission in the context of the global tendencies** (social dialogue, "green course", a.o.):
  - Economic issues related to the welfare of people (just wages; development of social dialogue; combat poverty and inequality; European guarantees for children; combat tax fraud);
  - Green course for Europe: consortial research done by ECA since 2012 in cooperation with Nordic countries and Nordic Universities;
  - Digitalization in Europe (mutual recognition of Diplomas; increase in ERASMUS+ mobility; innovative education courses for the Social welfare direction);
  - Acquisition of the European lifestyle and values. Acquisition of Patristic and Synergic anthropology, social and spiritual values which were laid at the foundation of the European unity by the founders of Europe;
  - Regular acquisition of the associated democracy and other aspects of European democracy: annual conferences on Social dialogue in cooperation with *European Centre for Workers' Questions* (EZA) at the Academy; regular information for students and teaching staff on topical issues of European social welfare in theoretical seminars – ECA partnership with *Semaines Sociales de France*, *European Commission IXE-Group*; *International Deaconate Center*).
- **To become a center for innovations in social welfare studies**; excellence in academic and research work; to change routine attitude towards Social work as practice alone;
- **Internationalization by use of Strategic Foresight**, with focus on 3 opportunities: a) to promote social, technological, anthropological and other knowledge-related innovations and their adaptation to studies; b) to reduce informational blindness: to teach students analysis of data and information filter in order to reach prospects in both educational and professional activity; c) to reduce stagnation and inertia in studies and Social work practice by use of the knowledge transfer which complies to the united European Social Agenda and European Higher Education Space; d) by use of Strategic Foresight to create networks and platforms with other European universities, researchers, trade unions, employers; e) to educate and to

equip specialists for successful activities in the risk society.

- **Warranty for quality culture strategy provision:** regularity of the quality monitoring; unity of monitoring of both overall education process and each study program; discussions with employers; penetrating academic research.

#### **Main tasks:**

- To achieve international recognition and competitiveness of innovative study programs in Caritative social work, Social entrepreneurship, Supervision and other study programs of the Social welfare study direction;
- To put up innovative and qualitative Social welfare studies at ECA as an example for other universities both in Latvia and the Baltics;
- Although Latvian Classificatory of Academic Disciplines does not mention Social work as a separate entity, to work for development of consortial Doctoral studies in cooperation with Klaipeda University (Lithuania) and University of Lapland (Finland);
- Close involvement in the development of the profession due to participation of Rector of ECA in the Council for Promotion of Social Work at the Ministry of Welfare; analysis of demands of labor market; monitoring of employability of alumni;
- Short cycle Social work program (“second chance”) provided by Life-long learning department at ECA as courses.

## **2. METHODOLOGICAL FRAMEWORK FOR DEVELOPMENT OF THE STUDY DIRECTION**

In order to achieve the set goals and tasks, ECA puts up 3 priorities:

1. Stable methodological instruments,
2. Strategic planning for 6 years,
3. Alignment of the Plan for each academic year.

**Three priorities:** 1) Excellence of the students’ performance in theoretical courses, field works and research, 2) Competitive and innovative study programs, 2) Excellence in study provision, management and related processes.

Methodological instruments for the priorities reach are:

1. “Innovation from Antiquity” – acquisition of the Judeo-Christian anthropological knowledge; interdisciplinarity in the Social work research and practice,
2. The use of Integrative theology methodology in research,
3. The use of Strategic Foresight and the concept of Anthropological border for excellence in social services,

Unified Strategic planning till 2027; annual SWOT analysis; redefining priorities following topical issues of European Social Agenda; approval of the Strategic plan annually by the Senate.

### See in Appendix FIGURE 1. **METHODOLOGICAL FRAMEWORK FOR SOCIAL WELFARE STUDY DIRECTION DEVELOPMENT**

In order to fulfill the development priorities as comprehensively as possible within the framework of the direction, the cross-sectional segments are analyzed at the Senate sessions: 1) management and administration work; 2) study process; 3) research; 4) Consortium partnerships.

### See in Appendix FIGURE 2. **EXISTING STUDIES, RESEARCH, KNOWLEDGE TRANSFER TOWARDS SOCIAL WELFARE**

### See in Appendix FIGURE 3. **DEVELOPMENT STRUCTURE of ECA’s SOCIAL WELFARE**

## DIRECTION

See in Appendix FIGURE 4. **Main planned effectivity indicators of the ECA strategic action plan**

### III. PROFILE OF THE SOCIAL WELFARE STUDY DIRECTION by years

#### MAIN STRATEGIC ACTION INITIATIVES IN THE SOCIAL WELFARE STUY DIRECTION OF (until 2027)

1. Support for excellence in study process and research	A. <i>U-Multirank University Rankings</i> - International Universities ranking system <i>U-Multirank</i> recognized ECA among 7 best performing Latvian universities in 2021.	Substantial and continuous progress
	B. Lectures provided by local and foreign professionals (minimum 6 visiting professors annually)	Minimal progress due to setting-in of Covid-19
	C. Monograph "Towards Culture of Empathy" dealing with Client-oriented social work concept	2022; Selected chapters published as brochures during the period
	D. Methodology of Integrative theology and other research methods used as framework for measurement of effectiveness of Social work activities; Methodology of Integrative theology is interdisciplinary and based on empirical facts, it relies on systemic analysis of data and works for alternative solutions for Social work practice, it promotes maximum acquisition of research-based knowledge and critical evaluation of results, provides results usable for effect promotion in Social work practice. The knowledge acquired by use of Integrative theology are empirically precise and strengthens decisions for Social work practice, supports evaluation of effectivity on both individual, group and community levels.	Throughout the period.

	<p>D. Methodology in Integrative Theology and scientific methods provide a framework for practice activities and help obtain the best results possible. It offers: 1) to use concepts that are connected to empirical data and events; 2) help to collect data systematically; 3) to be cautious while drawing conclusions and to consider alternative explanations of events; 4) it is research-based knowledge as much as possible; 5) it evaluates critically results of one's activities; 6) it is essential tool for acquisition of knowledge that can be used in practice, research done by using IT methodology serves as generative tool, which develops and clarifies theory in unity with practice, and is effective to assess the effectiveness of the practice, because knowledge is empirically based.</p> <p>Research done by IT Methodology helps to fulfil social worker's function to evaluate their practices in working with individual, groups or communities</p>	
	D. Regular Scientific Proceedings of Latvian Christian Academ. Transition to the international citation index.	Annually / citation index - 2025.
	E. Publications of the academic staff of the Study direction in Proceedings of Klaipeda University (Lithuania) "Tiltai" ("Bridges"), in Proceedings of the Cologne University (Germany) and other scientific proceedings of European universities.	Annually.
	F. Theoretical seminars provided by ECA Interdisciplinary Research Institute for: a) students and b) teaching staff.	Twice a year.
	G. Development of the Green Europe research project and intensive mobility courses through NORDPLUS network DILEMA (FI, EE, LT, LV);	Until 2025.
	H. ERASMUS+ mobility projects by agreements with State Education Development Agency.	Annually.
	I. Consortium for Inter-universities Strategic Partnership for Social work with young adults (Malmo University - SE, University of Warsaw - PL, University of Byalostok - PL, Klaipeda University - LT, and ECA).	Continues till 2024.
	J. Inter-universities consortium for innovative Doctoral studies in the Caritative social work field (Klaipeda University - LT); University of Lapland - FI).	ECA annually prepares potential Doctoral students in School for Doctoral studies either in Klaipeda University (LT) or ECA.

	K. Modularization of studies as elastic approach to new knowledge.	Till 2027.
2. Inheritability of academic experience and good practice in the Social welfare study direction	A. Association for Christian Professional Education (KPIA) founded by alumni involved in the study process: · “Days of Social Welfare” at ECA – members of KPIA, alumni, representatives of EZA and Free Trade Union Association of Latvia involved in discussions with students.	Annually in February, when 2nd semester starts
	B. Annual conferences for students’ field work analysis, focusing on Social welfare issues	Annually in April
	C. Participation of students and teaching staff in conferences organized by Association of Supervisors, Association of Social Entrepreneurs and Association of Latvian Social workers.	Annually
	D. To resume the Inter-universities Cooperation Council for Social Work (SDS SP)	Due to 2025.
3. Regular upgrade of EC and global competence for promotion of knowledge in the study direction	A. Annual international EZA seminar at ECA focusing on topical issues of global development tendencies.	Annually at the end of May.
	B. Certification of students in European and global knowledge fields following EZA international seminar	Annually after EZA seminar at the end of May
	C. Theoretical seminar following Rector’s participation in the EC IXE-Group conferences on topical issues of European and global issues.	Annually in September and April
	D. Publication or presentation at the <i>International Deaconate Centre (IDC)</i> congress	Every 3rd year
4. To ensure inter-institutional exchange of the study experience within the unified European Higher Education Space.	A. Mobility of incoming and outgoing students and teaching staff within ERASMUS+ framework by agreements with State Education Development Agency.	Annually
	B. Caritative social work Master degree studies offer for foreign students in English.	Due to 2024.
	C. Improvement of English language skills for students fit for ERASMUS+ mobility	Annual courses

	D. Working out mutual study programs based on strategic partnerships	2026.
	E. Enlargement of European social work universities network (Klaipeda University – LT, Tallinn University – EE, Leuven University – BE, University of Cologne – DE etc.).	2026-2027.
	F. Increasing number of inter-universities publications for research in Social welfare in the annual Scientific Proceedings of Latvian Christian Academy.	Annually
	G. To acquire ERASMUS accreditation for promotion of Adult education.	2022.
5. To develop new programs for the Master degree:	A. Specialist in community work and European social dialogue.	2026.
	B. Audit of social services.	2024.g.
	C. Social economy and social work (Master of Arts in Social economy)	

6. Internationalization	A. <b>Short-term strategy:</b> to increase the number of both incoming and outgoing students by launching attractive and innovative study programs within the Study direction framework.	Continuous
	B. <b>Long-term strategy:</b> to ensure internationalization by following quality indicators and quality goals. Internationalization is an effective instrument for reaching goals which ECA has set important within the European Higher Education Space context. The main goal of internationalization is further involvement in the EC networks ( <i>European Center for Workers' Questions - EZA</i> ), <i>Semaines Sociales de France</i> ; International Deaconate Center - IDC) as well as further development of research contacts by cooperation in international programs ERASMUS+ <i>Strategic Partnerships</i> , <i>Jean Monnet Modules</i> , and others. The main direction of internationalization is ERASMUS+ program and the goal stated by the European Higher Education Space: "to strengthen European identity by education and culture".	Annually
	<b>Planned new directions of internationalization</b>	
	C. Participation in European and international cooperation projects; joint courses; joint curricula; joint degrees; joint modules	Throughout the period.
	<b>Planned activities</b>	
	D. Partnerships for Cooperation and Exchange of Practices	2026.
	E. Partnerships for Excellence (European Universities)	2026.
	F. Partnerships for Excellence (Erasmus Mundus Joint master Degrees)	2024.
7. Zināšanu digitalizācija	A. 1) In 2021 ECA adapted "Action plan for Digital Education" which involves actuation of digital education in the context of Covid-19 challenge; 2) Education, based on precise data analysis and risk society analysis by use of Strategic Foresight; 3) mobility of studies and field works as an important part for development of the ERASMUS+ projects; European Students E-card; <i>Erasmus Without Paper</i> integration in the ECA studies. Digital competencies at ECA are seen as part of <i>European Reference Framework of Key Competencies for Lifelong Learning</i> .	Throughout the period.

<p>8. Appointment and promotion policy of academic staff</p>	<p>A. Promotion of academic staff is carried out by following principles:</p> <ol style="list-style-type: none"> <li>1) Involvement of academic staff in debates regarding strategic principles and plans of the Academy by which academic quality is proved;</li> <li>2) Evaluation of quality performance of the academic staff is carried out by reference to strategic goals and quality criteria approved at the Academy (coefficient of the teacher's Self evaluation compared to coefficient of student's sociological inquiry);</li> <li>3) Quality direction of a teacher is qualitative and corporate work on study <i>curriculum</i> where study courses do not overlap and particular courses should not be evaluated separately. The encompassing approach to quality takes whole <i>curriculum</i> as the one evaluation unit. All teachers' jointly generated innovation capacity is greater than mere personal investment.</li> </ol> <p>Not only quality of the separate study course matters, but integration of particular study course in both the <i>curriculum</i> quality and the overall educational strategy at the Academy. Analysis of each study program anticipates creation of new knowledge.</p> <ol style="list-style-type: none"> <li>4) By work on quality improvement of the Study direction academic staff is free to offer new study courses based on "innovation from antiquity" (Judeo-Christian anthropology, synergic anthropology, Patristic anthropology) related to sociopolitical guidelines of European and global topical issues.</li> <li>5) Academic work should not submit to bureaucratic restrictions and administrative pressure from specialists with lower qualification;</li> <li>6) Decentralized responsibility for implementation of the Strategic Development Plan of the Academy, where emphasis is put on quality rather than superficial "reporting".</li> </ol> <p>Refreshing of the study course and innovations are put in the foreground.</p> <p>High standard for the study course is a mandatory obligation for academic staff (Self evaluation reports interpreted by independent sociologists; evaluations by students; Post-evaluation plan following the acquired evaluation.</p>	<p>Throughout the period.</p>
	<p>B. Consortial inter-universities Doctoral studies.</p>	
	<p>C. Planned defenses of PhD Thesis of the academic staff.</p>	
	<p>D. Re-election of ass. professors in their academic positions.</p>	

## **THE ASSESSMENT OF THE STUDY DIRECTION “SOCIAL WELFARE” DEVELOPMENT PLAN FOR 2022 - 2027.**

Development plan for the study direction “Social welfare” was made with reference to the following:

1. United goals of the European Higher Education Space,
2. Key anthropological values of European Union and the Academy in unity with global understanding of social tendencies and its tasks on European scale,
3. Guidelines “Future skills for the future society” by the Ministry of education and science (2021-2027),
4. Strategic tasks and goals of Latvian Christian Academy.

In the making of the Strategic development plan at the Academy we refer to specific criteria for their achievement in consecutive sequence of study years. There are 5 study programs in the “Social welfare” study direction: (“Caritative social work” – both Bachelor and Master degrees; professional higher education study program “Social work” – 2<sup>nd</sup> level; “Supervision” – Master degree; “Social entrepreneurship” – Master degree). In our concept study programs ought to be innovative and qualitative, avoiding overlap with study programs titled similarly by other universities. In order to avoid overlapping our task is to produce innovative and caring specialists equipped for successful work in risk society for maturity of personality life and families, for welfare of groups and communities. We monitor and assess how study programs execute excellent provision of innovations and quality throughout the whole *curriculum*. The compass of education is ability of each student to master self-guidance in the knowledge acquisition process and trust in science. This approach is embedded in each study course.

The key criteria in the study program assessment is research-oriented *curriculum* in education of specialists in the social sphere equipped to work practically, effectively and motivated in acquisition of both individual, organizational and community goals outlined in the EU. In the study program assessment, we observe how our Plan with its particular knowledge and provided opportunities for practical application invests in the development of idea of social welfare in Europe motivate students to follow up their professional development not only in practical application, but also in research, Doctoral studies including.

The study direction embraces motivating mutual cooperation with employers.

Both effectivity of the study direction management and regularity of quality monitoring are considered in the workout of the study direction with reference to the strategic foresight of the country which foresees possible risks and need for elasticity and methodic support, which ensures effective educational process.

The Plan foresees ongoing research in the field of the Social welfare development and respective regular alignments.

### **1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical**

## **staff of the higher education institution/ college provided within the study direction.**

Study direction contains following programs: Caritative social work – Bachelor and Master degrees; professional higher education program “Social work” – 2<sup>nd</sup> level; “Supervision” – Master degree; “Social entrepreneurship” – Master degree.

Study direction contains several Social work study programs, and they are run by one Director under authority of the Study department. Individual directors are for “Social entrepreneurship” and “Supervision”, both being Master degree study programs. Directors of study programs are under authority of the Study department and overall management of the Study direction is carried out in accordance with the structural scheme of ECA.

Both administrative and technical personnel (librarian and other staff) is related to the quality development of the Study direction and jointly with Director of the study program, teaching staff and students is responsible for its maintenance. Rector, Study department, administrative staff, technical workers provide for qualitative development of the study process within their competence.

Since the Academy is not large, the key factor for quality performance is “belonging” to the Academy, assessment of effectivity of each employee and mutual support which works for understanding of the own task. Mutuality, cooperation of specialists is essentially important for high quality work organization.

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

The order and procedure of admission of students are determined by the Regulation, which is clarified and renewed in accordance with the regulations of the Cabinet of Ministers No.846, from 10.10.2006. “Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes”. The minimum requirements for admission in Bachelor study programs are secondary education, which is confirmed by a secondary education document - a certificate of general secondary education or a diploma of vocational secondary education, which certifies that a secondary vocational education program has been completed. Admission requirements differ depending on the level of the study program (master's study programs, 2<sup>nd</sup> level study program).

ECA has the opportunity to recognize previously acquired informal education and professional experience, but it has not been used so far due to the lack of interest on the part of students. The Admission regulations and the Regulations of evaluation and recognition of the knowledge obtained in the non-formal or former education, or professional experience competence at ECA are published on the website (<https://kra.lv/lkra-dokumenti/>).

ECA has developed special admission rules for foreign applicants for admission to study programs. Offering study programs in English. The document also includes requirements for documents to be

submitted and information on the basic principles of admission. These admission rules are available on the website (<https://kra.lv/lkra-dokumenti/>)

Admission Regulations for Foreign Students:

(<https://en.kra.lv/degree-students/application-for-studies/>;

[https://en.kra.lv/wp-content/uploads/sites/2/2022/11/LKrA\\_Arvalstnieki\\_2022-2023\\_EN.pdf](https://en.kra.lv/wp-content/uploads/sites/2/2022/11/LKrA_Arvalstnieki_2022-2023_EN.pdf))

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

A continuous quality and volume assessment system has been developed for the evaluation of student knowledge and quality control, which includes the accumulative operational record of student results - the grades obtained in seminars, lecture attendance, practical work, are listed in the study records; it also includes exams and tests after complete or partial completion of the study course.

Since the university is small, at the end of each study year the quality evaluations of study work for each study program are discussed in the Senate. The assessment also includes fieldwork defence conferences and projects in which employers participate, which shows the assessment of practical training in the specialty. Students are informed about expected results and report form, as well as about tests.

Contact with the teaching staff and regular consultations are important in achieving study results.

Study program directors are also in contact with students in Whatsapp groups, where students express their wishes regarding improving the quality of study programs to the study program director.

The study program director also analyzes the results of the course of study and informs about it at the Senate meetings. Students' opinions are taken into account.

A 10-point rating is used to assess knowledge. If the final result of the study course is assessed by credit, it is assessed on a 10-point scale, just like the exam. Assessment is differentiated. In each study course there are defined certain learning outcomes that must be achieved.

Students' knowledge is evaluated twice during the study year - at the end of the winter or spring semester. During this time, students take exams according to their individual study plans. Test or exam questions are designed in such a way that it is possible to verify whether the student has achieved the goals of the study course defined in the study course program. Exam questions are prepared by the teaching staff based on the study course program.

Defenses of students' practice works, course works and bachelor's/master's theses take place orally using presentations. Thus, the inclusion of digital skills in study results takes place; in the defense of fieldworks, students demonstrate their digital skills, how they know how to use information technologies in their professional activities and the performance of their study work obligation. In this way, the students at the university perform their work in accordance with the order of the Regulations of Cabinet of Ministers No.436 (About the Education Development Guidelines 2021-2027)

The criteria, conditions and binding procedures for evaluating success can be found in the Studies section, students are introduced to them when starting their studies at ECA.

Students are used to clarifying unclear questions about the success evaluation criteria in a conversation with the director of the study program, the relevant teaching staff, or in the Department of Studies, as well as in Senate meetings where the Student Council is represented.

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

Principles of Academic Honesty and their observance at ECA are prescribed by **The Academic Honesty Codex** (see Attachment). The Academic Honesty Codex has been discussed at meeting of the Senate of ECA where the Students' Council was present. All students and teaching staff is made familiar with Principles of Academic Honesty (see <https://kra.lv/lkra-dokumenti/>).

For authority certification of both Bachelor and Master Thesis ECA uses the united plagiarism and originality detector plag.lv / plagamme.com. All teaching staff is responsible for individual talk to both Bachelor and Master degree applicants about plagiarism ban. However, plagiarism has been observed at ECA in very few cases due to small number of students and strict regulations regarding preservation of Bachelor and Master degree Thesis. Principles of Academic Honesty are included in the official position of the Academy regarding responsibility of Christian students and are attached to the Study Agreement as an Attachment.

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

Information about Study direction and study programs is published on EKRA website [www.kra.lv](http://www.kra.lv)

Angļu valodā:

STUDIES: <https://en.kra.lv/studies/>, kas ietver:

Bakalaura studijas (BACHELOR LEVEL STUDIES): <https://en.kra.lv/studies/bachelor-level-studies/>

Maģistra studijas (MASTER LEVEL STUDIES): <https://en.kra.lv/studies/master-level-studies/>

Doktora līmeņa studijas (DOCTORAL STUDIES): <https://en.kra.lv/studies/doctoral-studies/>

Responsible persons for conformity of the available information in official registers are - head of the Study department Mrs. Agnese Sējāne, [akademija@kra.lv](mailto:akademija@kra.lv), and Head of the Scientific Library Mr. Guntis Dišlers, [biblioteka@kra.lv](mailto:biblioteka@kra.lv)

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

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

ECA's internal quality management and assurance system is explained in several ECA documents: 1) in the study direction development plan 2021-2027; 2) in the Academy's Strategic Concept Development Plan, 3) in the Erasmus+ Policy Implementation Strategy Plan, 4) in the ECA's internal agenda regulations, and practically in all regulations relating to the Academy's research, teaching and reciprocity issues; 5) and special Regulation On ensuring the internal quality system in the European Christian Academy.

ECA is a private university, so the main focus of its strategy is the culture of quality. In order to ensure the culture of internal quality, the most important thing is the mutually based sense of belonging of every teaching staff, employee and student: a) to the institution, b) to its strategic tasks and special role and tasks in the common university work system. The quality management culture is implemented informally, innovatively, effectively and achievable, c) students form a united and mutually based group and have the right to express their attitude, d) the internal quality culture is coordinated with external partners.

These four internal quality management culture values are the driving force for quality maintenance and continuity. Such an approach allows the full involvement of teaching staff, students and graduates of the Academy in revitalizing and renewing the educational policy of the Academy, as well as regular quality monitoring.

For example, a **sense of belonging** is an important requirement for education quality monitoring and paying attention to the quality of education; everyone who works or studies at the Academy at the various levels of its operation must have the feeling that the Academy belongs to them, that it is the place where they express their personality in the most complete way – as individual teachers within the study program components, or as creators of individual study courses and developers in such a way that their work meets the highest academic requirements and the special concept of the Academy. Every specialist knows that the study course program will be approved by the Senate, taking into account immersion and compliance with the Academy's strategy. In this way, the Senate and the particular faculty share a supportive positive force. Since 1993, the Student Self-Government is also involved in the descriptions of study courses and their evaluations. In this way, all the main structural units support the common responsibility for the internal quality culture.

The main strength of the internal quality management is informal, communication opportunities within the Academy without any administrative bureaucratic inhibition, inflexibility. Conditions have been created for direct and instant communication at all levels of the Academy without bureaucracy. This kind of communication allows us to react quickly and find the most innovative and most valuable solutions to a problem situation in order to prevent any dissatisfaction.

ECA students and graduates always note that they have the right to express their opinion about the Academy's policy and quality of higher education. Students are involved in the evaluation of quality management regarding the study course components through informal dialogue with study program directors, the Studies Department, as well as by participating in Senate meetings, where

at the end of the semester, students' quality evaluations are collected, and this is done by an independent sociologist. Sociological surveys of students do not provide subjective ideas about the study courses or the quality of education, but they should include these evaluations in an objective coefficient, which must be explained. Such an approach develops students' responsibility for the quality of the entire Academy, and their suggestions for clarifying or modernizing the content of the study course are evaluated at the Senate meetings and are accepted only if they are precisely defined and help to improve the quality of studies.

ECA maintains a continuous dialogue with graduates of study programs, with employers, fieldwork managers in institutions in order to evaluate and monitor the quality of study programs regarding labour market. We consider external partners as "antennas" that report well on parts of the study program that are outdated or do not correspond to the common social tasks of the European Commission. Therefore, employers, graduates working in the profession, take part in the Senate meetings and express their opinion on internal quality management in the current accreditation cycle. The director of the study program is responsible for changes in study courses within the cycle.

It is important to note that internal quality culture is provided by tools how to monitor this process. The first tool is **Senate meetings dedicated to quality assessment**. Students and teaching staff share their insights on the general academic atmosphere of the Academy, education provision, administration work, and discuss good practices for improving various program components or modules. No study course is accepted if the role of this course in the common study program system has not been discussed and it has been clarified to what extent this course contributes to the role of the Academy in the development of the field of social welfare studies. Academic staff must revise the course syllabus every 2 years.

The second tool is the **assessment of the common approach to education**. Students are given the opportunity to say openly how they evaluate the overall quality of education at the Academy. This opportunity is also given to Academy's graduates, fieldwork managers, who express their opinion about the common structure of the program. Such conversations are not a waste of time, but highlight the positive colors of the quality flag at the level of each study program.

The third tool is **discussions with other stakeholders**. ECA is involved in ad hoc discussions for representatives of the Social Work Specialists Cooperation Council at the Ministry of Welfare, which also includes social work specialists from other universities, in cooperation with employers and lecturers on program strategy, program profile and novelty. During the discussions, ideas were born on how the program should be created, so that it does not repeat the offers of other universities, but enriches it with quality within the scope of the profession.

The fourth tool is **study time analysis**. ECA is a small university, so it pays attention to the possibilities of each student's time, offering different forms of study - full-time and part-time studies, remote studies, studies according to an individual plan, e-studies. The study department uses this tool so that each student has a stable sense of belonging to the university and the confidence that the study program is meant for him/her and the quality of his/her professional work.

The fifth tool is **monitoring the quality of the results of exams and practical work**. Program directors analyze the results of defense conferences for exams and practice papers and look for reasons why some students have difficulty learning the material. Then individual consultations are appointed, and sometimes even several, so that students can complete the most difficult study courses with a high grade. Special attention is paid to methodology issues, because the skill of using methodology is what ensures quality in professional thinking, study courses and research.

In ECA, it is accepted that the International Support Council is informed about all 4 quality

indicators and 5 quality instruments, and also at the end of the study year, internal quality culture issues are discussed in the Senate.

We believe that the internal quality management system implemented by ECA works effectively.

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

The workout, approval and revision of study programs is prescribed in the “Regulations for workout, approval and revision of study programs at ECA”. Regulations are available <https://kra.lv/EKrA-dokumenti/>

Self-evaluation Report on the Study direction is updated annually. Self-evaluation Report is prepared by the director of the Study direction together with teachers, students and employers, and it is discussed at the Senate meeting; the Senate also approves to Report. Self-evaluation Report is important document for necessary changes in study programs and contents of study courses, as well as for inclusion of new study courses in the program. The Senate meeting decides whether particular study course should be changed or the program should be closed in case logically and socially argued opinions are presented by the Founder, employers and teaching staff.

In order to assess efficiency and necessity of the study program ECA organizes **questionnaires of students**:

1. At the end of each study semester inquiry about the teachers' performance is organized. The inquiry asks about the content of the study course, its requirements, compliance to the course description, materials available for e-students, as well as about the teacher's competence fit for the course taught. The fairness of assessment is checked.
2. Annually inquiry is done about students' satisfaction with the study process at ECA. Following several criteria students evaluate performance of administration; also the work of the Study program director is assessed. The assessment criteria are precision of information, efficiency of problem solving and given answers, availability for consultations and communication culture in general.

Annual **survey of graduates** is done by which the graduates' opinion about their studies and fit for profession, as well as ways to improve the performance is made clear; also their plans to continue their studies are checked. The graduate survey is conducted immediately after the defense of the diploma thesis. Defense of diploma theses gives a good insight into the need for improvement of study course content.

Annual **inquiry if employers** is done with request to present characteristic for the field-work trainee and student regarding their fit for professional activity, requirements for the labor market and future employment.

Inquiries are important tool by which quality management policy of the Academy is ensured; it also

helps to work out and approve new study courses. They help to execute student-centered education and studies assessment.

A very important tool for the development and revision of study programs is the university's academic cooperation with the European Commission's organization EZA (European Center for Workers' Questions). This EC organization holds a seminar in May of each study year for university students, as well as employers, trade union representatives, and provides the most up-to-date insight in the tasks of the European Commission's Social Agenda. Students participate in the discussion organized by EZA and their answers are evaluated with a grade. These discussions are important in order to see what needs to be improved or revised in the creation of the study program, so that the study program is not provincial, but solves the issues together with the EC Social Agenda.

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

Considering the small number of students and staff of the university, students have the opportunity to express their opinion, to be informed and to be heard, and to make sure that the suggestions are taken into account. They can do this by personally contacting the teaching staff, director of the study program or the Rector, head of the Study Department, without unnecessary bureaucratic complications. Students participate in the Senate, and can propose consideration of the question that interests them and receive an answer.

Students can have all necessary information about ways to submit recommendations or complaints as well as about the procedure of their examination and answering. The procedure of handing in and examination of complaints as well as procedure of dispute settlement is prescribed by pp. 15 and 16 of the Study Regulations. Study regulations are available: <https://kra.lv/EKrA-dokumenti/>

Annually international EZA seminar is organized where all students of the Study direction "Social welfare" take active part. Students are welcomed to give written comments on topics of presentations and come up with recommendations for further improvement of the Study courses quality. Students feel motivated to analyze issues of the European Social Agenda related to their presentation at the Academy. Their commentaries are summarized by Directors of study programs in their annual Self-evaluation Reports of study programs.

Usually with operable proposals students address Study department or discuss them with teachers of the Study program in related WhatsApp groups where issues and proposals are discussed and.

Due to openness and free discussions there have been no conflicts between students and teaching staff. Students are used to know that in the Academy there is no place for bureaucratic suspiciousness.

**2.4. Provide information on the mechanism for collecting the statistical data, as developed**

**by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.**

Statistic data about students are registered in the internal registers of the Academy. Data are registered are invariably and changes are written down both electronically and in the Personal data sheet (file) of the student, as it was regular praxis in classical universities. For example, information about students enrolled in the 1<sup>st</sup> study year is registered both in Personal data sheet (file) and electronically invariably after the Matriculation order has been issued. Analysis of students' performance is overseen by both Study department and directors of the Study direction and Study programs is carried out at the end of each semester, then is discussed at the Senate meeting. Given that the small number of students, there is no need for volumous and expensive software for data processing and storage.

Information about performance of students and information about students who have asked for the exams session extension, as well as about those who ask for the academic leave is registered according to the Regulations about data protection. In order to avoid unnecessary expenses, the ECA Senate has decided that, if the existing number of students remains, no additional funding is needed for a special statistical data collection program, as the data is collected regularly and the information is timely, and meets the development needs of the university in terms of awareness of the students.

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

### **1.1. Policy for quality assurance**

ECA follows its documented concept embedded in Strategic Development Plan which provides for quality assurance and policy. This strategic concept is par of the Strategy Development Policy Plan. Goals of the Plan are updated annually in special Senate meeting, and principles of the quality assurance are integrated in all structural units of the Academy, in all aspects of its activities and support processes. Responsibility for quality assurance lies not only on the ruling body of the Academy, but rather on the whole body of employees, students included, provided that quality depends on mutuality and complex ownership belonging to the Academy as an institution which carries out unique strategic concept with the European Higher Education Space.

The quality improvement cycle is 2 years and all activities of the cycle are reviewed at the Senate meeting in the beginning of each study year.

Quality assurance policy is effective because it encompasses all activities of the Academy – not only education, but also research and good practice. These aspects step beyond narrow national context and quality policy and is rooted in partnership with EZA (European Center for Workers' Questions) related to quality experience provision in 36 HEIs around EU. Academy decides which steps in quality assurance should be made with reference to tasks and goals for higher education and social integration in EU, and how to implement, oversee and promote them.

Provided that the study content at European Christian Academy is rooted in Judeo-Christian anthropological heritage, there is no need to expand on lack of tolerance and discrimination of students at the Academy – anthropological issues are dealt with respect to solidarity, mutual help and human freedom.

## **1.2. Design and approval of programmes**

Quality workout of study programs and their international competitiveness and innovation play central role in the ECA strategy implementation in both study process and responsibility for high level professional and academic knowledge acquisition. Academy regularly does internal evaluation of study programs (Self-evaluation) and upgrading of study courses every 2 years, and executes analysis of the quality culture in its relation to ESG guidelines.

Descriptions of all study courses are related to the strategy of the Academy and expected results are discussed together with invited employers and students. All study courses reflect 4 goals of higher education recommended by EC. Special attention is paid to professional and practical acquisition of the action in order to secure successful future career, therefore each field work finishes with Fields work thesis defense conference when students demonstrate their analytical skills, expertise, skills of communication, their know-how and self-control by presenting their understanding and adoption of knowledge, as well as digital skills in accordance with the order of the Cabinet of Ministers No. 436 (On Educational Development Guidelines for 2021-2027).

Managers of practice institutions very often participate in these defense conferences and provide the student's characteristics regarding the study program. The characteristics of the practice manager are taken into account in order to clarify the shortcomings and improve the expected learning outcomes.

## **1.3. Student-centred learning, teaching and assessment**

All teachers at ECA ensure student-centered learning and assessment. Each student receives individual approach (distance and in situ consultations) by both Study department and academic staff; feedback from students is provided by Students' Council because students take part in Senate meetings, they describe their needs and they are heard out, analyzed and implemented. Students fill in questionnaires where they can express their satisfaction with the study process, quality of study courses and teachers. Questionnaires are analyzed and students' remarks are always taken in notice.

Mutuality as the main aspect of communication in the student-centered education plays important role in motivation of students to join active and meaningful study process.

Accumulative methods in knowledge adoption are most effective for assessment of the knowledge acquisition in the student-centered studies. The atmosphere at the Academy is morally-ethically healthy which is testified by students' questionnaires.

Essential part of the student-centered education are assessments by students. In some cases students want to better their assessment, however, low marks have never provoked any conflicts since students are convinced that the Academy does right with all participants of the study process and cares for right implementation of normative documents and regulations.

## **1.4. Student admission, progression, recognition and certification**

For monitoring and diagnosing needs for improvement of the study process regular acquisition and analysis of information is carried out. Quality criteria and respective administrative procedures are transparent and they are carried out consequently. Procedure of the data collection, summarizing and assessment is aligned to individual study performance of each student.

The Academy uses procedure for Recognition of the non-formal education (see Regulations on the assessment and recognition of competences acquired outside of formal education or professional experience and study results achieved in previous education at the European Christian Academy: <https://kra.lv/EKrA-dokumenti/>). The students enrolled in the respective study program will be informed about which educational document they will receive 2 times during the course of their studies - upon entering the study program and at the defense conference of the bachelor's practice work.

### **1.5. Teaching Staff**

Both education and qualification of the teaching staff corresponds to the content of the Study program; teachers have necessary professional experience to enrich their academic competencies.

Academy regularly motivates teachers to improve their professionalism, the minimum requirement is 2 academic publications p/year.

### **1.6. Learning resources and student support**

ECA provides for large material, technical and human resources to promote relevant study setting and study process based on diverse needs of students and principles of the student-centered learning.

### **1.7. Information management**

For effective study program management and arrival at proper decision ECA acquires and analyzes data about study programs and activities at other universities. Students' recommendations regarding changes in study programs, suggestions to add new study courses, complaints about the course contents, if they are submitted, are discussed at the Senate meeting.

European Christian Academy is not large institution, albeit with pronounced strategic mission which is made visible in research and international cooperation. Students are informed about strategic goals for each study year. Satisfaction of students with study programs and courses is regularly monitored and Academy invests in online availability of study materials (webinars etc.); also career development of alumni is monitored.

### **1.8 Public information**

European Christian Academy regularly publishes information about its activities, the current and upcoming study programs and all aspects related to study process (enrollment, examination, methods of teaching, competence of teachers, study content, opportunities are employment and career, mobility, social campaigns, conferences and other educational activities) by use of various channels of communication and information spread.

### **1.9. On-going monitoring and periodic review of programmes**

ECA grounds on innovative approach to both profession and research results in the direction which works for the program innovation. All study programs of the Study direction are aligned to changing needs of the risk society. Programs are regularly assessed and updated in cooperation with students and employers. Opinions of all stakeholders are considered which promotes development of study programs following requirements of the field specialists and labor market as well as opinions of students and alumni when they start or continue their professional growth.

### **1.10. Cyclical external quality assurance**

Cyclical External Quality Assurance at ECA results from the internal quality assurance culture. Without competitive quality culture in research and education Latvian Christian Academy would not be able to partner with such EC organizations as EZA (European Center for Workers' Questions),

*Semaines Sociales de France*, to join *IXE-Group think-tank* group or International Deaconate Centre. Mentioned organizations serve as catalysts for the ECA conceptual, research and education development.

The Academy takes cyclical external quality assurance system as mandatory. External feedback is of utmost importance and both students and teaching staff are informed about it; it works for further improvement of the quality assurance and quality self-reflection on achievements.

Due to the Covid-19 pandemic, the involvement of students in the study process is no longer so active, but it is satisfactory.

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

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

### **Resources for the implementation of the content of the study direction and the implementation of the programs:**

**1)** The implementation of the study direction is ensured by 32 teaching staff members, including 9 professors, from them 4 visiting professors, 1 associate professor, 12 assistant professors and 4 lecturers and social welfare practitioners involved in the study direction. 20 teaching staff members have a doctor's degree. Several of the teaching staff are visiting professors with extensive academic and professional work experience, as well as recognized scientific work experience.

Experts from the EZA (European Center for Workers' Questions) organization of the European Commission are involved in the implementation of the study direction, who come every year in May and hold an international seminar at the university, as a result of which the experts evaluate the quality of students' knowledge in the EU Social Agenda issues. Thus, the study programs of Social Welfare study direction are closely related to the European Commission's Social Agenda.

The academic qualification of the teaching staff and the attraction of international experts make it possible to ensure innovatively high study results, which are defined in the European Qualifications Framework (ESG).

**2)** The study program has an appropriate remote study connection (Zoom platform), audio and video equipment connection in Covid-19 conditions; students have access to the Moodle platform, where a list of theoretical literature and practical tasks is provided for each study course;

Webinars have been created for certain study courses, which ensure highly qualified learning of the course;

Studies are carried out in renovated premises in Jūrmala, where the Academic Library

(approximately 15,500 items) is also available. Books are also available in the auditoriums by field of science for free use. Necessary copying, printing and scanning equipment is available.

The library of the Academy is a member of the Latvian Library Universal Catalog (LIIS);

Agreements have been concluded with the National Library of Latvia for the regular possibility of using databases of scientific articles;

**3)** To ensure the scientific and innovative research of the Academy's study direction, the Academy's scientific articles are published, in which the teaching staff of partner universities, teaching staff of Academy, practitioners of the social welfare sector, and also students are publishing.

**4)** Provision of living spaces for guest lecturers and exchange students is located in the territory of the academy, and is also provided by the adjacent hotel Semarah Hotel Lielupe.

### **Provision and replenishment of resources:**

The material and technical provision of the the study direction takes place in accordance with the Provision Plan approved by the Senate and renewed for each study year. Computer equipment and library resources are supplemented every academic year in accordance with the suggestions of teaching staff after. The book depository is complemented with financial support provided by the SHUV research institute in Seattle (USA). Thanks to the activities of the Academy's Support Council, several mutual Missionary cooperation agreements have been signed in order to ensure high-quality foreign visiting professors and experts within the study direction. It is carried out by an international organization of Christian mission work. This resource support is organized and administered by the Academy's International Support Council. This organization also supports the needy students of the Academy, people with special needs, and orphans.

The International Support Council familiarizes itself with the data of the Academy's balance sheet, and therefore has a good understanding of the country's financial situation and the need for support.

### **Resource adequacy control**

The sufficiency of study area resources is regularly confirmed: 1) in sociological surveys of students; 2) in the Senate's analysis of the compliance of the academic staff with the content of the study direction and academic qualification requirements; 3) in the self-assessment reports of the academic staff, and 4) in the reports of the technical staff of the Academy regarding the need for material and technical improvements.

Given that ECA is private university without State budget funding, its economy is based on:

1. income from students' fees,
2. from provided life-long courses for professional development and implementation of programs for improvement of professional qualification.
3. from participation in international research projects,
4. from regular cooperation with European Commission's organizations - EZA (European Centre for Workers' Questions) and its annual financing; with Semaines Sociales de France IXE-Group; partnership with international organization Renovabis and its support for organizing conferences.

ECA from its beginings and International Support Council are administrating a foundation that

ensures financial sustainability and stability in conditions when the number of students decreases, - it takes care for academic visits of guest professors and assistant professors, organizing Christian mission activities, which cover these services with their own funds.

During years of strict financial austerity it has helped university to provide high-quality academic and scientific activities, scientific publications, methodological materials and translations necessary for the field of study.

Number of students in the Study direction "Social Welfare" in 2021/22 - 162 students. **Study fees in the Study direction** are following:

<b>Study programs</b>	<b>Full time studies</b>	<b>Part time studies</b>
<i>"Caritative social work", Bachelor</i>	1500	1450
<i>"Caritative social work", Master</i>	1650	
<i>"Social work" 2nd level, professional program</i>	1450	1450
<i>"Social entrepreneurship", professional master</i>	1550	
<i>"Supervision", professional master</i>	1650	1650

The direct costs of the study direction consist of remuneration of academic staff, teaching materials and costs of events, other direct costs related to the realization of the study direction; partly direct costs are related to remuneration of academic staff for those teaching staff who are not directly related to the implementation of a study program, but perform expert work or advisory activities, as well as develop distance learning materials. They also include administrative costs, compensation for organizing study work. The partial costs also include business trips, conference attendance expenses, membership fees in different organisations, stationery expenses and other expenses. We add student aid to partial costs.

The indirect costs is the other costs of the Academy, where the costs of organizing the study process, the costs of organizing public relations and events, etc. are added. Here we also calculate the costs of building management and the bearer of costs - the number of students in the program, the number of contact hours of study courses realized within the study programs per year.

The information on costs per student indicates the included positions and the percentage distribution of funding between the specified positions.

<b>Cost positions</b>	<b>%</b>
<b>Direct costs</b>	
Costs of academic and scientific work (study processes)	41,4
Other costs of the study process	0,3

<b>Partly-direct costs</b> (transfer of direct costs)		
	Remuneration for scientific activity (academic leave)	1,1
	Administrative work	5,5
	Other administrative costs	1,8
<b>Total direct costs</b> (direct + partly-direct)		<b>50,1</b>
<b>Indirect costs</b>		<b>49,9</b>
	Reward	32,9
	Capital expenditure	0,8
	Building management expenses	8,4
	Other administrative costs	7,8
<b>Costs per 1 student</b>		<b>100</b>

#### Cost estimation per 1 student place (%)

Program	Type of studies	Study fee EUR	Distribution of positions	%
<i>"Caritative social work", Bachelor</i>	<i>Full time</i>	<i>1500</i>	<i>1. Pay for teaching staff</i>	<i>45%</i>
			<i>2. Pay for general personnel</i>	<i>11%</i>

			3. Taxes	21%
			4. Pay for equipment	12%
			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100
<i>"Caritative social work", Bachelor</i>	<i>Part time</i>	<i>1450</i>	1. Pay for teaching staff	45%
			2. Pay for general personnel	10%
			3. Taxes	20%
			4. Pay for equipment	14%
			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100
<i>"Caritative social work", Master</i>	<i>Full time</i>	<i>1650</i>	1. Pay for teaching staff	45%
			2. Pay for general personnel	11%
			3. Taxes	21%
			4. Pay for equipment	12%
			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100
<i>"Social work" 2nd level, professional program</i>	<i>Full time</i>	<i>1450</i>	1. Pay for teaching staff	45%
			2. Pay for general personnel	11%
			3. Taxes	21%

			4. Pay for equipment	12%
			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100
<i>"Social work" 2nd level, professional program</i>	<i>Part time</i>	<i>1450</i>	1. Pay for teaching staff	45%
			2. Pay for general personnel	10%
			3. Taxes	20%
			4. Pay for equipment	14%
			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100
<i>"Social entrepreneurship", professional master</i>	<i>Full time</i>	<i>1550</i>	1. Pay for teaching staff	45%
			2. Pay for general personnel	11%
			3. Taxes	21%
			4. Pay for equipment	12%
			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100
<i>"Supervision", professional master</i>	<i>Full time</i>	<i>1650</i>	1. Pay for teaching staff	45%
			2. Pay for general personnel	11%
			3. Taxes	21%
			4. Pay for equipment	12%

			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100
<i>“Supervision”, professional master</i>	<i>Part time</i>	<i>1650</i>	1. Pay for teaching staff	45%
			2. Pay for general personnel	10%
			3. Taxes	20%
			4. Pay for equipment	14%
			5. Pay for study literature	8%
			6. Other unclassified expenses	3%
			TOTAL:	100

Keeping in mind the increase of e-students number and rational planning, studies can be organized in the same facilities, e.g., full time studies in the first part of the day, and part time studies in the evening. Academy has left exclusive facilities in Jurmala, 5<sup>th</sup> line 3, where due to exclusive location Jurmala City Municipality raised expenses three times, and moved to new facilities in Prospect Vienības 23 – it helped to avoid raise in students’ fees. Economically conservative use of facilities and management of study fees, also implementation of courses and programs for professional improvement permits calculation of expenses p / 1 student.

Study fees p / 1 student can change yearly, however, the Academy has not raised study fees (overlooking inflation %) – mainly because study programs in Caritative social work, Supervision and Social entrepreneurship are human service professions whose professionals in Latvia are not capable to pay more than it is established by the Academy. If the Academy would raise study fees, it would lose its students due to lack of financial resources.

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

Since 1993 ECA works with small profit. Latvian Christian Academy is the only private university in Latvia whose founder, the author of the academic concept and owner of the land and building is academic person. Academy always has been accommodated in good facilities; its infrastructure fits

for relevant academic work. In the current facilities in Jūrmala, Bulduri, Vienības prospekts 23, there are: Chapel (also used for lectures), Center for Art therapy and iconography, Scientific Library, Reading room on the ground floor; auditoriums on the second floor; the third floor accommodates storage of icons, calligraphy and textology works. Archive of the Academy is located in the basement of the building.

Academy has rights to use its previous building in 5<sup>th</sup> line 3, Jūrmala, which was built by the Academy in 2000 – 2005; however, expenses of its use are very high, because the building is located in an exclusive location behind the dunes, the building is not used for studies. In case the Academy uses the former building it would need to raise study fees.

For development of material and technical provision of the Study direction, students have access to platforms for remote studies (ZOOM, MS Teams, Google Meet). Several professional software programs are available free of charge (MS Office, Ubuntu Linux, Tildes Birojs). ECA offers use of appropriate equipment for lectures, seminars and discussions (webcameras, microphones, wireless, screens and beamers), Scientific Library offers free use of computers and broadband Wi-Fi connection. Academy holds high quality antique furniture in its facilities.

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

1.

Methodical and informative provision for the study direction as well as informative basis fully complies with both goals and needs of the study direction, and with the study language. The methodical and informative provision is fully sufficient for implementation of the State standard for professional higher education, requirements of the standard for profession of Social worker, standard for profession of Supervisor and standard for profession of Social entrepreneur.

Scientific Library of European Christian Academy is registered at the Register of Latvian Scientific Libraries since 1993 which is proved by official Registration Certificate. Stock of the Library is registered electronically (ca 15 500 entries). The goal of the Library is to provide students with relevant scientific, generally informative and study literature as well as to provide teaching staff and administration of the Academy with literature for the study programs provision. Therefore the library is compact and of high quality.

The stock of the Library contains unique editions, periodicals (important for studies), samples of the field-works reports etc., Bachelor and Master Thesis are stored in the Archive. Stored Thesis are available only with permission of the Rector.

Several editions for the study programs provision are unique in Latvia (e.g. ECA has purchased Encyclopedia Judaica for successful in-depth studies of Judeo-Christian Anthropology; also unique

set of literature is provided for studies of Patristic anthropology in English and Russian, etc.). Academy pays attention and invests its material resources in translation of those essentially important patrological texts in Latvian language. This has been initiative of the Academy since mid-nineties with benefit for those who are interested in both Church fathers and patristic anthropology not only at the Academy, but also from other theological HEIs in Latvia.

Academy annually invests in buying new books for its Scientific Library.

The library fund consists of excellent editions of classical theoretical literature. The latest literature is purchased in accordance with the innovative needs of the European Commission's Social Agenda, so that the theoretical literature base of the study program is connected with innovative theoretical analysis. Final theses are deposited and located in the archive of the Academy. Deposited works can only be received with the Rector's permission.

Both students and teaching staff receives regular once-in-semester information about new purchases.

Decisions about the necessary literature purchases are made by the Senate in cooperation between teachers, directors of study programs, Head of the Scientific Library and Rector.

The collection of the Library's fund has been placed in the electronic catalog of printed works – around 15 500 items, as the Librar's collections are supplemented with new editions. Editions which have lost their topicality usually are given out free of charge or given to the Jūrmala City Library

Regular publication of Scientific Proceedings of European Christian Academy and publications of the international projects' outcomes are organized.

For studies and research several international data bases and internet resources in foreign languages are available. European Christian Academy has signed respective agreements with Latvian National Library and Ignatius Loyola University of Applied Sciences (Kaunas) which gives access to international data bases.

The Academy has concluded a Consortial cooperation agreement with the Department of Social Work of Klaipėda University (Lithuania) and the University of Lapland (Finland) on the possibility of Consortial Doctoral studies, developing innovative social work topics. During the regular meetings of the consortium's teaching staff, the methodical information provision for the Doctoral School of the three universities, as well as integrated library and database services, are discussed.

## 2. Adequate IT provision:

- *Zoom* platform;
- *Use of MOODLE in e-studies platform;*
- Access to data bases;
- Wi-Fi broadband connection;
- Various IT, photo and video technologies necessary for the study process.

The study program is implemented in beautiful, renovated premises in Jūrmala. The need for remote training caused by Covid-19 prompted replacement of the exclusive premises in Jūrmala, at 5.līnija 3, where the Jūrmala City Council had decided a threefold increase in costs due because of the exclusivity of the place. The Academy moved to new, renovated premises at Vienības prospekts 23, which is no longer in the dune area - so that the tuition fee does not have to be increased

## 3. Academic library (approx. 15,500 items), copying, printing, scanning equipment. The Library

of the Academy is a member of the Latvian Library Universal Catalog (LIIS). Nine databases are available through signed cooperation agreements with the National Library of Latvia (EBSCO, Rubicon, Britannica Online, Academic Edition, AkadTerm, Encyclopedia of Religions, Mythica, Central Intelligence Agency, etc.).

Funding for the collection of ECA library collections is approved at the Senate meetings and distributed annually by study areas, as the Library's resources are used by students in all study areas.

Funding for the purchase of literature and subscription to electronic data:

<b>Expenses for assembling library collections</b>	<b>2020/21 study year EUR</b>
Periodicals	1065
Books	5.945
Electronic documents, data bases	2.068

Library books are available to students not only in the library, but also in the auditoriums, where the books are arranged by branch and are available for students' free use.

Subscribed e-resources through the National Library of Latvia:

- Cambridge University Press – humanities and social sciences e-journal full-text database;
- Cambridge Journals Online;
- EBSCO-host – multidisciplinary database;
- Cambridge Companions Online: a collection of handbooks, information about the world's scientists and artists;
- ScienceDirect;
- SCOPUS – database of multidisciplinary scientific publications of Elsevier publishing house;
- Enciclopaedia Britannica, academic edition;
- Dawsonera – an e-book platform that combines books on philosophy, IT technologies, social sciences;
- CREDO-REFERENCE – database of reference material from 70 different publishing houses;
- EMERALD – publishing house; issued books electronically;
- BiblioRossica – Academic Studies Press (Boston, USA) platform developed by the publishing house for academics and researchers, brings together important topics for the people of modern Russia and Eastern Europe;
- Latvian National Digital Library: <http://gramatas.indb.lv/#allThemes>

ECA has signed Memorandum with Ignatius Loyola University of Applied Sciences in Lithuania on the use of scientific databases for ERASMUS+ outgoing students and teaching staff. It is Ignatius Loyola University that students and teaching staff choose for ERASMUS+ mobility, as well as the neighboring Kolpingo University of Applied Sciences – the signed Memorandum is a valuable support for academic work during ERASMUS+ mobility

4. Provision of residential premises for guest lecturers, students of the exchange program: there are 3 apartments for rent on the territory of the Academy. ECA has a cooperation agreement with the adjacent hotel "Semarah Lielupe" and guest house "Valdis".
5. ECA International Support Council has established a long-term support fund for the university, which is managed by the General Director of the International Support Council in cooperation with the ECA Senate and the rector.

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

Teachers are elected to academic positions by Senate of ECA following Regulations of elections in academic positions at ECA (available: <https://kra.lv/EKrA-dokumenti/>). Vacant academic positions are announced by the website of European Christian Academy as open academic competition. Following results of elections ECA signs work agreement with the elected teacher in the prescribed order.

The body of teaching staff at ECA consists of elected academic personnel and guest personnel. Guest personnel consists of interdisciplinary qualified specialists and teachers from other universities heading basic theoretic courses and field specialization courses.

Implementation of Study direction at ECA is carried out by 32 teachers, 20 of them are elected as assistant professors and lecturers. 20 teachers are qualified as doctors/PhD, 12 of them are elected professors. Majority of guest professors have rich and acknowledged academic and professional experience.

Qualification and professional experience of the teaching staff fully corresponds to requirements of normative regulations and terms of the program implementation.

Since Concept of Strategic development of ECA is oriented on interdisciplinary studies which work for innovative development of both Study programs and Study direction, all members of the teaching staff may be involved in implementation of the study program. Due to development of the Study direction in University with relatively small number of students, the number of teachers is fully decent.

Engaging and employment of teaching staff processes are carried out in compliance with the Law of Higher Education and other normative regulations, and Regulations of Election in Academic Positions at European Christian Academy.

### **3.5. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their qualification (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.**

Following the Quality management and assurance culture at ECA polished in decades since 1993, academic staff of the Academy regularly improves and enriches knowledge which is later assessed by students in Sociological enquiries and also the academic staff assesses its performance in annual Self-evaluation reports. It well structured document and reflects creativity, earnestness un depth of the academic research. Both students' assessment and teachers' self-evaluation report results in coefficient. Coefficient plays an important role when teacher's wages are discussed – the

value of it determines higher wages. Also the system was created to promote the possession belonging of both teachers and students to the Academy and their responsibility in front other students, colleagues and society in general. Good scientific publications and prepared study materials are prized additionally. Students are regularly informed about high quality international or local achievements of their teachers.

Teaching staff takes active part in international projects. Teachers with master degree are motivated to further with Doctoral studies.

Academic and administrative personnel of European Christian Academy is selected in compliance to the strategic goal and is assessed following 5 quality criteria: 1) involvement in interdisciplinary research and fit for further promotion of the Study direction – or, vice versa, to think traditionally and in tenor; 2) motivation of the teacher to work with students effectively and focused; 3) motivation of the teacher to work on development of his / her personality for more effective implementation of ECA experience and concept; 4) critical attitude of the teacher to his / her self-report, ambitions and innovations; 5) effectivity of the teacher within 6 years period – his / her progress or stagnation.

These points invest in measurements of the added value and actual understanding of performance of each teacher. The added value measuring model is unified, complex and transparent, it reflects key components which are necessary for education, quality performance and creativity of students (see Figure “**Measurement of the added value of the teacher**”).

ECA has worked out methodology for assessment of the added value of the academic performance. It embraces self-evaluation report, unconditional differences, characteristics of psychological responsibility. Annual self-evaluation report is one of the measurements of the added value which shows decentralized attitude towards HEI, students and means to support them with positive evaluation, e.g., prize, payment for participation in international scientific conference, payment for publication in the international data base, poster information about the international publication, high quality presentation in the conference and alike. If the publication is related to presentation of regional social needs, Academy applies for recognition / financial remuneration at the Jurmala City Municipality.

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

Implementation of the Study direction at ECA is carried out by **33** qualified teachers, **20** of whom have Doctoral degree. **13** teachers out of **20** are qualified as PhD and they are elected as professors following regulations of the Law of Higher Education regarding election of professors.

Teachers fully comply with requirements for qualitative performance of study programs – teachers link their research activities with skills improvement in their professionally activity.

Among partners of European Christian academy is *International Deaconate Centre* (IDC), which calls together organizations involved in diaconal and practical ministries globally. The Chairman of the Center was Klaus Kiessling, Doctor Honoris Causa of European Christian Academy. Presenting study

direction of Social welfare at the Congress of IDC in Rome in 2018 Rector of ECA prof. Skaidrīte Gūtmane described the concept of Caritative social work, after that she got an invitation to visit Pope Francis in Vatican to present the concept and innovative strategy for possible cooperation; also assist. prof. Guntis Dišlers attended the meeting.

All teachers involved in the implementation of study program take part in international seminars organized by the Academy in cooperation with *European Center for Workers' Questions* (EZA). Annually teachers who participate in the seminar are awarded with international Certificates for attending the course in Social policy and Social dialogue by European Commission, and includes them in their study courses. We want to emphasize that involvement of all teachers in the acquisition of EC Social Agenda and Social dialogue at macro level is envisaged at European Christian Academy. EZA regularly publishes brochures informing about topical Social issues which are distributed all over European Commission's socially-political organizations, and leading researchers and teachers at ECA take part in their preparation, who lecture in annual EZA seminars at Academy.

EZA joins 36 institutions and organizations of Social dialogue which regularly offer opportunities for mobility, for presentations in congresses and conferences dealing with Social dialogue. Teachers of ECA take advantages from these unique mobilities which work for promotion of quality of their academic culture and performance.

ERASMUS+ Mobility of teachers supports lecture courses at other EU universities with whom ECA has signed ERASMUS+ Agreements for Interinstitutional cooperation.

During the reporting period, 8 teaching staff participated in lecture courses and seminars at various partner universities. For example, 4 ECA teachers have offered innovative lecture courses in Caritative social work and Supervision for Master degree students at Klaipėda University (Lithuania). Rector of the Academy prof. Skaidrīte Gūtmane has been the expert of the procedure of international accreditation process of Social work study programs at all Lithuanian universities and colleges. In the reporting period, 4 ECA teaching staff have addressed members of Lithuanian Parliament with presentation of innovations of Caritative social work. Teachers of ECA have presented the innovation of Caritative social work in the risk society. Also Rector prof. Skaidrīte Gūtmane was chairing international accreditation procedure of the Financial University in Russia. Several teachers from ECA were invited to lecture at St. Ignatius Loyola College, Kaunas College of Applied Knowledge, and Kolping College of Applied Knowledge (Lithuania). ERASMUS+ teachers' mobilities have connected ECA with University of Cologne (Germany) and *Sankt Georgen* Graduate School of Philosophy and Theology.

Special mobility opportunities for teachers' mobility were made possible due to cooperation with *Semaines Sociales de France* which works on EU Social policy guidelines. ECA is partnering with this organization and Rector is member of its *think-tank* group *IXE-Group (Initiatives of Christians for Europe)*; in 2018 members of the organization visited the Academy for international seminar. IXE-Group offers mobility twice a year and every mobility is dedicated to topical issues of the European integration; the next meeting is scheduled in April 2022.

During the reporting period, more than **25 teachers** from ECA have participated in mobilities to conceptually close universities in Israel, Lithuania, Denmark, Greece, Russia. Achievements of their mobilities are registered as part of their research work. It should be noted that several teaching staff have repeatedly gone to the same universities because they have been invited. Teachers give their mobilities reports to Senate and their innovative recommendations how to improve both academic concept and quality of education at the Academy are implemented. Teachers value mobility as good opportunity to improve their research and pedagogical performance. The main task for the mobility achievements' evaluation criteria are recommendations regarding integration

of the European Social Agenda in study courses. Dynamics of mobility has increased comparing the previous reporting period; however, the fact that not all teaching staff have very good knowledge of the English language should be considered a difficulty; some of the teaching staff see it as a hindrance to mobility.

The years 2020 and 2021 were marked by a drop in teachers' mobility due to difficulties caused by Covid-19 pandemics.

The workload of teachers at Latvian Christian Academy comprises two scientific publications /p/academic year in Academic Proceedings of ECA or Proceedings of partnering universities as well as in EC-EZA corporate editions where teachers take part as consultants.

Master study program "Supervision" was created following initiative of ECA and mobility of prof. Skaidrite Gūtmane and assist. prof. Dace Dolace and their involvement in international academic platforms. Due to this involvement in platforms together with Klaipeda University (LT) and University of Lapland (FI) the idea to develop professional supervision with its inclusion in the Classificatory of Professions in Latvia was born.

Due to involvement of ECA in the European middle-field platform (EUROMF) initiative to launch study program in Social entrepreneurship and to introduce it to Latvian society with its inclusion in Classificatory of Professions in Latvia was born. European Christian academy got recommendation from IXE-Group (*Semaines Sociales de France*) to include this topical profession in the Classificatory of Professions and to work out criteria for separation between Social entrepreneurship and business / profit - oriented entrepreneurship. Following the motivation, ECA worked out ERASMUS Life-long learning **Jean Monnet Module in Social entrepreneurship** (2016-2019) and in 3 years made sure that the Law of Social entrepreneurship along with criteria for evaluation of Social entrepreneurship in Latvia were accepted. The Jean Monnet Program highly evaluated this initiative.

Mobility processes at ECA are regular, mandatory and directly related to tasks of internationalization of the study process and peculiarities of the professional specialization. Academy mobility is mandatory for quality performance of academic staff.

Mobility takes place not only within the framework of the Erasmus+ program, but due to the Academy's involvement in international European Commission's platforms related to the European Social Agenda and its importance in the implementation of the internationalization and strategic tasks of the Social Welfare studies.

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

Considering the small number of students, studies at ECA are actually individual training. In addition, ECA is a theological and anthropological university, thus the students receive very complete knowledge of how to implement the processes of both social and individual life in such a way as to be able to feel stable in various situations, including crisis situations. Therefore, a psychological support service at the academy is not necessary. There are several priests among the students who can provide qualified spiritual advice in case of need.

Academy has received a special recognition diploma from the Ministry of Education and Science for

the fact that students with special needs feel particularly comfortable here. The students themselves had written a recommendation to the Ministry of Education and Culture that other universities also need such a spiritual climate, because students with special needs do not feel comfortable with technical support alone.

Academy provide support to students from abroad in order to introduce them to the socio-economic and cultural world of Latvia. In the form of distance learning studies, students are provided with individual information and appropriate opportunities to access learning materials and webinar recordings.

### **Career development support available to students during their studies**

Effective implementation and development of students' career development is determined by the economic growth and social policy regarding social work profession in the country. It also determines the career opportunities of students.

ECA has entrusted the development of students' careers and its evaluation to the tasks of the Quality Management Council. The Quality Management Council for the purpose of promoting students' professional careers: 1) organizes student meetings with employers; 2) the employer's representative participates in fieldwork defending conferences; 3) at the beginning of each academic year, teaching staff present the research analysis scientific sources that examine career's concept of social workers, supervisors, social entrepreneurs, its developments and opportunities for its implementation. Thus, the implementation of the career concept in ECA is revealed to the students as a process in which the future employee (student) can predict professional progress during his/her working life.

Secondly, students are educated for such professional career motivation, which depends on constant immersion in the profession and its scientific basis. Motivation at work influences the process of building a career. Career development depends upon ability to work and facilitate overall success in the profession.

Thirdly, students' thinking regarding their career includes two important positions: 1) outlook of students' personality - mentally, socially and psychologically, and 2) intellect. Professional career opportunities mean a set of internal qualities of personality and skill of management of these inner resources.

Students are educated in a way that career opportunities depend greatly upon overall success of career building, intelligence, spiritual strength viewed as a fundamental component of the personality, and the academic performance of each student in profession. Moreover, career success largely depends on the personal opportunities, skills, professional orientations, motivations, needs and values of young employees. ECA present to students following career conducts: spiritual and emotional intelligence; motivation for success; critical self-assessment and development for self-esteem; communication skills; and value orientations.

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

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

**study programmes, if applicable).**

### **The research activity of the academic staff involved in the study direction and its impact on the study work**

The research activity of the academic staff is regulated by the unified internal quality culture assurance strategy. The indicators of the research activity are reflected in the Self-evaluation reports of the teaching staff and the research activity is regularly discussed in the Senate. The priority directions of research are determined by the Academy's joint academic, educational and quality strategy, and the strategy for the modernization of the European higher education space for the successful implementation of the knowledge triangle.

The research activity within the field of study is **CORPORATE** and **INDIVIDUAL**, and is carried out in accordance with the scientific work plan of the academic staff, which is discussed and approved by the Senate of ECA at the beginning of each study year. The planned work is directly related to the study courses included in the study programs, which are implemented in accordance with the study results-oriented programs of these courses.

**CORPORATE RESEARCH ACTIVITY** is a multidisciplinary research: its innovation is related to the use of the method of Integrative Theological in the study of the social field and generates new knowledge and promotes an integrated social work/ supervision/ social entrepreneurship development strategy nationally and regionally. In the center of the interdisciplinary approach is the methodology of Integrative theology, Judeo-Christian as well as Patristic anthropology knowledge about man, which is able to provide innovative solutions in client-oriented social work in the context of the 21st century.

Based on the mentioned "ancient innovation", ECA is involved in several international research work platforms - EZA, EUROMF, *Semaines Sociales de France*, ICD, etc.

The following directions of corporate research within the direction of the Academy are considered to be priority:

**1) direction - Interdisciplinary research in the development of the Social Model of the European Union using the Method of Integrative Theology** (Interdisciplinary research in mutual relationships between various fields of knowledge using the method of Integrative Theology):

1. ECA Scientific Proceedings (in Latvian and English) that have been dedicated to the methodology of Caritative social work and issues of European social development, as well as ecology and "green workplaces":
2. ECA Scientific Proceedings No. 4 "Innovative Content of Caritative Social Work" (2016); ECA Scientific Proceedings No. 5 "Dimensions of Caritative Social Work" (2018), ECA Scientific Proceedings No. 6 "Client and Human Dignity" (2020);
3. Interdisciplinary research project - *Jean Monet Module* at the Latvian Christian Academy "European Social Entrepreneurship for Future" (2016-2019)
4. EU Erasmus+ Strategic Partnership for Higher Education "Social Professions for Supporting Youth in a European Solidarity Context" (2019-2023). 2 books published in English: 1) *Youth Work Reader - Issues and Contexts* (Adam Marszałek Publishing, 2022, 146 p.) [http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader\\_2022.pdf](http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader_2022.pdf); 2) *Youth Participation and Solidarity - Handbook for Students and Teachers of Social Professions* (Adam Marszałek Publishing, 2022, 179 p.) <http://young.uwb.edu.pl/wpcontent/uploads/2022/01/Bielecka-E.-ed.-Youth-Participation-and->

5. 6 ECA teaching staff publications in the TELOS internet portal.

## **2) direction in the interdisciplinary field of Orthodox theology and Social sciences:**

1. Method of Integrative Theology in social research, practical modeling and creation of new knowledge (S. Gūtmane, K. Kīslings, D. Dolace, E. Aciene, K. Urponen). Result: introduction and development of the client-oriented concept of social work in Latvia;
2. The innovative direction of social work foresight (European Social Model and unified development of social work) (S. Gūtmane, K. Urponen, D. Dolace, E. Aciene);
3. Patristic anthropology as a tool in social work in the direction of social well-being (published edition of the Basic Principles of the Social Concept of the Orthodox Church);
4. Synergistic anthropology of the Church in the perspective of Caritative social work (principle incorporated in several study courses).

## **3) direction in corporate research – Social welfare studies, using the resources of Orthodox theology and patristic anthropology in the study of social problems:**

1. ECA Scientific Proceedings No. 3. "Climate Symbols in Theology and Art" (2012);
2. EKrA Scientific Proceedings No. 4. "The Innovative Content of Caritative Social Work" (2016);
3. EKrA Scientific Proceedings No. 5. "Dimensions of Caritative Social Work" (2018);
4. EKrA Scientific Proceedings No. 6. "Client and Human Dignity" (2020);
5. ECA has published unique translations of works of classical Patristic anthropology. Translations made from Greek, English, Russian languages: St. John the Ladder (Climacus) "The Ladder of Divine Ascent" (2013) (trans. by assist.prof. G. Dišlers, scientific editor. assist.prof. D. Dolace, Jūrmala, EKrA); St. Macarius the Great "Spiritual Conversations" (translated by assist.prof. G. Dišlers, Jūrmala, EKrA, 2015); St. John Moschus "Spiritual Meadow" (translated by assist.prof. G. Dišlers, Jūrmala, EKrA, 2016); John Cassian the Roman "Conversations of the Egyptian Fathers" (26 conversations) (transl. by assist.prof. G. Dišlers, Jūrmala, EKrA, 2018); Georgy Florovsky "Fathers of the Eastern Church (anthropology)" (translated by assist.prof. G. Dišlers, scientific editor assist.prof. D. Dolace, Jūrmala, EKrA, 2019); Translations by Guntis Dišlers and Dace Dolace – the works of Cappadocian Fathers – St. Basil the Great, Gregory of Nazianzus and Gregory of Nyssa; The works of St. John Chrysostomus in the history of Caritative social work.
6. The work of the Patristic Anthropology Translation Commission is extensive, as there are no corresponding anthropological terms in Latvian. D. Dolace, G. Dšlers, V. Dolacis perform academic duties in the translation commission. Adequate terminology of Orthodox anthropology and theology in Latvian is being developed. The result of this work is the republished and improved "Book of Prayers" (Riga: Latvian Orthodox Church Synod, EKrA, 2009; 2010, 2014, 2018, 352 p.), including translations from ancient Greek and Church Slavonic;
7. Several methodical materials for students have been issued: "Methodical material for raising the qualifications of social workers: "Caritative social work with the so-called for "difficult" customers" (Oksana Krastiņa, EKrA, 2020); "Reciprocity as a relationship protonorm for social service providers" (Inese Kovaļevska, EKrA, 2022); "Reciprocity in the process of transformative supervision" (Inese Kovaļevska, EKrA, 2022); "Virtue ethics and social work" (Aino Kuznetsova, EKrA, 2019); "Work with the mental pathologies of a person in Caritative and pedagogical communication" (Dace Dolace, 2018, EKrA); Fundamentals of the Social Concept of the Orthodox Church. Teaching methodical tool (translated and edited by D. Dolace, 2014, 2018, 128 pages); "Radical crises: problems, solutions" (G.Dišlers, K.Kiessling, EKrA, 2014).

4) direction – **Caritative social work methodology and innovations in social work and social entrepreneurship**. The work within the direction is carried out together with the European Commission's social dialogue organization EZA (European Center for Workers' Questions, Germany) and *Semaines Sociales de France*; coordinator – Sk. Gūtmane.

- **Monograph** "Towards a culture of compassion. Caritative social work methodology (publication planned for 2022);
- Skaidrīte Gūtmane's publication in the Scientific Articles of the University of Cologne: Gūtmane S. Caritative social work as innovation from antiquity. – In: *Social Globalisation and Education: Social Work, Health Sciences and Practical Theology Perspectives on Change*. – *Schriften der Katho NRW*, 2021, Bd. 34, Aachen – Köln – Paderborn, 2021. – 271-279. DOI 103224/84742371.
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• Scientific publications – 72

• **Publications on Caritative Social Work** – 50

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2. Urponen Kyosti. *Professional-Centered And Client Oriented Social Work / Uz profesionāli orientētais un uz klientu centrētais sociālais darbs*. *ECA Scientific Proceedings*, 6 "Client and Human Dignity" (2020)
3. Hark Norbert. *Not strangers but partners: Academic theology and social work / Ne svešinieki, bet partneri: akadēmiskā teoloģija un sociālais darbs*. *ECA Scientific Proceedings*, 6 "Client and Human Dignity" (2020)
4. Kiesling Klaus. *On the dignity of all humans as images of God / Par visu cilvēku cieņu Dieva tēlā*. *ECA Scientific Proceedings*, 6 "Client and Human Dignity" (2020)
5. Jefuni Juris. *Antropoloģisko reobežu izpratne S. Horužija pētījumā "Par askēzes fenomenoloģiju" / Understanding of anthropological borders in the research of S. Horozhy "On Phenomenology of Ascetism"*. *ECA Scientific Proceedings*, 6 "Client and Human Dignity" (2020)
6. Dolacis Valters, Dolace Dace. *The Contribution of Ecclesial Communities to Development of Community Work / Baznīcas kopienes piensums kopienu darba attīstībā*. *ECA Scientific Proceedings*, 6 "Client and Human Dignity" (2020)
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27. Gūtmane Sk. Anthropological Crisis as a Demolisher of Welfare System in Democracy. - In: “TILTAI” [Bridges] - Scientific Journal of University of Klaipeda (Social Sciences), Lithuania, 2014, Nr. 4 (69). - pp. 71-79. ISSN 1392-3137 (Print), ISSN 2351-6569 (Online). Database: indexed in International Base IndexCopernicus Master List. DOI: <http://dx.doi.org/10.15181/tbb.v68i4.950>
28. Gūtmane Sk. The Content of Pastoral Counselling as a Precondition of Professionalization of Caritative Social Work. - In: “TILTAI” [Bridges] - Scientific Journal of University of Klaipeda (Social Sciences), Lithuania, 2014, Nr. 2 (67). - pp. 151-169. ISSN 1392-3137. Database: indexed in International Base IndexCopernicus Master List. DOI: <http://dx.doi.org/10.15181/tbb.v67i2.852>

• **Publications in social entrepreneurship and community work - 10**

1. Dolacis, V., Gūtmane, Sk., Rode, D. D. (2021). Social Entrepreneurship as a Form of Social Work for Social Cohesion of Society. *Tiltai [Bridges]* – Scientific Journal of University of Klaipeda (Social Sciences), 1 (87), pp. 80-97. ISSN 1392-3137 (Print), ISSN 2351-6569 (Online). DOI: <https://doi.org/10.15181/tbb.v87i2.2319>. Database: indexed in *International Base IndexCopernicus Master List*.
2. Dolacis, V. (2020). Social Entrepreneurship as a Tool for Personal and Community Development / Sociālā uzņēmējdarbība kā instruments personīgai un kopienas attīstībai. Latvian Christian Academy. Scientific Proceedings 6. Client and Human Dignity/ Ed. by Skaidrīte Gūtmane. Jūrmala: Latvian Christian Academy, pp. 229-241.

3. Dolacis, V. & Dolace, D. (2020). The Contribution of Ecclesial Communities to Development of Community Work: Working Religious Capital / Baznīcas kopienu pienesums kopienu darba attīstībā: darbīgs reliģiskais kapitāls. Latvian Christian Academy. Scientific Proceedings 6. Client and Human Dignity/ Ed. by Skaidrīte Gūtmane. Jūrmala: Latvian Christian Academy, pp. 210-228.
4. Līcīte, Lāsma. (2018). Pamatnostādnes sociālo problēmu risināšanā: sociālā darba loma sociālajā uzņēmējdarbībā. – In: Latvian Christian Academy. Scientific Proceedings 5. Dimensions of Caritative Social Work / Ed. by Skaidrīte Gūtmane. – Jūrmala: Latvian Christian Academy. – pp. 25-35.
5. Dolacis V., Dolace D. (2018). The Contribution of Ecclesial Communities to the Development of Community Work: Working Religious Capital [Baznīcas kopienu pienesums kopienu darba attīstībā: darbīgs reliģiskais kapitāls]. – Krāj.: "TILTAI" [Bridges]. Social Sciences: Scientific Journal of University of Klaipeda, Lithuania, No. 1 (Vol. 79), pp. 27-47. ISSN 1392-3137 (Print), ISSN 2351-6569 (Online). DOI: <http://dx.doi.org/10.15181/tbb.v78i1.1755>. Database: indexed in International Base IndexCopernicus Master List.
6. Dolacis V. (2017). Social Entrepreneurship as a Tool for Personal and Community Development. – In: Challenges and Social Responsibility in Business. International Applied Research Conference Proceedings, Kaunas, Kolpingo University of Applied Sciences, pp. 11-24. ISSN 2029-7130
7. Dolacis V., Jespere I. (2016). Recognition of Principles of Social Economy in the Activities of Community Initiatives in Latvia [Sociālās ekonomikas principu atpazīšana kopienu iniciatīvās Latvijā]. – In: Latvian Christian Academy. Scientific Proceedings 4. The Innovative Content of Caritative Social Work/ Ed. by Skaidrīte Gūtmane. – Jūrmala: Latvian Christian Academy. – pp. 246-264.
8. Dobele, Lāsma. (2016). The Legal Framework and Support Instruments for Social Entrepreneurship Development in Latvia. – In: Latvian Christian Academy. Scientific Proceedings 4. The Innovative Content of Caritative Social Work/ Ed. by Skaidrīte Gūtmane. – Jūrmala: Latvian Christian Academy. – pp. 234-246.
9. Linde, Ņina, Bikse, Veronika. (2016). Criteria for Identification and Evaluation of Social Enterprise. – In: Latvian Christian Academy. Scientific Proceedings 4. The Innovative Content of Caritative Social Work/ Ed. by Skaidrīte Gūtmane. – Jūrmala: Latvian Christian Academy. – pp. 265-282.

- **Interdisciplinary, international seminar together with the European Commission organization EZA** (European Center for Workers' Questions) in May of each academic year – 2022, 2021, 2020, 2019, 2018, 2017, 2016, 2015, 2014. the target audience of the seminar – social policy makers, European integration and social analysts, students, trade union representatives, municipal employees.
- **Methodological materials intended for students** that facilitate interdisciplinary research in social work: 1) Methodological study "Caritative social work methodology" (2019) (S. Gūtmane, D. Dolace); 2) Caritative social work in Latvia and Europe (2019) (V. Dolacis, G. Dišlers); 3) Caritative social work in the perspective of Patristic anthropology (2020) (D. Dolace).

**5) direction - European Social Model: Social dialogue processes in the European Union and Latvia** / in unity with EC EZA (European Center for Workers' Questions) – 70 network organizations); coordinated by Sk. Gutman.

- 9 international seminars were held in May of each year in cooperation with the European Commission's organization EZA (European Center for Workers' Affairs), ECA and LBAS (Latvian Free Trade Union Confederation), dedicated to issues of social dialogue and social entrepreneurship;
  - 9 publications on the topic of social dialogue (P. Krīgers, L. Līcīte, E. Aciene);
1. Krīgers, P. Psychosocial Risks at Work and European Social Dialogue: Latvian perspectives and structural weaknesses. Report at Latvian Free Trade Unions Confederation (LBAS), May 5, 2021.
  2. Krīgers, Pēteris (2018). Sociālais dialogs kā priekšnoteikums sociālā darba profesionalizācijai [Social dialogue as precondition of professionalization of the Social Work]. – In: *Latvian Christian Academy. Scientific Proceedings 5. Dimensions of Caritative Social Work* / Ed. by Skaidrite Gūtmane. – Jūrmala: Latvian Christian Academy. – pp. 92-96.
  3. Krīgers, P. (2018). Social dialogue and Youth Employment in the Context of the European Semester. *Latvian Christian Academy, Scientific Proceedings No. 5: Dimensions of Caritative Social Work. Materials of the international EZA seminar "Inclusive Labour Market and Youth Employment: Cross-European Analysis" (May 31-June 2, 2018 Latvian Christian Academy)*. Jūrmala: Latvian Christian Academy, pp 10-17 (in Latvian)
  4. Krīgers, P. (2016). Sectoral Social Dialogue at the Europeans Union level: Challenges and problems. *European Journal of Industrial Relations, Vol. 22, Issue 4*, pp. 317-335.
  5. Krīgers, P. (2014). Social Dialogue in Latvia. *Latvian Christian Academy, Scientific Proceedings No. 2: European Social Development, Social Dialogue, Solidarity, Migration, Cohesion*. Jūrmala: Latvian Christian Academy, pp. 59-73 (in Latvian)
- Publications on European youth development – ECA publications in 2 international collections: *Youth Work Reader - Issues and Contexts* (Adam Marszałek Publishing, 2022, 146 p.).  
[http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader\\_\\_2022.pdf](http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader__2022.pdf); 2) *Youth Participation and Solidarity – Handbook for Students and Teachers of Social Professions* (Adam Marszałek Publishing, 2022, 179 p.)  
[http://young.uwb.edu.pl/wpcontent/uploads/2022/01/Bielecka-E.-ed.-Youth-Participation-and-Solidarity\\_\\_2022.pdf](http://young.uwb.edu.pl/wpcontent/uploads/2022/01/Bielecka-E.-ed.-Youth-Participation-and-Solidarity__2022.pdf)
  - S. Gūtmane's publication in the Scientific Articles of the University of Cologne: Gūtmane S. Caritative social work as innovation from antiquity. – In: *Social Globalisation and Education: Social Work, Health Sciences and Practical Theology Perspectives on Change*. – *Schriften der KathO NRW*, 2021, Bd. 34, Aachen – Koln – Paderborn, 2021. – 271 – 279. DOI 103224/84742371.

6) direction – Social diakonia/ research in unity with the International Deaconate Center (IDC, Germany); coordinator K. Kiesling.

1. Kießling, Klaus, Engel, Agnes, Strunk, Theresia, Wagener, Hermann-Josef. Grundwissen Psychologie. Lehrbuch für Theologie und Seelsorge [Basic knowledge of psychology. Textbook for theology and pastoral care]. Ostfildern: Matthias-Grünwald-Verlag, 2021, 608 Seiten.
2. Kießling, Klaus & Mertesacker, Jakob [Hg.]. Seelsorge interkulturell Pastoralpsychologische Beiträge [Intercultural Pastoral Care. Pastoral psychology contributions]. Vandenhoeck & Ruprecht, 2019, 208 Seiten.

3. Kießling, Klaus. Religiöses Lernen. Multidisziplinäre Zugänge zu religionspädagogischer Theorie und Praxis [Religious Learning. Multidisciplinary approaches to religious education theory and practice] (Pastoralpsychologie und Spiritualität; Bd. 6), Frankfurt am Main: Peter Lang, 2018, p. 214.
4. Kießling, Klaus. Seelsorge bei Seelenfinsternis. Depressive Anfechtung als Provokation diakonischer Mystagogie [Pastoral care in eclipse of soul. Depressive challenge as a provocation of diaconal mystagogy], Freiburg i.Br.: Herder, 2017, 432 p.
5. Kiesling, Klaus. Radical crises: problems and solutions. Teaching methodical tool. Jurmala: Latvian Christian Academy, 2018, 112 pages. (with G. Dišlers).
6. Kiesling, Klaus. "Love greets you". Articles on diaconic culture (= "Es grüßt euch die Liebe". Beiträge zu einer diakonischen Kultur). Riga: Latvian Christian Academy, reprint 2022, 124 pages.
7. S. Gutmane publication "Anthropology of hope: the phenomenon of resurrection" in the collection of German scientific articles "Klaus Kießling: Festschrift" (2022).

#### 7) direction - **Research of the history of the Orthodox Church in Latvia**

1. Guntis Dišlers "To another land". Dāvids Balodis and the conversion of Latvians to Orthodoxy in the 2<sup>nd</sup> half of 19<sup>th</sup> century (2019, EKrA, 414 pages)
2. Galina Sedova (nun Euphrosyne) has defended the topic of her doctoral dissertation "Riga Diocese 1944-1964. History of Orthodoxy in Latvia" (2020, "Saule" Publishing House, 384 pages);
3. Monograph. Galina Sedova (nun Euphrosyne) "Eparchy of Riga and social service during the Stalin and Khrushchev period 1944-1964." (2019, 320 pages);
4. Monograph Galina Sedova (nun Euphrosyne) "Service of Metropolitan Veniamin Fedchenkov in Riga Cathedral 1948-1951." (2020, 320 pages);
5. Monograph Galina Sedova (nun Euphrosyne) "120-year history of the Riga Orthodox nunnery: history of social service (Efrosinija (Sedova), nun, 2021, 220 pages).

**INDIVIDUAL RESEARCH** of the academic staff is directly related to the study courses included in the direction, it is approved by the EKrA Senate within the individual plan of the teaching staff. At least 2 scientific publications per academic year are mandatory for lecturers.

See below the scheme - **The conceptual scheme of the involvement of students and teaching staff in ECA research projects.**

#### **Involvement of ECA teaching staff in scientific research**

##### I Mandatory conditions

1. 2 academic publications per academic year are mandatory,
2. Participation with a paper in the EC EZA annual international seminar,
3. Involvement in international projects coordinated by the Academy (Erasmus+ Strategic Partnerships; Social work research project with young people; Nordplus Higher Education and Nordplus Horizontal projects),
4. Publications in the Scientific Proceedings of the Academy corresponding to the field of study,
5. Publications in the collection of scientific articles of the University of Klaipėda (Lithuania) "Tiltai" and in the scientific articles of other universities with which inter-university cooperation agreements have been concluded.

6. Publications on the corporate social platforms of the European Commission, in which ECA is a cooperation partner.

## II ECA scientific and research concept forming conditions

See picture in the appendix **Scientific and research concept forming conditions at ECA.**

### **Involvement of students in research projects**

Students are involved in research work together with the joint research work plan:

- participates in the presentations of fieldwork research papers;
- at the annual student scientific work conferences and competition, where it is possible to receive the Rector's prize for high-quality research work;
- during the annual Social Welfare Days – an international seminar that takes place in the Academy and where together with EZA experts, the most current trends of European integration, European social welfare and the process of social dialogue are discussed and considered;
- development and presentation of Diploma Theses;
- student research work in the groups of professors by Gūtmane, O. Brūvers, I. Hiršs, K. Kiesling, E. Aciene, assist.prof. D. Dolace.

### **CORPORATE DOCTORATE IN SOCIAL WORK**

The European Christian Academy especially highly values the cooperation with the University of Klaipeda (Lithuania) and the University of Lapland (Finland), with which a Consortium has been established for the doctoral program in social work, with an administrative center at the University of Lapland. It is a **Corporate doctoral studies in Caritative social work**. Applicants have the opportunity to prepare for a doctoral degree in corporate studies and choose an innovative doctoral topic for studies in charitable social work during 2 consecutive months at the Doctoral School, held either at Klaipeda University or ECA. See: <https://kra.lv/studiju-programmas/doktorantura/>

## **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.**

### **The use of scientific research outcomes in the study process.**

Scientific research work is the basis of the educational tasks of the Academy, and its connection with the study process is beyond discussions: the research work of the Academy organically merges with the content of study directions and study courses. Students are involved in research work, and ECA social welfare graduates are prepared for innovative skills to work with clients practically, to understand and implement not only client-oriented social work, but the entire historical development and contemporary process of social work.

ECA, by connecting scientific research with the study process and results in the study process, understands the management of academic changes, so that the traditional academic approach to

the student is replaced by such consciousness of students who want to achieve a high qualification in order to be able to realize their chosen profession in the labor market in a professional manner. Therefore, we will not mention here how students write their Course or Fieldwork research papers, but how these papers are practically related to their future occupation. Because of these goals, the Academy has created an atmosphere that engages students in a serious learning process, also instilling in them responsibility for the quality of learning and practical results. On the other hand, for educators, the connection of research with the study process forces them to be aware of the goals of the study course and especially to work on the methods by which the goals of the study course can be achieved, and especially to think about the methodology of student quality assessment

If a student receives a low grade in a study course or module, the student is offered the opportunity to take the study course again and raise the grade.

ECA teaching staff tend to discuss theoretical approaches and models of social work with students in order to find out whether students have learned them only intellectually, or are able to apply research theories in social work practice. Such a dialogue reinforces practical approach organized around the research concept in students, and prevents students from relying only on memorization, but understanding that scientific theories can be modeled and not always effectively adapted to the practice. In this way, students learn the creative connection of scientific research with their future profession.

Students learn to use research data and results to solve current problems, and learn different points of view for understanding current social work problems. There are a lot of theories in social work, and we connect student research with the study process, that we teach students to scientifically reflect on current theories, teach them to be cautious in their use, but develop the capacity to think critically, so as not to use research mechanically, but to find ideas for the creative transformation of knowledge, which helps in professional work.

We teach science adapted to life, combining scientific expertise in studies with the ability to solve problems creatively, interdisciplinary and in such a way to achieve results in professional work.

The goal of ECA is to make students deeply interested in self-regulating their knowledge acquisition process, to look for a strategy that helps to combine knowledge, learning and skills. Therefore, connecting the research of scientific processes with the study is connected with a lot of work for each student, motivating them to learn for life.

The practical tools for connecting scientific research with the study process are, firstly, the students' fieldwork report conference and the defense of fieldwork, secondly, the involvement of students in professors' groups and webinars (e.g. Dace Dolace's research group, Skaidrīte Gutmane's research group, Guntis Dišlers's research group), in which students learn to self-regulate their knowledge acquisition process and connect it with the academic staff's scientific research, thirdly, student involvement in the Christian Professional Education Association (KPIA), meetings with graduates, fourthly, discussions on how the social work profession is developing in Latvia, fifthly, involvement in career days and discussions with employers, sixthly, student participation in the annual EZA seminar, which tests students' knowledge on how they know how to connect the European social process with their chosen profession.

**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.**

When describing ECA international activity in scientific research, 3 accents are important:

**1)** ECA's responsibility in the unified European Higher Education Area (EHEA), which is based on the investment of excellence and the distribution of innovative knowledge. The advantage of ECA is interdisciplinary research in the direction of Social welfare, emphasizing "ancient innovations" in professional knowledge: the role of Judeo-Christian anthropological revelation and Patristic anthropology knowledge in client-oriented concepts of social work. For this reason, at ECA operates the Interdisciplinary Research Institute (SPI).

### **ECA Interdisciplinary Research Institute (SPI)**

(<https://kra.lv/starpdisciplinaras-petniecibas-instituts/>) provides interdisciplinary research in theology, anthropology, sociology, entrepreneurship, international involvement in research, innovative new approaches and demonstration of good practice for students within the direction of social welfare; student involvement in research, student motivation for research work in the regional context.

SPI sets scientific research in an interdisciplinary perspective as the goal of its activity, using the methodology of Integrative Theology – for the integration between theology and the current topicalities of the European Commission's Social Agenda. Special focus of research is **study of the interaction of fields of knowledge** resulting from a drastic social, economic and political paradigm shift in the world of globalization and IT dominance. The analysis of the mentioned processes is based on Patristic anthropology, which is an ancient innovation in the 21st century in the world of technology.

**Main directions of corporate research work:** Interdisciplinary research; European integration, Social dialogue and the study of European social processes as an opportunity to develop the social work profession at the meta level, using the method of Integrative Theology; Caritative social work as an innovative form of social work and social sciences; Climate change in the context of anthropology and eco-theology; Translation of classic works of Patristic anthropology into Latvian.

**2)** ECA and SPI develop an innovative approach to social work as a science.

ECA's strategic research and cooperation strategy corresponds to the Social Model of the European Commission, in which the human personality can be viewed as a "living laboratory" and a source of inspiration for education and research. We are pleased to have strong academic research links with research network organizations (EZA (European Center for Workers' Questions), IXE-Group: Initiatives of Christians for Europe, *Semaines Sociales de France*, International Deaconate Center, IDC) and many European universities.

ECA has developed international cooperation in accordance with the strategic concept of the university, therefore ECA has chosen for partnership, first of all, cooperation with the **European Center for Workers' Questions** (EZA), the leading organization of the European Commission's Social Agenda. EZA unites 72 educational organizations and research centers in Europe from 29 countries dealing with issues of European integration, social dialogue and social values of Christianity – this means dignity for the human person, his/her freedom, and understanding of solidarity as a social principle that develops cohesion and responsibility for the sake of social justice and the common good.

Social dialogue is a tool for social partnership and understanding of political issues, one of the foundations for the realization of social opportunities, which guarantees economic and social development and issues of European integration and employment. ECA has been involved in the partnership of this organization since 2004. The involvement has taken place in order for the Social Welfare studies direction to gain grounding in the practice and working environment at the macro level, and to promote knowledge about the European Social Agenda.

Every year since 2004, EZA and ECA hold an international inter-university seminar at the Academy with the aim of students learning the current affairs of the European Social Agenda, consolidating and spreading the ideas and knowledge of the European Social Agenda in the research of students and teaching staff and in the entire study process. Since 2004, all teaching staff of the direction have been involved in joint EZA projects, attending EZA seminars and conferences in different countries, as well as publishing in EZA publications.

A special emphasis is placed in the entire study direction and in each study program: social dialogue and human employment solve social problems at the European level, and students learn the goals of the European Social Agenda in detail. Analyzing the facts and conditions of social dialogue, they gain practical knowledge of the socio-economic development of the labor market, know how to understand good social practices at the European level and promote international cooperation using synergy opportunities.

Secondly, the Academy is involved in ***Semaines Sociales de France*** through the ***IXE-Group: Initiatives of Christians for Europe***. *Semaines Sociales de France* organizes pan-European Social Weeks and since 2002 ECA participates in European Social Weeks, which develop a European culture of solidarity and cooperation for European people by analyzing the quality of integration, solidarity and participation. IXE-Group held a meeting at ECA in September 2018, got acquainted with the social work concept of the Academy. Every academic year, IXE-Group meetings are held in one of the European countries twice a year. The Rector Skaidriņe Gūtmane is involved in the work of IXE-Group, who regularly reports on the development of social work and social policy in Latvia in accordance with the topic that is brought up for discussion as important during the European Social Week. IXE-Group brings together social policy specialists from England, France, the Czech Republic, Germany, Belgium, the Netherlands, Latvia, Luxembourg.

The ECA Senate is always informed about the tasks, problems and results of the European Social Week, as well as the memoranda published by *Semaines Sociales de France*. The teaching staff mutually discuss issues that should be included in the programs of the study direction from the current events.

The third network organization, which is related to international cooperation in scientific research and benefits from it in the programs of study directions, is **the International Deaconate Center (IDC)**. The leader of this global organization for many years has been ECA professor Klaus Kiesling, who is also a member of the ECA International Support Council since the Academy's beginnings, and has contributed a lot to the development of the concept of Caritative Social Work. Cooperation with Klaus Kiesling has academically developed the concept of Caritative Social Work, basing it on practical service to people both in society and in the church. IDC unites 15 international partner organizations and publishes scientific articles *Pro Diaconia Christi*. Academy's faculty members have published in the articles and participated in IDC General Assemblies held every 4 years. With the support of this global organization, lectures at the Academy have been given by internationally recognized teaching staff specifically in the methodology of Caritative Social Work and in the issues

of social work innovation, as well as in the problems of how to work with different client groups in an innovative way that is appropriate for the risk society.

These three organizations are stable partners in ECrA social work scientific research and the contribution of this partnership cannot be overestimated and is very valuable.

The Academy's international cooperation runs in accordance with the **Research and Innovation Work Plan**, which is approved by the Senate for 5 years. The priorities of this plan are the European Social Program and its integration with the Judeo-Christian anthropological understanding of the human personality, which provides new, innovative knowledge regarding client-oriented social work.

In its **Research and Innovation Policy Plan** ECA details six strategic objectives:

- Interdisciplinary understanding of social work as a science;
- Research responsibility, developing a new social work profession – Caritative social work, since 1993;
- Link the macro level of social work with the development of people's employment and social dialogue;
- To develop social work as a science, based on the methodology of Integrative Theology and other innovative interdisciplinarity methodologies;
- Involve students in an interdisciplinary understanding of the profession by learning 10 modules on how to develop scientific work skills (academic integrity; academic writing (papers, course papers); dialogue and interpersonal skills; critical thinking; the ability to use data; the ability to accept diversity and manage change; the ability to select information; to develop one's personality; to develop research skills; to develop a personalized approach to studies and one's achievements);
- ECA wants students to develop critical and creative thinking and become innovative researchers in the social work profession. ECA makes efforts to involve master's degree students in Corporate doctoral studies in social work.

ECA is the former initiator of the Erasmus+ **Strategic Partnership** project "**Social Professions for Supporting Youth in a European Solidarity Context**", which involves the **University of Warsaw, Białystok University (PL), Malmö University (SE), Klaipėda University (LT), and ECA (LV)**, to explore the current role of social professions in working with young people. As a result of the project, **2 books** on social work with young people were published, an international Summer School was held, as well as the study programs have gained general knowledge about innovative forms of work with young people from this project. Students and teaching staff have collected facts about the quality of work with young people in Europe, as well as developed new strategic directions in social work with young people.

ECA has regularly formed the network organizations within **Nordplus project** in connection with Baltic and Nordic universities, develops Intensive Courses and mobility in the field of Social work and Caritative Social Work.

It should be noted the importance of the Embassy of Israel and the Finnish Institute of Theology, which have organized the opportunity to participate in archaeological excavations in Israel, providing a strong basis for research work also in the Social Welfare direction study programs. The Embassy of Israel in Latvia attracts professors from **Hebrew University** and **Beersheba University** who will give lectures in 2022/2023 study year.

International cooperation in scientific research is compact and fundamentally focused on the educational and scientific needs of the study program, it is strategically innovative for the entire direction of Social Welfare studies - not only at the Latvian, but also at the European level.

**Future plans** for international scientific cooperation are based on 2 basic conditions and derive from the Erasmus+ strategy. See in Appendix **INDICATIVE TIMELINE for ACHIEVING the TARGETS related to the mobility actions (joint courses, curricula, modules, mobility, joint degrees).**

In the future, joint international cooperation in scientific research based on joint platforms and joint research (EZA, Semaines Sociales de France, IDC, etc.) will continue. The basis for this cooperation is the cooperation agreements with these organizations, and ECA's involvement in the think-tank groups of these platforms.

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

The teaching staff of the Academy are creators, implementers of the concept of the European Christian Academy and spreaders of the special value of this concept in society - not only in Latvia, but also in the EU.

Therefore, teaching staff form 3 parallel groups:

- 1) **Creators** of the concept of interdisciplinary Caritative social work of the European Christian Academy. It has both local and international staff working since the 90s. These teaching staff have innovative publications both in Latvia and internationally.
- 2) To each of the professors who created the concept, the **new teaching staff** have been assigned, recommended by the state examination commission for studies in the master's degree, and further - in the Corporate Social Work doctoral studies. The creators of the concept follow the academic growth and involvement of new teaching staff in scientific research, providing examples of innovative, exciting involvement of scientific research in both projects and conferences.
- 3) The third group of teaching staff consists of **teaching staff who extend the concept**, which also includes teaching staff from other universities, guest professors, guest lecturers. Entering the academic environment of the university, teaching staff slowly gets involved in interdisciplinary research, as well as in the innovative discourse of Judeo-Christian anthropology, and in the creation of the special discourse of Caritative social work in the profession of social work.

The scientific work plan of each faculty member is discussed and approved by the Senate at the beginning of the academic year. As a result of the study year, data on the scientific research of teaching staff are collected and the employment contract with the specific teaching staff is renewed. When solving financial issues, the scientific capacity of the teaching staff is taken into

account (publications, involvement in projects, reports and presentations at conferences and seminars, preparation of new teaching methodical materials at bachelor's and master's levels).

One of the examples is the academy's project, which has been developed since 2021 – project “**Evolving As A Digital Scholar**”, where digital scholar is getting involved in research, education and community; mobilizing digital skills on various levels and acting in multiple roles both individually and inter-linked with other teaching staff, in order to implement the strategic ideas of the study direction, which are at the center of the academy's academic activities.

This idea was born due to the restrictions of Covid-19 pandemics, which actualized the need for digitization.

Three-dimensional framework has been developed since 2021 in which the faculty member has the opportunity to express himself as a digital scientist

First of all – digital scholar as an **author who writes highly specialized scientific texts** for experts and those who have evaluated scientific articles; the author can express himself as a creator of narratives of the Academy's concept, who creates interesting narratives for the wider public, blogs with which he inspires or initiates interest in the Academy's work, social work education issues, motivates to learn more deeply about the significance of the risk of Judeo-Christian anthropological heritage in solving society's problems.

Secondly – digital scholar as **integrator** who develops and increases interest in the Academy's concept of social work and supervision – website, webinars, academic quality talks. One example: it is known that a special group of social work clients – teenagers and young people with minor mental deviations – can improve their mental health by learning icon painting; not in studies, but in special courses. Therefore, a special webinar was developed, which you can learn step by step to draw an icon and balance your mental health at the same time.

Thirdly – digital scholar as **networker** who actively triggers interaction via social media applications and online learning communities, addressing people who are able to learn online, paying particular attention to those groups of society who are not employed.

For the development of such academic ideas, the young researchers and also students are very interested. Future digital scholar is not only professional learner and educator of students but also acts as “change agent” who is open to and actively pursues innovation, which disseminates the social work innovations developed by the Christian Academy in the widest possible way.

Thus ECA inspire their academic teachers and researchers with different backgrounds and levels of knowledge to enhance their digital academic profile not only through academic presentations in conferences, projects and publications, but to digital society profile as wide as possible with innovative academic ideas.

Thus, the teaching staff of the Academy inspires other researchers and academic staff in other universities and academically expands the digital academic profile in scientific research.

ECA publishes Scientific Proceedings, and the international editorial board annually introduces the teaching staff to the thematic directions in which scientific research can be carried out according to the direction of study. ECA professor Skaidrīte Gūtmane is a member of the Klaipeda University Senate for scientific research, and the deputy editor of Klaipeda University Scientific Articles in Social Sciences “Tiltai”. The rector addresses each teaching staff separately to prepare a publication in the collection of scientific articles “Tiltai”, which is indexed in the EBSCO database.

ECA's scientific research therefore flows into a wider scientific area.

Evaluating academic staff's scientific research in the Social welfare study direction, its content is implemented **corporately** and **individually**.

**CORPORATE RESEARCH activities** involve 1) teaching staff who are creators of the social work concept of the Academy; 2) the new teaching staff, who are involved in research motivated by the creators of the concept, and often conduct research together with the relevant professor; 3) teaching staff and guest professors of other universities are also involved in corporate research, thus the field of corporate research in social work is implemented not only as interdisciplinary, but also as inter-university research.

**Directions** of corporate research activities:

**I. direction.** Development of European Social Model by use of the **Integrative Theology method** in the study of social work and through the integrated dissemination of Judeo-Christian and Patristic anthropology knowledge regarding client understanding in the 21<sup>st</sup> century risk society. Practically all teaching staff involved in the direction of the Academy have developed publications on the mentioned innovative topics.

**II. direction.** Corporate research also runs **jointly with the European Commission's organization EZA** (European Center for Workers' Questions), solving the issue of the macro-level content of social work. During the review period, every teaching staff has been involved in EZA's annual, international seminar at the Academy, which is dedicated to one of the topical topics of social dialogue and social work, which is compulsorily aligned with the current affairs of the European Commission's Social Agenda.

**III. direction. Social welfare studies using the resources of Patristic anthropology in the study of social problems.** It is important to note that there are no translations of Patristic anthropology works in Latvian. During the reporting period, ECA has published 5 voluminous translations of works of Patristic anthropology from English, Greek, and Russian languages (St. John the Ladder (Climacus) "The Ladder of Divine Ascent" (2013) (trans. by assist.prof. G. Dišlers, scientific editor. assist.prof. D. Dolace, Jūrmala, EKRA); St. Macarius the Great "Spiritual Conversations" (translated by assist.prof. G. Dišlers, Jūrmala, EKRA, 2015); St. John Moschus "Spiritual Meadow" (translated by assist.prof. G. Dišlers, Jūrmala, EKRA, 2016); John Cassian the Roman "Conversations of the Egyptian Fathers" (26 conversations) (transl. by assist.prof. G. Dišlers, Jūrmala, EKRA, 2018); Georgy Florovsky "Fathers of the Eastern Church (anthropology)" (translated by assist.prof. G. Dišlers, scientific editor assist.prof. D. Dolace, Jūrmala, EKRA, 2019); Translations by Guntis Dišlers and Dace Dolace – the works of Cappadocian Fathers – St. Basil the Great, Gregory of Nazianzus and Gregory of Nyssa; The works of St. John Chrysostomus in the history of Caritative social work.

The work of the Patristic Anthropology Translation Commission is extensive, as there are no corresponding anthropological terms in Latvian. D. Dolace, G. Dišlers, V. Dolacis perform academic duties in the translation commission. Adequate terminology of Orthodox anthropology and theology in Latvian is being developed.

Several methodological materials have been published for students for a deeper study of social welfare problems: "Reciprocity as a relationship protonorm for social service providers" (Inese Kovaļevska, ECA, 2022); "Reciprocity in the process of transformative supervision" (Inese Kovaļevska, ECA, 2022); Caritative social work with the so-called for "difficult" clients" (Oksana Krastiņa, ECA, 2020); "Methodical material for raising the qualifications of social workers: "Virtue ethics and social work" (Aino Kuzņecova, ECA, 2019); "Work with the mental pathologies of a person in Caritative and pedagogical communication" (Dace Dolace, 2018, EKRA); Fundamentals of the Social Concept of the Orthodox Church. Teaching methodical tool (translated and edited by D.

Dolace, 2014, 2018, 128 pages); "Radical crises: problems, solutions" (G.Dišlers, K.Kiessling, ECA, 2014).

#### **IV. direction. Caritative social work methodology and innovations in Client-oriented social work and Social entrepreneurship.**

- **Monograph** "Towards a culture of compassion. Caritative social work methodology (publication planned for 2022);
- Skaidrīte Gūtmane's publication in the Scientific Articles of the University of Cologne: Gūtmane S. Caritative social work as innovation from antiquity. - In: Social Globalisation and Education: Social Work, Health Sciences and Practical Theology Perspectives on Change. - Schriften der Katho NRW, 2021, Bd. 34, Aachen - Köln - Paderborn, 2021. - 271-279. DOI 103224/84742371.
- Kießling, Klaus. Religiöses Lernen. Multidisziplinäre Zugänge zu religionspädagogischer Theorie und Praxis [Religious Learning. Multidisciplinary approaches to religious education theory and practice] (Pastoralpsychologie und Spiritualität; Bd. 6), Frankfurt am Main: Peter Lang, 2018, p. 214.
- Kiesling, Klaus. Radical crises: problems and solutions. Teaching methodical tool [Radical Crisis: Problems and solutions. Teaching methodical aid]. Jurmala: Latvian Christian Academy, 2018, 112 pages. (with Dischler).
- Kiesling, Klaus. "Love greets you". Articles about diaconic culture (= "Me grüßt euch die Liebe". Beiträge zu einer diakonischen Kultur). Riga: Latvian Christian Academy, reprint 2022, 124 pages.
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- Scientific publications - 72 publications related to methodology issues
- Publications on client-oriented social work - 50
- Publications in social entrepreneurship and community work - 10
- 3 methodological materials intended for students, which facilitate interdisciplinary research in social work: Methodological study "Caritative social work methodology" (2019) (S. Gūtmane, D. Dolace); 2) Caritative social work in Latvia and Europe (2019) (V. Dolacis, G. Dišlers); 3) Caritative social work in the perspective of patristic anthropology (2020) (D. Dolace).

In parallel with the academic publications, all teaching staff take part in EC EZA international seminars, where the current affairs of the European social model are analyzed and understood in detail. During the reporting period, 9 international seminars have been held in May of each year in cooperation with the European Commission's organization EZA (European Center for Workers' Affairs) and LBAS (Latvian Free Trade Union Association), dedicated to issues of social dialogue, social welfare and social entrepreneurship.

10 publications have been published on the topic of social dialogue (P. Krīgers, L. Līcīte, E. Aciene);

2 books have been published on the topics of the European social model - Publications on the development of European youth - 1) *Youth Work Reader - Issues and Contexts* (Adam Marszałek Publishing, 2022, 146 p.).

[http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader\\_\\_2022.pdf](http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader__2022.pdf); 2) *Youth Participation and Solidarity - Handbook for Students and Teachers of Social Professions* (Adam Marszałek Publishing, 2022, 179 p.)

[http://young.uwb.edu.pl/wpcontent/uploads/2022/01/Bielecka-E.-ed.-Youth-Participation-and-Solidarity\\_\\_2022.pdf](http://young.uwb.edu.pl/wpcontent/uploads/2022/01/Bielecka-E.-ed.-Youth-Participation-and-Solidarity__2022.pdf)

**Direction V - Research of the history of the Orthodox Church in Latvia in connection with the understanding of socially significant processes and social service.** 5 monographs were

published during the reporting period:

1. Guntis Dišlers "To another land. Dāvids Balodis and the conversion of Latvians to Orthodoxy in the 2<sup>nd</sup> half of 19<sup>th</sup> century" (2019, EKrA, 414 pages)
2. Galina Sedova (nun Euphrosyne) has defended the topic of her doctoral dissertation "Riga Diocese 1944-1964. year. History of Orthodoxy in Latvia" (2020, "Saule" Publishing House, 384 pages);
3. Monograph. Galina Sedova (nun Euphrosyne) "Eparchy of Riga and social service during the Stalin and Khrushchev period 1944-1964." (2019, 320 pages);
4. Monograph Galina Sedova (nun Euphrosyne) "Service of Metropolitan Veniamin Fedchenkov in Riga Cathedral 1948-1951." (2020, 320 pages);
5. Monograph Galina Sedova (nun Euphrosyne) "120-year history of the Riga Orthodox women's monastery: history of social service (Efrosinija (Sedova), inokinja, 2021, 220 pages).

**INDIVIDUAL RESEARCH** of the academic staff is directly related to the study courses included in the direction, it is approved by the EKrA Senate within the individual plan of the teaching staff. At least 2 scientific publications per year of study are mandatory for lecturers, which the teaching staff actually implement.

During the reporting period, 5 monographs and 5 voluminous translations of works of Patristic anthropology were published.

Mandatory conditions for the involvement of ECA teaching staff in scientific research:

1. 2 academic publications per academic year are mandatory,
2. Participation with a paper in the EC-EZA annual international seminar,
3. Involvement in international projects coordinated by the Academy (Erasmus+ Strategic Partnerships; Social work research project with youth; Nordplus Higher Education and Nordplus Horizontal projects),
4. Publications in the Scientific Proceedings of the Academy corresponding to the field of study,
5. Publications in the collection of scientific articles of the University of Klaipėda (Lithuania) "Tiltai" and in the scientific articles of other universities with which inter-university cooperation agreements have been concluded.
6. Publications on the corporate social platforms of the European Commission, in which ECA is a cooperation partner.

## **CORPORATE DOCTORATE IN SOCIAL WORK**

European Christian Academy especially highly values the cooperation with the University of Klaipėda (Lithuania) and the University of Lapland (Finland), with which a Consortium has been established for the doctoral program in social work, with an administrative center at the University of Lapland. It is a **Corporate doctoral studies in Caritative social work**. Applicants have the opportunity to prepare for a doctoral degree in corporate studies and choose an innovative doctoral topic for studies in Caritative social work during 2 consecutive months at the Doctoral School, held either at Klaipėda University or EKrA. See: <https://kra.lv/studiju-programmas/doktorantura/>

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

**in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.**

### **Involvement of students in research projects**

Students are involved in research work in accordance with the joint research work plan of the Academy's teaching staff.

It must be admitted that every year new students entering the Academy are less prepared to understand what research is, how the culture of academic work differs from a subjective essay. Therefore, in each study program, the study course "Introduction to the development of scientific work" is read, as well as a special course "Fundamentals of logic of argumentation" for master's students.

1. Conferences and **presentations of students' fieldworks** are of special importance in the involvement of students in research. In these conferences, students learn to gather data and present qualitative and quantitative analysis of data, as well as logically justify their reasoning skills using good academic, theoretical literature;
2. The academy also holds a **competition for students' scientific research work**, where it is possible to receive the Rector's prize for a high-quality research work;
3. Every year at the Academy takes place the so-called **Social Welfare Days** or an international EZA seminar on current topics of the European Commission's Social Agenda. Students participate in the seminar not as passive visitors, but as potential young scientists, who are given questions in advance, to which they must find answers while listening to reports and be able to argue and justify their opinion. Every student examines and analyzes current trends in social welfare, social dialogue, and social work in the European Union and receives an assessment and a special certificate for analytical skills.
4. Students are **involved in the research project** through the advice of the academic staff on how to develop a thesis and how to substantiate data, theoretical literature and strategic analysis of the problem. The best diploma theses are recommended for publication not only in the Academy's Scientific Proceedings, but also in the Kolping University of Applied Sciences Student Research Paper Competition (Lithuania), with which the Academy has an agreement on the mutual involvement of students in research work.
5. There are individual teaching staff at the academy (S. Gūtmane, O. Brūvers, K. Kiessling, E. Aciene, D. Dolace), **involving students in professors'; groups**, as well as motivating students to go on Erasmus+ mobility, participate in Erasmus+ Summer Schools and in other ways motivating to do more than the daily study work requires. We would like to note that the involvement of students in research motivates attractive and also interactive lecture classes. The direction includes study courses, e.g. in Supervision, led by assist.prof. D. Dolace, Narrative therapy led by assist.prof. G. Dišlers, where a special motivation for logical reasoning, which is necessary in research, has been developed.

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

The background of **process innovation** of ECA is Research Work and Innovation plan, which is worked out for 5 years and establishes policy priorities for quality research and innovation. The policy priorities are categorized under the strategic objectives that are European Social Model and integration in combination with Judeo-Christian anthropological revelation. Patristic anthropology as a continuity of Judeo-Christian anthropological discourse is the background for Caritative social work or Client-oriented social work and is principally innovative in social work research in the context of European social work education, as it leads out of the discourse of psychology and revives the truth of the historical content regarding the historical foundations of European social work. Caritative social work is legitimately defined in the Law on Social Services and Social Assistance of the Republic of Latvia as an analogue of traditional social work. In the risk society, we are living right now, mentioned model of social work is much more effective than Problem-oriented social work model, because EU is facing very deep anthropological crisis. In our opinion, problem-oriented social work and Client-oriented social work are mutually complementary in social work education.

Within this innovative strategic framework, maximum **coherence is achieved with the European social policy model** and, in particular, with the development of social dialogue. Thus, ECA has innovatively developed its participation of teaching staff and students in the European Commission's knowledge and innovation policy through a partnership with the European Center for Workers' Questions (EZA), which brings together 70 EZA organizations, research centers and universities.

Within this innovative strategic framework, it makes possible for ECA as private institution to take its role as a civic university, thanks to an innovative academic and educational work concept.

The international quality and cooperation is reflected in Academy's commitment for European policy of social dialogue and social development. In its teaching of social workers, ECA is convinced that social work profession on macro level must be united with research in social dialogue development in the EU.

In this regard, ECA in social work education is innovative higher education institution in Europe. Excellent research and "innovation from antiquity" (Patristic anthropology, Judeo-Christian anthropology, synergic anthropology, ascetic anthropology) continue to be number one requirement to assume ECA research role in an international level. The introduction of innovative knowledge regarding the definition of the client's personality in social work education at the bachelor's and master's levels has brought forward the process innovations of ECA at the international level.

Second significant process innovation is related to an innovative research methodology: the **Methodology of Integrative Theology** is an innovation in epistemological knowledge that provides good results for access to the social work profession as a science. Research papers and publications in this regard, the practice of using the methodology, is internationally recognized and visible.

The third process innovation is the **Corporate Doctoral studies in Social Work**, where 3 higher education institutions have concluded a consortium agreement to support research in Caritative social work - with the opportunity for students to study at the Doctoral School at Klaipėda University (LT), ECA and defend a dissertation at the University of Lapland (FI). The condition for studies is that: 1) the doctoral student uses an interdisciplinary approach to social work research; 2) conduct research on macro-level data regarding development of social dialogue in the EU and human employment; 3) use of Integrative Theology method.

In this way, ECA effectively develops the international dimension for the innovative development of the social work profession.

ECA develops students' innovative thinking culture so that they become researchers who are improving social work profession in Europe. ECA develops all the resources for master's students to become interested in starting doctoral studies.

The ECA Research and Innovation Plan is essential for the Academy's quality culture and the development of a strategic foresight.

One of the **research innovations** is the creation of a **Calligraphy Masterclass** within the Social Welfare studies direction, led by visiting assistant professor Dr.H.C. George van Durtanosky (Germany). The calligraphy course is designed as an experimental master class for social workers who have to work with adolescents and children and children with mental disorders. As anthropological science has proven, hand accuracy training and artistic calligraphy help to stabilize human mental health processes. In this regard, the Academy cooperates with the Institute of Mental Health (IMH) at Semmelweis University (Hungary), where rector S. Gutmane was a member of the Editorial board of the internationally cited *International Journal of Mental Health* for 5 years. This line of research is supported by Professor Klaus Kiessling, Doctor of Psychology and Theology, Professor at the St. George University of Theology and Philosophy (Germany). The Calligraphy Masterclass is a European-level innovation in social work developed by the European Christian Academy.

A special **organizational innovation** of scientific work is the academy's project, which has been developed since 2021 – project “**Evolving As A Digital Scholar**”, where digital scholar is getting involved in research, education and community; mobilizing digital skills on various levels and acting in multiple roles both individually and inter-linked with others.

Three-dimensional framework has been developed since 2021 in which the faculty member has the opportunity to express himself as a digital scientist

First of all – digital scholar as an **author** who writes highly specialized scientific texts for experts and those who have evaluated scientific articles; the author can express himself as a creator of narratives of the Academy's concept, who creates interesting narratives for the wider public, blogs with which he inspires or initiates interest in the Academy's work, social work education issues, motivates to learn more deeply about the significance of the risk of Judeo-Christian anthropological heritage in solving society's problems.

Secondly – digital scholar as **integrator** who develops and increases interest in the Academy's concept of social work and supervision – website, webinars, academic quality talks.

Thirdly – digital scholar as **networker** who actively triggers interaction via social media applications and online learning communities, addressing people who are able to learn online, paying particular attention to those groups of society who are not employed.

For the development of such academic ideas, the young researchers and also students are very interested. Future digital scholar is not only professional learner and educator of students but also acts as “change agent” who is open to and actively pursues innovation, which disseminates the social work innovations developed by the Christian Academy in the widest possible way.

Thus ECA inspire their academic teachers and researchers with different backgrounds and levels of knowledge to enhance their digital academic profile not only through academic presentations in conferences, projects and publications, but to digital society profile as wide as possible with innovative academic ideas.

The ECA organizational innovation is the generation of ideas and openness to social processes and

problems that are constantly changing in a risk society. The idea management system is linked to the Research and Innovation Plan, which is discussed annually by the ECA Senate together with the ECA International Support Council. Attention is paid to 4 main elements of the organizational innovation process:

- To prevent any destructive competitive environment or pressure between faculty and students, and to promote mutual assistance and equal care for a quality culture in the academy,
- Strict monitoring of the implementation of the planned work plan according to time & scope plan,
- Eliminate any bureaucratic, formal structures and procedures in studies and research, emphasizing the importance of quality,
- Request to precisely define the processes, directions of research work and methods, as it is feasible.

Academy acts as an **innovation platform** where students and faculty can successfully generate and develop their ideas in Social welfare study direction.

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

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

From the very beginning, the Academy has developed as a niche university with its own strategy and clearly formulated educational and research tasks, not only specifically as a university, but always in connection with the European Commission Social Agenda. Unity with the European Social Agenda was the basic condition and task of the Academy. Therefore, the Academy has chosen international partners in accordance with its priority educational and research settings regarding the main study directions, including the Social Welfare direction. Immediately after Latvia's accession to the European Union, the Academy was "visited" by the Director general and board of the **European Center for Workers' Questions** of the European Commission (EZA), inviting to become partners in this European Commission's corporate social dialogue education and employer organization. The board of EZA invited us as partners because they had noticed in both publications and conferences the unity of the Academy's social welfare study direction with the understanding of European social policy and Christian values. In parallel with EZA, the Academy is a partner in the unified European social policy organization **Semaines sociales de France** and the *think-tank* group of this organization. This organization was also chosen as a partner because it is able to ensure the achievement of the objective goals of the study direction. On the other hand, the **International Diaconate Center** (IDC) as a partner organization has helped to develop anthropological and social criteria appropriate to the study direction and study programs, so that

the study direction is based on the European historical understanding of human dignity, the personality of the client, the principles of solidarity and subsidiarity, as well as social cohesion.

In parallel with platform organizations, the Academy has established cooperation with universities that are interested in innovative development processes of social work. These are the University of Klaipeda (LT), the University of Cologne (DE), Finnish social work professional education network **DIAK** – Diakonia University of Applied Sciences (7 universities), the University of Malmö (SE), the University of Białystok, the University of Warsaw (PL).

Today European society needs contribution of universities and higher education institutions more than ever, because the education in terms of social welfare studies is at a crossroads: on the one hand, there is traditional Problem-oriented social work, on the other hand, Europe is facing major challenges such as digital transformation, aging population, social problems, health crisis, economic fallout, climate change a.o., which forces universities to reevaluate social work development processes, to look for ways to work innovatively and flexibly.

ECA develops cooperation with those European institutions who respond to the objectives to develop a genuinely European dimension in the HE sector for achieving European Education Area (EEA), European Research Area (ERA) in synergy with European Social model (ESM). ECA is a student-centered higher education institution that is aware of its responsibility towards students, so that they can be employed through their professional activities and, as citizens, integrate into the common European social life and environment. Because Europe needs more people with high-level skills, ECA has set its goals by 2030 in its Internationalization plan, in which there are 3 main initiatives:

1. Develop a sustainable academic concept and systemic cooperation between universities in research and development of innovative direction;
2. Work so that the Corporate doctoral studies in Caritative social work and social work brings good results;
3. Work on the creation of Joint master's degree study programs, recognizing the importance of transnational experience for qualified students.

Since the beginning of the Academy, our tendency to create networks with European social policy platforms, universities and employers' organizations has developed positively and both students and teaching staff have benefited.

ECA ensures cooperation with institutions that help achieve the strategic goals of the Academy, goals of the study direction and study results. As criteria for international cooperation, the following cooperation partners have been selected according to the field of study and study programs, the partnership with which ensures innovation in research and education in the direction of social well-being:

1. European Commission organization "European Center for Workers' Questions" (EZA), which unites 70 educational and employer organizations in the European Union. – In this cooperation, regular expertise of study programs is carried out for alignment with the requirements of the European united labor market. ECA is a partner of this organization and every year provides students and teaching staff with the opportunity to participate in an international seminar, which takes place in the Academy and develops the understanding of the social work profession at the macro level.
2. *Semaines Sociales de France (IXE Group-Initiative of Christians for Europe)* – Member of the French Christian social organization that develops guidelines for the European Parliament in the field of social policy. ECA is a partner of this organization and a member of the *think-tank*
3. *International Deaconate Center (IDC)*, which is a network organization of Caritative Social

Work, Diaconate and Social Work at the global level. EKrA is a member of this organization. Thanks to the cooperation of the IDC, the rector of EKrA was invited by the head of the Roman Catholic Church, Pope Francis - in 2014. on June 16, where the innovative methodology of Caritative social work was discussed.

4. *European Christian Convention* (ECC) (Belgium). ECA is a member of this organization.
5. *EURFEDOP – European Federation for Public Service Workers* (the Netherlands). ECA is a member of EUROFEDOP.
6. *EPSIN – European Platform for Social Integration* (Belgium). ECA is a member of EPSIN.
7. *The Embassy of Israel in Latvia*, with which the Academy has had close cooperation since the foundation of the Academy, through which it is possible to provide high-level visiting professors in Judeo-Christian anthropology study courses.
8. ECA is a member of the *International Association of Universities of Social Work* (IASSW).

### **Cooperation with Latvian and foreign universities:**

1. In Latvia: ECA has established close cooperation with Riga Stradins University, University of Latvia, Baltic International Academy.
2. In the Baltics: University of Tartu, University of Klaipeda, Vytautas Magnus University of Vilnius; Kaunas University of Applied Sciences, Kolping University of Applied Sciences in Kaunas, Sv. Ignatius Loyola University of Applied Sciences in Kaunas.
3. In Nordic countries: University of Lapland (FI), Finnish DIAK – Diakonia University of Applied Sciences (network of polytechnics for diaconia and social work), Finnish Diaconia Institute (SDO), SOSNET (Finnish academic study centers and universities with social work faculties), University of Oslo Faculty of Theology, Ansgar University College (NO), South-Eastern Finland University of Applied Sciences (XAMK).
4. Other universities: Catholic University of Louvain, Louvain University of Social Work (Belgium), University of Louvain HIVA (Social Dialogue Research) Institute; St. George University of Theology and Philosophy in Frankfurt am Main, Faculty of Social Sciences of the University of Cologne (Germany), University of Malmö (Sweden), University of Warsaw, University of Białystok (Poland), Babes-Boljai University in Romania, SHUW Institute of Seattle University (USA), Wheaton Colleges Faculty of Social Work (USA), Orthodox Academy of Crete (OAC) in Greece; Sammelweis University Institute of Mental Health (Hungary); Bethlehem University; Hebrew University; Bersheba University (Israel).
5. ECEN (European Christian Environmental Movement) – European Christian environmental movement.

**Cooperation with employers and professional organizations** in order to ensure internships suitable for the student's fields of study and involvement in international employers' organizations:

### **Cooperation with international employers' institutions**

1. European Commission organization "European Center for Workers' Questions" (EZA),
2. EUROCS (European Civil Society Organization) (Belgium) – a platform for securing jobs and an organization for creating European social platforms.
3. Project Management and Training Center (PVMC, Projektų valdymo ir mokymo centras) (Lithuania) – provision of fieldworks in social work and supervision.
4. Orthodox Academy of Crete – provision of internships.

### **Cooperation with local employers' institutions**

1. with the Commission of Social and Labor Affairs of the National Parliament (Saeima) – regular joint discussions on the strategic current affairs and problems of the direction's development

2. with the Cooperation Council of Social Work Specialists (SDSSP) of the Ministry of Welfare of the Republic of Latvia, whose member is the rector of ECA;
3. with the Latvian Confederation of Free Trade Unions (LBAS) and its general secretary E. Baldzēns – cooperation at the level of international conferences, consortia, fieldwork studies and diploma theses organized by ECA in connection with the research and development of the strategy of the employment process in Latvia and Europe and graduate employment issues;
4. with the Deaconal centre of Evangelical Lutheran Church of Latvia;
5. with the Chaplaincy services of traditional denominations in hospitals and the Association of Latvian Professional Healthcare Chaplains (LPVAKA), whose head is a graduate of ECA;
6. with the leadership of the traditional denominations of the Church;
7. with the Chaplaincy service of the Orthodox Church in the Latvian army;
8. with the social service services of the municipalities of Riga and the whole of Latvia;
9. with the Confederation of Employers of Latvia;
10. with professional organizations. ECA teaching staff and graduates are involved in the activities of such professional organizations as the Society of Social Workers of Latvia (LSDB), the Christian Professional Education Association (KPIA) and the Association of Latvian Supervisors (LSA), etc.

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

When developing the Social Welfare study direction, and the initial study program of this study direction – Caritative social work or Client-oriented social work – it was important to attract teaching staff of an interdisciplinary academic culture. For this reason, the Academy has been cooperating with the Israeli Embassy in Latvia since 1997, in order to train teaching staff who could uncover the Judeo-Christian anthropological revelation at a good scientific level, which has continuously grown into Patristic anthropology. Therefore, we have chosen to cooperate with universities – the University of Jerusalem, the University of Haifa, the University of Beersheba, in order to provide effective anthropological knowledge necessary for the professional and social work profession. ECA has concluded cooperation agreements with the mentioned universities, and the cooperation takes place regularly.

ECA cooperates with Bethlehem University through Erasmus+ mobility opportunities, because community social work is strongly developed in Middle Eastern cultures, which is not so developed in Latvia and other European countries. In order to reveal to students the anthropological corporate foundations of community work, lectures on community work have been given at the Academy by teaching staff from Bethlehem University. In turn, ECA teaching staff have given lectures at Bethlehem University to present the anthropological foundations of Caritative social work.

ECA has special cooperation with the Catholic University of Louvain in Belgium, with teaching staff from the Department of Social Policy and the Department of Social Work, as well as the College of Social Work in Louvain. The cooperation has resulted from the partnership with EZA (European Center for Workers' Questions), where the long-time head of the HIVA Institute of the University of Louvain is a member of the EZA board. During the reporting period, HIVA researchers have given lectures to students about the importance of understanding the macro level of social work – social dialogue in the development of the social work profession.

Special cooperation has been established with Klaipeda University Department of Health and Social Work and its head, prof. Elvya Aciene, who has regularly lectured at EZA international seminars at the Academy. The University of Klaipeda had invited Professor Skaidrīte Gūtmane to inform the master degree students about the Caritative Social Work study program; the lecture course was held in 2019. In addition, a special cooperation has been established with the master's study program in **supervision** of Klaipeda University. The Department of Social Work of the Klaipeda University has 3 professors who have been on the Board of the Association of National Organisation for Supervision in Europe (ANSE) for a long time. Thanks to the cooperation of the Academy with the University of Klaipeda and Mykolas Romeris University, ECA initiated the **first study program in supervision** in Latvia, creating a working group and completing all the necessary procedures so that the profession of supervisor obtains regulatory regulation for master's level education.

Cooperation - Lithuanian universities (Kaunas University of Applied Sciences, Ignatius Loyola University of Applied Sciences, Kolping University of Applied Sciences, Danish university (VIA University College), German university (University of North Rhine-Westphalia), Romania (Babe-Bolyai University), Orthodox Academy of Crete.

ECA cooperates with the University of Cologne in the field of social entrepreneurship study program. University of Cologne professors have been taught by academy students, and a group of students have learned social entrepreneurship at the university as part of Erasmus mobility.

ECA has cooperation agreements with the University of Malmö, the University of Warsaw, the University of Białystok, the Department of Social Work of the Tallinn University, and cooperation with the University of Tartu.

Ansgar University College (NO), South-Eastern Finland University of Applied Sciences (XAMK), Finland DIAK - Diakonia University of Applied Sciences.

Foreign teaching staff are recruited according to the quality implementation of the study direction and the curriculum content of each individual study program.

Foreign students are attracted through cooperation agreements with the above-mentioned universities. When describing the dynamics of the number of foreign students and teaching staff, it should be recognized that the involvement of teaching staff is rhythmic and stable. On the other hand, we would describe the dynamics of students as slow - on average 2-3 students per study year, or whole groups of students taking intensive courses at the Academy. Therefore, the Academy pays attention to student attraction marketing.

The marketing strategy includes 3 dimensions: 1) work through inter-university education agencies, providing information about the Academy's study programs; 2) offer distance learning courses and qualified certification or credit transfer; and 3) implement a personalized approach in marketing and include spiritual content marketing, which means revealing the special mission of the Academy and showing what social work students get different from other social work universities and why these studies could be important for a successful social work career. We implement such marketing through social networks; also through international seminars offered by EZA as well as addressing high school and college graduates in foreign countries. Our experience shows that positive cooperation with other universities for teaching staff is one of the most effective tools for achieving marketing strategy results. The main thing is not to duplicate the offers of other universities and to attract potential students with high-quality and continuous curriculum quality improvement.

ECA has been granted a **certificate** of the **Agreement on good practice in attracting foreign students and providing studies**, which was concluded between the Ministry of Education and Science of the Republic of Latvia, the Ministry of Foreign Affairs and the Academy. The agreement

stipulates that the Academy undertakes to attract foreign students, to promote a positive image of the country of Latvia and to promote the international recognition, quality and competitiveness of Latvian higher education through its activities. ECA has undertaken to provide data on its activities in the European Union university comparison platform U-Multirank Institutional Rankings.

According to the international university ranking *U-Multirank* European Christian Academy is ranked **among the seven best universities in Latvia**. In 2022 U-Multirank ranking ECA has obtained **eight higher (A) rankings** in the evaluation of institutional studies in the following areas in the comparative approach rating of Latvian higher education institutions: Teaching & Learning (three A grades), Knowledge Transfer (two A grades), and International Orientation (three A ratings).

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

Fieldworks at ECA are considered an essential part of professional integration after graduation, therefore 3 documents have been developed within the study program that regulate the course of internships: 1) Regulations on fieldworks (for each study program), and 2) Regulations for each fieldwork. In bachelor study programs – 4 fieldworks; in master’s programs – 2 fieldworks. The training by fieldwork manager takes place at the Academy and at the fieldwork site; 3) Mandatory fieldwork diary, which must be submitted after defending the fieldwork together with the description of the fieldwork manager.

After the end of the fieldwork, a research paper must be developed and submitted to the Study Department within a certain period. Each fieldwork ends with the closing conference of the fieldwork, in which not only the students of the relevant course, but also the other students of the Academy participate. It is possible to receive the Rector’s prize for the best fieldwork final paper. The commission evaluates the performance of each student. In addition to teaching staff and students, representatives of employers also participate in the closing conference of the fieldwork. Fieldwork final conferences are an academic event at the Academy.

At the fieldwork report conference, students make sure that studies combined with practice must meet the national and international goals of the social work profession. At the same time, the fieldwork report conference reflects the students’ knowledge about the priorities of the European Social Agenda. The university has provided clear procedures for choosing the location of each fieldwork; practice process management; a coordinated by-law that corresponds to the student practice program; student practice management; as well as a detailed evaluation of practice results.

Achieving the results of the fieldwork is closely related to the achievement of the study program results.

On Friday of each week, during the entire fieldwork, each student can receive advice from the fieldwork director, as well as solve fieldwork-related questions and problems.

**ECA has concluded institutional agreements about 30 fieldwork places.** Cooperation agreements have been concluded with the mentioned employers’ organizations. The Academy helps students find an fieldwork by offering those organizations with which fieldwork agreements have been concluded.

During the Covid-19 pandemic, the Academy developed a special offer for students to carry out practice tasks in an online version, however, we evaluate this attempt as mediocre in terms of quality, because the implementation of fieldwork in the institution helps to achieve qualitatively higher results.

Separately, international employers' organizations are mentioned, where we offer opportunities for mobility practice. The university has concluded agreements with several employer organizations that offer quality fieldwork opportunities. However, it must be recognized that students most often choose the Lithuanian Project Management and Training Center (PVMC), because the organization offers wide practice opportunities in working with the client; students choose Lithuania more often, because it is possible to visit family during the holidays.

A detailed description of the organization of student practice is included in the regulations of each student practice. The practice organization is discussed with each student separately. The Academy has appointed a separate teaching staff - **fieldwork curator, director** - who organizes and consults on the course of the fieldwork on behalf of the Academy.

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

The creation of joint study programs is part of ECA's internationalization plans and also academic tasks. Arrangements have been made to create a strategic partnership corporate project "Social Professions for Supporting Youth in a European Solidarity Context" together with the University of Białystok, University of Warsaw, University of Malmö, University of Klaipėda. The corporate work has resulted in 2 studies on how to do social work in the youth environment: 1) *Youth Work Reader - Issues and Contexts* (Adam Marszałek Publishing, 2022, 146 p.).

[http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader\\_2022.pdf](http://young.uwb.edu.pl/wp-content/uploads/2022/01/Dychawy-Rosner-I.-Sawicki-K.-eds.-Youth-Work-Reader_2022.pdf); 2) *Youth Participation and Solidarity - Handbook for Students and Teachers of Social Professions* (Adam Marszałek Publishing, 2022, 179 p.)

[http://young.uwb.edu.pl/wpcontent/uploads/2022/01/Bielecka-E.-ed.-Youth-Participation-and-Solidarity\\_2022.pdf](http://young.uwb.edu.pl/wpcontent/uploads/2022/01/Bielecka-E.-ed.-Youth-Participation-and-Solidarity_2022.pdf)

The corporate tasks of strategic partnerships will be implemented in the 2022 inter-university "Summer School". In the course of strategic partnerships, knowledge has been acquired on how to create a joint study program. This is the next task which, according to the Erasmus Charter plan, must be carried out in 2024-2025. (Social work and social dialogue for European youth)

### **Corporate Doctoral studies in Social Work**

European Christian Academy in cooperation with the University of Klaipėda (Lithuania) and the University of Lapland (Finland) has established a Consortium for doctoral studies in social work, with an administrative center at the University of Lapland. It is a **Corporate doctoral studies in**

**Caritative social work.** Academy has been the initiator of this idea of a corporate doctorate in social work, because social workers in Latvia do not have a doctorate in social work.

Applicants have the opportunity to prepare for a doctoral degree in corporate studies and choose an innovative doctoral topic for studies in Caritative social work during 2 consecutive months at the Doctoral School, held either at Klaipeda University or ECA. See:

<https://kra.lv/studiju-programmas/doktorantura/>

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

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

*Analysis of the impact of the implementation of the recommendations given by experts in the previous accreditation of study direction "Social welfare" on the quality of studies or the improvement of processes in the field of study - See Appendix No.3. **List of implementation of recommendations.***

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

During the reporting period, the professional master's study program "**Supervision**" (47762) was licensed as part of the study direction. Unlimited duration license was issued on February 27, 2015.

Recommendations received: Professional master's study program "Supervision" corresponds to the University's study direction "Social welfare", which was approved by the Study Accreditation Commission in 2013, Decision No. 236 of July 23 is accredited until July 2, 2019. The commission has reviewed and evaluated the application of the university and the documents attached to it, the opinion of the expert approved by the commission, as well as with other information at the disposal of the commission, and recognizes that the professional master's study program "Supervision" submitted for licensing corresponds to the study direction of the university "Social welfare" and there are no conditions that, according to Law on Higher Education Institutions, article 55.2, part 4, could be the basis for refusing to license a study program.

No recommendations or quality improvement conditions are mentioned in the Commission's assessment.

During the reporting period, the professional master's study program "**Social Entrepreneurship Management**" (47762) was licensed as part of the study direction. License was issued on February 13, 2013.

The Licensing Commission has decided to issue a license for the Master's study program of professional higher education "Social Entrepreneurship Management" for obtaining a professional Master's degree in Social entrepreneurship management. The license is valid until January 14, 2016. No recommendations or quality improvement conditions are mentioned in the Commission's assessment.

We included the "Social Entrepreneurship Management" study program in the European Commission's **Erasmus+ Jean Monnet Modules** project "Social Entrepreneurship with the Future" 2016-2019), and received the quality diploma "Wings 2015" from State Education Development Agency (VIAA) in the nomination *Implementation of Erasmus+ projects* for this program and the project "Social economy, social enterprise and the dynamics of European democracy" on December 9, 2015.

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Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
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Electronically signed application form for assessment of a study direction	Iesniegums novērtēšanai_programmu_saraksts_EKrA_EN.docx	Iesniegums novērtēšanai_programmu_saraksts_EKrA.edoc
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## Other annexes

Name of document	Document
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1_prakses_ligumi.pdf	1_prakses_ligumi.pdf
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# Caritative Social Work (47762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Caritative Social Work</i>
Education classification code	<i>47762</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>SKAIDRĪTE</i>
Surname of the study programme director	<i>GŪTMANE</i>
E-mail of the study programme director	<i>rektore@kra.lv</i>
Title of the study programme director	<i>Prof., Dr.philol.</i>
Phone of the study programme director	<i>29266532</i>
Goal of the study programme	<i>1. To prepare highly qualified specialists in the social work field, to deepen interdisciplinary research in client-oriented social work (Caritative Social Work) and at the intersection of social, theological, anthropological and care sciences.</i>
Tasks of the study programme	<p><i>Tasks of the study program:</i></p> <ul style="list-style-type: none"> <li><i>• To develop analytical and strategic understanding of social work at the national and international level, interpreting the tasks of the European Commission's Social Agenda in the field of social work;</i></li> <li><i>• To provide an opportunity to acquire the knowledge in Patristic anthropology and strategic foresight, as well as the methodology of Integrative Theology, thus promoting innovative research in the social work field;</i></li> <li><i>• To promote motivation for further education and systemic improvement of professional qualification.</i></li> </ul>
Results of the study programme	<ul style="list-style-type: none"> <li><i>• Knowledge of European Commission's Social Agenda, social policy, social economy, Social Dialogue and other issues of social policy, that master level professionals need to know</i></li> <li><i>• Knowledge on the role and connection of Patristic anthropology, social teaching of the Church and Christian democracy in the professional activity and practice of a Caritative Social Worker nowadays</i></li> <li><i>• Knowledge of how to strategically develop professional activity in accordance with global risk society trends, offering a harmony of inner spiritual balance and social practice.</i></li> <li><i>• Skills - Can use adequate caritative and anthropological technologies in professional activities</i></li> <li><i>• Skills to flexibly use a methodology appropriate to a specific situation, to search for and use innovative solutions to social problems for national, community and individual issues of social work practice.</i></li> <li><i>• The ability to understand the human personality holistically, using an anthropological approach and knowledge for a specific case of social work practice.</i></li> </ul>

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

### Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	• <i>Higher academic and 2nd level professional higher education in caritative social work, social work, social pedagogy</i> • <i>Bachelor's Degree in Psychology, Health Care, Education/Psychology, Management, Theology</i> • <i>2nd level higher professional (or equivalent) education in pedagogy</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Caritative Social Work</i>
Qualification to be obtained (in english)	<i>Leading social worker</i>

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part time extramural studies - 2 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	• <i>Higher academic and 2nd level professional higher education in caritative social work, social work, social pedagogy</i> • <i>Bachelor's Degree in Psychology, Health Care, Education/Psychology, Management, Theology</i> • <i>2nd level higher professional (or equivalent) education in pedagogy</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Caritative Social Work</i>
Qualification to be obtained (in english)	<i>Leading social worker</i>

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>

Amount (CP)	80
Admission requirements (in English)	• Higher academic and 2nd level professional higher education in caritative social work, social work, social pedagogy • Bachelor's Degree in Psychology, Health Care, Education/Psychology, Management, Theology • 2nd level higher professional (or equivalent) education in pedagogy
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master degree in Caritative Social Work
Qualification to be obtained (in english)	Leading social worker

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part-time extramural studies - distance education - 2 years - latvian

Study type and form	Part-time extramural studies - distance education
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	60
Admission requirements (in English)	• Higher academic and 2nd level professional higher education in caritative social work, social work, social pedagogy
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master degree in Caritative Social Work
Qualification to be obtained (in english)	Leading social worker

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part time extramural studies - 2 years - latvian

Study type and form	Part time extramural studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	60
Admission requirements (in English)	• Higher academic and 2nd level professional higher education in caritative social work, social work, social pedagogy
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master degree in Caritative Social Work
Qualification to be obtained (in english)	Leading social worker

### Places of implementation

Place name	City	Address
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European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010
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### Full time studies - 1 years, 5 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>1</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>60</i>
Admission requirements (in English)	<i>• Higher academic and 2nd level professional higher education in caritative social work, social work, social pedagogy</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Caritative Social Work</i>
Qualification to be obtained (in english)	<i>Leading social worker</i>

### Places of implementation

<b>Place name</b>	<b>City</b>	<b>Address</b>
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

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

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

The higher education master's study program "Caritative social work" has been developed in accordance with the Law on Higher Education of the Republic of Latvia, in accordance with the Educational Qualification of the Republic of Latvia (code No. 47762), the State Standard of the second-level professional higher education, the Standard of the Profession of Social Worker, the Classification of Professions of the Republic of Latvia.

During the implementation and development of the study program, the principles of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF) are observed as much as possible.

Study program code, place of implementation, type, forms and language of study program implementation were not changed.

There have been no significant changes in the study program (14.07.2015. Regulations of the Cabinet of Ministers No. 407, 8.6, 8.7 points).

The study program ensures improvement of qualifications of caritative social work and social work specialists, and acquisition of the acquired knowledge and research skills ensures effective work in various structures of social welfare, work in research and to work in an academic environment.

The master study program "Caritative social work" develops with reference to the social policy of the European Commission and the demand for client-focused social work in risk society.

The aim of the study program is to prepare highly qualified specialists in the social work field, to deepen interdisciplinary research in client-oriented social work (Caritative Social Work) and at the intersection of social, theological, anthropological and care sciences.

Tasks of the study program:

- To develop analytical and strategic understanding of social work at the national and international level, interpreting the tasks of the European Commission's Social Program in the field of social work;
- To provide an opportunity to acquire the knowledge in patristic anthropology and strategic foresight, as well as the methodology of Integrative theology, thus promoting innovative research in the social work field;
- To promote motivation for further education and systemic improvement of professional qualifications.

In the meantime, the content of the master's degree study program has been compared with the new "Leading social worker" professional standard (which has been approved on 11.08.2021) (Leading Social Worker – 5<sup>th</sup> level of the professional qualification (5.PKL/PQL) corresponds to the 7<sup>th</sup> level of the Latvian qualifications framework (7. LKI/LQF)). Compared to the mentioned professional standard, the Caritative social work master's study program ensures obtaining a master's degree in

the field of social work, opportunities for the development of professional creativity, research and teaching skills for social work education. Students until now and also after the comparison learn the quality management of organizations and social services, understand the modern problems of social work development, use the anthropological approach in social work with personalities and families, and work using the principles of the European Commission and Latvian social legislation. The only difference is that ECA offers a separate master's program for supervision in social work with different target groups, so supervision knowledge is not highlighted as a necessity in this program.

We have compared the study program with the standard of the Leading Social Worker and has found out that the graduate of our program also knows and analyzes EU and Latvian social processes, development strategies, works for the impact of social justice on people and society, researches the causes of social problems, develops social dialogue and human social employment; implements social policy and welfare programs, knows how to coordinate and manage the administrative processes of social work; carries out research and scientific activities, knows how to lead other people – but in our study program the emphasis is on a holistic understanding of the human personality, without ignoring the spiritual needs of the person; they also learn the methodology of Strategic Foresight and Integrative theology, thus promoting innovative research work in the field of social work already as leading specialists.

It is logical that graduates of the master's study program are conferred with a professional master's degree in social work and the **professional qualification of a caritative leading social worker**.

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

The master study program "Caritative social work" is implemented in Latvian language in the form of full-time and part-time (evening) and part-time distance learning. Studies are privately financed.

The number of students, keeping in mind demographic situation of Latvia, migration and mobility of Latvians, is not large. However, more and more students choose Social Work master studies at ECA because of the client-oriented study content.

For **the number of enrolled students and graduates** in the Professional Master study program "Caritative Social Work" see Appendix no.5.1.

Analyzing why students temporarily suspend their studies in order to resume later, you can see a tendency and a desire to consciously choose a profession, to deepen knowledge and motivation, because all students in the master's program are employed in social work sector. In some cases, a sufficiently large workload may be the reason for a break in studies, as the master's program involves an intensive study process. The number of program graduates since 2013/14. of the study year ranges from 5 to 8 graduates per year, which is due to the fact that there are no budget places for those studying at a private university. "Paid studies are not possible for many students" – we can read such statements in applicant questionnaires. Graduates of the previously implemented professional bachelor's study program "Caritative Social Work" are sufficiently competitive in the labor market even without obtaining a master's degree. Many graduates of the master's degree have become managers of various social work centers and organizations both in Latvia and abroad.

### **1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

We have been developing the **Caritative Social Work** study program since 1993, and in 1997 the Academy had the initiative to develop a separate professional standard for the Caritative Social Worker profession. This initiative was rejected by the Tripartite Cooperation Sub-Council of Professional Education and Employment (PINTSA), which approves professional standards, and by Department of Higher Education of the Ministry of Education and Science, and the Ministry of Welfare, stating that “the practice of the European Commission is not to fragment the standards of the profession, because the Caritative Social Worker fully meets the professional standard of the Social Worker”. The *Law on Social Services and Social Assistance* (31.10.2002) defines that “Caritative Social Work is work **analogous** to Social Work, the purpose of which is to help individuals, families, groups or society as a whole to regain the ability to function socially and spiritually” (Article 1, Clause 32) (07.09.2009. Amendments to the Law). European Christian Academy is the only educational institution where you can learn the profession of Caritative Social Work. This professional activity is especially effective in countries with a large number of socially excluded and poor people.

Caritative Social Worker professionally actualizes the power resources hidden in the person himself, deepening the knowledge of problem-oriented social work with interdisciplinary knowledge in patristic anthropology, theology, innovative social and caritative technologies.

The title of the professional master study program “Caritative Social Work”, the degree to be obtained, goals and objectives, as well as admission requirements are interconnected and appropriate.

The professional master study program "Caritative social work" is implemented in two ways:

1. Within two years (80 credit points), obtaining professional master degree in social work and the qualification of a caritative social worker;
2. Within one year (40 credit points), the graduates of the ECA professional bachelor study program obtain Professional Master degree in Caritative Social Work, which opens up opportunities for further doctoral studies at the University of Lapland, with which ECA has signed an agreement and Consortium Memorandum on doctoral studies of graduates of the master degree in caritative social work at Doctoral Study program “Social Work”.

The aim, tasks and study outcomes are mutually agreed upon and ensure the preparation of highly qualified specialists in the social work field.

*Analysis of the interrelationship between the study program title, the degree to be obtained and the goals, tasks and learning outcomes of the professional qualification.*

The Caritative Social Work master's program means that the key word in the qualification is social work with the skill of charity (karitāte), which means a holistic understanding of a person, respect for ethics, human rights, the social policy of the European Commission and deeply learned innovative methodologies for research in social work, and continuing knowledge at the doctoral level. This understanding is in line with the European higher education qualifications regulations for

social welfare. Related to the above are the Regulations of Cabinet of Ministers (26.08.2014) No. 512 "Regulations on the state standard of second-level professional higher education", which stipulates that the content of the master's study program ensures the acquisition of knowledge, skills and competencies required for performing professional activities in accordance with the 7<sup>th</sup> level knowledge, skills and competence of the Latvian educational qualification frameworks.

The mandatory content of the master's program consists of: 1) study courses that ensure in-depth learning of the latest achievements in the theory and practice of the industry (at least 5 credit points); 2) research work, creative work, management courses (at least 3 credit points); 3) practice (6 / 26 credit points); 4) state examination (master's thesis, at least 20 in the amount). In the Master's program, the choice of study courses is determined according to the degree to be obtained, in accordance with the standard of the Leading Social Worker profession. Students receive a professional master's degree in the field and a professional qualification as a Caritative social worker (based on the Leading Social Worker professional standard). The professional master's degree provides access to continuing education in doctoral level studies.

The goals, tasks and study results of the professional qualification are linked in such a way that they are comparable to international social work education, so that they require the use of methodological tools, innovative social work research methods.

An example of interlinking qualification goals, tasks and study results: students choose a fieldwork as an important factor in learning the study program. In order to protect the profession of social work managers from students who do not meet the requirements of the profession, students are required to complete progress reports to the fieldwork supervisors. At the beginning of the fieldwork, there is so-called "practice expectations report", and at the end of the fieldwork, a so-called "practice progress report" must be filled in, which consists of professional interviews using the Brown & Clark method, which reveals the personality approach to work relationships, the right or wrong use of professional power; correct or incorrect decision-making; correct or incorrect assessment of development. Next, the fieldwork supervisor from the Academy draws conclusions, in which student's personality issues additional help would be needed, in order to develop in the student the skills and necessary knowledge of social work manager. After the fieldwork, the student receives, firstly, consultations from the teaching staff, and secondly, appropriate materials that could contribute to a better performance of the next fieldwork. Such an approach very successfully connects the practical implementation of study program goals, tasks and common study results. If necessary, a supervisor is assigned to the student, who works with the student individually, so that the professional standard and the results and tasks of the study program are implemented in a specific student personality.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

The content of study courses of the Professional Master study program (further PMSP) “Caritative Social Work” corresponds to the industry development trends, labor market needs and science. Today, the development of the social work science is connected with three main requirements:

1. To develop the social work sector innovatively;
2. To link the development of the industry and professional activity at the mezzo level with opportunities of the globalized world and current positions of the EU Social Policy Program;
3. To educate specialists with competence in social problem solving, working in solidarity and mutual focus on the client, in multi-professional cooperation.

Professional Master study programme “Caritative Social Work” is based on the so-called in “innovation from antiquity”, stating that innovative ideas, following the systematic approach to social processes, do not arise in the era when people want innovation, but they should be borrowed from achievements that people manage to forget. The source of ideas of the caritative social work is patristic and synergic anthropology that arose in the schools of Antioch and Alexandria during the 4th-8th centuries and achievements of the time in social care which have laid foundations for European Social Work that developed in the era of industrialization. ECA is the only university that renews these “innovations from antiquity” in the science of social work, thus developing the industry innovatively. In this way the program connects tasks of the Political Agenda of the European Commission in Social Work, political solution of the client's problems, and does it without neglecting the metaphysical and anthropological focus.

Mentioning examples of the relevance of the study course content to the needs of the industry, the labor market and scientific trends, – the anthropological approach to the holistic understanding of the human personality is combined in the study program with the main goals of the European Commission’s Social Agenda and social policy in social work. This is done for ECA's research cooperation partnership with the European Commission organization EZA (European Center for Workers' Questions) and through this organization with 70 social dialogue and education organizations across Europe. Thus, students learn the relevance of social work at the European macro level through a focus on human employment and the practice of social dialogue throughout the European Union and in detail in the Baltic States. Every year, an EZA international seminar is held at the Academy, in which every student participates, not by mere listening to reports, but by completing certain test tasks, the quality of which is assessed by EZA experts. Every student receives a certificate from EZA that he/she has mastered the current affairs of the European Commission regarding human employment and employment-related scientific current affairs for the social work profession. Through the focus on the European social dialogue, which is also the “engine” of social work, students are purposefully involved in understanding the following topical research areas in the context of the entire European social work policy: 1) The impact of Covid-19 on youth employment in Europe on the youth labor market in Europe); 2) Traditional and new risks: the challenges of promoting safety and health work; 3) Future of work – Changing labor relations; 4) Green jobs; 5) Integration and inclusion in the labor market in the EU; 6) Youth participation and solidarity.

The study program develops client-oriented form of social work, which is especially relevant in the current risk society. It is client-oriented social work that is gaining more and more importance, as social work theoreticians point out.

ECA determines the scope and content of individual study courses, as well as the selection of teaching staff according to their specialization. Specialists from Latvian and foreign universities, social services of the State and municipalities of Latvia are involved in the provision of the study

process. Students' field works take place in, local public administration institutions, Social Municipality Centers and other institutions where services of qualified Social Workers are needed. A special nuance is that graduates of the CSW study program also work as chaplains in prisons and hospitals, work in palliative care centers and hospital departments, where the traditionally problem-oriented social work specialists are less in demand.

The PMSP study program (80 CP) includes:

- Study courses that provide learning of the latest achievements in the theory and practice of the industry, 15 CP;
- Study module of research work and creative work, 12 CP;
- Study module of pedagogy and psychology, 7 CP;
- Field work, 26 CP;
- Development and defense of the master thesis, 20 CP.

Or

The PMSP study program (40 CP) includes:

- Study courses that provide learning of the latest achievements in the theory and practice of the industry, 7 CP;
- Study module of research work and creative work, 5 CP;
- Study module of pedagogy and psychology, 2 CP;
- Field work, 6 CP;
- Development and defense of the master thesis, 20 CP.

The study program of a professional master's degree in social work amounts 40 CP and is completed within 1 year at full-time studies. It accepts the graduates from the ECA Professional Bachelor's study program "Caritative Social Work".

The awarding of the master degree is based on the research findings of the teaching staff and students in the social work field - publications and presentations of research results at scientific conferences, most often at the social work conferences of the Kolpingo University of Applied Sciences (LT), as well as the publication of results in Scientific Proceedings of ECA.

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.**

Analysis of the information provided in the study courses, study outcomes, the set goals and study program goals and study outcomes, and other indicators were used for mapping the study program courses. Looking at the mapping results (see Appendix 8.1.), it can be concluded that the goals correspond to the results of the study program and are coordinated with the possibilities for the higher level programs (doctoral studies in social work at the University of Lapland). Analysis of the study courses led to conclusion that the choice of topics corresponds to the defined results of the study courses - skills, value attitudes, knowledge and professional competences.

ECA holds monthly theoretical seminar for teaching staff on how to achieve excellent results in the

education of the social work sector and how to provide an innovative perspective and solution in connection with the European Commission's Social Agenda. During the study years every lecturer learns to report on the above and theoretical seminars successfully help teaching staff to update and systematize their competence in the development of the industry and to look for solutions for improvement both in research and practice. Special attention is paid to social work methodology issues.

Theoretical seminars are also attended by representatives from the University of Lapland (FI), Klaipėda University (LT), with whom ECA has signed a Memorandum on doctoral studies after graduating from ECA. In the seminars, the ideas for innovative research are clarified for students of the master study program. PIELIKUMS

Connection of caritative social work with the context of European social policy and social dialogue provides for the upgraded latest achievements in the theory and practice of the social work sector. Students learn the European Social Model, the management of social change in a risk society, as well as the focus of the welfare state in the 21st century; get to know the main directions of methodology in the caritative social work research in the following courses: Patristic anthropology as a methodological tool in Caritative social work (2KP), Strategic foresight methods for a safe working environment in the EU. The offer of Part A study courses is linked to the study outcomes and goals of the study program.

"Module for research and creative work" logically proceeds connection with the goals of the study program, with reference to ideas of the previous module "The latest achievements in the theory and practice of the industry" which deals with implementation of the latest achievements in research by applying innovative methodology: "Current research methods in theology and social sciences", "Integrative theological method in interdisciplinary research", "Social work as an object of scientific research", "Social entrepreneurship (caritative social enterprise)", "Narrative therapy as a tool in social work".

The pedagogy module is connected with the patristic anthropology due to imperative of aims and tasks of the study program, therefore this module provides insight in ancient European social work innovations: "Pedagogy of creativity within the framework of patristic anthropology", "Comparative course of the of Alexandrian and Antiochian schools of pedagogy", "Caritative work with pathologies of human consciousness", "Axiology in historical contexts of social communication". The mentioned approach corresponds to the idea of the system analyst Immanuel Wallerstein about innovations in social professions: "An innovative approach does not arise by talking about innovations, but by turning to the logic of phenomena recognized in ancient time when the foundations of European academic Culture were laid". This is exactly what ECA does, reviving the ideas of caritative social work (client-oriented social work) developed in the 4th-7th cent. in Universities of Antioch and Alexandria. They work for cultivation of the anthropologically based approach to solution of customer problems.

Innovative methodological courses are directly related to the goals of the study program and the planned study outcomes. Also, the development of practice and Master's work is based on the conditions of achieving the expected results and implementing the goals of the study program.

***Examples of the evaluation of the information, goals, and achievable results included in the study courses with the goals and achievable results of the study program.***

Today, considering demographic structure of the country, social problems, environmental crisis, technological developments and drafting of citizenship rights, something that matters more than ever, social welfare policies are evidence-based and real issues facing society in these areas. In fact, the current status of social welfare policy has a direction of preventing social problems and

reducing its multidimensional consequences. Therefore, the study program is developing innovative anthropological approach to human identity crisis in connection with social welfare policies developed in the countries. The gaps in linking welfare policy and practice of social work ECA is fulfilling through holistic anthropological evaluation of human personality in connection with social welfare policy chain.

The scientific and practical mission of this social work is strategically connected with the content included in the modules of each study program, the achievable results (learning outcomes) and the assessment of their effectiveness.

The unity of the achievable results of each study course with the goals and achievable results of the program is included - it is regulated by the Regulation of the provision of the internal quality system at the European Christian Academy, and it contains a taxonomy of learning outcomes. The Regulation regulates that the The Quality Assessment Council reports yearly to the Senate on the results of internal quality processes of study courses and study programmes.

The self-assessment report of teaching staff must be submitted to Quality Assessment Council as a result of each study year and study course. Objective index of quality is compared with the index of self-assessment report.

The results of knowledge, skills and competences of each study course are comparable with the knowledge, skills and competence levels of the entire study program (and field of study). For example, if we look at the study course "Macro-social work and practice in foresight strategy", then it requires the ability to plan, lead development and reciprocity-oriented processes individually and in a group, cooperating with industry specialists to increase innovative competitiveness. The competence selected for this example corresponds to the "competence to work with an innovative sustainability effect, the ability to manage processes aimed at development and reciprocity, both individually and in a group, cooperating with industry specialists for the innovative competitiveness of social work". This is exactly how the appropriate competence is formulated in the study program, adding that "one must be competent to use interdisciplinary theoretical and practical knowledge (sociology, theology, patristic anthropology, social psychology, etc.) and skills". In a similar way, we can compare the knowledge, skills, competences of each study course with the knowledge, skills and competences of the study program, and the level of knowledge, skills and competences of the entire field of study.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

The purpose of using different methods is to develop research skills, abstract thinking and analytical thinking skills to the maximum extent possible, using epistemologically proven methods. An important role in learning the study program plays the client-oriented system approach, which corresponds to the nature of the social work profession.

Studies comprise student's independent work and contact lessons. Contact lessons are organized in such a way that the lecturer is both curator of Integrative Methodology implementation and

promoter of the learning of social work research methodology in order to achieve the goal – to base conclusions on objective, provable facts and knowledge, but not on subjective opinions about the client. In the lessons a corporate study work is created, group discussions are held on issues related to conditions and quality of logics of argumentation. In the practical lessons an analysis of typical situations and events of social work close to real life is carried out, modeling solutions of anthropological and social problems of the client or community.

Learning outcomes in social work studies – knowledge, skills, competencies – are formulated within the study program and individual study courses. Students are regularly informed about the learning outcomes and the joint responsibility of both teaching staff and students for joint achievements. The skills of objectivity of epistemological evidence related to studies (orientation is a condition of interdisciplinary and systemic research, critical evaluation of information, the skill of distinguishing theoretical, scientific findings from subjective opinions are developed relentlessly during the study process).

Students learn the epistemological method of Integrative Theology, as well as learn to base the evidence on facts. Students learn how to work with the strategic foresight methodology, combined with the need to grasp the client's path to personality development and his anthropological border. The use of methods works for the strategic development of social work as a science, to promote the client's social activity and integration in society.

Students' knowledge and skills at ECA are evaluated according to the 10-point scale adopted in the Republic of Latvia. The evaluation is based on the accumulative evaluation system, which ensures the systematicity of the course and objectivity in the evaluation of knowledge. The evaluation system of the students' knowledge, skills, and competences is formed by the rules of learning caritative social work, requirements of the subject, which are included in the university's overall internal quality culture monitoring; requirements to use a methodology that provides fact-based, objective results in the development of the research work. The system for evaluating the knowledge, skills and competences is regulated and included in the unified internal quality culture system.

The development and defense of the students' research work is carried out in accordance with the methodological instructions of ECA "METHODICAL INSTRUCTIONS for the development of study work and final theses".

Results of exams and tests are analyzed twice a year after the test results have been collected. Regular analysis of study results allows early detection of gaps or deficiencies in the learning and knowledge acquisition process. The study results and the necessary corrections in the organization of the study work are presented to the teaching staff, the results are discussed in the Senate sessions, which are specially devoted to such issues.

Taking into account the fact that the university has a small number of students, it is possible to ensure an excellent individual approach to each student, the entire study process is subject to student-centeredness – their initiatives and insights regarding their professional needs (the majority of students work in the industry) are taken into account, improving the study conditions.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

### **Provision of fieldwork:**

ECA has created wide network of institutions cooperating within the caritative Social Work study program and provides 100% practice opportunities. Students have ample opportunities to work in practical social work environment, to visit state and local government centers and agencies, where they can, with an analytical approach, get the necessary information for research work. Students choose both Welfare Department of the Riga City Council, Jūrmala city Social Service, NGOs "Wings of Hope" or "Visi var", orphanage "Imanta", Structural Units of the Welfare Department of the Riga City Council, the Samaritan Union etc. fieldworks, many of which are managed by graduates of the master study program "Caritative Social Work" at ECA. Considering that social workers deal with different client groups, students have an opportunity to practice in Municipal Social Services, State Social Care Centers, crisis centers, health care institutions, the Latvian Red Cross, as well as monasteries and churches.

Master degree students use their knowledge acquired during fieldworks in scientific research works, the strategic priority of which is to connect social work with holistic understanding of the client in the unified globalized world together with the social, economic, legal and political problems of the European Commission.

Caritative social work practice provides studies that meet professional standards of the industry and needs of educational work. They are organized in accordance with the regulations of the Cabinet of Ministers of Latvia No. 512 "On the state standard of second-level vocational education" and ECA Regulation on Study Practices.

The content and principles of the practice correspond to the understanding of the openness of the global world, reciprocity and perspective of dynamic processes of the European Social Policy. Study practice exists in a logic focused on improvement of the students' professional qualifications and research skills.

The purpose of the practice is improvement of the student's professional identity, theoretical research skills, in accordance with the latest European scientific achievements in the field of social policy and caritative social work in the competent understanding of social and human spiritual problems in solving the problems of the risk society.

Fieldwork tasks:

- To strengthen the student's analytical and research approach to professional caritative social work in order to understand it as a science and practice, thus ensuring qualified and innovative approach to profession;
- To improve student's skills to work both individually and in a team, confirming holistic approach to the client and problem solutions;
- To improve skills of the interdisciplinary knowledge in the profession for bettering innovative solutions based on anthropological knowledge, and to critically evaluate taken actions;
- The main task of the fieldwork is to strengthen:
  - Practical use of the epistemological anthropological method of Integrative Theology;
  - To strengthen competence of use of strategic and methodological foresight, and
  - To create motivation for professional activity for social and caritative cohesion.

### **2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the**

## final theses.

Since the main goal of the master study program is to provide knowledge and skills in accordance with the knowledge, skills and competence of the 7th level of the framework structure determined in the Latvian education classification, the topics of the final thesis must encourage the possibility of results that include demonstration of the in-depth theoretical knowledge and research skills.

ECA master's thesis offers research topics that develop caritative social work. The main requirement is the skill to apply an integrative method in research, which ensures an interdisciplinary and fact-based study of the client's problem; students learn epistemological method of Integrative Theology, as well as the Strategic Foresight method, perform system analysis, which provides a research-based, creative study in social work.

When choosing the topics of the final paper, European Commission's social policy regulations are taken into account, for example, EC Regional Policy Guidelines (2021-2027), "Social Protection and Labor Market Policy Guidelines (2021-2027)", "Youth Policy Guidelines 2021-2027" and other EC Socio-political normative approaches, which are influenced by global and local socio-economic trends. They require innovation in working with clients and transformation of social services.

The offer of topics includes an innovative methodology and in-depth anthropological interdisciplinary approach following current trends of the industry and the labor market in the EU and Latvia. Students defend their Master thesis topic in front of a special commission, which consists of the Director of the Study Program, the Fieldwork Curator and a representative of employers. Students fill out the topic offer questionnaire, present report on literature studies related to the topic, report on the relevance of the topic in the labor market, and describe the research hypothesis and methodology. The topic shall not be changed again after the approval of the relevant committee. The Study department appoints academic supervisor of the of the master thesis, with whom the student agrees on the planning of the development of the work by stages and the schedule of consultations, which is signed by both the student and the supervisor.

Recommended topics for the final thesis are discussed every year at the Senate meeting, selecting those suggested by teaching staff and students that are relevant in client-oriented caritative social work, encouraged by employers and found important during fieldworks.

The topics defended by the master study program "Caritative Social Work":

No.	Topic
1.	Social orphans as anthropological phenomenon.
2.	Analysis of the women ambivalence as cause for changes in crisis.
3.	Family as support system from anthropological perspective in work with drug addicts during period of the drug use and remission.
4.	Support opportunities in Riga, promoting the child's return to the biological family.
5.	Caritative social work with dysfunctional families with children in Kuldīga region.
6.	Implementation of caritative social work in social care center.

- 
7. The role of caritative social worker in normalization of destructive relationships between clients in social care centers.

Evaluation of the final master theses are “good” (7), “very good” (8), “excellent” (9), which indicates both students’ competence and research stability in the study program. The choice of topics shows an innovative approach to research.

### **Compliance of the study program with the national education standard**

For compliance of the study program with the national education standard, see Appendix no. 6.1.

### **Compliance of the study program with the Standard of the Social Worker profession**

For compliance of the qualification to be obtained in the study program with the standard of the profession, see Appendix no. 7A.

The choice of study courses, the scope and content of the study programs, as well as the content of the fieldwork according to the professional degree and qualification to be obtained, are determined in accordance with the Social Worker Profession Standard (23.10.2020), as well as the “Amendments to the **Social Services and Social Assistance Law**” of the Latvian Parliament (2007), which states: “Caritative Social Work is analogous to social work, the purpose of which is to help individuals, families, groups or society as a whole to function socially and spiritually.”

Article 41 of the Law states: “The right to perform social work belongs to persons who have obtained the 2nd level professional higher or academic education in social work or caritative social work”.

Article 45 of the Law defines professional tasks of a social worker and a Caritative Social Worker.

Professional tasks of a social worker and Caritative Social Worker:

1. The professional activity of a social worker and a Caritative Social Worker is aimed at achieving and promoting practical solution to an individual’s social problems and the improvement of his quality of life, inclusion in society and the ability to help himself.
2. Social worker and Caritative Social Worker after evaluating the circumstances:
3. Provides a person with help and support in solving social problems;
4. Helps to develop ability to solve personal, interpersonal and social problems;
5. Supports opportunities for personal development, as well as rights to make decisions independently and implement them;
6. Attracts socio-economic resources and relevant social services for solving social problems of a person or a group of persons;
7. Provides information on social service providers and establishes contact between social service recipients and providers.

On the other hand, Article 1, Clause 16 of the law emphasizes: “Social work specialist is a person who has the education specified in this law and performs professional duties of a social worker, a Caritative Social Worker.”

Due to the aforementioned legitimately established norms, **the profession of Caritative Social Worker is analogous to the profession of social work and does not need its own standard.**

The Ministry of Welfare established a working group (in 2010 and 2019) to develop the social

worker standard and to implement the updated version. Both groups included rector of ECA prof. S. Gūtmane. The content of the study program is fully harmonized and compared with the renewed Standard of the social worker profession.

Social work is a changing, dynamic profession with a “living” evolving definition that renews itself according to the needs of people and society.

Social worker professional standard:

<https://www.lm.gov.lv/lv/sociala-darbinieka-profesijas-standarts> (Agreed at the meeting of the Tripartite Cooperation Sub-council for Vocational Education and Employment on October 14, 2020, protocol No. 7)

In the development of the study program, cycle descriptors for the Latvian Qualifications Framework (LKI) have been taken into account. Social Worker – The fifth level of professional qualification (5.PKL) corresponds to the sixth level of the Latvian Qualifications Framework (6.LKI).

For compliance of the **qualification to be obtained in the study program with the standard of the profession**, see Appendix no. 7A.

### **Compliance of the study program with the regulatory framework of the social welfare sector**

Compliance of the study program with the regulatory framework of the social welfare sector - the Law on Social Services and Social Assistance (31.10.2002) – see in Appendix 7.2.

Compliance of the study program with the Law on “Social services and social assistance”

<b>Legislative norm</b>	<b>Compliance</b>
The purpose of the law is to determine principles of providing and receiving social work, caritative social work, social care, social rehabilitation and social assistance, the circle of persons who have the right to receive this assistance, payment and financing principles.	The caritative social work study program fully complies with the principles and content of the law of Social assistance and social care; <ul style="list-style-type: none"> <li>· Social policy and welfare state in the 21<sup>st</sup> cent.;</li> <li>· European social model;</li> <li>· Management of social risks in the risk society</li> </ul>
Rights of the client (p. 6)	· Theology of <i>caritas</i> in social work practice
Duties of the client (p. 7)	
II chapter (p. 9) Organization of social services and social assistance	· Caritative social work in the EU social policy context
(p. 10) Social care institution in local government: tasks, duties, rights	· Administration, implementation and innovations in social work
(p. 13) The state's responsibility in providing social services	· Social policy and welfare state in 21 <sup>st</sup> cent.

III chapter. Purposes, types and rights to the provision of social services	· Social entrepreneurship (caritative social enterprise)
V chapter. Social assistance	· Caritative social work in the EU social policy context
VI chapter. The purpose of social work and requirements for social work specialists	· Patristic anthropology as methodological instrument in caritative social work; · Social work as an object of scientific research; · Development and management of social projects.

### **MAPPING of study courses for achieving the study results of the study program**

For the mapping of study courses for achieving the study results of the study program, see Appendix no. 8.1.

### **Study program CURRICULUM**

For the study program curriculum see Appendix no. 9.1.

### **COURSE DESCRIPTIONS of the study program**

For descriptions of the study courses of the study program see Appendix no. 10.1.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

ECA regularly analyzes opinions of students, graduates and employers regarding the quality of academic education and professional skills, abilities and competences. Surveys are compiled by an independent sociologist from LU, and the results are discussed at the Senate meeting and options for improving work are discussed.

The survey results show satisfaction of students and graduates with studies and practice in the master study program "Caritative Social Work".

One example: as graduate of the master study program "Caritative Social Work", who in 2018 received the award of the President of the State and was nominated for "Pride of Latvia" because she founded the center for young people with special needs "Everyone Can", recognized the social in the networks: "I recommend studying caritative social work, because at the Christian Academy I gained thorough anthropological knowledge and developed motivation to choose the most difficult. Methodologically, I am equipped to work with young people with mental retardation for development maximum abilities that nature has denied them at birth." Similar opinions have been expressed by many graduates of the study program who are employed by various social assistance

and service centers, where they enrich their work with innovative and holistic approach to the client's personality.

Second example:

The results of student surveys and their comparative review in the Professional Master's study program "Caritative Social Work" see in Appendix No. 11.1.

Assist. prof. Dace Dolace interviewed 15 students after pre-defense of their master thesis in 2019/20 study year. Students show positive tendency towards their satisfaction with the study program and its teaching staff.

### ***An example of the use of survey results in the improvement of study content and quality***

Students state that "the study courses are provided with the necessary literature in Latvian", but the grade rating is only 4.72. Realizing that the students are right, because there are no good interdisciplinary studies in social work available in Latvian, no good theoretical literature in patristic anthropology is available, ECA has created a Translation commission consisting of 5 people, headed by assist. prof. Guntis Dišlers, and during the reporting period, work was regularly carried out on translations of classical anthropological texts into Latvian. The following translations were published, which meet the needs of students in the acquisition of anthropological knowledge: St John the Ladder "Stairs to Heaven" (2013); St. John Mosch "Spiritual Meadow" (2016); Georgy Florovsky "Fathers of the Eastern Church (anthropology)" (reprinted in 2019); Klaus Kiessling "Articles on diaconic culture - "Love greets you..." (reprinted in 2014); St. Macarius the Great "Spiritual Conversations" (2015).

Translations of works were made from Greek, compared to English and Church Slavonic. It is a huge academic work initiated by ECA for quality education of students.

### **Surveys of graduates and their analysis**

ECA regularly collects information on the graduates' employment after graduation, on their recommendations how to improve the study program and Academy work in general. These surveys are one of the elements of the internal quality assurance at the Academy.

Graduates are also interviewed by the "Professional Christian Education Association", where graduates come together to discuss research caritative social work, prepare various presentations and discuss publications.

Example:

**Diagram** created by assist. prof., supervisor Dace Dolace, working for the study program "Caritative Social Work": see Appendix 12.1.

### **Analysis of surveys of employers**

Employment opportunities of graduates from the master study program "Caritative social work" do not cause difficulties, because these students come to the Academy to expand their knowledge. Applicants usually already work either in the State and local government social services or plan to move further in the industry by opening their own social assistance centers and to realize their plans.

In the 2020/21 study year employer surveys were conducted by prof. S. Gūtmane, assist.prof. Dace Dolace and assist.prof. Ervīns Butkevičs, managers of social services of the local governments were

interviewed where graduates of the Academy work. Results show that social services are dominated by a managerial approach to the client and main working time is taken by too many administrative duties. However, employers recognize that graduates of the Academy are skilled in working with the client, and in their work with client they do not follow the discourse of psychology and forms of psychosocial therapy and negotiation, but work with the client's problem holistically and purposefully within the framework of reciprocity and cohesion. Employers note their depth of motivation in respect to the client's freedom and personality.

**For Evaluation of skills and competences of Caritative Social Worker** (employers) see Appendix No.13.1.

(In the survey took part - the head of the LELB Diakonia Center (Latvian evangelical lutheran Church), Jūrmala city Social Service specialist, employee of the Welfare Department of Riga City Council, Head of Talsi city Social Service and head of the Liepāja city Social Service)

### ***An example of the use of survey results in the improvement of study content and quality***

Summarizing the evaluation of the students' skills and competencies by the employers, we drew attention to the fact that such an evaluation scale as "creative approach to the human problem" received only 2 points (out of a maximum of 3) in the rating of the employers. This means that the client-centered approach must be taught in more detail, paying attention to the fact that each person's personality requires a creative and individualized approach. Taking into account this employer's rebuke, the study program was supplemented with the study course "Narrative therapy method as a tool of social work". This study course was introduced in order to individualize a creative approach to each client's case; the students' assessment of the implementation of the course is very positive. Also, the study course "Universal communication" was introduced to actualize the spiritual motto of ECA activity "Ora et labora" (Pray and work), so that students do not forget the importance of prayer for an individualized approach to each client.

## **2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

Mobility is offered to all ECA students. At the beginning of the study year, an introductory conference of ERASMUS+ mobility is held, where participants of mobility from previous study years - both students and teaching staff - share their good experiences.

ECA ERASMUS+ department offers all necessary information for mobility. Students use both study and fieldwork mobility at universities with which ERASMUS+ mobility agreements have been signed. During study years 2019/20 and 2020/21 master's degree students refrained from going on mobility for two reasons:

1. Because the students were working and did not receive the employer's consent for mobility;
2. Because the restrictions of the Covid-19 pandemic were introduced, which prevented many students from using mobility opportunities.

In the study year 2021/22 mobility plans have been renewed with the easing of the restrictions of Covid-19, and the first 5 students have already used this opportunity for both studies and practice.

Professional master study program "Caritative Social Work"

Outgoing mobility in the study year 2019/2020:

Program	Students in mobility	Mobility type	Mobility country
"Caritative social work", prof. master study program	5	Studies	Lithuania (4)
		Practice	Lithuania (1)

Incoming mobility in the study year 2020/2021 in the study program:

Program	Students in mobility	Mobility type	Country of origin
"Caritative social work", prof. master study program	1	Studies	Denmark (1)
		Practice	

Incoming mobility in the study year 2021/2022 in the study program:

Program	Students in mobility	Mobility type	Country of origin
"Caritative social work", prof. master study program	1	Studijas	Lietuva (1)
		Prakse	

### **Mobility opportunities and recognition of courses**

Students are regularly informed about study opportunities in exchange programs. The head of the ERASMUS+ department, in cooperation with the course lecturers and study program directors, provides maximum opportunities to integrate the courses learned at foreign universities.

## **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

### **3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and**

**technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

1. 15 teaching staff are involved in the study program, of which 6 are professors, including 1 visiting professor, 1 associate professor, 6 assistant professors, 1 lecturer. Academic qualifications of the teaching staff and experience of professionals in the field make it possible to ensure good study results defined in the European frameworks.
  
2. Appropriate IT provision:
  - Zoom platform;
  - MOODL use in e-studies platform;
  - Access to data bases;
  - Access to free Wi-Fi;
  - Various IT, photo and video technologies necessary for the study process.

The study program is implemented in beautiful, renovated premises in Jūrmala. The need for remote training caused by Covid-19 prompted the replacement of the exclusive premises in Jūrmala, 5. Līnija 3, where the Jūrmala City Council had determined a threefold increase in costs due to exclusive location. The Academy moved to new, renovated premises at Vienības prospekts 23, which is no longer in the dune area and the tuition fee does not have to be increased.

3. Academic library (approx. 15,000 items), copying, printing, scanning equipment. The library of the Academy is a member of the Latvian Library Universal Catalog (LIIS). Nine databases are available through signed cooperation agreements with the National Library of Latvia (EBSCO, Rubicon, Britannica Online, Academic Edition, AkadTerm, Encyclopedia of Religions, Mythica, Central Intelligence Agency, etc.).

Funding for the collection of ECA library is approved at the Senate meetings and distributed annually by study areas, as the library's resources are used by students of all study areas.

Funding for the purchase of literature and subscription to electronic data:

<b>Expenses for the library stocks</b>	<b>Study year 2020/21, EUR</b>
Periodicals	1065
Books	5.945
Electronic documents, data bases	2.068

Library books are available to students not only in the library, but also in auditoriums, where the books are arranged by branch and are available for students' free use.

Subscribed e-resources through the National Library of Latvia:

- Cambridge University Press – humanities and social sciences e-journal full-text database;
- Cambridge Journals Online;
- EBSCO-host – multidisciplinary database;

- Cambridge Companions Online: a collection of handbooks, information about the world's scientists and artists;
- ScienceDirect;
- SCOPUS – database of multidisciplinary scientific publications of Elsevier publishing house;
- Enciclopedia Britannica, academic edition;
- Dawsonera – an e-book platform that combines books on philosophy, IT technologies, social sciences;
- CREDO-REFERENCE – database of reference material from 70 different publishing houses;
- EMERALD – publishing house; issued books electronically;
- BiblioRossica – Academic Studies Press (Boston, USA) platform developed by the publishing house for academics and researchers, brings together important topics for the people of modern Russia and Eastern Europe;
- Latvian National Digital Library: <http://gramatas.indb.lv/#allThemes>

ECA has signed Memorandum with Ignatius Loyola University of Applied Sciences in Lithuania on the use of scientific databases for ERASMUS+ outgoing students and teaching staff. It is Ignatius Loyola University that students and teaching staff choose for ERASMUS+ mobility, as well as the neighboring Kolping University of Applied Sciences (LT) – the signed Memorandum is a valuable support for academic work during ERASMUS+ mobility.

4. Provision of residential premises for guest lecturers, students of the exchange program: there are 3 apartments for rent on the territory of the academy. ECA has a cooperation agreement with the adjacent hotel “Lielupe Semarah” and guest house “Valdis”.
5. The International Support Council of ECA has established a long-term support fund for the Academy, which is managed by the General Director of the International Support Council in cooperation with the ECA Senate and the rector.

### **Replenishment of the resource provision**

The material and technical provision of the study program is determined according to the Resource Provision Plan approved by the Senate and renewed for each academic year. The library resources are replenished every year, according to the submissions and recommendations of the teaching staff. The book depository is completed with financial resources provided by the Academy's International Support Council, which attracts missionary institutions and international academic centers to supplement the Academy's resources.

Financial resources of the Academy are sufficient for the implementation of the study program: several mutual missionary cooperation agreements have been signed, according to which foreign organizations would pay for the work of high-quality associate professors and experts in the study program. For example, through cooperation with the Embassy of Israel in Latvia, funds are being organized (engaging ERASMUS+ teaching staff for mobility) to invite excellent guest professors from BEER-SHEVA University and Jerusalem University (Israel). The mentioned cooperation takes place regularly. International missionary work organizations are engaged to pay visiting professors for guest lectures. This process is organized and administered by the International Support Council at the request of the ECA Senate. This organization also supports needy ECA students, people with special needs and orphans studying at the academy.

ISC council gets acquainted with the daily balance, its analysis is carried out by their audit.

Control of resource sufficiency and clarifications are carried out every study year, based on:

1. Sociological surveys of students;

2. Reports approved by the Senate on the compliance of the academic staff with the content of the study program and qualification requirements;
3. Self-Assessment Reports and Requests for necessary resources approved by the director of the study director;
4. Self-assessment reports and analysis of the Academic staff work;
5. Recommendations by the International Support Council regarding the improvements and replenishment of resources.

Example 1:

Provision of resources in the study direction “Caritative Social Work” (survey data for study year 2020/21).

<i>Variants of answers about the sufficiency of study program resources</i>	<i>Respondents (%)</i>
<b>DATA OF SOCIOLOGICAL SURVEY OF STUDENTS</b>	
Resources are largely sufficient	82%
Resources are sufficient	14%
Resources are satisfactory	4%
Resources should be	0%
<b>DATA OF SOCIOLOGICAL SURVEY OF THE TEACHING STAFF</b>	
Resources are largely sufficient	86%
Resources are sufficient	12%
Resources are satisfactory	2%
Resources are renewable	0%
<b>DATA OF SOCIOLOGICAL SURVEY OF EMPLOYERS (Latvian Free Trade Union Confederation (LBAS), heads of the traditional denominations, repr. of professional associations)</b>	
Resources are largely sufficient	83%
Resources are sufficient	10%
Resources are satisfactory	5%
Resources are renewable	2%

Example 2:

Distribution of costs in the master study program “Caritative Social Work” in the 2021/22 study year:

Tuition fees:

- 1650 EUR Full-time studies (2 years)
- 1650 EUR Part-time studies (2,5 years)

ECA financial resources are formed from:

- Tuition fees;
- Income from other educational services;
- Income from organizing courses and seminars;
- Revenue from publishing;
- Income from EU research work projects.

The source of funding for the ECA study program is the tuition fee.

Analysis of the available funding resources for study direction is carried out every year, summarizing current needs, planning investments. In the Senate, the results achieved during the previous year are analyzed and the needs for the next stage of the study are prioritized.

Involvement in international projects, activities of the International Support Council contribute to the improvement of the content of the study program and qualification of teaching staff, having an impact on the financial stability of the Academy and provide additional activities for financial availability.

An Agreement for obtaining education is signed with each student, where the tuition fee for the entire period of studies is specified. The costs of one student in the study program are calculated based on the basic principles of Regulations by the Cabinet of Ministers No. 994 (12.12.2006). In the study year 2020/21 the total tuition fee is EUR 1650 for full-time students and EUR 1650 for part-time students.

The costs of the study program are divided as follows:

- Salary fund and taxes: 65,8%
- Connections: 15,3%
- Development of infrastructure: 14,3%
- Library: 3,3%
- Advertising: 1,1%
- Self-government of students: 0,2%

(see **Cost distribution** diagram in Appendix no.14.1)

### Calculation of the study program costs

<b>Costs position</b>	<b>%</b>
<b>Direct costs:</b>	41,4
Costs of the academic and scientific work (study process)	
Other costs of the study process	0,3
<b>Partial direct costs</b> (redistribution of direct costs of the study direction)	
Reward of scientific activity	1,1
Administrative work	12,5

Other costs	1,8
<b>Total direct costs</b> (direct+partial-direct)	<b>57,1</b>
<b>Partial costs</b>	<b>42,9</b>
Reward	24,5
Other administrative costs	9,2
Capital costs	0,8
Building management costs	8,4
<b>Cost per student</b>	<b>100</b>

### Study program cost calculation

Study program: "Caritative Social Work" (Master)

	<b>Position</b>	<b>The average salary of a lecturer per month EUR</b>	<b>Lecturer's workload in the program</b>	<b>Calculation result EUR</b>
1.	Professor	1754	0,20	351
2.	Associated professor	1404	0,03	42
3.	Assistant professor	1124	0,36	410
4.	Lecturer	900	0,11	99
5.	Assistant	717	0	0
6.	Guest teachers missionaries	0	0,24	0
7.	Total in month	X	X	902
8.	Payment of the average compensation of teachers EUR p/year			10824
9.	Average monthly salary of other employees EUR p/year			225,50
10.	The proportion of workload of other employees within the study program, in relation to the number of lecturers			0,25
11.	The salary fund of other employees in relation to the total salary fund in the study program, %			25%

12.	Labor salary fund in the study program EUR p/year	13530
13.	Number of students in the program	10
14.	Number of students p/1 teacher	6
15.	Labor salary fund for 1 student in the program EUR p/ year	1353
16.	Employer's social payments for 1 student in the program in EUR p/ year	142,53
17.	Cost of IT services per 1 student in the program in EUR p/year	6,50
18.	Expenses for stocks, materials, energy resources, office supplies per 1 student in the program in EUR p/year	28,67
19.	Equipment, book purchase expenses per 1 student in the program in EUR p/year	16,42
20.	Expenses for ensuring the operation of ECA per 1 conditional student EUR p/year	19,73
21.	Expenses of building operation, regular repairs, utility payments per 1 conditional student EUR p/year	83,15
22.	Total cost per student in EUR p/year	1650
23.	Total cost of the study program in EUR/year	16500

The control and sustainability of financial resources is determined in the procedure for developing, approving and controlling of the ECA budget (approved at the meeting of the LCA Senate on June 15, 2014).

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

Composition of teaching staff in the master study program "Caritative social work" is assembled

according to the following criteria:

1. Motivation to implement the unified strategic concept of ECA and inclusion in the internal quality culture assurance process
2. Academic interest in the promotion of interdisciplinary research and involvement of students in it;
3. Orientation to innovative and variable social and caritative technologies for social work practice;
4. Knowledge to reconcile the metaphysical truth at the center of caritative work with modern secular, social dynamism and value relativism. Careful treating of the heritage of anthropological knowledge of the Church accumulated over the centuries and knowledge how to integrate in solving the socio-political issues of modern Europe.

The study program employs 15 lecturers, 11 of whom have a Doctorate degree: 5 professors, of whom two are visiting professors; 2 associate professors; 6 assistant professors and 1 lecturer.

Visiting professors are EU-level experts in the field of social work, diaconia and interdisciplinary research. The issues of social policy, the European social model and European social dialogue are taught by specialists who have led the Human Rights Expertise in LV, and also work as experts in the Commission for Social and Economic Affairs of the EC. One of the lecturers is a long-time head (Chairwoman) of the Social Affairs Commission of the Latvian Parliament.

The study course “Social work as an object of scientific research” is taught by a visiting professor from Finland, who is a recognized expert in client-oriented social work.

Thus, the qualifications of lecturers fully meet the conditions of the Study Program implementation and the requirements of regulatory acts.

Changes in the teaching staff are minimal: one professor has passed away; instead of her, “Social entrepreneurship (caritative social enterprise)” is taught by an associate visiting professor from Latvia University of Life Sciences and Technologies in tandem with. Eva Viļķina, doctoral student of the University of Tartu (graduate from the ECA master study program “Social Entrepreneurship Management”.

**4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

<b>Main planned learning outcomes of the program</b>	<b>Study courses, which work for achievement of results</b>	<b>Qualification of visiting professors, assoc. professors, assistant professors, which works for achievement of results</b>	<b>Compliance of the qualifications of teaching staff with the requirements of regulatory acts</b>
------------------------------------------------------	-------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

<p>Knowledge of the Social Program of the European Commission, Social Policy, Social Economy, Social Dialogue, etc. social policy issues, which master level professionals need to know</p>	<p>“Caritative Social Work in the context of the EU social policy”</p>	<p>Assist.prof., Dr.H.C. Mag.in Social Work Aija Barča – long-standing Charwoman of Social and Employment Matters Committee – a person responsible for recognition of the caritative social work in Latvian social policy legislation</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions:  1) research work in the sub-field of science corresponding to the position title of assistant professor;  2) giving lectures, leading study classes, organizing exams and tests in study program (course, sector), especially in its basic courses.</p>
	<p>“Management of social changes in the risk society”</p>	<p>Prof., Dr.Phil. Aino Kuzņecova, author of several research works and study tools on social changes. Teaching modern philosophy, with special focus on German sociologist Ulrich Beck and his views on the modern risk society parameters. She has presented the concept in several Theoretical seminars at the Academy and elsewhere.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>

<p>Competence to conduct interdisciplinary research on the selected areas of Social Work, Social Dialogue, Social Policy, and other cross-disciplinary field issues using the method of Integrative Theology, foresight strategies and other methodologies</p>	<p>“Social work as object of the scientific research”</p>	<p>Prof., Dr.Sc.Soc. Kyösti Urponen, creative expert in client-oriented social work (caritative social work) (Finland); social work prof. from University of Lapland. Internationally recognized expert in social work study programs evaluation; head of the Doctoral studies in social work; DrHC of several universities across Europe.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
	<p>"Current research methods in theology and social sciences"</p>	<p>Prof., Dr.Theol., Dr.Psych., DR.HC Klaus Kiessling – EU level expert in interdisciplinary research, author of many monographs and numerous articles in interdisciplinary research and caritative ministry and diaconia; Secretary General of the International Deaconate Center (IDC). Research expert in the German Evangelical Church (EKD). Coordinator of many interdisciplinary projects.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
	<p>“Method of Integrative Theology in interdisciplinary research”</p>	<p>Study course is run by 2 teachers: Prof., Dr.Habil.Theol., Dr. Psych., Dr.H.C. Klaus Kiessling and Prof., Dr.philol. Skaidrīte Gūtmane, whose PhD was in methodology of the system analysis. Head of the methodology of the ECA strategy implementation since 1993.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>

<p>“Methodology of Caritative Social Work”</p>	<p>Prof., Dr.philol. Skaidrīte Gūtmane has graduated from Latvian University and defended her PhD in Faculty of Philosophy in system analysis (using facts from philology). She is the author of the ECA strategy and concept, and the author of the caritative social work study program implementation. She was invited to introduce the unique CSW concept to Pope Francis in Vatican 2018.9.06. Prof. Gūtmane is head of the Interdisciplinary research methodology and concept at ECA in the Interdisciplinary Research Institute (SPI). Included in three "think-thank" groups of the social sector of the European Commission.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
<p>“European social model”; “Social policy and welfare state in the 21st century”</p>	<p>Prof., Dr.Theol. Olafs Brūvers – long-standing Chairman of the Human rights office; law enforcement officer.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
<p>“Method of the strategic foresight for safe work environment in the EU”</p>	<p>Assist.prof., Dr.Paed. Dr.H.C. Pēteris Krīgers; Long-standing Secretary general of the Latvian Free Trade Union Confederation (LBAS), member of the European Commission of Social and Economic issues, EC.</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education</p>

	<p>“Patristic anthropology as methodological tool in Caritative social work”</p>	<p>Assist.prof., Dr.theol. Aleksandrs Šabelņiks; Archpriest of Latvian Orthodox Church</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education</p>
	<p>“<i>Caritas</i> theology in social work”; “Caritative work with pathologies of human consciousness”</p>	<p>Prof., Dr.Theol., Dr.Psych., Dr.H.C., dipl.psych. Klaus Kiessling – EU level expert in interdisciplinary research, author of many monographs and numerous articles in interdisciplinary research and caritative ministry and diaconia; Secretary General of the International Deaconate Center (IDC).</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
	<p>“Universal communication”</p>	<p>Assist. prof., Mg.theol., supervisor Dace Dolace</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education</p>
	<p>“Social entrepreneurship (caritative social enterprise)”</p>	<p>Visiting assoc.prof., Dr.Oec. Lāsma Līcīte-Ķurbe, her PhD thesis was research of the social entrepreneurship criteria; Doctoral student at University of Lapland E.Viļķina, head of the social business “Visi var” [“Everyone can”], decorated with the Three Stars order, “Pride of Latvia” winner.</p>	<p>The main tasks of the <b>associated professor</b> are carried out in accordance with Article 30 and 31 of the Law on Higher Education Institutions</p>

	<p>“Development and management of social projects”</p>	<p>Assist.prof., Dr. student, Business coach, Mg of Business Administration (MBA) Ervīns Butkevičs</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education</p>
	<p>“Narrative therapy as an instrument in social work”</p>	<p>Assist.prof., Mg.theol. Guntis Dišlers, author of numerous translations of patristics in Latvian; has developed the idea of narrative therapy with reference to the patristic anthropology</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education</p>
	<p>Module of courses in pedagogy and axiology: “Pedagogy of creativity in the framework of patristic anthropology”;</p>	<p>Assoc.prof. in pedagogy, Dr.Theol. Astra Danenfelte, PhD in religion and pedagogy of creativity with respect to perception of religious ideas in different periods of age.</p>	<p>The main tasks of the <b>associated professor</b> are carried out in accordance with Article 30 and 31 of the Law on Higher Education Institutions</p>
	<p>“Comparative course on Alexandrian and Antiochian schools in pedagogy”;</p>	<p>Prof., Dr.philol. S.Gūtmane</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
	<p>“Axiology in historical contexts of social communication”.</p>	<p>Assoc.prof., Dr.Theol. Astra Danenfelte</p>	<p>The main tasks of the <b>associated professor</b> are carried out in accordance with Article 30 and 31 of the Law on Higher Education Institutions</p>

Knowledge of the connection between the Church's social teaching and Christian democracy with the practice of Caritative Social Work today	“Integration of Church’s doctrines in social environment”	Assist.prof., Mg.theol. Dace Dolace	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education
	Practice field work	Fieldwork curator, Bachelor in CSW, Mg. in Supervision Inese Kovaļevska; Caritative Social Worker with 7 years experience in the profession.	

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Scientific research is included in the quality measurement methodology developed by ECA, how to assess the added value to academic performance (see the table “**Measuring the added value of teaching staff**”, Appendix no.15).

It includes a self-evaluation report that contains also the field of scientific research for comprehensive evaluation of the entire performance of the faculty member, not just the scientific research work alone. This is done in order to see a decentralized attitude towards Academy work and students in general.

Measurements of the teaching staff work quality requires two mandatory publications per year, either at the national or international level. The obligation and possibilities of **International Publications** are guaranteed by the university:

1. ECA is a partner in the European Commission's prestigious social policy and social dialogue organization EZA (European Center for Worker's Questions), which unites 36 educational institutions and social dialogue centers in the EU. Annually in May, an EZA International Seminar is held at the Academy, where teaching staff are given the opportunity to report on innovative and current topics of the European Social Program, connecting the reports with the implementation of ideas of the ECA study program. All teaching staff involved in the study program have used this opportunity, thus updating the political discourse of European integration in the study program.

Faculty presentations are later included in EZA publications, which have covered the following topics during the reporting period and are distributed across all European Commission:

- "Institutions Society and Markets: Towards a new International balance"
- "Modernisation and Transformation of the Social rights and Employment" (2014);
- "Coping With Dilemmas: Working Conditions and Interactions of Social Workers with their Clients" (2015);
- "New Challenges in Promoting Health and Safety at Work in EU" (2016);
- "Integration and inclusion in the Labour market in the European Union", (2016);
- "Green Jobs – strategy EU-2020 in connection with social and ecological safety" (2017);
- "Youth Employment in the EU (2020);
- "Future of Work in the Baltic States and EU", (2022).

All the mentioned EC-EZA publications go under the comprehensive theme "Contributions to Social Dialogue" and in a certain sense ensure that lecturers delve into the current affairs of the EC Social Agenda, link their upgraded professional competence with the taught study course and study program in general, as well as the professionalism in social work at the macro level.

Rector of the Academy prof. S. Gūtmane is included in several "think-thank" groups of EC organizations – EC EZA (*European Center for Workers' Questions*), "Semaines sociales de France" IXE-group; IDC (*International Diaconate Center*). Working in them motivates to combine the current affairs of the European Social Program with anthropologically focused interdisciplinary research more deeply.

2. ECA is a partner organization in the International Diaconal Center (IDC), which studies charity / *caritas* and *diakonia* (practice of Caritative Social Work) in an international context. The long-term Secretary General of this organization is a long-term visiting professor of the Academy Dr. theol., Dr.Psych., Dr.H.C. ECA Klaus Kiessling, who made a huge contribution to the development of the analytical strategy of the "Caritative social work" program. He is expert on international level, author of numerous monographs and interdisciplinary studies on caritative social work. Prof. K.Kiessling has ensured the publication opportunities for the teaching staff in the international publication "Pro Diaconia Christi" (2016, 2017, 2018) etc.
3. ECA has signed a Memorandum with the University of Lapland and University of Klaipeda, Department of Social Work. The Memorandum envisages possibility to publish in the Proceedings of the mentioned universities dealing with development of social work in Europe.

Teaching staff regularly uses opportunities to publish in Scientific Journal of Klaipeda University "Tiltai" [Bridges]. This is a peer-reviewed journal, included in EBSCO. During the reporting period, teaching staff have used this opportunity every year, most of all prof. S. Gūtmane (6 publications), assist. prof. D. Dolace (4 publications), lect. V. Dolacis (2 publications), assist. prof. G. Dišlers (2 publications).

Two articles have been published in the 2022 edition of Tiltai – Klaus Kiesling's article "On caritative social work and culture" and assist. prof. G. Dišler's article on "Narrative therapy in Caritative Social Work".

Professor S. Gūtmane was elected as the Deputy editor of the mentioned Proceeding of KU and has been elected as a member of the Klaipeda University Social Work Research Interdisciplinary Council.

The Academy has signed an Academic Cooperation Agreement with the Kolpingo University of Applied Sciences (LT) for the publication of teaching staff in the edition of the THOMSON-REUTERS and EBSCO databases "Challenges and Social Responsibilities in BUSSINESS. "Proceedings of Kolpingo University of Applied Sciences". Teaching staff regularly use this opportunity, especially after giving presentations at Kolping University conferences dedicated to social work problems.

4. The visiting professor of the study program, E. Aciene, is the Deputy editor of Proceedings of the Vytautas the Great University "Socialinis Darbas. Patirtis in Metodai". Teaching staff have the opportunity to publish in the publication "Social Work - Experience and Methods", where social work topics are discussed;

5. ECA has signed cooperation Agreement with the Department of Social Work of the University of Kiel on academic research cooperation in social work. Innovative nature of caritative social work has attracted also the University of Cologne. At the International Conferences of Social Work, prof. S. Gūtmane published an article on "Social Glocalisation" in the monograph of the Chair; At the International Conferences of Social Work in Cologne (Germany), prof. S. Gūtmane has published in the monograph of the department "Social Glocalisation and Education – Social Work, Health Sciences, Practical Theology Perspectives on Change" (2021) with the article "Caritative Social Work as an Innovation from Antiquity);

6. On June 17, 2018, ECA rector prof. S. Gūtmane was invited by His Eminence Pope Francis to a meeting in the Apostolic Palace, Rome, Vatican. The reason for the meeting was the professor's report in Rome about the program of caritative social work and about the content of the concept of "charity / *caritas*" and its integration into the academic study program. The conversation revolved around how to create innovative social work problems in order to integrate the ancient Judeo-Christian paradigm of anthropological knowledge into them.

7. During the reporting period, the teaching staff has paid a lot of attention to preventive social work research on youth and adolescent topics, as the issue of employment opportunities for young people in the EU and Latvia is worrying.

ECA created an inter-university Strategic Partnership Consortium to study the problem in a joint interdisciplinary project "BE YOUNG" (how to solve the problem of youth employment - "Social Professions for Supporting Youth in a European Solidarity Context" context).

In the common International Consortium of Universities (ECA, University of Warsaw, University of Bialystok, University of Malmö, University of Klaipeda: faculty publications in two research publications of the consortium were provided:

- Youth Participation and Solidarity – Handbook for Students and Teachers of Social Professions" (2022. 179 p.);

- “Youth Work Reader – Issues and Contexts” – compendium of work with young people - themes and contexts. (2022, 150 p.);
- The second international consortium for inter-universities cooperation and research, coordinated by ECA, has published research work “Teens Without Screens. Tools for Social Interaction through arts” (2022, 230 p). The research was coordinated by ECA and Kaunas College of Applied Science and Finnish Institute of Applied Science in Diaconia were involved (SDO).

All the mentioned international studies have been carried out with the aim to develop innovative social work ideas of the study program at the mezo and macro levels. The distribution of expenses in the social work academic environment of EU universities is implemented in accordance with the “Plan for the Competitiveness and Distribution of Innovative Ideas of Caritative Social Work” approved by the ECA Senate.

In 2021, ECA created an international inter-university platform called "DILEMA" as part of the Caritative Master's degree study program to conduct research on the topic – Social Dilemmas of Greener Future. Within the framework of the Nordplus Higher Education project, ECA coordinated 4 universities (Klaipeda University, Estonian Theological University of Applied Sciences, Finnish DIAK University of Applied Sciences, and Social Work Project Management and Training Center (Lithuania)) for 3 years. ECA, as a coordinating body, brought together specialists of inter-university social work study programs to take as a basis the European Parliament's Climate Law and the “green” ecological issue, creating an intensive study module for social workers, so that the climate focus in the social work profession becomes a component of the transition to a green future, which includes social, economic, political, theological, anthropological dimensions. The method of Integrative Theology has been chosen as the methodology of the research, with which specialists will carry out expertise regarding those issues that social workers should know not only theoretically, but also in practical use.

In 2022, a 10-day intensive course will be held, where social work students from the Nordic and Baltic countries will gather at ECA to get an idea of an integral approach to the European social policy approach, for the so-called “green” future. After the end of the project, it is planned to publish a book entitled “Social dilemmas regarding the “green” future for the experience and practice of social workers”.

At the **national level**, opportunities for publications in the research of the caritative social work are provided by ECA annual Scientific Proceedings (in both Latvian and English). During the reporting period, the following editions, reviewed by international experts, were dedicated to caritative social work:

- Scientific Proceedings “**European Social Development**” (2015) with 3 research works dealing with CSW: Prof. S.Gūtmane “**Methodological Paradigm of Caritative Social Work**”; assist. prof. D.Dolace “Caritative social work and question of the patristic anthropology”;
- Scientific Proceedings “**Dimensions of Caritative Social Work**” – 11 articles by the study program staff (2020);
- Scientific Proceedings “**The Innovative Content of Caritative Social Work**” (2016, 340 p). 19 innovative articles about the CSW;
- Scientific Proceedings “**Client and Human Dignity**” – 16 research works about the client-oriented caritative social work;
- Scientific Proceedings “**Caritative Social Work in the Risk Society**” – 11 articles about integration of the CSW and work with the so-called post-humanity towards positive changes (2022).

All articles are available in both Latvian and English. In addition to the teaching staff of the Academy, social work specialists and representatives of the academic environment from Germany, Lithuania, Estonia, Great Britain, Finland, Sweden, etc. are presented.

The Christian Academy has carried out a series of translations of classic works of patristic anthropology from ancient languages. The author of the translation is assist.prof. Guntis Dišlers and the following translated publications were published during the reporting period – St. John the Ladder (Climacus) “The Ladder of Divine Ascent” (2013); St. John Moschus “Spiritual Meadow” (2016); Georgy Florovsky “Fathers of the Eastern Church (anthropology)” (reprinted in 2019); Klaus Kiessling “Articles on diaconal culture – “Love greets you...”” (reprinted in 2014). St. Macarius the Great “Spiritual Homilies” (2015). The mentioned translations are classics of anthropological knowledge, which form the so-called “the anthropological experience of the desert fathers”, which has embedded in the living tradition of Christian European anthropology.

Another publication at the national level, where teaching staff of the study program is welcomed, is the journal “Social Worker”, provided by the Ministry of Welfare. During the reporting period, five teaching staff of the ECA study program published in the publication on the issues of Caritative Social Work.

Professor S. Gūtmane has prepared a voluminous monograph: “On the way to co-culture: Caritative Social Work (history, methodology, practice)”, which will be published in December 2022.

In 2020, the prestigious internet portal of conservative thinking “TELOS” (Gr. target) was opened, which was opened by the State President Egīls Levits and the editor-in-chief - Doctor of Social Sciences Agnese Irbe. During the reporting period, this portal has published 3 articles by professor Skaidrite Gūtmane on current topics of social work and social policy, as well as 6 articles by assist.prof. Guntis Dišlers on interdisciplinary social and theological problems, the last of which is the study “Possibility of social reading - earth and sky, and on the contraries” published in three serial publications in July 2022.

#### **4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

The implementation of the professional master’s study program “Caritative Social Work” is ensured by 15 teaching staff. The program is implemented only by teaching staff elected by ECA, with the exception of 2 visiting professors. Most of the teaching staff has extensive academic, professional and research work experience. Qualifications and professional experience of the teaching staff fully comply with the requirements of regulatory acts and the achievement of goals, tasks and study outcomes of the study program. The ratio of students and teaching staff in the study program is 21/15. However, it should be remembered that the teaching staff is also involved in the implementation of other study programs and also participates in the work of the department. Taking into account the fact that for a field of study with a very small number of students and in general for such a small niche university as ECA, a more objective indicator would be the ratio of the total number of students to the total number of teaching staff. In the 2022/23 study year, they are 1.4 students per teaching staff, if we count the students in the study program. This ratio of students and teaching staff fully ensures a student-centered, individual approach to each student

and helps to achieve the planned study results by preparing qualified specialists for the social work sector.

Academic cooperation is promoted by a complex understanding of the importance of the quality of academic work in student-centered education, and an understanding of the university's influence on the attitude towards academic culture in general and the employment culture of academy graduates. The goal of cooperation is to develop decentralized quality as a key parameter in the quality of student education, therefore the university pays serious attention to cooperation and includes it in the unified system of measuring the quality of lecturers.

The criteria for the selection of teaching staff and motivated cooperation to achieve the goals of the university form a balanced team of academic and professional competence.

The cooperation of the teaching staff is an indicator of the internal quality of the university, therefore, for the entire 30 years since the university has been in existence, the following cooperation-enhancing activities have been carried out:

1. Regular Theoretical Seminars that motivate discussions and research group work. In the monthly Theoretical Seminars, every teaching staff presents their innovation topic to discuss the theoretical and practical issues of the EC Social Agenda, social dialogue and social work and supervision, as well as social entrepreneurship.
2. The cooperation of the teaching staff is promoted by the unified research methodology of the university – the epistemological methodology of Integrative Theology, which the teaching staff learns in order to introduce innovative research results in the chosen study program in which the teaching staff works. According to system analyst Emanuel Wallerstein: "Innovation culture does not arise by talking about it, but by using research methodologies that have been extracted from the depths of European research and which modern research, mostly based on sociology, has forgotten." The method of Integrative Theology is a fact-based research method that allows us to see the "common humane" in all areas of modern sciences, including European Social Policy. When learning this methodology, it is very valuable for teaching staff to cooperate and open up to the culture of innovation within the relevant study program.

Faculty cooperation is also formed through international research projects coordinated by ECA. In the reporting period, it is an inter-university strategic partnership project, as well as Nordplus interdisciplinary projects, 4 in the reporting period, which have been coordinated by EKrA, as well as the very valuable EZA research projects, in which universities from Belgium, the Netherlands, Germany, Great Britain, Finland, Hungary, Slovakia, etc. participate.

International research projects bring the teaching staff very close in terms of academic interests, do not allow them to get used to the routine, but promote interdisciplinary competences in research.

The mobility of ERASMUS+ teaching staff should also be mentioned, when teaching staff go with lecture courses to other EU universities or host teaching staff from other universities. During the reporting period, prof. S.Gūtmane, assist.prof. D.Dolace, assist.prof. G.Dišlers, assist.prof. P.Krīgers, assist.prof. E.Butkevičs have given lectures in other EU universities.

The teaching staff forms a unified reciprocity of academic cooperation, where teaching staff with higher academic qualifications work in tandem with master's level lecturers to promote such scientific and pedagogical cooperation that guarantees the achievement of study results, mutual respect and academic joy for each other.

At the end of each study program, the workload of the academic staff for the next study year is planned, taking into account the evaluation coefficients of the relevant study courses studied in the

program and the self-analysis of the academic activity carried out by the lecturers in the Self-evaluation report. Accounting of the workload of the academic staff is registered by the ECA Studies Department.

Several teaching staff are involved in the development and implementation of each study program course, who jointly agree on the goals, tasks and achievable results of the study course to be developed, and on linking the course content with the methodology of integrative theology. Their mutual cooperation contributes to the quality of study courses both in the development and implementation stages.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Pielikums nr5.1_Statistikas dati par studējošajiem studiju programmā KSD MAG EN.docx	Pielikums nr5.1_Statistikas dati par studējošajiem studiju programmā KSD MAG.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Pielikums nr6.1_Compliance of study program with the national education standard KSD Mag EN.docx	Pielikums nr6.1_Studiju programmas atbilstība valsts izglītības standartam KSD Mag.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Pielikums nr7A_Compliance of study program to professional standard KSD Mag EN.docx	Pielikums nr7A_Studiju programmas atbilstība profesijas standartam KSD Mag.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Pielikums nr7.2_Compliance of study program with the regulatory framework of social welfare sector KSD Mag EN.docx	Pielikums nr7.2_Studiju programmas atbilstība nozares normatīvajam regulējumam KSD Mag.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Pielikums nr8.1_Mapping of study courses of the study program KSD Mag EN.docx	Pielikums nr8.1_Studiju programmas studiju kursu kartējums_KSD Mag.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Pielikums nr9.1_CURRICULA KSD MAG EN.docx	Pielikums nr9.1_Studiju programmas plāns KSD MAG.docx
Descriptions of the study courses/ modules	10.2 SUV Mag study courses.pdf	10.1. KSD Mag studiju kursi.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	KSD Mag_diploms_kvsd.pdf	KSD Mag_diploms_kvsd.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Sad.Līgums(studenti)_KSD MAG_EN.pdf	Sad.Līgums(studenti)_KSD MAG.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_zaudējumu kompensācija_2-9-49_EN.docx	Apliecinājums_zaudējumu kompensācija_2-9-49.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48_EN.docx	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48.edoc
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	KSD Mag_Studiju līgums_EN.pdf	KSD Mag_Studiju līgums.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Social Work (44762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social Work</i>
Education classification code	<i>44762</i>
Type of the study programme	<i>Second level professional higher education study programme (after first level professional study programme)</i>
Name of the study programme director	<i>Inese</i>
Surname of the study programme director	<i>Kovaļevska</i>
E-mail of the study programme director	<i>inese.kovalevska@gmail.com</i>
Title of the study programme director	<i>Prof.mag. sociālajā darbā, supervizore, lekt.</i>
Phone of the study programme director	<i>26340653</i>
Goal of the study programme	<i>To offer an opportunity for social work specialists with the 1st level professional higher education and practitioners with professional higher education in another sector to obtain a social worker qualification and prepare them for practice that would promote the basic trends of the development of international social work, as well as provide the society with high-quality social services in accordance with the values of client-oriented social work.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To provide students with good theoretical and practical knowledge in European Social Policy;</i></li> <li><i>2. To provide comprehensive knowledge and understanding of the essence of social work;</i></li> <li><i>3. To improve students' knowledge and develop skills in social work, according to the Professional Standard;</i></li> <li><i>4. To provide an opportunity to acquire skills in research by teaching interdisciplinary research;</i></li> <li><i>5. To offer opportunities for differentiated practices that develop the professional direction of the industry in an innovative way;</i></li> <li><i>6. To promote creative social activities among students, to promote reciprocity in the implementation of the study program.</i></li> </ol>

<p>Results of the study programme</p>	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Acquisition of new knowledge and deepening of the existing professional knowledge in the anthropology of social work;</li> <li>• Understanding of EU social policy, social welfare system, its functioning mechanisms;</li> <li>• Familiarity with social legislation and norms of human rights, according to the social work content;</li> <li>• Understanding of types of social services, providers, functioning of social institutions and professional activity of social work specialists;</li> <li>• Understanding of inter-institutional professional cooperation;</li> <li>• Knowledge of risk society and social risks;</li> <li>• Understanding of the family as a system;</li> <li>• Knowledge and ability to apply orthodox ethical principles and to understand the integrity of the profession;</li> <li>• Knowledge of social work with different groups and specifics of different client groups;</li> <li>• Understanding of social work in the community;</li> <li>• Knowledge of social dialogue and employment and the ability to use it according to the possibilities;</li> <li>• Knowledge of social work research;</li> <li>• Understanding of supervision and its necessity.</li> </ul> <p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>• Skills to identify social problems and needs of individuals, social groups and society;</li> <li>• Determine problem solving phases and strategy;</li> <li>• Professionally solve social case, using reciprocity as a method;</li> <li>• Ability to analyze, prognose, as well as coordinate the community social networking</li> <li>• Practical implication of ethical norms in the social work and responsibility for the used methods and their professional meaningfulness</li> <li>• Skill to communicate with reference to the values determined by axiology;</li> <li>• Skills to identify social problems of different client groups, their causes, to develop professional social work with different client groups;</li> <li>• Assess quality of the provided service and the ability to measure it;</li> <li>• Respect of confidentiality and norms of interpersonal behavior.</li> </ul> <p><b>COMPETENCES:</b></p> <ul style="list-style-type: none"> <li>• Work with individual clients and society groups to develop competence how to use resources and support services necessary to address social problems.</li> </ul> <p>The study program is structured by modules:</p> <p>Module 1 – general education courses. Outcomes of the study module:</p> <ul style="list-style-type: none"> <li>• To understand basics of the argumentation logics and professional ethics;</li> <li>• To understand integrity of the social work profession, to master macro level practice in social work with competence in social dialogue and work rights in the EU.</li> </ul> <p>Module 2 – basic theoretical courses of the industry. Outcomes of the study module:</p> <ul style="list-style-type: none"> <li>• Understanding of the social work as both practice and science by use of anthropological approach;</li> <li>• Knowledge of the European Social Model and social policy guidelines in the welfare state in the 21st century;</li> <li>• Ability to apply knowledge in the patristic anthropology as a methodological tool in social work practice;</li> <li>• To get acquainted with the social teaching and social work conditions of the Church in the risk society;</li> <li>• To know basics of sociology and methods of sociological research.</li> </ul> <p>Module 3 – management of the social case – courses of professional specialization. Outcomes of the study module:</p> <ul style="list-style-type: none"> <li>• Knowledge about the social case management in both the problem-oriented and the client-oriented approach;</li> <li>• Knowledge and skills to develop system-oriented work with family;</li> <li>• Familiar with social work with different client groups;</li> <li>• Learn social work innovations and foresight strategies.</li> </ul> <p>Module 4 – social work in community – courses of professional specialization. Outcomes of the study module:</p> <ul style="list-style-type: none"> <li>• Knowledge about community social work, analysis of the community, soci-pedagogical competences in social work with different groups, institutions and social services;</li> <li>• Competence in organization and implementation of social work in community.</li> </ul> <p>Module 5 – social work with different client groups. Outcomes of the study module:</p> <ul style="list-style-type: none"> <li>• To understand and perform social work with teenagers and young people;</li> <li>• To work in palliative care;</li> <li>• To know gerantological social work;</li> <li>• To know social work with addicts;</li> <li>• To understand caritative social work with pathologies of human consciousness;</li> <li>• Understand the importance of basic relationships;</li> <li>• To acquire knowledge about basic medical issues in the practice of a social worker.</li> </ul> <p>Module 6 – research work in social work. Outcomes of the study module:</p> <ul style="list-style-type: none"> <li>• To know the scientific methodological paradigm of social work;</li> <li>• To learn the method of integrative theology in social work research.</li> </ul>
<p>Final examination upon the completion of the study programme</p>	<p>Diploma Thesis</p>

# Study programme forms

## Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	• <i>First-level professional higher education in social sciences (1st level professional qualification "Social carer", "Organizer of social assistance", "Social rehabilitator")</i> • <i>Second-level professional higher education in social, humanitarian or health sciences, or higher second-level professional education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	—
Qualification to be obtained (in english)	<i>Social Worker</i>

## Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

## Part-time extramural studies - distance education - 2 years, 5 months - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	• <i>First-level professional higher education in social sciences (1st level professional qualification "Social carer", "Organizer of social assistance", "Social rehabilitator")</i> • <i>Second-level professional higher education in social, humanitarian or health sciences, or higher second-level professional education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Social Worker</i>

## Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

## Part time extramural studies - 2 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80

Admission requirements (in English)	• <i>First-level professional higher education in social sciences (1st level professional qualification “Social carer”, “Organizer of social assistance”, “Social rehabilitator”)</i> • <i>Second-level professional higher education in social, humanitarian or health sciences, or higher second-level professional education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Social Worker</i>

### **Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
European Christian Academy	JŪRMALA	VIEŅĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

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

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

No principled reprimands were made during the accreditation process, and the study program is still modularly structured. Lecture course in Sociology, previously taught by assist.prof. Mag.sc.soc. Juris Osis has been replaced by assist.prof., Dr. in social sciences Līva Griņēviča.

The previous study program did not include such lecture courses as “European Social Model”, “Social Dialogue and Labor Law in the EU” and “Social Policy and the Welfare State in the 21st Century”. Given that concreteness is important for a macro-level understanding of social work tasks, these courses were introduced, taught by three faculty members who did not work in the previous study program:

- “Social dialogue” course is taught by Dr., DR.H.C. Pēteris Krīgers, Secretary General of Latvian Free Trade Unions Confederation (LBAS) and member of the European Economic and Social Committee (EESC);
- “The European Social Model” is taught by prof., Dr.theol., long-time head of the Latvian Human Rights Office, Olafs Brūvers;
- “Social policy and the welfare state in the 21st century” is taught by long-time Chair-woman of the Committee of Social and employment affairs commission at Latvian Parliament H.C., prof.mag. in social work Aija Barča.

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

The 2nd level professional higher education program "Social Work" is implemented in Latvian language, in full-time and part-time form. Studies are privately financed.

The number of students, taking into account the demographic situation of Latvia, Latvian migration and mobility, is not large, however, more and more students choose Master studies in Social Work at ECA with its focus on the client-oriented social work.

For the **Number of enrolled students and number of graduates** of the 2nd level professional higher education program "Social Work" see Appendix no. 5.4.

From the diagram we can conclude that although social work professionals have very low salaries, most students choose this profession since it promotes help and inclusion, the desire to reduce poverty and provide adequate social services.

Analyzing the dynamics of the number of students by year, the study program received a license in study year 2013/2014 when the College of Management and Social Work "Attīstība" (Vadības un sociālā darba augstskola "Attīstība") ended its activity and a very large number of students in 2013/2014 came to study at ECA from "Attīstība", which explains the fact that 20 students were enrolled. In the next study year 2014/2015, 6 students were enrolled, because former "Attīstība" students continued their studies at ECA; therefore, 6 matriculated students is a sufficient number for a study program of this level, taking into account the demographic situation and the strong migration from the country. In the following years, the number of students is increasing, and especially in the last 4 years, because the students are satisfied with the anthropological, client-oriented approach to social work offered by ECA. In Latvia, students inform each other both through social networks and in various meetings, that studies at ECA are interesting precisely because they differ from studies at other social work universities, which are oriented towards problem-oriented social work, however ECA offers client-oriented social work. The anthropological orientation is currently in line with the discussion in Latvia and European Union countries about the need for client-oriented professional activity in the helping professions, taking into account the depth of the crisis of human identity.

### **1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

The degree, goals and objectives of the 2nd level professional higher education program "Social Work", as well as admission requirements, are interconnected and compatible.

The 2nd level professional higher education program "Social Work" is implemented in the amount of 80 CP, in the form of full-time (2 years) and part-time (2,5 years) studies.

The objective, tasks and study outcomes of the study program are mutually agreed upon and ensure the preparation of highly qualified specialists in the field of social work.

*Analysis of the interrelationship between the study program title the degree to be obtained and the goals, tasks and learning outcomes of the professional qualification.*

The title of the study program "Social Work" is directly related to the 2nd level professional higher education qualification "Social Worker". The 2nd level professional qualification at the Academy combines problem-oriented social work with client-oriented social work, so students learn such study courses as, for example, "Patristic anthropology as a methodological tool in working with a client", "Problem-oriented work with a case", "Client-oriented work with case". Students learn both forms of social work, working with different groups of clients. In this way, the achievable learning outcomes are fully consistent with the mission of the social welfare direction of the entire Academy, and are related to the admission requirements, which specify each student's previous knowledge and the inclusion of the student's interests in both forms of social work. Students also take methodology courses, so that when they continue their studies in the master's degree, they will be introduced to innovative methodology possibilities in working with different client groups.

### III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

Social workers can work in the state administration, municipal social services, medical institutions, private companies, schools, social assistance services, crisis centers, non-governmental organizations, etc.

According to *Eurofond* research (2019) regarding the need for employment of social workers in the EU, it can be seen that special attention is paid to policies that support the reintegration of the unemployed into the labor market, to the youth employment, various new forms of employment. Also *Eurofond* emphasizes need for social workers in prisons, nursing homes, volunteer organizations, various youth social justice networks. The study reveals that the need for social workers in the risk society will increase, since part of society will be marginalized and excluded. Such social and economic problems have arisen on the national scale, which indicate the need for new social service institutions.

ECA study programs in the Social welfare direction are focused on two activities:

1. Understanding of social work on the macro level regarding labor market processes in the EU;
2. Deployment of services related to the inclusion policy both in EU and Latvia.

The social workers' profession is focused on solving personal and family social problems and initiating changes in the interaction between individual people and entire social environment, therefore social workers can be employed in counseling services, conflict management, wherever the skill is needed to defend and promote inclusion of citizens and reduce poverty by developing such types of social services that strengthen the importance and role of social work among other related sectors.

Browsing participation of graduates of the study program in the labor market after graduating from the study program:

- 71% work as social workers 15 months after graduation;
- Go further studies 1,9%;
- Work and study 9%;
- Work in educational institutions 1,5%;
- Others (16,6%) probably have gone abroad.

(For **Involvement of graduates in labor market** see Appendix. No.5A)

Providing information on how the **content of study courses and modules is updated** in accordance with the labor market and scientific trends of the industry, it should be noted that ECA has

already completely switched the approach of the study program to the labor market and science, in accordance with the conditions of the development of 21st century social work science in the industry:

<b>Problem-oriented, traditional social work in the 20th century</b>	<b>21st century paradigm - client oriented social work</b>
In the center - not the personality, but the so-called "individual problem"	Focus on personality and individuality joined with social activity
Fragmented approach to the worldview	An integral approach to the worldview, without ignoring spiritual needs of a person
Ekvilibristic, managerial, motivating approach to the client	Respect towards freedom of a client to decide for himself
Self-determination and conviction of the social worker that he knows how to help (process oriented on a social worker)	Common (social worker, client) determination, reciprocity
Dichotomy: social worker - problem of a client	A mutually complementary approach to a client's problem
Dual goal: the goal set by the social worker often differs from the client's understanding of the needs and values of his life	Unity in understanding the goal and management to the anthropological limit of the given client
Persona in the own social environment	Persona of the client in network organizations
Distant approach to the client, focus on independence	Relationship-centered and relationship-initiated change for the client
Common managerially focus of social work (in municipalities, state institutions, etc.)	Foundation of interpersonal social work

Social work as a science in the 21st century expands from understanding man as a person to understanding personhood in an interdisciplinary approach (technology, social welfare, climate science, neuroscience, metaphysics, ontology, anthropology, theology, etc.). Scientific skepticism is replaced by interdisciplinarity in social work research, emphasizing the "common humane" (Karl Rahner) in each field of science - to take from various fields of science and knowledge that helps the other person or client to integrate into society and decide for themselves the determinants of their life.

The second area in the scientific approach is related to the risk society, with insecurity and with increasing mental illnesses, why it is very important to revive the phenomenon of Judeo-Christian anthropological knowledge in order to be able to reduce the spiritual causes of mental illnesses and to understand the client's personality holistically.

The third scientific direction in social work is related to the growing diverse roles of the social worker in a social welfare system. A social worker must comprehensively understand the purpose,

values, mandatory knowledge and methods of his work. However, the main imperative is knowledge about a person, which is never final and absolute, so the Academy respects mentioned scientific of the 21st century. The entire study program is organized into modules in order to promote ontologically transforming social work skills and prevent the social worker from a mechanical and biologically narrowed approach to the human personality.

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.**

Analyzing the content of the study courses, the study outcomes and goals set, one can see mutual connection with the study program goals and results to be achieved. In the Appendix 8.4, we offer a **course mapping** of the study program. Looking at the mapping results, you can see that study courses complement each other in terms of content, they do not overlap and lead students to think scientifically in their profession. The content of the study courses is reviewed before it is approved or meets the defined outcomes of the study program.

The study program is structured according to the principle of knowledge accumulation, where, according to the labor market and scientific development trends, there is a following unique development of social work requires study courses in the 21st century, for example:

- Social dialogue and work rights in the EU;
- Principles of the orthodox ethics and integrity of social work profession;
- Social work as science and practice: an anthropological approach;
- Patristic anthropology as a methodological tool in working with the client
- Social work in the risk society;
- European social model;
- Social policy and the welfare state in the 21st century;
- Social work innovations, foresight strategies;
- Systems for provision of social services;
- Caritative Social Work with mental pathologies of a human person, etc.

*Examples of the evaluation of the information included in the study courses, goals, and the results to be achieved with the goals and results of the study program.*

The main goal of the study program is to obtain the qualification of a Social worker and to prepare for professional activity that contributes to the development trends of social work internationally and nationally, thus the students learn such study courses that introduce them to social work in the European Union (“Social dialogue and labor rights in the European Union”, “European social model”, “Social welfare policy of the European Union”). Macro social work understanding is combined with mezzo and micro social work practice in working with different client groups. Study courses are aligned with the goals of the entire study program and the entire Social Welfare direction, teaching students to use the innovative method of Integrative theology in social work research. Students learn innovative methodologies in social work with different target groups, including the Foresight strategy and other social work innovations. The methodological discourse implements the results of the study courses and the achievement of the goals of the study program.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

The purpose of using different methods is to develop research skills, abstract thinking and analytical thinking skills to the maximum, using epistemologically proven methods. An important role in learning is a system approach to the client's family, which corresponds to the nature of the social work profession.

Studies include the student's independent work and contact lessons. The contact lessons are organized so that the lecturer works also the curator of the integrative methodology and promotes learning of the research methodology of social work in order to achieve the goal - conclusions based on objective, provable facts and knowledge, but not on subjective observations and opinions about the client. In the lessons, a corporate learning is created, group discussions are held on the conditions of the logic of argumentation and the quality of evidence. In the practical lessons an analysis of situations and events typical of social work are organized, taking close to real life, and modeling of anthropological solutions for social problems of the client or community is carried out.

The study outcomes - knowledge, skills, competences - are formulated within the framework of the entire study program and individual study courses. Students are regularly informed about the expected results and the joint responsibility of both teaching staff and student in achieving them upon the start of the course. The skills of objectivity of epistemological evidence related to studies, orientation in the conditions of interdisciplinary and systemic research, critical evaluation of information, the ability to distinguish theoretical, scientific knowledge from subjective opinions are relentlessly developed during the study process.

Students learn the epistemological method of integrative theology, as well as learn to base evidence on facts. Students learn the ability to work with methodology of strategic foresight, combined with the ability to understand the client as a way of personal development in the direction of the achievable anthropological limit. The use of methods corresponds to the strategic development of social work as a science, i.e., to help the client restore social activity and integrate into society.

Students' knowledge and skills are evaluated according to the 10-point scale adopted in Latvia. The evaluation is based on the accumulative system, which ensures systematicity of the study course and objectivity in the evaluation of knowledge. The evaluation system of ECA students' knowledge, abilities, skills, competences is made up of the rules of learning caritative social work, requirements within the study subject, requirements to use a methodology that provides fact-based, objective results in the development of the research work. The system for evaluating the knowledge, skills and competencies of ECA students is regulated and included in the unified internal quality culture system.

The development and defense of students' research work is carried out in accordance with the methodological instructions of ECA "METHODICAL INSTRUCTIONS for the development of study works and final theses".

The results of exams and tests are analyzed 2 times a year after test results have been collected.

Regular analysis of study results allows early detection of gaps or deficiencies in the learning and knowledge acquisition process. The study results and the necessary corrections in the organization of the study work are presented to the teaching staff, these results are discussed in the Senate meetings.

Taking into account the fact that the Academy has a small number of students, it is possible to ensure excellent individual approach to each student, the entire study process is student-centered – taking into account students' initiatives and insights regarding their professional needs (most students work in the industry) with following improvement of study conditions.

Unlike other study programs in the welfare direction, evaluation of the acquired knowledge of the 2nd level professional higher education program "Social Work" is organized also within each module. The assessment shows the level of knowledge, skills and competence as a result of learning the whole module. The assessment also shows what needs to be improved in the existing module so that students can better learn the module's courses. Therefore, at the end of the students' practice, the integrative assessment is discussed regarding each module and its importance for the high-quality diploma thesis. The students of the 2nd level professional higher education program "Social Work", who so far have been oriented towards practical care or rehabilitation work in the social field, do not want to accept that social work is not only a skill, but also a research activity, when it is necessary to get involved in the lecturers' research projects, as well as to understand social work practice as a research activity. The study program is oriented in such a way as to take the students out of the domestic, sometimes even to narrow approach to the social work profession. That's why we created modular evaluation among the students themselves, when the students, after listening to the reports of other internships or other research compositions, express themselves and analyze the volume and quality of the knowledge acquisition of the module, comparing it with the specific experience and practice in the service.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

ECA ensures connection of fieldwork with the results to be achieved in the study program by organizing two main practices:

1. Social case solving fieldwork (8 CP);
2. Community work fieldwork (8 CP).

Students are offered practice institutions where they can learn to work with a case and work in the community. The Academy provides fieldwork opportunities in the Welfare Department of the Riga City Council, the Social Service of the Jūrmala city, various centers of non-governmental organizations that offer work with various client groups. Practice ensures competences corresponding to the Professional Standard of the industry. The practice report is a paper of research content, which requires three mandatory conditions:

1. Be able to link the work with a case or community to the EU social policy regarding the community or the selected group of clients;
2. Must analyze the client's case solution and community work in the context of interdisciplinary

and network organizations;

3. Must be able to provide correct anthropological understanding of the personality problem and a strategic model of how the problem could be solved using the method of integrative theology or the strategic foresight approach.

The purpose of the practice is to do the maximum for the students' research skills development according to the latest scientific achievements in the field of social work and EU social policy. Practice work is defended in a commission in which the director of the study program, a representative of the employer and the responsible curator of the practice participate. Along with the practice research work, the student also submits the Fieldwork Diary and Description from the practice institution with an assessment of professional skills in a 10-point system.

## **2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the final theses.**

In a general sense, it is customary to talk about social work as a social practice or ethical principles, or values that guide activities of a social worker. However, ethical principles describe only one aspect of the social work profession, as they alone are not sufficient for the social work knowledge base. ECA believes that without social work as a science and its theoretical basis, the profession is only a normative "semi-profession" without a clear concept. The profession must be based on a theoretical understanding of the client, it is created for a critical and open approach to people, and that is why we emphasize scientific research and a deep understanding of the client. In the thesis topics we highlight research and theoretical foundations of social work and their importance in the development of the profession. Also, we invite to choose topics that help to understand one of the important issues of inclusive policy.

The topics of the defended final thesis of the 2nd level professional higher education program "Social Work":

<b>Nr.</b>	<b>Topic</b>
1.	Social work with multiple problem families
2.	Social work as a service phenomenon in home care
3.	Social work approaches in the prevention of adolescent substance addictions
4.	Coping with stress and reducing professional burnout in social work
5.	Social inclusion of people with hearing impairment in case of long-term unemployment
6.	Improving quality of social service in the institution of long-term social care and social rehabilitation in the nursing home "Lauciene"

- 
7. Possibilities of social work to limit the impact of social problems on the upbringing and care of children in families at social risk

Students defend their topics of the final thesis in front of a commission, which consists of the director of the study program, the internship curator and the representative of employers. The student fills out the topic offer questionnaire, report on theoretical literature studies related to the topic, report on the relevance of the topic in the labor market, as well as the research hypothesis and methodology. The topic cannot be changed after the approval of the relevant commission. The Study department appoints academic supervisor of the final thesis development, with whom the student agrees on the planning the final thesis development by stages and the consultation provision schedule, which is signed by both the student and the teacher.

### **Compliance of the study program with the national education standard**

For compliance of the study program with the national education standard, see Appendix no. 6.4.

### **Compliance of the study program with the Standard of the Social Worker profession**

For compliance of the qualification to be obtained in the study program with the standard of the profession, see Appendix no. 7D.

“**Social worker**” is the title of a profession that corresponds to the fifth professional qualification level (5 PQL) and corresponds to the sixth level of the Latvian qualifications framework (6. LQF). The social worker identifies and analyzes the social problems of individuals, families, groups, communities and society, promotes their prevention, in cooperation with the client and representatives of other professions, solves social problems by attracting appropriate resources, represents the client’s interests; complies with professional ethical norms, improves his professional competence, contributes to social work practice and research.

The Ministry of Welfare established a working group (in 2010 and 2019) for the development of the **Social Worker profession standard** and updating the updated version. Both groups included ECA Rector S. Gūtmane. The content of the study program is fully harmonized and compared with the renewed standard of the social worker profession.

#### **Social worker professional standard:**

<https://www.lm.gov.lv/lv/sociala-darbinieka-profesijas-standarts>

(Agreed at the meeting of the Tripartite Cooperation Sub-council for Vocational Education and Employment on October 14, 2020, protocol No. 7)

### **Compliance of the study program with the regulatory framework of the social welfare sector**

Compliance of the study program with the regulatory framework of the social welfare sector - the Law on Social Services and Social Assistance (31.10.2002) – see in Appendix 7.5.

Compliance of the study program with the Law on "Social services and social assistance"

Legislative norm	Compliance
<p>The purpose of the law is to determine principles of providing and receiving social work, caritative social work, social care, social rehabilitation and social assistance, the circle of persons who have the right to receive this assistance, payment and financing principles.</p>	<p>The 2nd level social work study program fully complies with the principles and content of the Law, when implementing the following study courses:</p> <ul style="list-style-type: none"> <li>• Social policy and welfare state in the 21st century;</li> <li>• European social model;</li> <li>• Social work in the risk society;</li> <li>• Problem-oriented social work with a case;</li> <li>• Innovations in social work, strategies of foresight;</li> <li>• Social dialogue and work rights in EU</li> </ul>
<p>Client's rights (p. 6)</p>	<ul style="list-style-type: none"> <li>• Client-oriented social work with a case;</li> <li>• Patristic anthropology as methodological instrument in work with client;</li> <li>• Social work with different client groups</li> </ul>
<p>Client's duties (p. 7)</p>	<ul style="list-style-type: none"> <li>• Systems for provision of social services;</li> <li>• Social work with different client groups;</li> <li>• Organization of social assistance in work with a social case</li> </ul>
<p>II. ch. (p. 9) Organization of social services and social assistance</p>	<ul style="list-style-type: none"> <li>• Organization of social assistance in work with a social case;</li> <li>• Social work in the risk society;</li> <li>• Social work with teenagers and adolescents;</li> <li>• Palliative care;</li> <li>• Work with social groups with visual and hearing impairments;</li> <li>• Geronthological social work;</li> <li>• Social work with different addiction groups</li> </ul>

<b>Legislative norm</b>	<b>Compliance</b>
(p. 10) Municipal social service: tasks, duties, rights	<ul style="list-style-type: none"> <li>• Organization of social assistance in work with a social case;</li> <li>• Systems for provision of social services</li> </ul>
III ch. Purposes, types and rights to the provision of social services	<ul style="list-style-type: none"> <li>• Policy of social welfare;</li> <li>• Social work in community;</li> <li>• Systems for provision of social services</li> </ul>
V ch. Social assistance	<ul style="list-style-type: none"> <li>• Organization of social assistance;</li> <li>• Policy of social welfare</li> </ul>
VI ch. The purpose of social work and requirements for social work specialists	<ul style="list-style-type: none"> <li>• Patristic anthropology as a methodological tool in working with the client;</li> <li>• Social work as an object of scientific research;</li> <li>• Social work as practice and science: anthropological approach;</li> <li>• Development and management of social projects.</li> </ul>

### **MAPPING of study courses for achieving the study results of the study program**

For the mapping of study courses for achieving the study results of the study program, see Appendix no. 8.4.

### **Study program CURRICULUM**

For the study program curriculum see Appendix no. 9.3

### **COURSE DESCRIPTIONS of the study program**

For descriptions of the study courses of the study program see Appendix no. 10.4.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

ECA regularly carries out analysis of opinions of students, graduates and employers regarding the quality of academic education and professional skills, abilities and competences, such surveys are compiled by an independent sociologist from the University of Latvia, and results are discussed at the Senate meeting, when options for improving work are discussed.

One example:

Results of student surveys on satisfaction and quality of study content (evaluation in 5 points system)

<b>Content of the study course and quality of the teacher's work</b>			
Modules:	<i>"Social case management - professional specialization courses"</i>	<i>"Social work in the community - professional specialization courses"</i>	<i>"Social work with different client groups"</i>
Questions to be evaluated	2018./19.	2019./20.	2020./21.
Evaluation of the study subject as a whole	4,8	4,7	4,9
Assessment of teaching course material	4,8	4,5	4,7
Evaluation of the teacher	4,7	4,6	4,9

### **Employment opportunities for graduates after completing the 2nd level professional higher education program "Social Work"**

Graduates of the program work:

- Municipal social services;
- In healthcare institutions;
- In Church community organizations;
- Monastries;
- In the Welfare Department of the Riga City Council;
- In the Customer Service Centers of Riga City Council and other municipalities;
- Probation services;
- Social dialogue groups - trade unions, Latvian Free Trade Unions Association (LBAS), family support and crisis centers.

Practically all graduates, except for a small percentage, whom it was not possible to find out, work in the profession.

## Employers

As a rule, applicants already work either in social care or social rehabilitation services, so the studies provide an opportunity to professionally and qualitatively satisfy the desire of employers, so that municipal and state social service specialists increase their quality.

For **Evaluation of skills and competences of a social worker** (by employers) see Appendix no.13.3.

Representatives and heads of the Deacony Center of Latvian ev.-lutheran Church (LELB), Jūrmala Social Service, Chaplaincy Service at Pauls Stradiņš Clinical University Hospital, Palliative Care Service at Riga East University Clinical Hospital, Principal of Jūrmala Majori Secondary School participated in the survey.

### *Examples of using survey results to improve study content and quality*

Employers, providing an assessment of students' skills and competencies, have indicated that "participation in the establishment of institution's policy" can be evaluated with 1.8 points (out of a total of 3), which is a relatively low rating. To prevent this, the director of the study program recommended the introduction of study courses such as "Social work as science and practice: anthropological approach". We invited professor, doctor of social sciences from Finland, Kyosti Urponen, who is a specialist in creating social policy and involving people in this policy, to teach this course.

The second example is that the "culture of communication" is rated relatively low (2 points out of 3). In order to improve the communication culture, we introduced the study course "Orthodox ethical principles and integrity of the social work profession". Students have evaluated both study courses very positively.

We pay special attention to both of the above-mentioned parameters in the Community fieldwork of the study programme. When evaluating the fieldwork thesis, cultural communication skills and the ability to get involved in the establishment of the institution's policy are also evaluated.

## **2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

Mobility is offered to all ECA students. At the beginning of the current study year, an introductory conference of ERASMUS+ mobility is held, where participants of mobility from previous study years - both students and teaching staff - share their good experiences.

ECA ERASMUS+ department offers all necessary information for mobility. Students of the 2nd level study program use study and internship mobility quite intensively and mainly go to Lithuania, to the University of Klaipeda or to the practice provision center in Vilnius for 2 reasons:

- Prof. Elvīra Aciene, the head of the Chair of Social Work at Klaipēda University, addresses and influences students very effectively for mobility. She attends annual EZA ("European Center for Worker's Questions") theoretical seminars; she knows very well how to create their interest in the social work mobility in Lithuania;
- Because the Project Management Center in Vilnius provides very rich and versatile practice opportunities with different client groups. Students note that they acquire knowledge that

works for better understanding of social work as a service and essence of their mission. The approach encourages critical assessment of the traditional model of social work and leads to an inspiring, creative approach to social work, because in the Catholic Lithuania, starting with the II Vatican Council (1963-65), a holistic understanding of the client-oriented social work has been strongly developed, and that gives answers to the main question "what is service mission for a social worker in the 21st century?"

2019/20 academic year mobility of outgoing students in the direction of studies:

Program	Students in mobility	Mobility type	Mobility country
2nd level professional program "Social work"	13	Studies	Lithuania (2)
		Practice	Lithuania (11)

**2020/21 academic year mobility of outgoing students in the direction of studies:**

Program	Students in mobility	Mobility type	Mobility country
2nd level professional program "Social work"	12	Studies	
		Practice	Lithuania (12)

2021/22 academic year mobility of outgoing students in the direction of studies:

Program	Students in mobility	Mobility type	Mobility country
2nd level professional program "Social work"	9	Studijas	Lithuania (3)
		Prakse	Lithuania (6)

During the reporting period, there were no **incoming** mobilities of foreign students in the study program.

**Mobility opportunities and recognition of courses**

Students are regularly informed about study opportunities in exchange programs. The head of the ERASMUS+ department, in cooperation with the course lecturers and study program directors, provides maximum opportunities to integrate the courses learned at foreign universities.

**III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

1. The study program implementation is carried out by 22 teachers, of which 7 are professors (of which 2 are visiting professors and 1 associate professor), 12 assistant professors, 3 lecturers. Academic qualifications of the teaching staff and the experience of the professionals in the field make it possible to ensure good study results defined in the European frameworks.

2. Appropriate IT provision:

- Zoom platform;
- MOODLE use in E-studies platform;
- Access to data bases;
- Free Wi-Fi access;
- Various IT, photo and video equipment necessary for the study process.

The study program is implemented in beautiful, renovated premises in Jūrmala. The need for remote training due to Covid-19 prompted the replacement of the exclusive premises in Jūrmala, at 5.līnija 3, where the Jūrmala City Council had determined a threefold increase in costs because of exclusivity of location. The Academy moved to new, renovated premises at Vienības prospekts 23, which is no longer in the dune area and the tuition fee was not increased.

3. Academic library (approx. 15,500 units), copying, printing, scanning equipment. The library of the Academy is a member of the Latvian Library Universal Catalog (LIIS). Nine databases are available through signed cooperation agreements with the National Library of Latvia (EBSCO, Rubicon, Britannica Online, Academic Edition, AkadTerm, Encyclopedia of Religions, Mythica, Central Intelligence Agency, etc.).

Funding for the ECA library collections is approved at the Senate meetings and distributed annually by study areas, as the library's resources are used by students of all study areas.

Funding for the purchase of literature and subscription to electronic data:

<b>Expenses for the collection of library collections</b>	<b>Study year 2020/21, EUR</b>
Periodicals	1065
Books	5.945
Electronic documents, data bases	2.068

Library books are available to students not only in the Library, but also in the auditoriums, where books are arranged by branch and are available for students' free use.

Subscribed e-resources through the National Library of Latvia:

- Cambridge University Press – humanities and social sciences e-journal full-text database;
- Cambridge Journals Online;
- EBSCO-host – multidisciplinary database;
- Cambridge Companions Online: a collection of handbooks, information about the world's scientists and artists;
- ScienceDirect;
- SCOPUS – database of multidisciplinary scientific publications of Elsevier publishing house;
- Enciclopedia Britannica, academic edition;
- Dawsonera – an e-book platform that combines books on philosophy, IT technologies, social sciences;
- CREDO-REFERENCE – database of reference material from 70 different publishing houses;
- EMERALD – publishing house; issued books electronically;
- BiblioRossica – Academic Studies Press (Boston, USA) platform developed by the publishing house for academics and researchers, brings together important topics for the people of modern Russia and Eastern Europe;
- Latvian National Digital Library: <http://gramatas.indb.lv/#allThemes>

ECA has signed Memorandum with Ignatius Loyola University of Applied Sciences in Lithuania on the use of scientific databases for ERASMUS+ outgoing students and teaching staff. It is Ignatius Loyola University that students and teaching staff choose for ERASMUS+ mobility, as well as the neighboring Kolping University of Applied Sciences (LT) – the signed Memorandum is a valuable support for academic work during ERASMUS+ mobility.

4. Provision of residential premises for guest lecturers, exchange program students: there are 3 apartments for rent on the territory of the academy. ECA has a cooperation agreement with the adjacent hotel "Lielupe Semarah" and guest house "Valdis".
5. The ECA International Support Council has established a long-term support fund for the Academy, which is managed by the General Director of the International Support Council in cooperation with the ECA Senate and the Rector.

### **Replenishment of resource provision**

The material and technical provision of the study program is carried out in accordance with the Resource Provision Plan approved by the Senate and renewed for each academic year. The Library resources are replenished every year, according to the recommendations of the teaching staff. The book depository is completed with financial resources provided by the Academy's International Support Council, which attracts missionary institutions and international academic centers to supplement resources.

The Academy's financial resources are sufficient for implementation of the study program: several mutual missionary cooperation agreements have been signed, according to which foreign organizations would pay for the academic performance of high-quality vice-professors and experts in the program. For example, through cooperation with the Embassy of Israel in Latvia, funds are being organized (engaging ERASMUS+ teaching staff for mobility) to invite excellent guest professors from BEER-SHEVA University and Jerusalem University. The mentioned cooperation takes place regularly. International mission organizations are engaged to pay visiting professors for guest lectures. This process is organized and administered by the International Support Council at the request of the ECA Senate. The organization also supports needy ECA students, people with special needs and orphans studying at the Academy.

ISC council gets acquainted with the daily balance, its analysis is carried out by their audit.

Control of resource sufficiency and clarifications are carried out every study year, based on:

1. Sociological surveys of students;
2. Senate-approved reports on the compliance of academic staff with the study program content and qualification requirements;
3. Self-evaluation reports and requests, where necessary resources are confirmed by the study program directors;
4. The self-assessment reports and analysis of the academic staff about their work;
5. Improvements recommended by the International Support Council of the University regarding replenishment of resources.

Example 1:

Provision of resources for the 2nd level professional higher education program "Social Work" (survey data for the 2020/21 academic year).

<i>Variants of answers about the sufficiency of study program resources</i>	<i>Respondents (%)</i>
<b>SURVEY DATA OF OF STUDENTS</b>	
Resources are largely sufficient	82%
Resources are sufficient	14%
Resources are satisfactory	4%
Resources are renewable	0%
<b>SURVEY DATA OF ACADEMIC STAFF</b>	
Resources are largely sufficient	86%
Resources are sufficient	12%
Resources are satisfactory	2%
Resources are renewable	0%
<b>SURVEY DATA OF EMPLOYERS (Latvian Free Trade Unions Confederation (LBAS), heads of traditional denominations, representatives of professional associations)</b>	
Resources are largely sufficient	83%
Resources are sufficient	10%
Resources are satisfactory	5%
Resources are renewable	2%

Example 2:

Distribution of costs for the 2nd level professional higher education program "Social Work" in the 2021/22 academic year:

Tuition fee:

- 1450 EUR full-time studies (2 years)
- 1450 EUR part-time studies (2,5 years)

ECA's financial resources are formed:

- Tuition fee;
- Income from other educational services;
- Income from courses and seminars;
- Income from publishing;
- Income from the EU research projects.

The key source of funding for the ECA study program is the tuition fee.

Analysis of the available resources for study direction funding is carried out every year, summarizing current needs, planning investments. Results achieved during the previous year are analyzed in the Senate and the needs for the next stage of the study are prioritized.

Involvement in international projects, activities of the International Support Council contribute to the improvement of the content of the study program and the qualification of teaching staff, having an impact on the financial stability of the Academy and provide additional activities for financial availability.

A Student Agreement for obtaining education is signed with each student, in which the tuition fee for the entire period of studies is specified. The costs of one student in the study program are calculated based on the basic principles of Regulations of the Cabinet of Ministers No. 994 (12.12.2006). In the 2020/21 study year, the total tuition fee is EUR 1450 for full-time students and EUR 1450 for part-time students.

**The costs of the study program** are distributed as follows (see Appendix. No.14.4):

- Salary fund and taxes: 65,8%
- Connections: 15,3%
- Development of infrastructure: 14,3%
- Library: 3,3%
- Advertisement: 1,1%
- Self-government of students: 0,2%

### Calculation of the study program costs

Costs position	%
<b>Direct costs:</b> Costs of academic and scientific work (study process)	41,4
Other costs of the study process	0,3

<b>Partial direct costs</b> (redistribution of the direct costs)	
Reward of scientific activity	1,1
Administrative work	12,5
Other costs	1,8
<b>Total direct costs</b> (direct+semi-direct)	<b>57,1</b>
<b>Indirect costs</b>	<b>42,9</b>
Reward	24,5
Other administrative costs	9,2
Capital costs	0,8
Building maintenance costs	8,4
<b>Costs p/student</b>	<b>100</b>

### Study program cost calculation

2nd level Professional higher education study program "Social Work"

	<b>Position</b>	<b>The average salary of a lecturer per month EUR</b>	<b>Lecturer's workload in the program</b>	<b>Calculation result EUR</b>
1.	Professor	1754	0,186	326
2.	Associated professor	1404	0,03	42
3.	Assistant professor	1124	0,33	371

4.	Lecturer	900	0,10	90
5.	Assistant	717	0	0
6.	Guest teachers missionaries	0	0,24	0
7.	Total in month	X	X	825
8.	Payment of the average compensation of teachers EUR p/year			9900
9.	Average monthly salary of other employees EUR p/year			165,83
10.	The proportion of workload of other employees within the study program, in relation to the number of lecturers			0,20
11.	The salary fund of other employees in relation to the total salary fund in the study program, %			20%
12.	Labor salary fund in the study program EUR p/year			11890
13.	Number of students in the program			10
14.	Number of students p/1 teacher			6
15.	Labor salary fund for 1 student in the program EUR p/ year			1189
16.	Employer's social payments for 1 student in the program in EUR p/ year			125,26
17.	Cost of IT services per 1 student in the program in EUR p/year			5,71
18.	Expenses for stocks, materials, energy resources, office supplies per 1 student in the program in EUR p/year			25,19
19.	Equipment, book purchase expenses per 1 student in the program in EUR p/year			14,43
20.	Expenses for ensuring the operation of ECA per 1 conditional student EUR p/year			17,34

21.	Expenses of building operation, regular repairs, utility payments per 1 conditional student EUR p/year	73,07
22.	Total cost per student in EUR p/year	1450
23.	Total cost of the study program in EUR/year	14500

The control and sustainability of financial resources is determined in the procedure for developing, approving and controlling the ECA budget (approved at the meeting of the LCA Senate on June 15, 2014).

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

The teaching staff for the 2nd level professional higher education program "Social Work" is made according to the following criteria:

1. Motivation to implement the unified strategic concept of ECA and involvement in the internal quality culture assurance process;
2. Academic interest in the promotion of interdisciplinary research and the involvement of students in it;
3. Orientation to innovative and variable social and caritative technologies for social work practice;
4. Knowledge how to reconcile the metaphysical truth at the center of the orthodox Christianity with modern secular, social dynamism and value relativism. Careful treatment of the heritage of the anthropological knowledge of the Church accumulated over centuries and understanding of its importance in solving the socio-political issues of modern Europe.

22 lecturers work in the study program, of which 7 are professors (of which 2 are visiting professors and 1 associate professor), 12 assistant professors and 3 lecturers. Although this is a professional study program, the Academy believes that it is good that 7 professors and 14 specialists with doctoral degree work there, because it is impossible for a social worker to solve a client's problem if academic knowledge is considered optional. As it is proven by the centuries-old patristic anthropology science of man, which has historically laid the foundations of the understanding of European social work with the client, the social work profession can be perceived complexly as a

mandatory unity of practice and research. One of the tasks of the study program is to combine research with practice. For this reason implementation of the program is ensured by high-level specialists in social work, diaconia and interdisciplinary research. Qualifications of the lecturers fully meet the conditions of the implementation of the study program and the requirements of regulatory acts.

Changes in the composition of teaching staff have been introduced in accordance with new study courses, for example:

- Study course “Social dialogue” is taught by Dr., DR.H.C., Pēteris Krīgers, Secretary General of Latvian Free Trade Unions Confederation (LBAS);
- Study course “European social model” is taught by prof., Dr.theol. Olafs Brūvers, long-standing head of the Latvian Human Rights office;
- Study course “Social policy and welfare statute in the 21st century” is taught by Dr.H.C., Prof.mag.in Social Work Aija Barča, long-standing Chairwoman of the Social and Employment Affairs Committee at Latvian Parliament.

**4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

The main planned study outcomes of the program	Study courses that help to achieve them	Qualifications of faculty visiting professors, associate visiting professors, visiting assistant professors, which contribute to the achievement of results	Compliance of the qualifications of teaching staff with the requirements of regulatory acts
------------------------------------------------	-----------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Acquisition of new knowledge, deepening of existing knowledge in the anthropology of social work	"Social work as science and practice: anthropological approach"	Prof., Dr.Sc.Soc. Kyösti Urponen, creative expert in the client-oriented social work (Caritative Social Work) field in Finland; prof. of Lapland University. Internationally recognized expert in the social work study program evaluations; supervisor of PhD in social work; d Dr.H.C. of several European universities.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Patristic anthropology as a methodological tool in working with the client"	Assist.prof., Dr.theol. Aleksandrs Šabelņiks; archpriest of Latvian Orthodox Church – specialist in patrology, PhD in patristic theology and anthropology.	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions : 1) research work in the sub-field of science corresponding to the position title of assistant professor; 2) giving lectures, leading study classes, organizing exams and tests in study program (course, sector), especially in its basic courses.
Understanding the social welfare system of the EU policy, its functioning	"European social model"	Prof., Dr.theol. Olafs Brūvers – expert in human rights, long-standing head of the Latvia Human Rights Office.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Social policy and welfare state in the 21st century"	Assist.prof., Dr.H.C., Prof.mag.in Social Work Aija Barča, long-standing Chair woman of the Social and Employment Affairs Committee at Latvian Parliament; responsible for implementation of the Caritative Social Work concept on the legislation level	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

Knowledge of social legislation and human rights norms	"Social dialogue and work rights in the EU"	Assist.prof., Dr.Paed. Dr.H.C Pēteris Krīgers, long-standing Secretary General of Latvian Free Trade Union Confederation (LBAS), member of the European Commission's Economic and Social Committee	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Organization of social assistance in work with a social case"	Lect., Prof.mag.in Social Work, PhD student Oksana Krastiņa	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
	"Social service provision systems"	Lect., Prof.mag.in Social Work, PhD student Oksana Krastiņa	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
	"Sociālās labklājības politika"	Assist.prof., Dr.H.C., Prof.mag.in Social Work Aija Barča, long-standing Chair woman of the Social and Employment Matters Committee at Latvian Parliament	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
Understanding of types of social services, functioning of social institutions, inter-institutional professional cooperation	"Systems of the social services provision"	Lect., Prof.mag.in Social Work, PhD student Oksana Krastiņa	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
Practical application of the social worker's ethical norms	"Theology of the New Testament"	Prof., Dr.theol. Ilmārs Hiršs-Iršs	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Principles of the orthodox ethics and integrity of social work"	Prof., Dr.philol. Skaidrīte Gūtmane. Graduated PhD studies in the Faculty of Philosophy, Latvian University, her PhD thesis were in system analysis by use of facts from philology, thus developing interdisciplinary research. Author and strategic manager of the ECA concept; author and strategic manager of the caritative social work concept. Manager of the methodology of the interdisciplinary research at the Institute for Interdisciplinary research. Involved in three EC <i>think-tank</i> groups related to social issues. In 2018.9.06. she was invited to present the concept to Pope Francis in Vatican.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions

Knowledge of risk society and social risks	"Social work in risk society"	Prof., Dr.philol. Skaidrīte Gūtmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
Understanding the family as a system	"System-oriented work with family"	Prof., Dr.sc.soc. Nijole Večkīene - certified supervisor	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Social work innovations, foresight strategies"	Prof., Dr.philol. Skaidrīte Gūtmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions

Knowledge of social work with different client groups	"Patristic anthropology as a methodological tool in working with the client"	Assist.prof., Dr.theol., priest Aleksandrs Šabelņiks	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Social work with different client groups"	Lect., Prof.mag.in Social Work, PhD student Oksana Krastiņa	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
	"Social work in the community"	Lect., Mag.theol. Valters Dolācis	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
	"Social work with teenagers and young people"	Assoc. prof., Dr.sc.soc. Laimute Anužiene	The main tasks of the <b>associate professor</b> are carried out in accordance with Articles 30, 31 and 40 of the Law on Higher Education Institutions
	"Palliative care"	Assist.prof., Mag.theol., cert.supervisor D.Dolāce	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Work with social groups with visual and hearing impairments (basics of sign language)"	Lect., Prof.mag.in Social Work, sign language interpreter Rolands Brikmanis	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
	"Gerontological social work"	Assist.prof., Prof.mag.in Social Work, doctor Ainārs Judeikš	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Social work with different groups of addicts"	Assist. prof., Mag.med., doctor-psychiatrist Guntis Kalnietis	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Caritative social work with pathologies of human consciousness"	Assist. prof., Mag.med., doctor-psychiatrist Guntis Kalnietis Assist.prof., Mag.theol., cert.supervisor D.Dolāce	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

Ability to identify social problems and needs	"Social Welfare Policy"	Assist.prof., Dr.H.C., Prof.mag.in Social Work Aija Barča, long-standing Chair woman of the Social and Employment Affairs Committee at Latvian Parliament	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Basics of children's rights"	Prof., Dr.theol. Olafs Brūvers - expert in human rights, long-standing head of the Latvia Human Rights Office.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Social policy and welfare state in the 21st century"	Assist.prof., Dr.H.C., Prof.mag.in Social Work Aija Barča, long-standing Chair woman of the Social and Employment Affairs Committee at Latvian Parliament	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
Ability to handle social case professionally	"Problem-oriented work with a case"	Assist. prof., Prof.mag.in Social Work Juris Osis	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Client-oriented work with the case"	Prof., Dr.Sc.Soc. Kyösti Urponen	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Organization of social assistance in work with a social case"	Lect., Prof.mag.in Social Work, PhD student Oksana Krastiņa	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
Ability to know the values determined by axiology	"Axiology in social communication"	Prof., Dr.philol. Skaidrīte Gūtmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
Ability to coordinate community social network	"Social work in the community"	Lect., Mag.theol. V.Dolacis	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions

Competence to work with individual clients and community groups, competence to use resources and support services	"Systems of the social services provision"	Lect., Prof.mag.in Social Work, PhD student O.Krastiņa	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
	"Social teaching of the Church"	Assist.prof., Mag.theol., cert.supervisor D.Dolace	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
Knowledge of social work research	"Research methodologies in social work"	Prof., Dr.habil.theol., Dr.psych., Dr.H.C. ECA, dipl.psych. Klaus Kiessling - EU level expert in interdisciplinary research, author of numerous monographs on caritative social work and diaconia, Secretary General of International Deaconate Center (IDC). Research expert at the German Evangelical Church (EKD). Coordinator of many interdisciplinary research projects.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"The method of integrative theology in social work research"	Prof., Dr.philol. Skaidrīte Gūtmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Development and management of social projects"	Assist. prof., Dr.paed. Aivars Lasmanis	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Argumentation logics"	Prof., Dr.phil. Aino Kuznecova - author of many research articles and study tools on changes management. Teaches current trends in philosophy with special attention to German sociologist Ulrich Beck and his parameters of the risk society. Presented her work in Theoretical seminars at the Academy.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Scientific research is included in the quality measurement methodology developed by ECA, how to assess the added value to academic performance (See the table "**Measurement of the teachers' added value**" in the Appendix no.15.4).

It includes self-evaluation report of the teaching staff, students' assessment of the quality of the lecturers' work, as well as management assessment, including the field of scientific research. Thus, both educational and research performance are comprehensively evaluated. This is done in order to reflect a decentralized attitude towards the work of the university in general and towards the student-centered approach.

The measurement of the quality of the work of teaching staff requires two mandatory publications per year, either at the national or **international level**. The obligation and opportunities for international publications are guaranteed by the university, providing opportunities for publications through the following organizations:

1. ECA is a partner in the prestigious European Commission's social policy and social dialogue organization EZA ("European Center for Workers' Questions"), which connects 36 educational institutions and social dialogue centers in the EU. Every year in May, an EZA International Seminar is held at the Academy, where teaching staff are given an opportunity to report on innovative and current topics of the European Social Program, linking their reports with ECA study program ideas. All teaching staff involved in the study program have used this opportunity, thus updating the political discourse of European integration in the study program.

Faculty presentations are subsequently included in EZA publications that have covered the following topics during the reporting period and are distributed throughout the EC:

- "Institutions Society and Markets: Towards a New International Balance" (2013);
- "Modernisation and Transformation of the Social and Labour" (2014);
- "Coping With Dilemmas: Working Conditions and Interactions of Social Workers with their Clients" (2015);
- "New Challenges in Promoting Health and Safety at Work" (2016);
- "Integration and inclusion in the Labour market in the European Union" (2016);
- "Green Jobs and unified social and ecological safety aspects in "Europe -2020" strategy (2017);
- "Youth Employment in EU" (2020);

- "Future of Work" (2022).

All mentioned EC EZA publications go under the comprehensive theme "Contributions to Social Dialogue" and in a certain sense ensure that lecturers delve into the current affairs of the EC Social Program and their study courses and the study program are updated for professional social work at the macro level.

The rector of the Academy is included in several "think-thank" groups of European Commission's organizations - EZA (European Center for Workers' Questions), "Semaines sociales de France" IXE group; IDC (International Deaconate Center). Working in them motivates to combine the current affairs of the European Social Agenda with anthropologically focused interdisciplinary research more and more deeply.

2. ECA is a partner organization in the International Diakonal Center (IDC) which deals with studies in caritative social work and diakonia, the practice of caritative social work in an international context. The long-term Secretary General Dr. Habil.theol., Dr. Psych., Dr. H.C. ECA Klaus Kiessling is a long-term visiting professor of the Academy, he has made a huge contribution to the development of the analytical strategy of the "Caritative Social Work" study program. He is an international expert in caritative social work issues, author of numerous monographs and interdisciplinary studies on caritative social work. Prof. K. Kiessling has provided opportunities for the teaching staff of the study program to publish their articles in the international series "Pro Diaconia Christi".
3. ECA has signed a Memorandum with the University of Lapland (Finland) and the social work department of Klaipeda University (Lithuania). The Memorandum envisages possibility to publish articles on the development of social work in Europe in Scientific Proceedings of the mentioned universities.

Faculty members regularly publish in Scientific Proceedings of Klaipeda University "Tiltai" ["Bridges"], which is a peer-reviewed and included in EBSCO. During the reporting period, teaching staff have used this opportunity every year, most of all prof. S. Gutmane (6 articles), assist. prof. D. Dolace (4 articles), lect. V.Dolacis (2 articles), assist. prof. G.Dišlers (2 articles).

Also two articles were published in the 2022 edition - Prof. Klaus Kiessling "On Caritative Social Work and Culture" and assist. prof. G. Dišlers on Narrative therapy in Caritative Social Work.

Professor S. Gūtmane is the deputy editor of the EBSCO Scientific Proceedings "Tiltai" and has been elected as a member of the Klaipeda University Social Work Research Interdisciplinary Council.

The Academy has concluded an Academic Cooperation Agreement with the Kolping University of Applied Sciences (LT) for the publication of teaching staff in the edition of the THOMSON-REUTERS and EBSCO databases "Challenges and Social Responsibilities in BUSSINESS. "Proceedings of Kolping University of Applied Sciences". Teaching staff regularly use this opportunity, especially after giving presentations at Kolping university conferences dedicated to social work problems.

4. The guest professor of the study program E.Aciene is deputy editor of the Vytautas Magnus University (Lithuania) proceedings "Socialinis Darbas. Patirtis in Metodai" ["Social work. Experience in Methods"] and teaching staff of the Academy can publish there. 2 teaching staff used the opportunity.

ECA has a cooperation agreement with the Department of Social Work of the University of Cologne (Germany) on academic research in the field of social work. The University of Cologne is interested in the innovative nature of caritative social work. At international conferences in Cologne prof. S. Gūtmane has published an article "Caritative Social Work as an Innovation from Antiquity" in the monograph of the department "Social Globalisation and Education - Social Work, Health Sciences,

Practical Theology Perspectives on Change" (2021).

5. On June 17, 2018, ECA rector prof. S. Gūtmane was invited by His Eminence Pope Francis to a meeting in the Apostolic Palace, Rome, Vatican to introduce the concept of the caritative social work and its integration into the academic study program. The conversation revolved around how to create innovative social work study programs in order to integrate the ancient Judeo-Christian paradigm of anthropological knowledge into them.
6. During the reporting period, the teaching staff has paid a lot of attention to the research of preventive social work on topics of youth and teenagers, because the issue of employment opportunities for young people in the EU and Latvia is worrying. ECA created an inter-university Strategic Partnership Consortium between ECA (LV), University of Warsaw (PL), University of Białystok (PL), University of Malmö (SE), University of Klaipėda (LT) to study the problem in a joint interdisciplinary project "BE YOUNG – Social Professions for Supporting Youth in a European Solidarity Context". Two academic research publications of the consortium are available:
  - "Youth Participation and Solidarity – Handbook for Students and Teachers of Social Professions" (2022);
  - "Youth Work Reader – Issues and Contexts" (2022);
  - As a result of the second international research consortium of inter-university teaching staff (this work is coordinated by ECA), research is published (230 pages) titled "Teens Without Screens: Tools for Social Interaction through arts" (2022). The research was coordinated by ECA, and Kaunas University of Applied Sciences, Finnish Diakonia University of Applied Sciences participated in it.

All mentioned international studies, published as collective monographs, have been carried out with the aim of developing innovative ideas in social work at the mezo and macro levels. The distribution of expenses in the social work academic environment of EU universities is implemented in accordance with the "Caritative Social Work Innovative Ideas Competitiveness and Distribution Plan" approved by the ECA Senate.

At the **national level**, publication opportunities in the research in the caritative social work are provided by annual **Scientific Proceedings of European Christian Academy** (in both Latvian and English, reviewed by international experts). During the reporting period, the following publications are dedicated to caritative social work:

- Scientific Proceedings **"Social development of Europe: Sacred foundations of Europe. Social dialogue Solidarity. Migration. Cohesion"** (2015), 2 articles related to the study program (prof. S.Gūtmane "Karitatīvā sociālā darba metodoloģiskā paradigmas" ["Methodological paradigm of Caritative Social Work"]; assist.prof. D.Dolace "Karitatīvais sociālais darbs un patristiskās antropoloģijas jautājums" ["Caritative Social Work and the question of Patristic anthropology"]);
- Scientific Proceedings **"The Innovative Content of Caritative Social Work"** (2016) (340 p.). 19 articles of the innovative content of the study program;
- Scientific Proceedings **"Caritative Social Work and Green Programm of European Commission"** (2017). 4 teachers contributed.
- Scientific Proceedings **"Client and Human Dignity"** (2019). 16 articles related to the study program, esp. with the client-oriented social work;
- Scientific Proceedings **"Dimensions of Caritative Social Work"** (2020). 11 teachers and visiting profesors contributed;
- Scientific Proceedings **"Caritative social work in risk society"** (2022). 11 articles about

integration of caritative social work and work with the post-human clients towards positive changes.

Along with the teaching staff of the Academy, social work specialists and representatives of academic environment from Germany, Lithuania, Estonia, Great Britain, Finland, Sweden, etc. have contributed the Proceedings.

The Academy has published out a series of translations of classic works in patristic anthropology from original Greek language (transl by assist. prof. Guntis Dišlers): St. John of the Ladder "Ladder of Divine Ascent" (2013); St. John Moschus "Spiritual meadow" (2016); Georgy Florovsky "Eastern Church Fathers (anthropology)" (2012, repr. 2019); St. Macarius the Great "Spiritual homilies" (2015). Also translation of "'Love Greet you...': Articles on deaconal culture" by prof. Klaus Kiessling was provided (repr. 2014). These translations are classics of anthropological knowledge, which form the so-called "The anthropological experience of the desert fathers", which has embedded in the living tradition of Christian European anthropology and applicable to the client-oriented Caritative social work.

Another opportunity to publish at the national level, used by the teaching staff of the study program, is journal of the Ministry of Welfare "Social Worker". During the reporting period, five teachers of the ECA study program have published articles on caritative social work.

Professor S. Gūtmane has prepared a large **monograph: "Towards a culture of compassion: Caritative Social Work: History, methodology, practice"**, which will be published in December 2022.

In 2020, the prestigious intellectual internet www portal of conservative thinking "TELOS" (Gr. *target*) was opened by the State President Egils Levits and the editor-in-chief Agnese Irbe, Dr. phil., Dr. soc sc. During the reporting period, 3 articles by prof. S. Gūtmane were published on current topics of social work and social policy, as well as 6 articles by assist. prof. Gunt Dišlers on interdisciplinary social and theological problems, the last of which is exhaustive study on social reading of ancient texts ("Earth and sky, and on contrary", July 2022).

Prof. Ilmārs Hiršs-Iršs has published 3 monographs on anthropology topics:

- "Labyrinths of reflection. Practice of spiritual life. What has been read and understood" in 2015;
- "The Bible: Doubt, Authority and Integration" in 2015, repr. 2019;
- "Reflections on modern Christianity. The Son of God in the hands of man" in 2020.

#### **4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

Implementation of the 2nd level professional higher education program "Social Work" is ensured by 22 teaching staff, all of whom are elected by the Academy, except for 2 visiting professors. Most of the teaching staff has extensive academic, professional and research work experience.

Qualifications and professional experience of the teaching staff fully comply with the requirements of regulatory acts and the achievement of the goals, tasks and study results of the program. The

ratio of students and teaching staff in the study program is 29/22. Such a ratio of students and teaching staff fully ensures a student-centered, individual approach to each student and helps to achieve the planned study outcomes by preparing qualified specialists for the social work sector.

Academic cooperation is promoted by a complex understanding of the importance of the quality of academic work in student-centered education, and an understanding of the university's influence on the attitude towards academic culture in general and the employment culture of academy graduates. The goal of cooperation is to develop decentralized quality as a key parameter in the quality of student education, therefore the university pays serious attention to cooperation and includes it in the unified system of measuring the quality of lecturers.

Criteria for the selection of teaching staff and motivated cooperation to achieve the goals of the Academy form a balanced team of academic and professional competence.

The cooperation of the teaching staff is an indicator of the internal quality of the Academy, therefore, for the entire 30 years since the Academy was started, the following activities ensuring cooperation were carried out:

1. Regular monthly Theoretical seminars that motivate discussions and research group work. In the seminars every teacher presents his or her innovative topic to discuss theoretical and practical issues of the EC Social Program, social dialogue and social work and supervision, as well as social entrepreneurship.
2. Cooperation of the teaching staff is promoted by unified research methodology of the university - the epistemological methodology of integrative theology, which the teaching staff learns in order to introduce innovative research results in the chosen study program in which the teaching staff works. According to system analyst Emanuel Wallerstein: "Innovation culture does not arise by talking about it, but by using research methodologies that have been extracted from the depths of European research, which modern research, mostly based on sociology, has forgotten." The method of integrative theology is a fact-based research method that allows to see the "common human" in all areas of modern sciences, including European Social Policy. When learning this methodology, it is very valuable for teaching staff to cooperate and open up to the culture of innovation within the relevant study program.
3. Faculty cooperation is also formed through international research projects coordinated by ECA. In the reporting period an inter-university strategic partnership project, as well as 4 NORDPLUS interdisciplinary projects have been coordinated by ECA along with the very valuable EZA research projects, in which universities from Belgium, the Netherlands, Germany, Great Britain, Finland, Hungary, Slovakia, etc. participate. International research projects bring teaching staff very close in terms of their academic interests, do not allow them to get used to the routine, but promote interdisciplinary competences in research.

The ERASMUS+ mobility of teaching staff should also be mentioned, since teaching staff go with lecture courses to other EU universities or host teaching staff from other universities. During the reporting period prof. S. Gutmane, assist. prof. D. Dolace, assist.prof. G.Dišlers, assist.prof. P. Krīgers have given lectures in other EU universities. On the other hand, visiting professors have visited the Academy with guest lectures: Visiting prof. Laimute Anužiene, visiting prof. Kyösti Urponen, visiting prof. Nijole Večkienė and prof. Klaus Kiessling, prof. Norbert Hark (Germany, special course in social work methodology).

The teaching staff forms unified reciprocity of academic cooperation, where teaching staff with higher academic qualifications work in tandem with master level lecturers to promote scientific and pedagogical cooperation that guarantees achievement of study results, mutual respect and academic joy for both involved.

At the end of each study year, academic staff workloads for the next study year are planned, taking into account the evaluation coefficients of the relevant study courses and self-analysis of the academic activity performed by the lecturers in the Self-evaluation reports. Accounting of the workload of the academic staff is carried out by the ECA Study Department.

Several teaching staff are involved in the development and implementation of each study program course, who jointly agree on the goals, tasks and achievable study outcomes, and on linking the course content with the methodology of integrative theology. The mutual cooperation contributes to the quality of study courses both in the development and implementation stages.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Pielikums nr5.4_Statistikas dati par studējošajiem studiju programmā SD2.lim.docx	Pielikums nr5.4_Statistikas dati par studējošajiem studiju programmā SD2.lim.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Pielikums nr6.4_Compliance of study program with the national education standard SD2.lim EN.docx	Pielikums nr6.4_Studiju programmas atbilstība valsts izglītības standartam SD2.lim.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Pielikums nr7D_Compliance of study program to professional standard & classifier of professions SD2.lim EN.docx	Pielikums nr7D_Studiju programmas atbilstība profesijas standartam un profesiju klasifikatoram SD2.lim.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Pielikums nr7.5_Compliance of study program with the regulatory framework of social welfare sector SD2.lim EN.docx	Pielikums nr7.5_Studiju programmas atbilstība nozares normatīvajam regulējumam SD2.lim.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Pielikums nr8.4_Mapping of study courses of the study program SD2.lim EN.docx	Pielikums nr8.4_Studiju programmas studiju kursu kartējums SD2.lim.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Pielikums nr9.3_CURRICULUM SD2.lim EN.docx	Pielikums nr9.3_Studiju programmas plāns SD2.lim.docx
Descriptions of the study courses/ modules	10.4 SD2.lim. Study courses.pdf	10.4. SD2.lim. Studiju kursi.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	SD2.lim_diploms.pdf	SD2.lim_diploms.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Sad.Līgums(studenti)_2.lim.SOC.DARBS.pdf	Sad.Līgums(studenti)_2.lim.SOC.DARBS.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_zaudējumu kompensācija_2-9-49_EN.docx	Apliecinājums_zaudējumu kompensācija_2-9-49.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48_EN.docx	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48.edoc
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	SD2.lim_Studiju līgums_EN.pdf	SD2.lim_Studiju līgums.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Caritative Social Work (42762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Caritative Social Work</i>
Education classification code	<i>42762</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Skaidrīte</i>
Surname of the study programme director	<i>Gūtmane</i>
E-mail of the study programme director	<i>rektore@kra.lv</i>
Title of the study programme director	<i>Prof., Dr.philol.</i>
Phone of the study programme director	
Goal of the study programme	<p><i>1. To educate qualified caritative specialists for social work in order to provide the society with social services corresponding to the values of social work and to promote social and caritative cohesion.</i></p> <p><i>2. To provide professional studies in social work corresponding to the content of the modern European Social Agenda, based on the ancient European anthropological tradition of client-oriented social work.</i></p>
Tasks of the study programme	<p><i>1. To acquire the knowledge, skills and abilities necessary for the profession of a social worker in accordance with the requirements formulated in the Regulations of the Cabinet of Ministry on the second-level professional education standard (26.08.2014).</i></p> <p><i>2. To ensure an interdisciplinary approach to professional activities, learning and performing the tasks formulated in the Social Worker occupation standard and the LR Classification of Occupations.</i></p> <p><i>3. To develop and provide students with the necessary competence, skills and knowledge to perform professional activities in order to implement the professional duties and tasks of a social worker while working in a multidisciplinary team.</i></p>

Results of the study programme

*In order for the learning outcomes to be stable, ECA uses the taxonomy method to find out how the student moves from simple to complex understandings and the learning of problems. Taxonomies identify the necessary skills and knowledge needed for complex social contexts to emphasize and appropriate professional actions in different situations (see Regulations of the provision of the internal quality system at ECA (15.06.2022.); <https://kra.lv/lkra-dokumenti/>)*

*Study results include measurements of the learned material: knowledge must be specific – clearly expressed in a way that is different from other knowledge. Caritative Social Work is similar to social work, but different. Secondly, the knowledge results must be measurable: identify observable student's actions during the fieldwork, whether they correspond to the student's acquired knowledge. Thirdly, the knowledge must be attainable – the kind that suitably encourages students to use the knowledge. Fourthly, the study results must be related to the goals and tasks of the study program and student interests in the program. Fifthly, the learning outcomes should be time-bound – included in a certain amount of time, likely to be achieved by students, and keeping encouraging to fulfill them within the given time frame.*

*The planned learning outcomes on the level of knowledge, skills and competence include skill:*

*1) To demonstrate knowledge of patristic anthropological holistic understanding of a person, base the profession and demonstrate an ethical and professional approach to clients in accordance with ethical standards. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research and policy areas.*

*2) Caritative social workers understand the anthropological value-base of profession and its ethical standards, and use interdisciplinary knowledge, as well as relevant laws and regulations that may affect practice at the micro, mezzo, and macro levels. The practice of macro level is based on European Commission's based policy of social dialogue and employment of people.*

*3) Caritative social workers recognize personal values and the distinction between personal and profession values. They understand how their personal experiences influence their professional judgements and behavior.*

*4) Caritative social workers understand the profession's history from the 4th century, its mission and the roles & responsibilities of the profession.*

*5) To understand the client holistically, respecting his/her spiritual needs.*

*6) Caritative social workers include clients as experts in the analysis of their life situations, rely on the client's experience, and reduce the social worker's recommendations to the client, allow the client to be the main determiner of his/her life situation, motivate the client to understand the importance of the anthropological boundary of life.*

*7) Students understand the global interconnection of oppression and human rights violations, are knowledgeable about theories of human need and social justice, strategies to promote social, spiritual and economic justice and human rights. They can apply knowledge and social-economic and environmental justice to advocate for human rights at the individual and system levels. Social workers understand that every person regardless of the position in society has fundamental human rights such as freedom, safety, privacy, adequate standard of living, health care and education.*

*8) With one's own professional competence, to be mutually-oriented, effective agents of social, political, economic changes that influence social policy in the direction of justice in the country.*

*9) Competence to be engaged in an ongoing dynamic, interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations and communities.*

*10) Caritative social workers value importance of human relationships, highly evaluate caritative and social cohesion, apply the knowledge to facilitate engagement with clients and constituencies including individuals, families, groups, organizations and communities. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.*

*11) Caritative social workers apply anthropological knowledge of human behavior, interdisciplinary knowledge of political and social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Caritative social workers are able to collect data for critical thinking and its interpretation, as well know how to choose an appropriate intervention strategy for each client's situation, which is based on interdisciplinary assessment, science-based knowledge, values and is client-centered.*

*12) Engage in interdisciplinary research, lifelong learning and base own professional activity on scientifically learned and understood practical actions.*

## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	160
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor degree in Caritative Social Work</i>
Qualification to be obtained (in english)	<i>Social worker</i>

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part-time extramural studies - distance education - 5 years - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	5
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	160
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor degree in Caritative Social Work</i>
Qualification to be obtained (in english)	<i>Social worker</i>

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part time extramural studies - 4 years, 5 months - latvian

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

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

**Full time studies - 4 years - english**

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Secondary education Knowledge of the English language at least at B2 level</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor degree in Caritative Social Work</i>
Qualification to be obtained (in english)	<i>Social worker</i>

**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

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

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

ECA professional higher education bachelor's study program "Caritative Social Work" was developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia, in accordance with the education classification of the Republic of Latvia (code No. 42762), the State Standard of the second level of professional higher education, the Standard of the profession of Social Worker, the Classification of professions of the Republic of Latvia.

During the implementation and development of the study program, the principles of the Latvian Qualifications Framework (LKI) and the European Qualifications Framework (EKI) are observed as much as possible.

Study program code, place of implementation, type, forms and language of study program implementation have not changed.

There have been no changes in the study program that can be considered significant (14.07.2015. Regulations of the Cabinet of Ministers No. 407, points 8.6, 8.7).

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

The bachelor's study program "Caritative social work" is implemented in Latvian in the form of full-time and part-time (evening) and part-time distance learning. Studies are privately financed.

The number of students, taking into account the demographic situation of Latvia, migration and mobility of Latvians, is not very large. The university is looking for opportunities to attract more foreign students to the program. This activity was affected by the Covid-19 pandemic: the university had started recruiting students in cooperation with agents in Armenia, Georgia, Germany, Lithuania, etc.

The study program should be developed in such a way that it becomes more attractive to foreign students.

See statistics on students (imatriculated students and graduates) during the reporting period in the Appendix No. 5.

Reasons for the discrepancy between the dynamics of graduates and the number of matriculated students:

1. Students tend to temporarily stop their studies in order to go abroad for seasonal jobs in order to provide financial means for family and studies;
2. Students note in the questionnaires the intransigence of the university in terms of the quality requirements of the tests;
3. Applicants note family situation and health problems as one of the reasons for taking academic breaks and finishing studies later.

Students have the opportunity to participate in ERASMUS+ study and internship mobility. Cooperation agreements have been signed with 29 educational institutions in 16 countries.

Students have the opportunity to take individual study courses at other universities in Latvia and other countries. The respective study courses are transferred to the ECA study program only if their content and scope are equivalent to the ECA study courses. Any interested person has the opportunity to learn any study course of the program as a listener and receive a relevant certificate for it. During the reporting period, 24 persons have used such an opportunity.

### **1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

We have been developing the **Caritative Social Work** study program since 1993, and in 1997 the Academy had the initiative to develop a separate standard for the profession of a Caritative Social Worker. This initiative was rejected by the Tripartite Cooperation Sub-Council of Professional Education and Employment (PINTSA), which approves professional standards, and by Department of Higher Education of the Ministry of Education and Science, and the Ministry of Welfare, stating that “the practice of the European Commission is not to fragment the standards of the profession, because the Caritative Social Worker fully meets the professional standard of the Social Worker”. The *Law on Social Services and Social Assistance* (31.10.2002) defines that “Caritative Social Work is work **analogous** to Social Work, the purpose of which is to help individuals, families, groups or society as a whole to regain the ability to function socially and spiritually” (Article 1, Clause 32) (07.09.2009. Amendments to the Law). European Christian Academy is the only educational institution where you can learn the profession of Caritative Social Work. This professional activity is especially effective in countries with a large number of socially excluded and poor people.

Caritative Social Worker professionally actualizes the power resources hidden in the person himself, deepening the knowledge of problem-oriented social work with interdisciplinary knowledge in patristic anthropology, theology, innovative social and caritative technologies.

The study program has been developed in accordance with Regulations the Cabinet of Ministers' No. 512 of August 26, 2014 "Regulations on the State Standard of Second Level Professional Higher Education", as well as in accordance with the Law on Higher Education Institutions and the ECA Constitution.

The name of the study program, degree to be obtained, professional qualification, goals and tasks of the program, planned results to be achieved and admission requirements have been mutually

agreed upon, and the quality of the agreement has been clarified several times. The agreement meets the requirements of the Law and the labor market.

Studies are conducted in Latvian, however, the expected admission requirements for the implementation of the English language comply with ECA's internal documents and study program parameters.

### **Analysis of the interrelationship between the study program title, the degree to be obtained and the goals, tasks and learning outcomes of the professional qualification.**

The higher education professional qualification we understand as corresponding to the regulations of European higher education qualifications for the "Social welfare" direction, assigned by Mutual Recognition of Higher Education Qualification in the European region regulations. Professional qualification means a close connection with the practice of social profession - in order to understand social work as a science and as a practice, and the efficiency necessary for employers. For this reason, the program has ensured a close relationship with employers and graduates, listening to and implementing the necessary improvements for the professional efficiency of social work every year.

Social work means a practice-based profession and academic discipline that promotes social change and development, social and caritative cohesion and the empowerment and liberation of people. Principles of social and spiritual justice, human rights, collective responsibility and respect for diversities are central to Caritative Social Work. Underpinned by social and humanities sciences, innovative knowledge, indigenous, not reduced knowledge of social work history, our study program engages graduates to address life challenges of clients and enhance wellbeing.

Caritative social worker means a person who is in possession of warrant to practice the profession of social work obtained in accordance with global and national professional standards. In possession of obtaining recognized degree in Caritative Social Work, and is practising research-based social work profession.

The mission of Caritative Social Work program is to prepare committed, competent and ethical social work practitioners to work with individuals, families, groups, organizations and communities. Taking an anthropological and ecological problem-solving approach, our aim is to develop social work practitioners who will competently: 1) impact their environments; 2) provide adequate opportunities and resources; 3) develop the profession's knowledge and research based; 4) enhance the social functioning of all society.

Goals of study program is connected the whole system of providing social welfare education; they enhance the academic excellence and experience of students; operate using sound governance practices; provide innovative approach of transformative anthropological learning through culture of inclusiveness, and serve in the areas for common wealth in the region and nation.

The foundation for mutual connection of mentioned parameters is integrated with academy's core values, rights and responsibilities, and with the core values and ethical standards of the profession, and provides the foundation for lifelong education of graduates.

It create broader goodness for whole society through development of professional leaders, service masters, research and continuing education.

## **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

The study program provides for 55 study courses, including:

- Module of general educational study courses in the amount of 20 credit points;
- Theoretical basic courses of the industry in the amount of 36 credit points;
- Industry professional specialization courses in the amount of 60 credit points;
- Compulsory elective courses in the amount of 6 credit points;
- 4 field works – in the amount of 26 credit points;
- Qualification (Bachelor) work in the amount of 12 credit points.

Every year, the content of the study courses of the Caritative Social Work program is updated according to the requirements of the industry and the labor market, as well as the development trends of social work as a science. Compliance with the trends of the labor market and the requirements of the professional environment is ensured by the cooperation of the rector and the director of the study program with the Social Work Development Council by the Ministry of Welfare, involvement in the Social Work Development Structural Fund project of the Ministry of Welfare, as well as the involvement of managers of social work institutions in students' field works evaluation conferences; also attracting social work practitioners to teach study courses.

Compliance with scientific requirements is ensured by lecturers' quality evaluation coefficients and monitoring of the fulfillment of mandatory quality requirements: quality criteria of teaching staff include participation in international scientific conferences with papers and publications in scientific publications, and they are not presentations on any topic, but timely planned conceptual reports on the innovative parameters of the study program.

ECA also publishes annual Scientific Proceedings, which are dedicated to current research issues in the field. The teaching staff is involved in the international theoretical seminars of the European Commission EZA organisation (European Center for Workers' Questions) and thus update their knowledge on the Social Agenda of the European Commission. Reports are included in EZA publications, 8 research publications have been published during the reporting period.

Students are also involved in the promotion of scientific work: their research works have been presented at both scientific and professional conferences of the industry.

**Examples of study course content topicality and relevance to industry, work needs and scientific trends**

The study program introduces students to a wide range of social science subjects and methodology, and then increase the number of social work subjects with different client groups in the following years.

Teaching methods are varied, interactive and draw on students' personal and practical experience. In each of the 4 years, students are having placements in different social service agencies under

supervision of experienced practitioners. The course prepare students for working in the career sectors – social enterprises, charities, community work, NGOs, volunteering, different congregations.

A social worker must work with the needs of people, families, groups - helping and assisting people to solve their social and other problems, promoting well-being, social justice, social and spiritual development. During the undergraduate studies at ECA, a possible career map is outlined, showing possible career planning according to the student's personality and talent calling. This is done by exposing undergraduate students to case work that includes the client's anthropological opportunity map, mediation opportunities, group work, work with family abuse and addictions.

The Academy cooperates with the Christian Professional Education Association (KPIA), as well as independently creates the involvement of students in social work and social dialogue platforms at the European level. In this respect, the joint concept of the academy with the European Commission's organization EZA (European Center for Workers' Questions) is a very important work: every year in May, students participate in discussions of this organization on employment opportunities in Europe, on how to coordinate youth employment in Europe, what are the political current affairs at work with seniors. Students receive an official “EZA Employment Outcomes” certificate from EZA for participating in these seminars. Graduates of the study program are well informed about social work profiles and job opportunities in the European Union in social services and health care.

Academy regularly gathers employers’ expectations and introduce students into insight of employers’ expectations regarding skills, knowledge, experience gaps, to ensure students when they will become graduates for being competitive when entering the graduate labour market.

For successful students Academy tries to provide on the job training and mentoring within the future organization. Candidates are usually recruited the final year of study. The study program is created according to the relevant degree and the social work organizations that can offer work in Latvia and the EU.

Academy provides students with the possibility to be involved in professional development offered by Social Work Online Training modules to realize that academy’s students receive competitive knowledge for labor market.

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.**

The content included in the study courses derives from the purpose and intended outcomes of the study program. The connection is clearly visible from the mapping of the study program (**Appendix No.8**). Each study course provides 1-5 learning outcomes of the program. At least 1 study course corresponds to each intended outcome of the program, but on average it is 5 or more courses.

European Christian Academy, University of Klaipeda (LT) and University of Lapland (FI) have concluded a joint Memorandum on doctoral studies at the University of Lapland. The memorandum stipulates that the University of Lapland awards a degree if research is carried out in the field of

client-oriented social work, developing the science of social work innovatively. The innovation is based on the revelation of patristic anthropology (Antiochian, Alexandrian school - 4th-7th centuries) about people- and client-centered social work. It is the understanding of the client and the social work model developed in antiquity that has historically become the basic model of European social work.

#### Intended study outcomes

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<b>Level of knowledge</b>	<ol style="list-style-type: none"><li>1. To know the principles and regularities of social work in working with a client or problem, the social work development trends according to the situation of the labor market and scientific development;</li><li>2. To understand social work in both state and municipal institutions as a profession for team and interdisciplinarity;</li><li>3. To understand the international strategic direction of social work along with innovative approach to the profession.</li></ol>
<b>Level of skills</b>	<ol style="list-style-type: none"><li>1. Able to creatively solve the client's problems using interdisciplinary theoretical and practical knowledge (sociology, theology, patristic anthropology, social psychology, etc.) and skills; analyzing and managing the client's case in a systematic and structured manner;</li><li>2. Able to take responsibility and participate in team work in a multicultural environment in an organized manner; to organize work according to the goals of both Caritative and social work in the interests of the client and society;</li><li>3. Mastered skills to apply ethical model of the Caritative social work.</li></ol>
<b>Level of competencies</b>	<ol style="list-style-type: none"><li>1. To demonstrate an understanding of reciprocity, ethics, responsibility and sustainable impact; to use critical thinking and an innovative approach;</li><li>2. Able to use IT knowledge to perform the activity; able to critically evaluate, select information, independently make decisions and solve social work problems, take responsibility for decision-making, thus making a long-term contribution to CSW as a science;</li><li>3. Able to plan growth and manage processes aimed at development and reciprocity, both individually and in a group, in cooperation with industry specialists - for the innovative competitiveness of social work;</li><li>4. Able to use the client's map for the anthropological, mental and social self-direction.</li></ol>

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*Examples of the evaluation of the information, goals, and achievable results included in the study courses with the goals and achievable results of the study program.*

Today, considering demographic structure of the country, social problems, environmental crisis, technological developments and drafting of citizenship rights, something that matters more than ever, social welfare policies are evidence-based and real issues facing society in these areas. In fact, the current status of social welfare policy has a direction of preventing social problems and reducing its multidimensional consequences. Therefore, the study program is developing innovative anthropological approach to human identity crisis in connection with social welfare policies developed in the countries. The gaps in linking welfare policy and practice of social work ECA is fulfilling through holistic anthropological evaluation of human personality in connection with social welfare policy chain.

The scientific and practical mission of this social work is strategically connected with the content included in the modules of each study program, the achievable results (learning outcomes) and the assessment of their effectiveness.

The unity of the achievable results of each study course with the goals and achievable results of the program is included - it is regulated by the Regulation of the provision of the internal quality system at the European Christian Academy, and it contains a taxonomy of learning outcomes. The Regulation regulates that the The Quality Assessment Council reports yearly to the Senate on the results of internal quality processes of study courses and study programmes.

The self-assessment report of teaching staff must be submitted to Quality Assessment Council as a result of each study year and study course. Objective index of quality is compared with the index of self-assessment report.

The results of knowledge, skills and competences of each study course are comparable with the knowledge, skills and competence levels of the entire study program (and field of study). For example, if we look at the study course "Macro-social work and practice in foresight strategy", then it requires the ability to plan, lead development and reciprocity-oriented processes individually and in a group, cooperating with industry specialists to increase innovative competitiveness. The competence selected for this example corresponds to the "competence to work with an innovative sustainability effect, the ability to manage processes aimed at development and reciprocity, both individually and in a group, cooperating with industry specialists for the innovative competitiveness of social work". This is exactly how the appropriate competence is formulated in the study program, adding that "one must be competent to use interdisciplinary theoretical and practical knowledge (sociology, theology, patristic anthropology, social psychology, etc.) and skills". In a similar way, we can compare the knowledge, skills, competences of each study course with the knowledge, skills and competences of the study program, and the level of knowledge, skills and competences of the entire field of study.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and**

**the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

Student-centered educational principles are taken into account for the implementation of the study process.

The studies are carried out using a strategic epistemological basic method - the method of Integrative Theology - which provides seven steps for the integral connection of each study course with the achievement of the goals of the study program and the achievement of the strategic goals of the entire university, so that the work of university graduates in the profession is epistemologically based on knowledge of a social or client problem, and not on subjective opinions about it. The method of integrative theology is not a theological discourse, but an epistemologically based condition of the study outcomes, so that the client's problem is analyzed and understood interdisciplinary and holistically. With the use of this method, ECA's approach to the unity of study course outcomes with the university's strategic tasks differs from the approach of other universities to the client's problem - each study course integrally helps to achieve all the goals of the study program. In our opinion, epistemological methodology helps to implement it most fully.

In parallel to the unified methodology of epistemology, which is student-centered, as it requires a scientific and motivated approach to professional activity by the student, the study program uses various study methods:

- Lectures, seminars, group work, analytical study diaries; analytical applied and fact-based research works which prove how well the student has mastered the epistemological method of Integrative Theology; e-form discussions, analyses of client narratives; experienced SW professionals are often invited to discuss their profession;
- Activity-based forms: role plays, client narrative therapy sessions in action; situation analyses; project research analyses and presentations; professional tours;
- Fieldwork professional research: conferences for the defense of the internship field work at the end of the internship field works.

At the fieldwork defense conference, the presentation of the work takes place in front of the commission, which includes the director of the study program, fieldwork supervisors from the university and the fieldwork institution, as well as a representative of employers from the state or municipal social work institution; the progress of the conference is recorded (the final minutes of the students' practice can be found in the ECA Study department).

All study courses provided in the study program are implemented in accordance with the study course descriptions, which also determine the evaluation system of the relevant course, following the unified evaluation system at ECA. The evaluation system used at ECA is based on the regulations of the Cabinet of Ministers of the Republic of Latvia No. 512 of August 26, 2014 "Regulations on the national standard of second-level professional higher education":

- The principle of openness of evaluation - in accordance with the set goals and tasks of the program, as well as the goals and tasks of the study courses, a set of requirements for the evaluation of the achievement of study results has been determined. The set of requirements is specified for each study course description;
- Evaluation is mandatory - the need to obtain a positive evaluation for each study course and relative to learning of the entire content of the program. The student can defend the Master's thesis only when all content of the program has been mastered;
- The principle of evaluation revision possibilities - the university determines the procedure for

revision of the obtained evaluation. Clause 3.6 of the ECA Study Regulations, which are approved by the Senate, stipulates that if a student wants to improve his final grade, he must agree with the relevant teaching staff and the program director and he/she must receive an assignment form from the administrator of the program;

- The principle of the variety of test types used in the evaluation and the accumulative result means that different types of tests are used in the evaluation of the learning. Each lecturer in his study course regularly checks the students' knowledge using the types of tests specified in the course programs and description (tests, homework, reports, presentations, independent works, group works, etc.). The requirements depend on the specifics of the study course and the organization of the study process. Exams at ECA are organized both written and oral. The final accumulative evaluation after completion of the study course includes evaluation of the student's work during the entire study course, including participation and quality of work in classes, the results of tests and self-standing assignments, as well as the evaluation of the exam. Completion of the course is successful if requirements specified in the program have been met by the end of the examination period, except for cases where an extension of the examination deadline has been received.

Methods of evaluating studies and knowledge are objective, as they are based on the epistemological methodology of Integrative Theology, and the method is consistently learned. The scope of each test corresponds to the content of the relevant study course program and the skills and knowledge requirements specified in the Professional Standard.

ECA evaluates study results according to two indicators:

- Qualitative assessment – grade in a 10-point system;
- Quantitative assessment – the number of credit points according to the scope and importance of the study course.

The amount of credit points to be obtained is specified in the study plan. In order to assess the compliance of the amount of work performed by students with the plan, it is quantitatively evaluated in credit points every semester and study year - 1 credit point corresponds to 40 hours.

The implementation of the study process is based on principles of student-centered education. As an example, the diversity of students' needs is ensured, creating different ways and paths of learning suitable for everyone. Lecturers are encouraged to regularly evaluate and improve teaching methods and methods, they receive university support for improving their skills in this area.

Studies are based on the student's independence, while providing guidance and support from the instructor - the scope and content of the students' independent work, as well as its evaluation methods are specified in each study course description. When starting a new study course, the lecturer outlines evaluation requirements of the course, criteria and methods for posting grades, as well as an explanation of the evaluations. If necessary, students receive advice to improve their work. Appraisal of fieldworks and master's theses can be done by several examiners; assessment follows approved procedures, is applied fairly to all students and is consistent.

If the student is not satisfied with the assessment, the ECA system for examining student appeals comes to work.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education**

**institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

The study program includes the study course “Patristic anthropology” as a methodological tool in working with the client, as well as the key term “charity” (*caritas*) - in 12 study courses - anthropological discourse and a charity-based approach to the person connects the anthropologically focused content of practices with study results - to solve client’s problems creatively, know the principles of social work with the client’s problem, as well as take responsibility and demonstrate understanding of reciprocity, ethics, responsibility and sustainable effect at the level of competence, by use of critical thinking and an innovative approach.

The practice (fieldwork) module at ECA is implemented in the amount of 26 credit points (CP). 4 fieldworks are implemented in full-time and part-time studies. Practice includes weekly (Friday) practice curator consultations, presentation of practice results at practice defense conferences held in front of the commission. The commission consists of: the director of the study program, fieldwork supervisors from the university and the fieldwork institution, with the participation of an invited representative of the employer from the state or municipal social service.

**1. Introductory practice in the specialty (institutional practice) (3 CP):**

The goal is to get an idea of the social services of the state and local governments, as well as the forms of social work of the Church in various denominations, learning the practical content of the concept of “charity / *caritas*”;

Learns to take responsibility for the fulfillment of certain duties (care) in the context of social service. Learns to be ethically unselfish and responsible, as well as learns to see possibilities for innovations in the professional activity in the relevant industry from a caritative point of view. For independent studies students receive Emmanuel Levinas’ reflections on the human being as a “hostage in the life of another person” in order to help the other and to develop reciprocity as a relational quality.

**2. Case management practice (9 CP):**

Analysis of the social inclusion case in the context of the municipality - the purpose of the practice is to understand functions of the social worker in managing the case, get to know teamwork and gain competence how to use normative documents of social work, how to analyze tasks of social work in the framework of social policy; students evaluate the institution’s work with a client or marginal group from the perspective of social legislation and conduct work with one case; obtains the opinion of experts in the field of social work on working with a client from the selected marginal group; understands how different the anthropological boundary of customers is; describes the consequences of the anthropological possibilities of caritative social work in working with a client in a social institution, where the so-called “problem-oriented social work” dominates. Deepens the understanding of the professional vocation and innovative approach to the case in the risk society

**3. Professional practice. It is possible to choose one of two options**

**• Option 1 - Practice of the caritative cohesion (community) (8 CP):**

The goal is to understand the concept of “cohesion”, which is important in the European Social Agenda - to learn socially and caritatively and to act cohesively, solving the problems of the selected social risk group. Students learn to present themselves as a professional caritative workers in the conflict environment of the risk society. Strengthen skills to solve the case with social and

caritative cohesion techniques by interdisciplinary analyzing the client's situation; to delve into specific manifestations of the pathologies of the human soul and to realize anthropological possibilities of social and spiritual recovery; describes the possibilities of cohesion.

- **Option 2 - Social dialogue and employment practice (8 CP):**

Comparative analysis of the needs of the citizens of the European Union and Latvia, based on data research of the ECA partner organization EZA (European Center for Workers' Questions) regarding the employment of citizens. Students get to know and describe the phenomenon of employment in the country and the EU; assesses what is being done in the state and local government to ensure the employment of citizens, with an emphasis on the selected marginal group or on families with children. The tasks of charity and the possibilities of a caritative social worker with people at risk of unemployment are analyzed; students describe employment opportunities for young people, learn the meaning of new forms of work - automation, robotization, data analysis, etc. In practice, the student is aware of his professional calling to see social risk problems and their complex impact on people.

4. **Qualification and pre-diploma practice.** It is possible to choose one of two options:

- **Option 1 - Social inclusion policy analysis practice (6 CP).** When performing professional tasks in the practice institution, the main emphasis should be on a competent solution of the client's employment (social dialogue); deepen knowledge and collect data on the quality of social dialogue in the EU and LV; obtain demonstrable data for sociological analysis, necessary information for solving the client's employment issue; submit strategic recommendations
- **Option 2 - development of the client's anthropological foresight, based on the conditions of reciprocity and caritative cohesion, when solving the client's case (6 CP).** Obtain data and fact-based information about a customer or group. Carry out foresight cartography. Holistically, using the epistemological methodology of Integrative Theology, students develop a data-based, epistemologically grounded practical study, which analyzes the situations and needs of the target group selected in the diploma thesis, which will be used as a basis for further research in the diploma thesis.

The practice evaluation system is based on the justification of the chosen methodology and the ability to use it in research. The evaluation of practices is based on the following criteria:

1. Quality of achieving practice goals - i.e. practical and research modeling and implementation of CSW innovative technologies and principles in the social environment;
2. The quality of mastering study courses - which envisages the learning of the epistemological method of Integrative Theology and the use of interdisciplinary research skills. Ability to solve practical social problems within the framework of the EC Social Agenda, especially client employment issues;
3. Professionalism of fieldwork supervisors and their involvement in promoting the student's professional development;
4. Student motivation and interest in doing practical work.

Within the framework of the study program, the university supports students in achieving the tasks set in practice in this practical way:

1. Motivating students to learn the epistemological method of Integrative Theology in a timely manner, so that professional work is not based on subjective opinions about the client or a marginal group, but on objective, complex knowledge;
2. The university employs experienced fieldwork curator, she has worked in a social work institution 10 years and regularly advises students during the fieldwork;

3. The university has concluded fieldwork agreements with 20 fieldwork institutions, which appoint the institution's fieldwork manager;
4. The university offers ERASMUS+ fieldwork mobility in international institutions and project centers, so that students learn a profession in connection with the proposed study results;
5. Each practice takes place according to the Regulations approved by the Senate and the program director, the observance of which ensures the achievement of the tasks set by the practice;
6. The final conference of students' practical work has become an educational, recommending and regulatory form of checking the results of the study process together with employers who pronounce their opinion both about the students' overall and individual performance; employers, in dialogue with teaching staff and practice managers, put forward the necessary additions to the study program for quality learning of the profession;
7. The best student practice works are nominated for a competition to win the Rector's prize;
8. Students are regularly surveyed about the quality of fieldwork, their opinions are taken into account when improving the content of fieldwork.

Before each scheduled exam, a consultation (2 hours per study subject scheduled in the list of lessons) is provided to support the students. Professional qualification fieldworks are preceded by an introductory consultation in which all requirements of the fieldwork Regulations and the fieldwork Agreement are explained.

An individual work plan has been developed for those students who participate in the ERASMUS+ program or Summer School. Students can use support materials (lectures, presentations, etc.) that are placed in the e-study environment MOODLE and sent to common group e-mails.

When developing a study, bachelor's or master's thesis, each student has an opportunity to receive individual advice from a lecturer. In situations when students are unable to attend classes (due to health, family or other justifiable reasons, which are especially relevant for full-time students), lecturers provide consultations both electronically and in person upon request.

Students from abroad are supported by the ERASMUS+ coordinator and lecturers.

ECA students can apply for financial support from the International Support Council Fund if they are orphans or students with special needs.

The Academy helps to complete the administrative procedures with the Jūrmala City Council, so that students can receive support for entering the city of Jūrmala by car (entrance fee).

In 2018, the Academy received the Apeiron Award for good accessibility of the environment for students with special needs. The very special psychologically positive, supportive climate towards students with special needs was noted.

## **2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the final theses.**

At the end of the studies, a qualification (bachelor's) thesis must be developed and defended. In order to obtain a professional degree and qualification, students must demonstrate both the theoretical academic knowledge acquired during the study process and the practical skills acquired

in accordance with the qualification. Particular importance is given to the logic of evidence and argumentation and the ability to use the methodology of Integrative Theology, which ensures fact-based reliability of epistemological knowledge.

At the end of the 2nd semester of the 3rd year of study, the student must choose the topic of his qualification (bachelor's) thesis.

The preparation and design of the bachelor's thesis is regulated by the "METHODICAL INSTRUCTIONS for the development of studies and final theses".

Students defend the topic of their bachelor's thesis in front of the commission, before that they fill out a special questionnaire where they specify their choice, theoretical research goals and main tasks, as well as report on the acquisition of theoretical literature related to the topic.

Students may take the final exams if:

- The learning of study courses provided in the program has been positively evaluated;
- Appraised fieldwork report;
- All financial obligations stipulated in the study contract have been fulfilled.

If the study program has been successfully completed and a positive result has been received in the final exam (lowest successful grade - 4 points), the student is awarded a professional bachelor's degree in Caritative Social Work and a fifth-level professional qualification.

Following the requirements of the program, topics of the students' final work are related to the actualities of social work; every year, the national examination commission evaluates the relevance of the topics to the strategic mission of the program and the meaningfulness of its existence.

Themes are innovative because they are based on 3 fundamentals that enable innovation:

1. Innovation is an obligation of anthropological knowledge in the solution of topics;
2. Innovation is a topic related to the European Commission Social Agenda and the actualities of the EU labor market;
3. Innovation is the use of the method of Integrative Theology and the necessity of epistemologically based conclusions regarding the professional sector.

Therefore, the student's qualification work can be evaluated as current research.

The evaluations of the students' final theses of the program usually range from 6 (almost good) to 9 (excellent). The composition of the State examination commission traditionally includes representatives of the university, state or local government social services, as well as the head of the committee is an independent expert on the quality of higher education.

Examples of undergraduate thesis topics:

No.	Topics
1.	Anthropological problem of forgiveness in the life of the blind.
2.	Resources of the Caritative social work in the long-term social care institution "Saullēkts".
3.	Caritative social work as private practice.
4.	Resource of the patristic anthropology in work with families and children.

- 
5. Problems of implementing the model of specialized foster families in Latvia.
- 
6. Caritative social work with alcohol-dependent persons in a long-term social care institution.
- 
7. Caritative social work in a school: inclusion of re-emigrants.

Evaluations of the defense of bachelor's theses:

Study year	Average grade
2013/2014	7,86
2014/2015	8,15
2015/2016	7,52
2016/2017	8,19
2017/2018	7,68
2018/2019	8,27
2019/2020	8,62
2020/2021	7,82

The average grades of bachelor theses vary within small limits from 7.2 to 8.0 points. The most common ratings are 7 (good) and 8 (very good). In each defense there are students who receive a grade of 9 (excellent) or 10 (*cum laude*).

### **Compliance of the study program with the national education standard**

For compliance of the study program with the national education standard, see Appendix no. 6.

### **Compliance of the study program with the Standard of the Social Worker profession**

For compliance of the qualification to be obtained in the study program with the standard of the profession, see Appendix no. 7.

The choice of study courses, the scope and content of the study programs, as well as the content of the fieldwork according to the professional degree and qualification to be obtained, are determined in accordance with the Social Worker Profession Standard (23.10.2020), as well as the "Amendments to the **Social Services and Social Assistance Law**" of the Latvian Parliament (2007), which states: "Caritative Social Work is analogous to social work, the purpose of which is to help individuals, families, groups or society as a whole to function socially and spiritually."

Article 41 of the Law states: "The right to perform social work belongs to persons who have obtained the 2nd level professional higher or academic education in social work or caritative social

work”.

Article 45 of the Law defines professional tasks of a social worker and a Caritative Social Worker.

Professional tasks of a social worker and Caritative Social Worker:

1. The professional activity of a social worker and a Caritative Social Worker is aimed at achieving and promoting practical solution to an individual’s social problems and the improvement of his quality of life, inclusion in society and the ability to help himself.
2. Social worker and Caritative Social Worker after evaluating the circumstances:
3. Provides a person with help and support in solving social problems;
4. Helps to develop ability to solve personal, interpersonal and social problems;
5. Supports opportunities for personal development, as well as rights to make decisions independently and implement them;
6. Attracts socio-economic resources and relevant social services for solving social problems of a person or a group of persons;
7. Provides information on social service providers and establishes contact between social service recipients and providers.

On the other hand, Article 1, Clause 16 of the law emphasizes: “Social work specialist is a person who has the education specified in this law and performs professional duties of a social worker, a Caritative Social Worker.”

Due to the aforementioned legitimately established norms, **the profession of Caritative Social Worker is analogous to the profession of social work and does not need its own standard.**

The Ministry of Welfare established a working group (in 2010 and 2019) to develop the social worker standard and to implement the updated version. Both groups included rector of ECA prof. S. Gūtmane. The content of the study program is fully harmonized and compared with the renewed Standard of the social worker profession.

Social work is a changing, dynamic profession with a “living” evolving definition that renews itself according to the needs of people and society.

Social worker professional standard:

<https://www.lm.gov.lv/lv/sociala-darbinieka-profesijas-standarts> (Agreed at the meeting of the Tripartite Cooperation Sub-council for Vocational Education and Employment on October 14, 2020, protocol No. 7)

In the development of the study program, cycle descriptors for the Latvian Qualifications Framework (LKI) have been taken into account. Social Worker – The fifth level of professional qualification (5.PKL) corresponds to the sixth level of the Latvian Qualifications Framework (6.LKI).

For compliance of the **qualification to be obtained in the study program with the standard of the profession**, see Appendix no. 7.

### **Compliance of the study program with the regulatory framework of the social welfare sector**

Compliance of the study program with the regulatory framework of the social welfare sector - the Law on Social Services and Social Assistance (31.10.2002) and the Law on Social Security (07.09.1995) - see in Appendix 7.1.

Compliance of the study program with the Law on "Social services and social assistance"

<b>Legal norm</b>	<b>Compliance</b>
The purpose of the law is to determine principles of providing and receiving social work, caritative social work, social care, social rehabilitation and social assistance; the circle of persons who have the right to receive this assistance, payment and financing principles.	Caritative social work study program fully complies with the principles and content of the SPSP Law: <ul style="list-style-type: none"> <li>· Policy of social welfare;</li> <li>· Social dialogue and labor rights in EU;</li> <li>· Social work in the risk society.</li> </ul>
Rights of the client (p. 6)	<ul style="list-style-type: none"> <li>· General education studies</li> <li>· courses (Part A);</li> </ul>
Duties of the client (p. 7)	<ul style="list-style-type: none"> <li>· Industry professional specialization courses (Part B).</li> </ul>
II. ch. (Article 9) Organization of social services and social assistance	<ul style="list-style-type: none"> <li>· Industry professional specialization courses (Part B).</li> </ul>
(Article 10) Municipal social service: tasks, duties, rights	<ul style="list-style-type: none"> <li>· Administration and implementation of social work, innovations.</li> </ul>
(Article 13) Obligation of the State in providing social services	<ul style="list-style-type: none"> <li>· Social policy of welfare.</li> </ul>
Chapter III. Purposes, types and rights to the provision of social services	<ul style="list-style-type: none"> <li>· Industry professional specialization courses (Part B).</li> </ul>
Chapter V Social assistance	<ul style="list-style-type: none"> <li>· 4 systems of providing social services.</li> </ul>
Chapter VI The purpose of social work and requirements for social work specialists	<ul style="list-style-type: none"> <li>· Social work as science and practice: anthropological approach;</li> <li>· Social work in the risk society;</li> <li>· Integrity of the professional social work;</li> <li>· Client-oriented social work.</li> </ul>

Compliance of the study program with the Law "On Social Security":

<b>Legal norm</b>	<b>Compliance</b>
· Basic principles of the social security system	<ul style="list-style-type: none"> <li>· Social policy of welfare.</li> </ul>
· Prohibition of discrimination; labor rights	<ul style="list-style-type: none"> <li>· Social dialogue and labor rights in EU.</li> </ul>
<ul style="list-style-type: none"> <li>· Social rights</li> <li>· Promotion of education and employment</li> </ul>	<ul style="list-style-type: none"> <li>· Science of preventive processes in social work.</li> </ul>

<ul style="list-style-type: none"> <li>· Social insurance</li> <li>· Social guarantees for special circumstances.</li> <li>· Reimbursement of family expenses</li> <li>· Social assistance</li> </ul>	<ul style="list-style-type: none"> <li>· Social work as science and practice: anthropological approach;</li> <li>· Industry professional specialization courses (Part B).</li> </ul>
<ul style="list-style-type: none"> <li>· Social services</li> </ul>	<ul style="list-style-type: none"> <li>· Industry professional specialization courses (Part B).</li> </ul>
<ul style="list-style-type: none"> <li>· Welfare information system (LabIS)</li> <li>· Personal participation in realization of social rights</li> </ul>	<ul style="list-style-type: none"> <li>· Social policy of welfare;</li> <li>· Social cohesion and mutuality in the EU context;</li> <li>· Macro social work and practice in the foresight strategy.</li> </ul>

### **MAPPING of study courses for achieving the study results of the study program**

For the mapping of study courses for achieving the study results of the study program, see Appendix no. 8.

### **Study program CURRICULUM**

For the study program curriculum see Appendix no. 9.

### **COURSE DESCRIPTIONS of the study program**

For descriptions of the study courses of the study program see Appendix no. 10.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

### **Analysis of the Students' questionnaires**

In the course of the study process, students are regularly surveyed about both the study content and teaching staff. The survey is conducted at the end of the semester.

The analysis of the results of the student surveys is carried out by an independent sociologist, looking at the quality of the work of the academic and administrative staff. Results of the survey show students' satisfaction with the content of the professional bachelor's study program "Caritative Social Work", teaching staff, administration, organization of the study process.

For the results of student surveys and their comparative review in the program see in Appendix No. 11.

## **Graduates' SURVEYS and their analysis**

Graduates' employment research was conducted. 194 respondents who graduated from the Caritative Social Work program between 2013 and 2020 answered the questionnaire.

For the summary of the results of the graduate survey see Appendix no. 12.

## **PARTICIPATION of students in improvement of the study process**

Student participation in the improvement of the study process takes place:

- Through the student-centered educational process at the university and their involvement in determining strategic priorities;
- With clearly defined learning and university quality standards (cycle and its relationship with the study course);
- Through "competence conferences" at the end of fieldworks (competence is an effective and creative demonstration of knowledge and skills in various professional activity situations);
- With semi-semester sociological surveys about the study process and the analysis of these surveys;
- By participating in the Senate meetings and the "quality assessment group";
- With the activity of the ECA Student Council, regulated by the Regulations of the ECA Student Council;
- With participation in the morning and evening devotions in the ECA chapel;

With the semester closing meetings and meeting with the management of the university and discussing the Academy's mission and profile which maintains mutually vital and interested connection.

## **Analysis of employer survey results**

Graduates of the study program "Caritative social work" have broad employment prospects, especially in the EU, where this professional activity is widespread, sometimes with other names "nursing", "diaconia", "practical social work", "mental social work". In Latvia the problem-oriented social work dominates, which managerially deals with the client's mainly financial and financial benefit problems. The client-oriented social work specialty is demanded at the State and local government social work services, NGOs, and quite many caritative social work specialists have started their own private social centers, and the services they offer are purchased by local government social services.

During the study year 2020/21 48 respondents participated in employer surveys. In 2020, prof. S. Gūtmane, assist.prof. D.Dolace and assist.prof. E. Butkevičs made survey on the necessary skills and competences of a caritative social worker in the labor market (on a scale of 0-3). From the table, it can be concluded that employers require the so-called soft skills necessary for the specific environment, including language skills.

The study program is focused directly on the development of soft skills, both individually, at the community and societal level, as well as in-depth skills in using anthropological knowledge in working with clients in crisis situations.

"Caritative social workers know how to work with a person, reawakening the resources of life and strength residing in him" - such evaluations can be read more than once times in the employers' questionnaire. Employers also point to graduates' "maturity-promoting attitude to customer."

Students critically reason, analyze information, generalize, do group plans and forecasts, because the Integrative theology epistemology method there is a well-developed methodological approach to the justification of facts and their interpretation in the information-rich technological environment.

In general, it can be concluded that the study program develops necessary skills and competences, which are also valued by employers.

For the evaluation of the skills and competencies of the Caritative Social Worker from the point of view of employers see Appendix no. 13.

**2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

We add information about incoming and outgoing student mobility.

2019/2020 academic year - Mobility of outgoing students in the professional bachelor’s study program:

Program	Students in mobility	Mobility type	Mobility country
“Caritative Social Work”, prof. bachelor program	17	Studies	The Netherlands (3) Denmark (8) Lithuania (6)
		Traineeships	

2020/2021 academic year - Mobility of outgoing students in the professional bachelor’s study program:

Program	Students in mobility	Mobility type	Mobility country
“Caritative Social Work”, prof. bachelor program	3	Studies	
		Traineeships	Lithuania (3)

2021/2022 academic year - Mobility of outgoing students in the professional bachelor’s study program:

Program	Students in mobility	Mobility type	Mobility country
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"Caritative Social Work", prof. bachelor program	12	Studies	The Netherlands (1) Lithuania (5)
		Traineeships	Lithuania (6)

Analyzing the dynamics of the incoming and outgoing mobility of students of the Professional Bachelor's study program Caritative Social Work, it can be concluded that since the previous accreditation period, the outgoing mobility within this program has significantly increased, especially with regard to traineeships (fieldworks). Incoming mobility opportunities in the Bachelor study program 2021/22 have used 13 students from the Ignatius Loyola University of Applied Sciences (Lithuania). This is a significant increase, because in 2019/20 there were 9 incoming students, but in 2020/21 there were only 4 incoming students due to the Covid-19 pandemic.

### **Mobility opportunities and recognition of courses**

Students are regularly informed about study opportunities in exchange programs. The head of the ERASMUS+ department, in cooperation with the course lecturers and study program directors, provides maximum opportunities to integrate the courses learned at foreign universities.

## **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

1. 26 teaching staff are involved in the study program, of which 9 are professors, incl. visiting professors, 1 associate professor, 12 assistant professors, 4 lecturers and practitioners in the field of social welfare. 5 visiting professors and international experts from social work institutions are involved in the implementation of the study program. Academic qualifications of the teaching staff and experience of the professionals in the field make it possible to ensure good study results defined in the European frameworks.
2. Adequate IT provision:
  - Zoom platform;
  - Use of MOODLE in e-studies platform;
  - Access to data bases;
  - Wi-Fi broadband connection;
  - Various IT, photo and video technologies necessary for the study process.

The study program is implemented in beautiful, renovated premises in Jūrmala. The need for remote training caused by Covid-19 prompted replacement of the exclusive premises in Jūrmala, at 5.līnija 3, where the Jūrmala City Council had decided a threefold increase in costs due because of the exclusivity of the place. The Academy moved to new, renovated premises at Vienības prospekts 23, which is no longer in the dune area - so that the tuition fee does not have to be increased

3. Academic library (approx. 15,500 items), copying, printing, scanning equipment. The Library of the Academy is a member of the Latvian Library Universal Catalog (LIIS). Nine databases are available through signed cooperation agreements with the National Library of Latvia (EBSCO, Rubicon, Britannica Online, Academic Edition, AkadTerm, Encyclopedia of Religions, Mythica, Central Intelligence Agency, etc.).

Funding for the collection of ECA library collections is approved at the Senate meetings and distributed annually by study areas, as the Library's resources are used by students in all study areas.

Funding for the purchase of literature and subscription to electronic data:

<b>Expenses for assembling library collections</b>	<b>2020/21 study year EUR</b>
Periodicals	1065
Books	5.945
Electronic documents, data bases	2.068

Library books are available to students not only in the library, but also in the auditoriums, where the books are arranged by branch and are available for students' free use.

Subscribed e-resources through the National Library of Latvia:

- Cambridge University Press – humanities and social sciences e-journal full-text database;
- Cambridge Journals Online;
- EBSCO-host – multidisciplinary database;
- Cambridge Companions Online: a collection of handbooks, information about the world's scientists and artists;
- ScienceDirect;
- SCOPUS – database of multidisciplinary scientific publications of Elsevier publishing house;
- Enciclopaedia Britannica, academic edition;
- Dawsonera – an e-book platform that combines books on philosophy, IT technologies, social sciences;
- CREDO-REFERENCE – database of reference material from 70 different publishing houses;
- EMERALD – publishing house; issued books electronically;
- BiblioRossica – Academic Studies Press (Boston, USA) platform developed by the publishing house for academics and researchers, brings together important topics for the people of modern Russia and Eastern Europe;
- Latvian National Digital Library: <http://gramatas.indb.lv/#allThemes>

ECA has signed Memorandum with Ignatius Loyola University of Applied Sciences in Lithuania on

the use of scientific databases for ERASMUS+ outgoing students and teaching staff. It is Ignatius Loyola University that students and teaching staff choose for ERASMUS+ mobility, as well as the neighboring Kolpingo University of Applied Sciences – the signed Memorandum is a valuable support for academic work during ERASMUS+ mobility

4. Provision of residential premises for guest lecturers, students of the exchange program: there are 3 apartments for rent on the territory of the Academy. ECA has a cooperation agreement with the adjacent hotel “Semarah Lielupe” and guest house “Valdis”.
5. ECA International Support Council has established a long-term support fund for the university, which is managed by the General Director of the International Support Council in cooperation with the ECA Senate and the rector.

### **Replenishment of resource provision**

The material and technical provision of the study program is determined in accordance with the Resource Provision Plan approved by the Senate and renewed for each academic year. The Library resources are replenished every year, according to the submissions and recommendations of the teaching staff. The book depository is completed with financial resources provided by the Academy’s International Support Council, which attracts missionary institutions and international academic centers to supplement the Academy’s resources.

The Academy’s financial resources are sufficient for the implementation of the study program: several mutual missionary cooperation agreements have been signed, according to which foreign organizations would pay for the work of high-quality vice professors and experts in the study program. For example, through cooperation with the Embassy of Israel in Latvia, funds are being organized (attracting ERASMUS+ teaching staff for mobility) to invite excellent guest professors from BEER-SHEVA University and Jerusalem University. The mentioned cooperation takes place regularly. International mission work organizations are engaged to pay visiting professors for guest lectures. This process is organized and administered by the International Support Council at the request of the ECA Senate. This organization also supports needy ECA students, people with special needs and orphans studying at the academy.

The ISC gets acquainted with the daily balance, its analysis is carried out by their audit.

Control of resource sufficiency and clarifications are carried out every study year, based on:

1. Sociological surveys of students;
2. Reports approved by the Senate on the compliance of the academic staff with the content of the study program and qualification requirements;
3. The director of the study program approves the necessary resources in the Self-Assessment Reports and Requests;
4. Academic staff in self-assessment reports and analysis of their work;
5. The improvements recommended by the University’s International Support Council regarding replenishment of resources.

Example 1:

Provision of study direction resources in the “Caritative Social Work” study program.

(survey data for the 2020/21 academic year)

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*Variants of answers about the sufficiency of study program resources*      *Respondents (%)*

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**SURVEY DATA OF SOCIOLOGICAL SURVEY OF STUDENTS**

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Resources are largely sufficient	82%
Resources are sufficient	14%
Resources are satisfactory	4%
Resources are renewable	0%

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**SURVEY DATA OF ACADEMIC STAFF**

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Resources are largely sufficient	86%
Resources are sufficient	12%
Resources are satisfactory	2%
Resources are renewable	0%

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**SURVEY DATA OF EMPLOYERS (Latvian Free Trade Unions Confederation (LBAS),  
leaders of traditional denominations, representatives of professional associations)**

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Resources are largely sufficient	83%
Resources are sufficient	10%
Resources are satisfactory	5%
Resources are renewable	2%

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Example 2:

Distribution of costs in the Bachelor of Caritative Social Work study program in the 2021/22 academic year:

Tuition fees:

- 1500 EUR Full time studies;
- 1450 EUR Part time studies.

ECA financial resources are made up:

- Tuition fees;
- Income from other educational services;
- Income from organizing courses and seminars;
- Revenue from publishing;
- Income from EU research work projects.

The source of funding for the ECA study program is the tuition fee.

Analysis of the available resources for study direction funding is carried out every year summarizing

current needs and planning investments. The Senate analyzes results of the previous year and prioritizes needs for the next stage of the study period.

Involvement in international project and activities of the International Support Council contribute to the improvement of the study program and the qualification of teaching staff, having an impact on the financial stability of the university and provide additional activities for financial availability.

A Student Agreement on obtaining education is concluded with each student, which specifies the tuition fee for the entire period of study. The costs of one student in the study program are calculated based on the basic principles of the Regulations of the Cabinet of Ministers No. 994 (12.12.2006). in the academic year 2020/21 the total tuition fee was EUR 1500 for full-time students and EUR 1450 for part-time students.

The costs of the study program are divided as follows:

- Salary fund and taxes: 65,8%
- Contacts: 15,3%
- Development of infrastructure: 14,3%
- Library: 3,3%
- Advertisement: 1,1%
- Students' self-government: 0,2%

For the distribution of study program costs see Appendix no. 14.

### Study program cost calculation

<b>Costs positions</b>	<b>%</b>
<b>Direct costs:</b>	<b>41,4</b>
Costs of academic and scientific work (study process)	
Other costs of the study process	0,3
<b>Partially direct costs</b> (redistribution of direct costs)	
Reward of scientific activity	1,1
Administrative work	12,5
Other costs	1,8
<b>Total direct costs (direct+partially direct)</b>	<b>50,1</b>
<b>Indirect costs</b>	<b>49,9</b>
Reward	32,9
Other administrative costs	7,8
Capital expenditure	0,8

Building management costs	8,4
<b>Cost per 1 student</b>	<b>100</b>

### Study program cost calculation

Professional Bachelor study program: "Caritative Social Work"

	<b>Position</b>	<b>The average salary of a lecturer per month EUR</b>	<b>Lecturer's workload in the program</b>	<b>Calculation result EUR</b>
1.	Professor	1754	0,186	326
2.	Associated professor	1404	0,03	42
3.	Assistant professor	1124	0,33	371
4.	Lecturer	900	0,10	90
5.	Assistant	717	0	0
6.	Guest teachers missionaries	0	0,24	0
7.	Total in month	X	X	825
8.	Payment of the average compensation of teachers EUR p/year			9900
9.	Average monthly salary of other employees EUR p/year			165,83
10.	The proportion of workload of other employees within the study program, in relation to the number of lecturers			0,20

11.	The salary fund of other employees in relation to the total salary fund in the study program, %	20%
12.	Labor salary fund in the study program EUR p/year	11890
13.	Number of students in the program	10
14.	Number of students p/1 teacher	6
15.	Labor salary fund for 1 student in the program EUR p/ year	1189
16.	Employer's social payments for 1 student in the program in EUR p/ year	125,26
17.	Cost of IT services per 1 student in the program in EUR p/year	5,71
18.	Expenses for stocks, materials, energy resources, office supplies per 1 student in the program in EUR p/year	25,19
19.	Equipment, book purchase expenses per 1 student in the program in EUR p/year	14,43
20.	Expenses for ensuring the operation of ECA per 1 conditional student EUR p/year	17,34
21.	Expenses of building operation, regular repairs, utility payments per 1 conditional student EUR p/year	73,07
22.	Total cost per student in EUR p/year	1450
23.	Total cost of the study program in EUR/year	14500

The control and sustainability of financial resources is determined in the procedure for developing, approving and controlling the ECA budget (approved at the meeting of the ECA Senate on June 15,

2014).

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

### **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

The composition of teaching staff in the Bachelor's study program "Caritative Social Work" is assembled according to the following criteria:

1. Motivation to implement the unified strategic concept of ECA and to be included in the internal quality culture assurance process;
2. Academic interest in the promotion of interdisciplinary research and the involvement of students in it;
3. Orientation to innovative and variable social and caritative technologies for social work practice;
4. Who knows how to reconcile the metaphysical truth at the center of Orthodox Christianity with modern secular, social dynamism and value relativism; who treats with care the heritage of the anthropological knowledge of the Church accumulated over the centuries and understands its importance in solving the socio-political issues of modern Europe.

There are 14 lecturers working in the study program, 10 of whom have a Doctor's degree: 5 are professors, including visiting professors, 2 associate professor, 6 assistant professors, 1 lecturer and practitioners in the field of social welfare.

Visiting professors are European Commission-level experts in the field of social work, diaconia and interdisciplinary research. The issues of social policy, the European social model and the European social dialogue are taught by specialists who have led the Human Rights Expertise in LV, and also work as experts in the Commission for Social and Economic Affairs of the EC. One of the lecturers is a long-time head of the Social and Employment Affairs Committee of the LV National Government.

The study course "Social work as an object of scientific research" is taught by a visiting professor from Finland, who is a recognized European expert in client-oriented social work.

Thus, the qualifications of lecturers fully meet the conditions of the Study Program implementation and the requirements of regulatory acts.

Changes in the teaching staff are minimal: one professor has passed away; instead of her, "Social entrepreneurship (caritative social enterprise)" is taught by an visiting associate professor from Latvian University of Agriculture in tandem with a doctoral student of Tartu University, a graduate

**4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

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**The main planned learning outcomes of the study program**

**Courses of study that help you achieve them**

**Qualifications of visiting professors, visiting associate professors, and visiting assistant professors, which contribute to the achievement of outcomes**

**Compliance of the qualifications of teaching staff with the requirements of regulatory acts**

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Knowledge of the European Commission's Social Agenda, Social Policy, Social Economy, Social Dialogue, and other social policy issues, which bachelor's level professionals need to know

"Policy of social welfare";  
"European social model"

Dr.H.C., Prof.mag.in Social Work **Aija Barča**, long-standing Chair woman of the Social and Employment Affairs Committee at Latvian Parliament; responsible for implementation of the Caritative Social Work concept on the legislation level of Latvian social policy

The main tasks of the **assistant professor** are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions:  
1) research work in the sub-field of science corresponding to the position title of assistant professor;  
2) giving lectures, leading study classes, organizing exams and tests in study program (course, sector), especially in its basic courses.

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“Social work in risk society”;  
“Logics of argumentation”

Prof., Dr.phil. **Aino Kuznecova** – author of many research articles and study tools on changes management. Teaches current trends in philosophy with special attention to German sociologist Ulrich Beck and his parameters of the risk society. Presented her work in Theoretical seminars at the Academy.

The main tasks of the **professor** are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions

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“Methodology of  
caritative social work”

Prof., Dr.philol.  
**Skaidrīte  
Gūtmane.**  
Graduated PhD  
studies in the  
Faculty of  
Philosophy, Latvian  
University, her PhD  
thesis were in  
system analysis by  
use of facts from  
philology, thus  
developing  
interdisciplinary  
research. Author and  
strategic manager of  
the ECA concept;  
author and strategic  
manager of the  
caritative social  
work concept.  
Manager of the  
methodology of the  
interdisciplinary  
research at the  
Institute for  
Interdisciplinary  
research. Involved in  
three EC *think-tank*  
groups related to  
social issues.  
In 2018.9.06. she  
was invited to  
present the concept  
to Pope Francis in  
Vatican.

The main tasks of the  
**professor** are carried  
out in accordance  
with Article 28,  
subsection 4 of the  
Law on Higher  
Education Institutions

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“Social policy and the welfare state in the 21st century”;  
“Basics of the children rights”

Prof., Dr.theol. **Olafs Brūvers** – expert in human rights, long-standing head of the Latvia Human Rights Office.

The main tasks of the **professor** are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions

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“Social dialogue and labor rights in the EU”

Assist.prof., Dr.Paed. Dr.H.C **Pēteris Krīgers**, long-standing Secretary General of Latvian Free Trade Union Confederation (LBAS), member of the European Commission’s Economic and Social Committee

The main tasks of the **assistant professor** are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

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“Introduction to Caritative and Social work”  
“Social teaching of the Church”;  
“Universal communication”;  
“Social work with case”;  
“Caritative social work with case”;  
“Caritative social work with mental pathologies of a person”;  
“Crisis intervention in caritative social work”;  
“Integration of Church doctrines in social environment”

Assist.prof.,  
Mg.theol.,  
Mag.philol.,  
supervisor **Dace Dolace**

The main tasks of the **assistant professor** are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

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“Patristic anthropology as a methodological tool in Caritative Social Work”;  
“Theology of *caritas* in social work”

Assist.prof., Dr.theol.  
**Aleksandrs Šabeļņiks**;  
archpriest of Latvian Orthodox Church – specialist in patrology, PhD in patristic theology and anthropology.

The main tasks of the **assistant professor** are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

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“Social work as science and practice: anthropological approach ”

Visting prof., Dr.Sc.Soc. **Kyösti Urponen**, creative expert in the client-oriented social work (Caritative Social Work) field in Finland; prof. of Lapland University. Internationally recognized expert in the social work study program evaluations; supervisor of PhD in social work; d Dr.H.C. of several European universities.

The main tasks of the **visiting professor** are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions

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“General psychology”;  
“Social psychology”

Research and creative  
work module:

- “Theology of  
*Caritas* in the social  
work practice”
- “Caritative social  
work with mental  
pathologies of a  
person”
- “Method of  
integrative theology in  
social work research”

Prof., Dr.habil.theol.,  
Dr.psych., Dr.H.C.  
ECA, dipl.psych.

**Klaus Kiessling** –  
EU level expert in  
interdisciplinary  
research, author of  
numerous  
monographs on  
caritative social  
work and diaconia,  
Secretary General of  
International  
Deaconate Center  
(IDC).

Research expert at  
the German  
Evangelical Church  
(EKD). Coordinator  
of many  
interdisciplinary  
research projects.  
Author of several  
monographs on  
caritative service  
and diaconia.

The main tasks of the  
**professor** are carried  
out in accordance  
with Article 28,  
subsection 4 of the  
Law on Higher  
Education Institutions

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“Method of integrative  
theology in social work  
research”

The study course is  
taught by two  
teaching staff: Prof.,  
Dr.Theol., Dr.Psych.,  
DR.HC **Klaus  
Kiessling** and;  
Prof., Dr.philol.  
**S.Gütmane**, who  
defended her  
dissertation in the  
methodology of  
system-analysis.  
ECA Strategic  
Concept  
Implementation  
Methodology  
Manager since 1993.

The main tasks of the  
**professor** are carried  
out in accordance  
with Article 28,  
subsection 4 of the  
Law on Higher  
Education Institutions

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“Universal communication”

Assist.prof.,  
Mag.theol.,  
supervisor – **Dace Dolace**

The main tasks of the **assistant professor** are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

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“Development and management of social projects”

Assist.prof., doctoral stud., Mag.Business Adm.(MBA) **Ervins Butkevičs.**

The main tasks of the **assistant professor** are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

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“Narrative therapy in the social work practice”

Assist.prof.,  
Mag.theol.  
**G.Dišlers**, initiator and author of many translations of patristic works into Latvian, developed the idea of narrative therapy in LV, based on patristic anthropology.

The main tasks of the **assistant professor** are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

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Pedagogy and axiology course **module:**

- “Developmental psychology and religious development processes”

Assoc.prof.in pedagogy, Dr.Theol.  
**Astra Dannenfelte**, doctoral dissertation in religion and creativity pedagogy, respecting the stages of different ages in the perception of religious ideas.

The main tasks of the **associated professor** are carried out in accordance with Article 30 and 31 of the Law on Higher Education Institutions

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- “General and social pedagogy”
- “Axiology in contexts of social communication”

Prof., Dr.philol.  
**S.Gütmane**

The main tasks of the **professor** are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions

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**Practice (fieldwork)**

Fieldwork curator, Bac.in Caritative Social Work, Mag.in Supervision **Inese Kovaļevska**; Caritative social worker with 7 years of practical experience.

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Scientific research is included in the quality measurement methodology developed by ECA, how to assess the added value to academic performance (see the table “**Measuring the added value of teaching staff**”, Appendix no.15.1.).

It includes a self-evaluation report that contains also the field of scientific research for comprehensive evaluation of the entire performance of the faculty member, not just the scientific research work alone. This is done in order to see a decentralized attitude towards Academy work and students in general.

Measurements of the teaching staff work quality requires two mandatory publications per year, either at the national or international level. The obligation and possibilities of **International Publications** are guaranteed by the university:

1. ECA is a partner in the European Commission’s prestigious social policy and social dialogue organization EZA (European Center for Worker’s Questions), which unites 36 educational institutions and social dialogue centers in the EU. Annually in May, an EZA International Seminar is held at the Academy, where teaching staff are given the opportunity to report on innovative and current topics of the Economic Social Program, connecting the reports with the implementation of ideas of the ECA study program. All teaching staff involved in the study program have used this opportunity, thus updating the political discourse of European integration in the study program.

Faculty presentations are later included in EZA publications, which have covered the following topics during the reporting period:

- “Modernisation and Transformation of the Social rights and Employment” (2014);
- “Coping With Dilemmas: Working Conditions and Interactions of Social Workers with their Clients” (2015);
- “New Challenges in Promoting Health and Safety at Work in EU” (2016);
- “Integration and inclusion in the Labour market in the European Union”, (2016);
- “Green Jobs – strategy EU-2020 in connection with social and ecological safety” (2017);
- “Youth Employment in the EU (2020);

- “Future of Work in the Baltic States and EU”, (2022).

All the mentioned EC-EZA publications go under the comprehensive theme “Contributions to Social Dialogue” and in a certain sense ensure that lecturers delve into the current affairs of the EC Social Agenda, link their upgraded professional competence with the taught study course and study program in general, as well as the professionalism in social work at the macro level.

Rector of the Academy prof. S. Gūtmane is included in several “think-thank” groups of EC organizations – EC EZA (*European Center for Workers’ Questions*), “Semaines sociales de France” IXE-group; IDC (*International Diaconate Center*). Working in them motivates to combine the current affairs of the European Social Program with anthropologically focused interdisciplinary research more deeply.

2. ECA is a partner organization in the International Diaconal Center (IDC), which studies charity / *caritas* and *diakonia* (practice of Caritative Social Work) in an international context. The long-term Secretary General of this organization is a long-term visiting professor of the Academy Dr. theol., Dr.Psych., Dr.H.C. ECA Klaus Kiessling, who made a huge contribution to the development of the analytical strategy of the “Caritative social work” program. He is expert on international level, author of numerous monographs and interdisciplinary studies on caritative social work. Prof. K.Kiessling has ensured the publication opportunities for the teaching staff in the international publication “Pro Diaconia Christi” (2016, 2017, 2018) etc.
3. ECA has signed a Memorandum with the University of Lapland and University of Klaipeda, Department of Social Work. The Memorandum envisages possibility to publish in the Proceedings of the mentioned universities dealing with development of social work in Europe.

Teaching staff regularly uses opportunities to publish in Scientific Journal of Klaipeda University “Tiltai” [Bridges]. This is a peer-reviewed journal, included in EBSCO. During the reporting period, teaching staff have used this opportunity every year, most of all prof. S. Gūtmane (6 publications), assist. prof. D. Dolace (4 publications), lect. V. Dolacis (2 publications), assist.prof. G. Dišlers (2 publications).

Two articles have been published in the 2022 edition of Tiltai – Klaus Kiesling’s article “On caritative social work and culture” and assist.prof. G. Dišler’s article on “Narrative therapy in Caritative Social Work”.

Professor S. Gūtmane was elected as the Deputy editor of the mentioned Proceeding of KU and has been elected as a member of the Klaipeda University Social Work Research Interdisciplinary Council.

The Academy has signed an Academic Cooperation Agreement with the Kolpingo University of Applied Sciences (LT) for the publication of teaching staff in the edition of the THOMSON-REUTERS and EBSCO databases “Challenges and Social Responsibilities in BUSSINESS. “Proceedings of Kolpingo University of Applied Sciences”. Teaching staff regularly use this opportunity, especially after giving presentations at Kolping University conferences dedicated to social work problems.

4. The visiting professor of the study program, E. Aciene, is the Deputy editor of Proceedings of the Vytautas the Great University “Socialinis Darbas. Patirtis in Metodai”. Teaching staff have the opportunity to publish in the publication “Social Work - Experience and Methods”, where social work topics are discussed;
5. ECA has signed cooperation Agreement with the Department of Social Work of the University of Kiel on academic research cooperation in social work. Innovative nature of caritative social work has attracted also the University of Cologne. At the International Conferences of Social Work, prof. S. Gūtmane published an article on “Social Glocalisation” in the monograph of the Chair; At the International Conferences of Social Work in Cologne (Germany), prof. S.

Gūtmane has published in the monograph of the department "Social Globalisation and Education – Social Work, Health Sciences, Practical Theology Perspectives on Change" (2021) with the article "Caritative Social Work as an Innovation from Antiquity);

6. During the reporting period, the teaching staff has paid a lot of attention to preventive social work research on youth and adolescent topics, as the issue of employment opportunities for young people in the EU and Latvia is worrying.
7. ECA created an inter-university Strategic Partnership Consortium to study the problem in a joint interdisciplinary project "BE YOUNG" (how to solve the problem of youth employment - "Social Professions for Supporting Youth in a European Solidarity Context" context).

In the common International Consortium of Universities (ECA, University of Warsaw, University of Białystok, University of Malmö, University of Klaipėda: faculty publications in two research publications of the consortium were provided:

- Youth Participation and Solidarity – Handbook for Students and Teachers of Social Professions" (2022. 179 p.);
- "Youth Work Reader – Issues and Contexts" – compendium of work with young people - themes and contexts. (2022, 150 p.);
- The second international consortium for inter-universities cooperation and research, coordinated by ECA, has published research work "Teens Without Screens. Tools for Social Interaction through arts" (2022, 200 p). The research was coordinated by ECA and Kaunas College of Applied Science and Finnish Institute of Applied Science in Diaconia were involved (SDO).

All the mentioned international studies have been carried out with the aim to develop innovative social work ideas of the study program at the mezo and macro levels. The distribution of expenses in the social work academic environment of EU universities is implemented in accordance with the "Plan for the Competitiveness and Distribution of Innovative Ideas of Caritative Social Work" approved by the ECA Senate.

In 2021, ECA created an international inter-university platform called "DILEMA" as part of the Caritative Master's degree study program to conduct research on the topic – Social Dilemmas of Greener Future. Within the framework of the Nordplus Higher Education project, ECA coordinated 4 universities (Klaipėda University, Estonian Theological University of Applied Sciences, Finnish DIAK University of Applied Sciences, and Social Work Project Management and Training Center (Lithuania)) for 3 years. ECA, as a coordinating body, brought together specialists of inter-university social work study programs to take as a basis the European Parliament's Climate Law and the "green" ecological issue, creating an intensive study module for social workers, so that the climate focus in the social work profession becomes a component of the transition to a green future, which includes social, economic, political, theological, anthropological dimensions. The method of Integrative Theology has been chosen as the methodology of the research, with which specialists will carry out expertise regarding those issues that social workers should know not only theoretically, but also in practical use.

In 2022, a 10-day intensive course will be held, where social work students from the Nordic and Baltic countries will gather at ECA to get an idea of an integral approach to the European social policy approach, for the so-called "green" future. After the end of the project, it is planned to publish a book entitled "Social dilemmas regarding the "green" future for the experience and practice of social workers".

At the **national level**, opportunities for publications in the research of the caritative social work are provided by ECA annual Scientific Proceedings (in both Latvian and English). During the reporting period, the following editions, reviewed by international experts, were dedicated to caritative social

work:

- Scientific Proceedings **“European Social Development”** (2015) with 3 research works dealing with CSW: Prof. S.Gūtmane “Methodological Paradigm of Caritative Social Work”; assist. prof. D.Dolace “Caritative social work and question of the patristic anthropology”;
- Scientific Proceedings **“Dimensions of Caritative Social Work”** – 11 articles by the study program staff (2020);
- Scientific Proceedings **“The Innovative Content of Caritative Social Work”** (2016, 340 p). 19 innovative articles about the CSW;
- Scientific Proceedings **“Client and Human Dignity”** – 16 research works about the client-oriented caritative social work;
- Scientific Proceedings **“Caritative Social Work in the Risk Society”** – 11 articles about integration of the CSW and work with the so-called post-humanity towards positive changes (2022).

All articles are available in both Latvian and English. In addition to the teaching staff of the Academy, social work specialists and representatives of the academic environment from Germany, Lithuania, Estonia, Great Britain, Finland, Sweden, etc. are presented.

The Christian Academy has carried out a series of translations of classic works of patristic anthropology from ancient languages. The author of the translation is assist.prof. Guntis Dišlers and the following translated publications were published during the reporting period – St. John the Ladder (Climacus) “The Ladder of Divine Ascent” (2013); St. John Moschus “Spiritual Meadow” (2016); Georgy Florovsky “Fathers of the Eastern Church (anthropology)” (reprinted in 2019); Klaus Kiessling “Articles on diaconal culture – “Love greets you...”” (reprinted in 2014). St. Macarius the Great “Spiritual Homilies” (2015). The mentioned translations are classics of anthropological knowledge, which form the so-called “the anthropological experience of the desert fathers”, which has embedded in the living tradition of Christian European anthropology.

Another publication at the national level, where teaching staff of the study program is welcomed, is the journal “Social Worker”, provided by the Ministry of Welfare. During the reporting period, five teaching staff of the ECrA study program published in the publication on the issues of Caritative Social Work.

Professor S. Gūtmane has prepared a voluminous monograph: “On the way to co-culture: Caritative Social Work (history, methodology, practice)”, which will be published in December 2022.

#### **4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

The implementation of the professional bachelor’s study program “Caritative social work” is ensured by 26 teaching staff. The program is implemented only by teaching staff elected by ECA, with the exception of 5 visiting professors. Most of the teaching staff has extensive academic, professional and research work experience. Qualifications and professional experience of the teaching staff fully comply with the requirements of regulatory acts and the achievement of goals, tasks and study outcomes of the study program. The ratio of students and teaching staff in the

study program is 42/26. However, it should be remembered that the teaching staff is also involved in the implementation of other study programs and also participates in the work of the department. Taking into account the fact that for a field of study with a very small number of students and in general for such a small niche university as ECA, a more objective indicator would be the ratio of the total number of students to the total number of teaching staff. In the 2022/23 study year, they are 1.6 students per teaching staff, if we count the students in the study program. This ratio of students and teaching staff fully ensures a student-centered, individual approach to each student and helps to achieve the planned study results by preparing qualified specialists for the social work sector.

The criteria for selection of the teaching staff and motivated cooperation to achieve the goals of the university form a balanced team of academic and professional competence.

Cooperation of the teaching staff is one of the indicators of internal quality assurance. Cooperation is ensured by regular Theoretical Seminars, which motivate discussions and research group work. In the monthly Theoretical Seminars, every member of the teaching staff presents their innovation topic to discuss the theoretical and practical issues of the EC Social Program, Social Dialogue and Social Work.

The teaching staff forms a unified reciprocity of academic cooperation, where teaching staff with higher academic qualifications work in tandem with master's level lecturers to promote such scientific and pedagogical cooperation that guarantees the achievement of study results, mutual respect and academic joy for each other.

At the end of each study program, the workload of the academic staff for the next study year is planned, taking into account the evaluation coefficients of the relevant study courses studied in the program and the self-analysis of the academic activity carried out by the lecturers in the Self-evaluation report. Accounting of the workload of the academic staff is registered by the ECA Studies Department.

Several teaching staff are involved in the development and implementation of each study program course, who jointly agree on the goals, tasks and achievable results of the study course to be developed, and on linking the course content with the methodology of integrative theology. Their mutual cooperation contributes to the quality of study courses both in the development and implementation stages.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Pielikums nr5_Statistikas dati par studējošajiem studiju programmā KSD Bak EN.docx	Pielikums nr5_Statistikas dati par studējošajiem studiju programmā KSD Bak.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Pielikums nr6_Studiju programmas atbilstība valsts izglītības standartam KSD Bak EN.docx	Pielikums nr6_Studiju programmas atbilstība valsts izglītības standartam KSD Bak.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Pielikums nr7_Studiju programmas atbilstība profesijas standartam un profesiju klasifikatoram KSD Bak - EN.docx	Pielikums nr7_Studiju programmas atbilstība profesijas standartam un profesiju klasifikatoram KSD Bak.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Pielikums nr7.1_Studiju programmas atbilstība nozares normatīvajam regulējumam KSD Bak EN.docx	Pielikums nr7.1_Studiju programmas atbilstība nozares normatīvajam regulējumam KSD Bak.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Pielikums nr8_Studiju programmas studiju kursu kartējums_KSD Bak EN.docx	Pielikums nr8_Studiju programmas studiju kursu kartējums_KSD Bak.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Pielikums nr9_CURRICULA KSD Bak EN.docx	Pielikums nr9_Studiju programmas plāns KSD Bak.docx
Descriptions of the study courses/ modules	10. KSD Bak study courses_lab.pdf	10. KSD Bak studiju kursi_lab.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	KSD Bak_diploms_LV + EN.pdf	KSD Bak_diploms_LV + EN.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Sad.ligums(studenti)_KSD BAK_EN.pdf	Sad.ligums(studenti)_KSD BAK.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_zaudējumu kompensācija_2-9-49_EN.docx	Apliecinājums_zaudējumu kompensācija_2-9-49.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48_EN.docx	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48.edoc
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	KSD Bak_Studiju ligums_EN.pdf	KSD Bak_Studiju ligums.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Social Entrepreneurship Management (47762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social Entrepreneurship Management</i>
Education classification code	<i>47762</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Lāsma</i>
Surname of the study programme director	<i>Līcīte-Ķurbe</i>
E-mail of the study programme director	<i>lasma.licite@llu.lv</i>
Title of the study programme director	<i>Dr.oec., Asociētā viesprofesore</i>
Phone of the study programme director	<i>26400991</i>
Goal of the study programme	<ol style="list-style-type: none"> <li><i>1. To prepare social entrepreneurship specialists for innovative and social cohesion-oriented activities in Latvia's social problems and business environment.</i></li> <li><i>2. To develop skills in using interdisciplinary research methods at the intersection of four fields - social work, management, theological and anthropological sciences.</i></li> </ol>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To acquire in-depth knowledge and skills that can be used in social entrepreneurship in order to respond to the tasks set by the European Union regarding human employment.</i></li> <li><i>2. To promote the spirit of entrepreneurship in students, to train them to create social enterprises in the non-governmental sector, especially in the field of social work.</i></li> <li><i>3. Motivate for research in the interdisciplinary field, as well as doctoral level studies.</i></li> </ol>

Results of the study programme	<p>1) Knowledge of social economy in the European Commission's Social Agenda as a sustainable direction for the employment of people in crisis;</p> <p>2) Knowledge of the regulatory regulations of the European Commission and Latvia regarding the possibilities of social entrepreneurship and social entrepreneurship funds;</p> <p>3) Practical knowledge of how to develop a social enterprise on the basis of the unified EU social political platform in accordance with innovative anthropology and entrepreneurship technologies of Caritative Social Work.</p> <p>4) Knowledge of the human anthropological structure and its deformations in a risk society,</p> <p>5) Knowledge of how to help people evaluate the social problems of life for starting a social business.</p> <p>6) Skills to motivate people to start a social business;</p> <p>7) Skills to understand and motivate community management in the direction of social entrepreneurship;</p> <p>8) Skills to develop a social business project;</p> <p>9) Skills to conduct interdisciplinary scientific research using the method of Integrative Theology;</p> <p>10) Ability to improve the work of communities;</p> <p>11) Skills to solve ethical and political dilemmas based on the principles of solidarity and reciprocity.</p> <p>12) Competence to use the method of Integrative Theology in the development of social enterprise strategy;</p> <p>13) Competence in management in the social sector.</p> <p>14) Competence in the creation and strengthening of effective organizational mechanisms in companies driven by social goals.</p>
Final examination upon the completion of the study programme	Master's thesis

## Study programme forms

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

Study type and form	Full time studies
Duration in full years	1
Duration in month	6
Language	latvian
Amount (CP)	60
Admission requirements (in English)	For students with prior knowledge in commercial studies or economics: * Professional bachelor's degree in business/commercial studies or economics * Higher education in commercial sciences or economics (completion of a professional higher education program - at least 4 years)

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Social Entrepreneurship Management</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part-time extramural studies - distance education - 2 years - latvian

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	<i>For students with prior knowledge in commercial studies or economics: * Professional bachelor's degree in business/commercial studies or economics * Higher education in commercial sciences or economics (completion of a professional higher education program - at least 4 years)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Social Entrepreneurship Management</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part time extramural studies - 2 years - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	60
Admission requirements (in English)	<i>For students with prior knowledge in commercial studies or economics: * Professional bachelor's degree in business/commercial studies or economics * Higher education in commercial sciences or economics (completion of a professional higher education program - at least 4 years)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Social Entrepreneurship Management</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

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

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>For students without prior knowledge in business studies or economics: * 2nd level professional higher education in caritative social work, social work, social pedagogy, social sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Social Entrepreneurship Management</i>
Qualification to be obtained (in english)	-

**Places of implementation**

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

**Part time extramural studies - 2 years, 5 months - latvian**

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>For students without prior knowledge in business studies or economics: * 2nd level professional higher education in caritative social work, social work, social pedagogy, social sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Social Entrepreneurship Management</i>
Qualification to be obtained (in english)	-

**Places of implementation**

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

**Part-time extramural studies - distance education - 2 years, 5 months - latvian**

Study type and form	<i>Part-time extramural studies - distance education</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>For students without prior knowledge in business studies or economics: * 2nd levelv professional higher education in caritative social work, social work, social pedagogy, social sciences</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Social Entrepreneurship Management</i>

Qualification to be obtained (in english)	-
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**Places of implementation**

<b>Place name</b>	<b>City</b>	<b>Address</b>
European Christian Academy	JŪRMALA	VIEŅĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

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

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

The higher education **Master study program “Social Entrepreneurship Management”** has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia, in accordance with the Education Qualification of the Republic of Latvia (code 47762), the State Standard of second-level professional university education, the Professional Standard of Social Worker, the Classifier of Professions of the Republic of Latvia.

During the implementation and development of the study program, the principles of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF) are observed as much as possible.

Study program code, place of implementation, type, forms and language of study program implementation have not changed.

There have been no changes in the study program that can be considered significant (14.07.2015. Regulations of Cabinet of Ministers No. 407, pp. 8.6, 8.7). Variants of the study program have been introduced: Part-time absence – distance learning (80 CP, duration of implementation 2 years, 5 months; language of implementation – Latvian); Part-time absence *in situ* (80 KP; duration of implementation 2 years 5 months; language of implementation – Latvian).

The study program ensures improvement of the qualification – a professional master degree in social entrepreneurship management – and acquisition of the acquired knowledge and research skills ensures the ability to work effectively in various forms of social entrepreneurship, to work in research in an academic environment.

The master study program “Social Entrepreneurship Management” develops following social policy of the European Commission regarding employment and social inclusion.

The **aim of the study program** is to prepare social entrepreneurship specialists for innovative activities aimed at social inclusion in the context of social problems and business environment of Latvia. Secondly, to develop skills to apply interdisciplinary research methods at the junction of 4 branches – social sciences, management, theology and anthropological sciences.

**Tasks** of the study program:

- To acquire in-depth knowledge and skills that can be used in social entrepreneurship in order to respond to the tasks set by the European Union regarding human employment;
- To promote the spirit of entrepreneurship in students, to train them to create social enterprises in the NGO sector;
- To motivate research in the interdisciplinary field as well as doctoral level studies.

#### 1.2. Analysis and assessment of the statistical data on the students of the respective

**study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.**

The Professional Master study program "Social Entrepreneurship Management" is implemented in Latvian language both in full-time and part-time, and part-time correspondence (distance learning) form. Studies are privately funded.

The number of students, taking into account the demographic situation of Latvia, migration and mobility of Latvians, is not large.

For **the number of enrolled students and graduates** in the Professional Master study program "Social Entrepreneurship Management" see Appendix no.5.2.

Analyzing why students temporarily stop their studies in order to resume later, you can see the tendency and desire to consciously choose a profession, to deepen knowledge and motivation, because all students in the master program are employed in the field of social business management. In some cases, a sufficiently large workload may be the reason for a break in studies, as the master program requires intensive study process. The number of program graduates since 2013/14 of the study year varies from 1 to 3 graduates per year due to the fact that there are no budget places for those studying at a private university. "Fee studies are not possible for many students," we can read in applicants' questionnaires.

Enrollment statistics in the master's study program is related to the employment and unemployment situation in the country and in the European Union. Secondly, it is related to the innovative development of social work, combining with social entrepreneurship, thus enabling people in crisis and unemployment to stop social depression and start solving their life tasks independently. ECA was the initiator of the Social Entrepreneurship profession and education at the master's level, so there was a relatively large number of students in the program's opening year (2013/2014). However, the legislation regarding social entrepreneurship was not established in the country; the Law on Social Entrepreneurship had not been adopted, so the criteria for distinguishing social entrepreneurship from ordinary commercial activity had not been defined. Due to the disorganization of legislation, students' desire to learn this profession fell. The Law on Social Enterprise was adopted only in 2018, and the number of students increased immediately in 2019/2020.

The second reason that must be taken into account regarding the number of students is the very difficult economic situation for small businesses in Latvia due to the lockdown caused by the Covid-19 pandemic, as a result of which many small businesses went bankrupt. Thus, the common sentiment among young people is not in favor of business development, but rather in favor of emigration from the country. During the study year 2019/2020, a fairly large number of students from abroad applied, but this opportunity was not realized because the Covid-19 crisis began.

**1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

## Preamble

The specificity of the ECA program is related to the social policy goals of the European Parliament and the European Commission to reduce unemployment and ensure employment for EU citizens, therefore the specificity of the program is revealed in the offer to learn social business management, which is relevant for the European Union, as an interdisciplinary specialization combining social work, entrepreneurship and the anthropological essence of personality, which for people gives the opportunity to engage in and lead social and economic initiatives based on reciprocity, thus breaking social depression in a broad layer of society's population, teaching self-reliance abilities in solving their socio-economic life tasks.

With such innovative learning of social work technologies, this profession was initiated in Latvia, and the authors of the initiative were the European Christian Academy. The concept of social entrepreneurship in the European Union is politically very relevant at the moment, as are the discussions to which sphere to submit the innovative entrepreneurship specialty – to social work or entrepreneurship.

For this reason, Lāsma Līcīte-Ķurbe, one of the first academic-level researchers in social entrepreneurship, a specialist in interdisciplinary disciplines with a doctorate in economic sciences, has been chosen as the director of the program.

ECA views social entrepreneurship as a form of professional activity involving social groups and individuals, aimed at sustainable restoration of social activity and initiative in a person, community, society as a whole, therefore social entrepreneurship is interdisciplinary and based on social work skills in entrepreneurship. Thus, the choice of courses of the developed study program and their content are determined by the Social Worker's Professional Standard (5th professional qualification level), therefore ECA has adopted the international practice of social entrepreneurship, which views this type of entrepreneurship as an innovative form of social work. The ECA study program offers innovative principles and technologies of social entrepreneurship with the aim of implementing changes in social cohesion, risk and crisis situations. The social entrepreneurship study program focuses on the following competencies: the most important is the research method, which permeates the entire study program; the epistemological method of Integrative Theology, which provides an adequate anthropological approach to the process in the field of social entrepreneurship.

The title of the professional master study program "Social Entrepreneurship Management", the degree to be obtained, the goals and objectives, as well as the admission requirements are interconnected and relevant.

The professional master study program "Social Entrepreneurship Management" is implemented:

1. In 2 years of full-time studies (80 CP)
2. During 2.5 years in part-time studies (80 CP)

Or with prior knowledge in commercial studies or economics:

1. During 1.5 years of full-time studies (60 CP)
2. During 2 years of part-time studies (60 CP)

### ***Analysis of the interrelationship between the study program title the degree to be obtained and the goals, tasks and learning outcomes of the professional qualification***

The title of the study program "Social entrepreneurship management" is first of all related to the goals and tasks of the entire Social Welfare studies direction, as realized by ECA, connecting an

anthropological approach to human social activity with the political current affairs of the European Commission in the social field. Social entrepreneurship is still the topicality of the European Commission in terms of employment opportunities and social inclusion of citizens, thus the title of the study program is interconnected with the goals and objectives of the Social Welfare study direction implemented by ECA.

Students obtain a professional master's degree in Social entrepreneurship management, which adds to social entrepreneurship the students' research interest, developing their professional qualifications. The main goals of the professional qualification are twofold: 1) to develop research-based social entrepreneurship as a form of social work, because social workers are perfectly familiar with the social problems of marginal and crisis clients. Therefore, the program guides to work with clients, using their anthropological resources and offering to develop social entrepreneurship both for families and communities; 2) students learn innovative methodologies regarding social entrepreneurship as a form of employment and the mission of implementing well-being in risk situations in a risk society.

The study results are in accordance with the professional qualification degree to be obtained and the goals and tasks of the Social Welfare direction. Students study a socio-political course such as "Social economy in the context of the European Union". It is taught by visiting associate professor Lāsma Līcīte-Ķurbe, who has worked on the implementation of the social entrepreneurship law in Latvia and the determination of social entrepreneurship criteria. As a result of this study course, students learn to understand social entrepreneurship professional activities, associated democracy and social economy problems in the European context. On the other hand, the results of the study course "Principles of Leadership in Patristic Anthropology" provide how to lead other people in the implementation of social policy, and are closely related to the study course "Social Economy in the Context of the European Union", which is closely related to the latest achievements in the field of learning theory and in practice.

The entire study program is organized in such a way that the students understand the management of social entrepreneurship both from a research perspective and from the point of view of innovation, as well as individually implementing the manager's tasks and learning methods of managing other people.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

ECA was the initiator of creating the master program in "Social Entrepreneurship Management" in Latvia in order to refer to the political settings of the European Commission and European

Parliament regarding the employment in Europe. ECA initiated a working group that developed parameters of the profession of Social entrepreneur, the criteria for the profession to be registered in the Professions' Classifier. ECA submitted a request to the Parliament to adopt a law on Social Entrepreneurship in Latvia. The mentioned initiatives were implemented in order to actualize the importance of this field for both the labor market and development trends of science, especially social economy, therefore the development of the master program and the awarding of the degree are 100% based on the importance of the relevant scientific field in the European Union.

Namely, social entrepreneurship belongs to European ecosystems and social innovation systems. Currently, in the European Union, comparative studies and research works are being developed on how to develop European ecosystems – especially social enterprises, which are started by business, the priority goal of which is to create a positive social impression; such research has been developed in every European country. Social enterprises are an important part of the social economy, employing 136,000,000 Europeans and creating social change with sustainable goals. These goals are linked to serious political challenges such as inclusion, equal opportunities, sustainability and civic engagement. Today, the European Commission has set itself the goal of developing an "economy that works for people". Social entrepreneurship is one of the great examples of how to positively navigate through demographic, green and digital changes in society.

The social policy documents of the European Commission direct the following goals and research: European Statute for social and Solidarity-based Enterprise; Social Enterprises and their Ecosystems in Europe (2020); European Commission Social Business Initiative: Creating a favourable climate for social enterprises, key stakeholders in the social economy and innovation: Communication from the European Commission, Brussels; EU-wide Strategic Foresight Network 2021-2027; The Future of EU policies for the Social Economy: Towards a European Action Plan. Social Economy Europe. (2018).

Social entrepreneurship is based on 3 main tasks:

1. Social innovation;
2. In a sustainable economy to strengthen the community work
3. Unite entrepreneurs, orienting towards the goals of social inclusion in a world of global change;
4. Pay attention to social values in a welfare society based on care for the environment and people, as well as to prevent poverty and promote inclusive practices and cooperation.

As it is known, these requirements are related to the social policy of the European Union and desire to develop social economy in unity with innovative solutions of social ideas.

Students, thanks to ECA research partnership with European Commission's EZA (*European Center of Workers' Questions*) organisation, regularly learn the current issues of European integration, the Social Agenda of the European Commission, connecting them to their professional activities and participating in the annual EZA international seminar – not passively by listening to reports, but by fulfilling certain tasks whose quality is assessed by EZA experts. Every student receives a Certificate from EZA for having mastered the current affairs of the European Commission's Social Program, which are important for the profession of social entrepreneurship, thus all students are involved in research as a component of the study process in a mandatory way.

The study program develops interdisciplinary forms of research work.

The "Social Entrepreneurship Management" study program includes:

- Module of the latest achievements in industry theory and practice 14 CP;
- Module of management sciences and research work 26 CP;

- Social entrepreneurship and psychology module 14 CP;
- Social entrepreneurship practice 6 CP;
- Development and defense of the master thesis 20 CP.

Or for those students who have obtained the bachelor degree in business or economics, the study program "Social Entrepreneurship Management" consists of 60 CP, of which:

- Module of the latest achievements in industry theory and practice 12 CP;
- Module of management sciences and research work 10 CP;
- Social entrepreneurship and psychology module 12 CP;
- Social entrepreneurship practice 6 CP;
- Development and defense of the master thesis 20 CP.

The content of the program foresees distribution of study subjects by semesters:

- Full-time studies (80 CP);
- Part-time studies (80 CP).

As well as with a bachelor degree in economics or business management – 60 CP for full-time studies and 60 CP for part-time studies.

*Examples of the relevance of study course content and compliance with the needs of the industry and the labor market*

Taking into account the unemployment rate, which exceeds 8 percent in Latvia, and the fact that the unemployment rate continues to rise, graduates of the social entrepreneurship study program become accelerators, specialists who know how to work with people in crisis, including due to unemployment, and who knows how to unlock the inner spiritual resources in them so that people can start their own social business. The social policy documents of the European Commission emphasize the need for an accelerator. Our study program provides the necessary knowledge to activate and motivate socially inert people. For example, we can name the following study courses focused on anthropological knowledge, which are included in the program: "Paradigm of a good society in the 21st century", "Theology of *Caritas* in business practice", "Leadership principles in patristic anthropology", "Management of social change in a risk society", "Axiology of social in communication contexts".

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.**

For the purpose of analysis of information included in the study courses, study outcomes, the set goals, etc., and interlinking of indicators with study program goals and achievable results, **mapping of the study program courses** was carried out. Looking at the results of the mapping (see Appendix no.8.2.), it was concluded that the goals defined in the study courses correspond to the results of the program and are coordinated with the social policy of the European Commission regarding development of social economy and social entrepreneurship in the EU. Results of the study program are also coordinated with opportunities to study social entrepreneurship in a

doctoral program at the University of Lapland after graduating from this study program, with which ECA has signed Memorandum on doctoral studies. The only condition for doctoral studies at the University of Lapland is the need to put forward innovative research ideas related to green politics in the business environment, as well as the anthropological discourse of social entrepreneurship.

*Examples of the evaluation of the information included in the study courses, goals, and the results to be achieved with the goals and results of the study program.*

The main goal of the study program is to obtain the qualification of a social entrepreneurship manager and to prepare for professional activities that contribute to the development trends of the social policy of the European Union, both nationally and internationally. In this way, students become accelerators for a marginal part of society and are able to direct people to the implementation of this policy at the micro, mezzo and macro levels. For example, students learn the latest industry study courses such as "Social economy in the context of the European Union"; "Associated democracy in the European Union", "European social model"; "Social Policy and the Welfare State in the 21st Century". These macro-level results are interconnected with mezzo-level goals and results, which lead to such study courses as "Theology of *Caritas* in entrepreneurial practice", "Axiology in social communication contexts", "Leadership principles in patristic anthropology"; "Business concepts and skills in the social sector"; "Managing social change in a risk society". In turn, the following courses are related to micro-politics in social entrepreneurship management, for example: "Philosophy of Creativity"; "Managing Social Innovation in Business"; "Business Communication and Etiquette"; "Personnel management" and others.

The study courses are aligned with the goals of the entire study program and the Social welfare study direction, teaching to work with the innovative method of Integrative Theology in social entrepreneurship research. It is the methodological discourse that distinguishes this study program from other similar study programs. The methodology is what achieves mutual integration of study courses and provides interdisciplinary understanding for professional activity.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

The purpose of the use of different methods is to develop research skills, abstract and analytical thinking skills to the maximum extent possible, using epistemologically proven methods.

Studies include the student's independent work and contact lessons. Contact lessons are organized with the purpose to promote a research approach to social entrepreneurship. In the contact lessons students learn how to organize a social enterprise. In the lessons a corporate learning is organized, group discussions are held on the conditions of the logic of argumentation and the quality of evidence regarding various forms of social entrepreneurship. In practical lessons there is an analysis of innovative situations and events typical for a Social Enterprise, closer to real life, modeling of a solution to the anthropological and social problems of the client's or community's work.

The expected outcomes in social entrepreneurship studies – knowledge, skills, competences – are

formulated within the framework of the entire study program and individual study courses. Students are regularly informed about the expected results and the joint responsibility of both the teaching staff and the student in achieving them upon the start of the study course. Skills of objectivity of epistemological evidence related to studies (orientation in the conditions of interdisciplinary and systemic research, critical evaluation of information, ability to distinguish theoretical, scientific findings from subjective opinions are developed relentlessly during the study process).

Knowledge and skills are acquired according to the 10-point scale adopted in the Republic of Latvia. Evaluation is based on the accumulative system, which ensures systematicity of the study course and objectivity in evaluation of the acquired knowledge. The system for evaluating the knowledge, skills and competences is regulated and included in the unified internal quality culture system at ECA.

The development and defense of the students' research work is carried out in accordance with the "METHODICAL INSTRUCTIONS for the development of studies and final theses".

Results of exams and tests are analyzed 2 times a year after test results have been collected. Regular analysis of study results allows early detection of gaps or deficiencies in the learning and knowledge acquisition process. The study results and the necessary corrections in the organization of the study work are presented to the teaching staff, these results are discussed in the Senate, which are specially organized for such purposes.

Taking into account the fact that the Academy has a small number of students, it is possible to ensure an excellent individual approach to each student, the entire study process is subject to student-centeredness - the students' initiatives and insights regarding their professional needs are taken into account, improving the study conditions especially because the majority of students work in the industry.

The following criteria are basis for achieving and evaluating study results:

1. 30% practical orientation of study courses, well-organized fieldworks and their supervision;
2. Involvement of students in the research work groups of the teaching staff and employers regarding relevance of the social economy and "green" economy concepts in the EU;
3. Involvement of good local as well as internationally recognized teaching practitioners in practical games, analyzes of social enterprise success stories and other practical works;
4. Study course requirements, which provide for learning the methodology of integrative theology and an interdisciplinary scientific research approach to the profession;
5. Involvement of students in the faculty projects, grants and professors' research groups.

All study courses provided in the study program are implemented in accordance with the study course descriptions, which also determine the evaluation system of the relevant course, following the unified evaluation system at ECA. The evaluation system used at ECA is based on the regulations of the Cabinet of Ministers of the Republic of Latvia No. 512 of August 26, 2014 "Regulations on the national standard of second-level professional higher education":

- The principle of openness of evaluation – in accordance with the set goals and tasks of the program, as well as the goals and tasks of the study courses, a set of requirements for the evaluation of the achievement of study results has been determined. The set of requirements is specified for each study course description;
- Evaluation is mandatory – the need to obtain a positive evaluation for each study course and relative to learning of the entire content of the program. The student can defend the Master's thesis only when all content of the program has been mastered;
- The principle of evaluation revision possibilities – the university determines the procedure for

revision of the obtained evaluation. Clause 3.6 of the ECA Study Regulations, which are approved by the Senate, stipulates that if a student wants to improve his final grade, he must agree with the relevant teaching staff and the program director and he/she must receive an assignment form from the administrator of the program;

- The principle of the variety of test types used in the evaluation and the accumulative result means that different types of tests are used in the evaluation of the learning. Each lecturer in his study course regularly checks the students' knowledge using the types of tests specified in the course programs and description (tests, homework, reports, presentations, independent works, group works, etc.). The requirements depend on the specifics of the study course and the organization of the study process. Exams at ECA are organized both written and oral. The final accumulative evaluation after completion of the study course includes evaluation of the student's work during the entire study course, including participation and quality of work in classes, the results of tests and self-standing assignments, as well as the evaluation of the exam. Completion of the course is successful if requirements specified in the program have been met by the end of the examination period, except for cases where an extension of the examination deadline has been received.

Methods of evaluating studies and knowledge are objective, as they are based on the epistemological methodology of Integrative Theology, and the method is consistently learned. The scope of each test corresponds to the content of the relevant study course program and the skills and knowledge requirements specified in the Professional Standard.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

**Provision of practice (fieldworks):**

Master study program "Social Entrepreneurship Management" at ECA has created wide network of cooperation with institutions which provides 100% practice opportunities, also there are ample opportunities for fieldwork in a real social business environment. Students choose the Association of Social Entrepreneurship, various centers for their successful development, cooperative non-governmental organizations and associations.

There are social innovation centers in Latvia where students can participate in the implementation of social change and learn the proposed innovative solutions. Students do fieldworks in companies with main goal to create a social impact, and not to ensure profit for the owners. Students learn in practice the social mission of companies, which is more important than profit, as well as ways in which profits are reinvested in the reach for social goals.

Compulsory student practice is characterized by the following features:

1. Ability to solve a social problem using social work and business methods and tools;
2. Ability to produce goods or provide services with social added value;
3. Community research for a small local level initiative implemented in the common interest;
4. Students learn skills of drafting founding documents (statutes and contracts) for various forms of social business, which must reflect the social goal or problem that the company was

created to solve;

5. Students must demonstrate prognostic, measurable, positive social impact and the ethical, responsible and transparent tasks of social enterprise management.

Students undergo fieldworks in the following companies:

Association of Latvian Samaritans, Social enterprise “Cerību spārni” [Wings of hope], society “Nepaliec viens” [Don’t stay alone], society “Biznesa vēstniecība” [Business Embassy], LTD “Jauniešu kafejnīca” [Youth Cafe] and others.

The content and principles of the practice correspond to the openness of the global world, reciprocity and perspective of the dynamic processes of the European Social Policy. Study practice rests on a logic focused on the improvement of students' professional qualifications and research skills. Students also choose the fieldwork mobility offered by ERASMUS+, which the Study department evaluates as ECA fieldwork.

The purpose of the fieldwork is the improvement of the student's professional identity, skills of the theoretical research, in accordance with the latest European scientific achievements in the field of social policy and social entrepreneurship.

## **2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the final theses.**

Since the main goal of the master study program is to provide knowledge, skills in accordance with the knowledge, skills and competence of level 7 of the framework structure determined in the classification of education in Latvia, topics of the final thesis must encourage possibility for results that include in-depth demonstration of theoretical knowledge and research skills and practices.

The ECA master thesis offer research topics that develop social entrepreneurship. The main requirement is ability to use an integrative method in research work, which provides an interdisciplinary, fact-based, politically relevant solution to the topic, which is an integral part of the diverse European Social Economy. The topic must be focused on solidarity and responsibility, on the priority of social goals for individuals and community, must promote social cohesion and inclusion. Students learn the ability to act as agents of social change, solving current issues for developing business services and ensuring employment for citizens.

In their research work, students try to connect the goals of social entrepreneurship with issues of social work, thus combining social entrepreneurship with the empowerment of society, developing social entrepreneurship as a mediator between the public and private sectors, and at the same time both as an innovator and creator of opportunities. Students learn to explore why social entrepreneurship is not a charity where customers get something for free, but is based on a sustainable social work and business model based on shared social responsibility.

The offer of topics includes an innovative methodology, in-depth anthropological interdisciplinary research, in accordance with the current trends of the industry and the labor market in the EU and Latvia. Students defend their chosen topics in front of a commission, which consists of the Director of the Study Program, the Fieldwork Curator and a representative of employers. Students fill out the topic offer questionnaire, reports on the related theoretical literature studies, reports on the relevance of the topic in the labor market, as well as the research hypothesis and methodology. The

topic cannot be changed after the approval of the relevant commission. The Study department appoints academic supervisor of the master thesis development, with whom the student agrees on the thesis development plan by stages, and the consultation provision schedule, which is signed by both the student and the teaching staff supervising the master's thesis.

The recommended final thesis topics are discussed annually at the Senate meeting, selecting from those recommended by the teaching staff and students that are relevant in the labor market, encouraged by the employer and observed by the students, important during the fieldwork.

The topics covered by the master study program "Social Entrepreneurship Management":

Nr.	Topic
1.	The employment model of persons with disabilities in a social enterprise in Sigulda region
2.	The role of social entrepreneurship in youth employment in Daugavpils region
3.	Support system for creating an inclusive work environment for deaf young people
4.	Social entrepreneurship as a tool for overcoming personality crisis
5.	Boarding house as an alternative social service in the rural community of Roja
6.	Social entrepreneurship as a form of social work
7.	Development of the social enterprise X model in Alūksne district
8.	Gender equality and a favorable working environment
9.	Social enterprise as a tool to solve poverty and social problems

Evaluations of the master theses are at the level of "good" (7), "very good" (8), "excellent" (9), which testifies to the research stability in the study program and students' competence. The choice of topics shows an innovative approach to research.

### **Compliance of the study program with the national education standard**

For compliance of the study program with the national education standard, see Appendix no. 6.2.

The study program has been developed in accordance with the Regulations of the Cabinet of Ministers No. 512 (26.08.2014) "On the state standard of second-level professional higher education".

### **The interdisciplinary content of the study program**

The concept and practice of social entrepreneurship is interdisciplinary and combines social work with entrepreneurship skills. ECA views social entrepreneurship as a form of professional activity involving society, groups and individuals, which is aimed at solving sustainable social problems in society as a whole by introducing innovative principles and technologies of social entrepreneurship.

The goal is to lead changes in the cohesion of society and to achieve an increase in human employment; therefore the content of the developed study program is based on the international practice of social entrepreneurship of the European Commission to see this type of entrepreneurship as an innovation of social work.

The Law on “Social Services and Social Assistance” states that “the professional activity of a social and caritative social worker is aimed at achieving and promoting practical solutions to social problems and improving the quality of life of a person, integration into society, the ability to help oneself” (Article 45 ), and also states that “caritative social work is work analogous to that of social work, the purpose of which is to help individuals, families, groups or society as a whole to function socially and spiritually” (Article 1, Clause 32).

The study program combines such fields of science as social policy, axiology, patristic anthropology, entrepreneurship, epistemological innovation, accounting, organizational psychology, and also the science and practice of social work.

### **Compliance of the study program with the regulatory framework of the social welfare sector**

Compliance of the study program with the regulatory framework of the social welfare sector - the Law on Social Services and Social Assistance (31.10.2002) – see in Appendix 7.3.

Social entrepreneurship degree holders often work in the field of social work as accelerators with marginal groups of society to involve and employ people in social micro-enterprises, so we consider it necessary to analyze the compliance of the professional master’s study program with the Latvia Republic *Law on Social Services and Social Assistance*.

#### Compliance of the study program with the Law on “Social services and social assistance”

<b>Legislative norm</b>	<b>Compliance</b>
The purpose of social work is to help a person, family and group of persons identify, solve or reduce social problems by developing the person’s own resources and involving support systems (Article 40)	<ul style="list-style-type: none"> <li>· Associated democracy in the EU;</li> <li>· Social economy in the EU context;</li> <li>· European Social Model;</li> <li>· The paradigm of a good society in the 21st century.</li> </ul>
The professional activity of a Social Worker and Caritative Social Worker is aimed at achieving and promoting a practical solution to an individual’s social problems and the improvement of his/her quality of life, inclusion in society, the ability to help himself (Article 45)	<ul style="list-style-type: none"> <li>· Social economy in the EU context;</li> <li>· Business concepts and skills in the social sector;</li> <li>· Axiology in social communication contexts;</li> <li>· Social entrepreneurship economy</li> </ul>
A Social Worker and a Caritative Social Worker help a person develop the ability to solve personal, interpersonal and social problems (Article 45)	<ul style="list-style-type: none"> <li>· Leadership principles in Patristic anthropology</li> </ul>

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The Social worker and Caritative Social Worker attract socio-economic resources and relevant social services to solve the social problems of a person or a group of persons (Article 45)

- The paradigm of a good society in the 21st century;
- Tax policy;
- Business concepts and skills in the social sector;
- Business funds: sections of social enterprises

### **MAPPING of study courses for achieving the study results of the study program**

For the mapping of study courses for achieving the study results of the study program, see Appendix no. 8.2.

### **Study program CURRICULUM**

For the study program curriculum see Appendix no. 9.2.

### **COURSE DESCRIPTIONS of the study program**

For descriptions of the study courses of the study program see Appendix no. 10.2.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

### **Results of student surveys**

ECA regularly analyzes opinions of students, graduates and employers regarding the quality of academic education and professional skills, abilities and competences provided: such surveys are compiled by an independent sociologist from Latvian University, and the results are discussed at the Senate meeting and options for improving work are discussed.

The survey results show satisfaction of students and graduates with studies and practice in the master study program "Social Entrepreneurship Management".

One example:

Dace Dmitrijeva, who graduated from the study program in 2019, has founded the social enterprise "Lauro", believing that people with disabilities present unused work resource. Together with another graduate of the study program, Eva Viļķina, who runs the social enterprise "Visi var", Dace has managed that young people with special needs make carpets by hand, which can be purchased in Sigulda, Institutūta Street 5A. Thus young people realized their dreams of independent economic life. Dace Dmitrijeva has also involved young people in the development of products from epoxy resin - young people make very beautiful, clear and scratch-resistant watches, make jewelry and various interesting products. Dace Dmitrijeva has created the store "Various styles of clothing for all tastes", which are sewn and designed by young people with special needs. Further next, Dace has established the Latvian Low-income Support Association "Dace" and has proven that the

acquired knowledge is sufficient to develop a social enterprise that is sustainable, develops and carries forward the ideas learned at the Academy.

For the **Results of student surveys and their comparative analysis** in the Professional Master study program "Social Entrepreneurship Management" see Appendix. No.11.2

Assist.prof. Dace Dolace interviewed 5 students after the master thesis defense. Students show a positive trend in satisfaction with the study program and its teaching staff.

### **Graduates survey and analysis**

ECA regularly collects information about employment of graduates after leaving the Academy, paying attention to their recommendations how to improve the study program and university work in general. Graduates' cooperation with the Academy takes place through various industry professional work associations, one of which is the Christian Professional Education Association. Graduates are interviewed in the Professional Christian Education Association, where they gather and discuss research in social entrepreneurship, prepare various presentations and discuss publications. Graduates meet in associations and discuss professional development tasks, as well as maintain contacts with the Academy, inviting teaching staff to report on what is new in the development of the industry. This connection with professional associations and alumni surveys is one of the elements of the university's internal quality work assurance.

Example:

**The diagram** created by the assistant professor of the master study program Ervīns Butkevičs (lecturing on "Commercial organization"): – see Appendix 12.2.

### **Employers' survey and analysis**

The employment opportunities of graduates from the master study program "Social Entrepreneurship Management" do not cause difficulties, as students come to the Academy to expand their knowledge or polish their practical experience of social enterprises. Applicants usually already work in a State or local government institution or want to develop a project of social enterprise in order to receive a grant from the European Commission, which is offered by various funds supporting social entrepreneurship, so the employers are actually the creators of social enterprises themselves, i.e. students.

In the 2020/21 study year, assist.prof. Ervīns Butkevičs conducted a survey of graduates working as managers of social enterprises. The survey reveals that it was difficult to create companies until the social enterprise criteria were not developed in Latvia and the Social Enterprise Law was adopted. Graduates remind that, although a social enterprise is a limited liability company that carries out economic activity with a significant social input, new criteria are very often added that determine the requirements of the company's reputation and cause risks to the company's existence. They also point out that obtaining the status of a public benefit organization is not very easy - there are many obstacles to obtaining the status, and it is necessary to scrupulously prove the provision of beneficial social impact. In their practice, there are cases when applicants for social enterprise status meet formal requirements, but when establishing a company, the social impact is not very big, especially when working with representatives of the risk of social exclusion. Graduates also indicate that the wages they can pay in-house workers are lower than the industry average to begin with, so there is a problem in proving why this is the case. Latvia has very strict criteria for obtaining the status of a social enterprise. Graduates state that the reason they continue to work in social entrepreneurship is creativity in solving social problems of importance to society. For example, the social enterprise "Mammu" has a fashion brand that makes scarves from linen

knitwear and silk - the company gives new mothers the opportunity to earn additional income by working flexibly while taking care of their child at home. The ECA graduate has also founded the social enterprise "Lude", which uses the labor force of senior citizens and produces carpets from textile waste.

In general, employers note the motivation to do good to another person, to respect people and to develop the skill of reciprocity in people, which is important for the existence of society.

For **Evaluation of management skills and knowledge of social entrepreneurs** (analysis of employer survey results) see Appendix. No.13.2.

#### *Examples of the use of survey results in the improvement of study content and quality*

Analyzing the results of employers' surveys, we see that employers value students' creativity the lowest (1.89 points out of a possible 3). In order to promote a better expression of creativity, we have introduced the "Philosophy of Creativity" (2 CP) courses. On the other hand, the students rate the lowest "provision of necessary literature in Latvian" (4.72 points out of a possible 5), which is a relatively high rating, but, being aware of the lack of literature in this new field of professional activity, we have translated classic anthropological texts – anthropological editions: St. John the Ladder "The Ladder of Divine Ascent" (2013); St. John Mosch "Spiritual Meadow" (2016); Georgy Florovsky "Fathers of the Eastern Church (anthropology)" (reprinted in 2019); Klaus Kiessling "Articles on diaconic culture - "Love greets you..." (reprinted in 2014). St. Macarius the Great "Spiritual Conversations" (2015). The mentioned translations are classics of anthropological knowledge, which form the so-called "The anthropological experience of the desert fathers", which has embedded in the living tradition of Christian European anthropology.

The Academy has published a special collection of Scientific articles "**Client and human dignity**" (Scientific Proceedings No.6) (2020), whose articles are devoted to social entrepreneurship and work with marginal groups of society (available: <https://kra.lv/proceedings-6-2020/>):

- Dace Dolace. "Supervision as a space for quality communication and restoration of self-image in social entrepreneurship"
- Skaidrīte Gūtmane, Līva Griņeviča "Situation of young people in the perspective of employment"
- Valters Dolacis "Social entrepreneurship as a tool for personal and community development"
- Guntis Dišlers, Skaidrīte Gūtmane "Narrative therapy and patristic anthropology about human will".

We have also published a special collection of Scientific articles "**The Innovative Content of Caritative Social Work**" (Scientific Proceedings No. 4) (2016). A whole section under the heading "Social and Entrepreneurship" has been set aside and 7 articles have been published in it (<https://kra.lv/proceedings-4-2016/>):

1. Lāsma Līcīte-Ķurbe "Legal framework and support instruments for the development of social entrepreneurship in Latvia."
2. Valters Dolacis and Ingrīda Jespere "Recognition of social economy principles in community initiative activities in Latvia"
3. Nina Linde, Veronika Bikse "Criteria for the identification and evaluation of a social enterprise"
4. Klaus Kiesling "Requirement for diaconal primacy in missionary service in the Church";
5. Liesma Ose "Intercultural dialogue and its pedagogical potential in social entrepreneurship";
6. Elvīra Aciene "The need for building intercultural competence in social entrepreneurship";

7. S. Gutmane "Essay on anthropocentrism".

In the Scientific articles "**Dimensions of Caritative Social Work**" (Scientific Proceedings No. 5) (2018), 7 articles are devoted to social entrepreneurship (<https://kra.lv/proceedings-5-2018/>):

1. Pēteris Krīgers "Social dialogue and youth employment in the context of the European Semester";
2. Lāsma Līcīte-Ķurbe "Guidelines for solving social problems: the role of social work in social entrepreneurship";
3. Prof. Elvīra Aciene "Activities of youth employment centers in the unemployment situation as a basis for the development of social entrepreneurship";
4. Marju Medar (Tallinn University) and 6 other authors "Young people with mental health problems and their employment conditions in the Estonian labor market".
5. Jonas Christensen (Professor in Sweden) "Strangers: current affairs for the employment of refugees in the Nordic countries (reflections on the possibilities of social work and entrepreneurship in local and global contexts)"
6. Prof. Kyosti Urponen (Finland) "The profession of social work as the foundation of social work science".
7. Pēteris Krīgers "Social dialogue as a prerequisite for the professionalization of social work".

## **2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

Mobility is offered to all ECA students. At the beginning of the current study year, an introductory conference of ERASMUS+ mobility is held, where participants of mobility from previous study years - both students and teaching staff - share their good experiences.

ECA ERASMUS+ Department offers all necessary information for mobility. Students use both study and practice mobility at universities with which ERASMUS+ mobility agreements have been signed. 2019/20 and 2020/21 During the study year, master degree students refrained from going on mobility for two reasons:

1. Because the students were working and did not receive the employer's consent for mobility. In the 2019 only one student went to Portugal for social entrepreneurship management practice;
2. Because the restrictions of the Covid-19 pandemic started, which prevented many students from using mobility opportunities.

In the 2021/22 study year, as the restrictions of Covid-19 ease, mobility plans have been renewed and the first students have already used this opportunity for both studies and practice.

Professional master study program "Management of social entrepreneurship"

Mobility of outgoing students in 2019/20:

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Program	Students in mobility	Mobility type	Country of mobility
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“Social entrepreneurship management”, prof.master program	1	Studies	
		Practice	Portugãle (1)

Mobility of outgoing students in 2020/21:

Program	Students in mobility	Mobility type	Country of mobility
“Social entrepreneurship management”, prof.master program	-	Studies	
		Practice	

Mobility of outgoing students in 2021/22:

Program	Students in mobility	Mobility type	Country of mobility
“Social entrepreneurship management”, prof.master program	1	Studies	
		Practice	Portugal (1)

Mobility of incoming students in 2019/20 in the study program:

Program	Students in mobility	Mobility type	Country of student's origin
“Social entrepreneurship management”, prof.master program	1	Studies	1 (Germany)
		Practice	

### **Mobility opportunities and recognition of courses**

Students are regularly informed about study opportunities in exchange programs. The head of the ERASMUS+ department, in cooperation with the course lecturers and study program directors, provides maximum opportunities to integrate the courses learned at foreign universities.

## **III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the**

**respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

1. 16 teaching staff are involved in the study program, of which 5 are professors, 1 associate professor, 6 assistant professors, 3 lecturers and 1 doctoral student. The academic qualifications of the teaching staff and the experience of professionals in the field make it possible to ensure good study results defined in the European frameworks.

2. Appropriate IT provision:

- Zoom platform;
- MOODLE use in e-studies platform;
- Access to data bases;
- Access to free Wi-Fi;
- Various IT, photo and video equipment, necessary for studies.

The study program is implemented in beautiful, renovated premises in Jūrmala. The need for remote training caused by Covid-19 prompted replacement of the exclusive premises in Jūrmala, 5. līnija 3, where the Jūrmala City Council determined a threefold increase in costs because of the exclusivity. The Academy moved to new, renovated premises at Vienības prospekts 23, which is no longer in the dune area and the tuition fee does not have to be increased.

3. Academic library (approx. 15,500 items), copying, printing, scanning equipment. The library of the Academy is a member of the Latvian Library Universal Catalog (LIIS). Nine databases are available through signed cooperation agreements with the National Library of Latvia (EBSCO, Rubicon, Britannica Online, Academic Edition, AkadTerm, Encyclopedia of Religions, Mythica, Central Intelligence Agency, etc.).

Funding for the collection of ECA library is approved at the Senate meetings and distributed annually by study areas, as the library's resources are used by students of all study areas.

Funding for the purchase of literature and subscription to electronic data:

<b>Expenses for the library</b>	<b>Study year 2020/21 EUR</b>
Periodicals	1065
Books	5.945
Electronic documents, data bases	2.068

Library books are available to students not only in the library, but also in the auditoriums, where the books are arranged by branch and are available for students' free use.

Subscribed e-resources through the National Library of Latvia:

- Cambridge University Press – humanities and social sciences e-journal full-text database;
- Cambridge Journals Online;
- EBSCO-host – multidisciplinary database;
- Cambridge Companions Online: a collection of handbooks, information about the world's

scientists and artists;

- ScienceDirect;
- SCOPUS – database of multidisciplinary scientific publications of Elsevier publishing house;
- Enciclopedia Britannica, academic edition;
- Dawsonera – an e-book platform that combines books on philosophy, IT technologies, social sciences;
- CREDO-REFERENCE – database of reference material from 70 different publishing houses;
- EMERALD – publishing house; issued books electronically;
- BiblioRossica – Academic Studies Press (Boston, USA) platform developed by the publishing house for academics and researchers, brings together important topics for the people of modern Russia and Eastern Europe;
- Latvian National Digital Library: <http://gramatas.indb.lv/#allThemes>

ECA has signed Memorandum with Ignatius Loyola University of Applied Sciences in Lithuania on the use of scientific databases for ERASMUS+ outgoing students and teaching staff. It is Ignatius Loyola University that students and teaching staff choose for ERASMUS+ mobility, as well as the neighboring Kolpingo University of Applied Sciences – the signed Memorandum is a valuable support for academic work during ERASMUS+ mobility

4. Provision of residential premises for guest lecturers, exchange program students - there are 3 apartments for rent on the territory of the academy. ECA has a cooperation agreement with the adjacent hotel "Lielupe Semarah" and guest house "Valdis".
5. The ECA International Support Council has established a long-term support fund for the university, which is managed by the General Director of the International Support Council in cooperation with the ECA Senate and the Rector.

### **Replenishment of resource provision**

The material and technical provision of the study program is determined in accordance with the Resource Provision Plan approved by the Senate and renewed for each academic year. The library resources are replenished every year, according to the submissions and recommendations of the teaching staff. The book depository is completed with financial resources provided by the International Support Council, which attracts missionary institutions and international academic centers to supplement the Academy's resources.

Financial resources of the Academy are sufficient for the implementation of the study program: several mutual missionary cooperation agreements have been signed, according to which foreign organizations would pay for the academic performance of high-quality vice-professors and experts in the study program. For example, through cooperation with the Embassy of Israel in Latvia, funds are being organized (engaging ERASMUS+ teaching staff for mobility) to invite excellent guest professors from BEER-SHEVA University and Jerusalem University (Israel). Cooperation takes place regularly. International mission work organizations are engaged to pay for guest lectures. This process is organized and administered by the International Support Council at the request of the ECA Senate. This organization also supports needy ECA students, people with special needs and orphans studying at the academy.

International Support Council gets acquainted with the daily balance, its analysis is carried out by their audit.

Control of the resource sufficiency and clarifications are carried out every study year, based on:

1. Sociological surveys of students;

2. In reports on the compliance of the academic staff with the content of the study program and qualification requirements, approved by the Senate;
3. The director of study programs approves the necessary resources in the Self-Assessment Reports and Requests;
4. Self-assessment reports of the academic staff and analysis of their work;
5. Improvements recommended by the University's International Support Council regarding replenishment of resources.

Example 1:

Provision of study area resources in the study program "Social Entrepreneurship Management".  
(survey data for 2020/21)

<i>Variants of answers about the sufficiency of study program resources</i>	<i>Respondents (%)</i>
<b>DATA OF SOCIOLOGICAL SURVEY OF STUDENTS</b>	
Resources are largely sufficient	82%
Resources are sufficient	14%
Resources are satisfactory	4%
Resources are renewable	0%
<b>DATA OF SOCIOLOGICAL SURVEY OF ACADEMIC PERSONNEL</b>	
Resources are largely sufficient	86%
Resources are sufficient	12%
Resources are satisfactory	2%
Resources are renewable	0%
<b>DATA OF SOCIOLOGICAL SURVEY OF EMPLOYERS (Lavian Free Trade Union Confederation (LBAS), heads of traditional denominations, representatives of professional associations)</b>	
Resources are largely sufficient	83%
Resources are sufficient	10%
Resources are satisfactory	5%
Resources are renewable	2%

Example 2:

Distribution of costs in the master study program of "Social Entrepreneurship Management" in the 2021/22 academic year:

Tuition fee:

- 1550 EUR full-time studies (2 years)
- 1550 EUR part-time studies (2,5 years)

ECA financial resources are formed:

- Tuition fee;
- Income from other educational services;
- Income from courses and seminars;
- Income from publishing;
- Income from EU research projects.

The source of funding for the ECA study program is the tuition fee.

Analysis of available resources for the study direction funding is carried out every year, summarizing current needs, planning investments. In the Senate, the results achieved during the previous year are analyzed and the needs for the next stage of the study are prioritized.

Involvement in international projects, activities of the Support Council contribute to improvement of the content of the study program and qualification of teaching staff, having an impact on the financial stability of the Academy and provide additional activities for financial availability.

An Agreement for obtaining education is signed with each student, which specifies tuition fee for the entire period of study. The costs of one student in the study program are calculated based on the basic principles of Regulations of the Cabinet of Ministers No. 994 (12.12.2006). In the academic year 2020/21, the total tuition fee is EUR 1550 for full-time students and EUR 1550 for part-time students.

The costs of the study program are divided as follows (see Appendix No. 14.2.):

- Salary fund and taxes: 65,8%
- Connections: 15,3%
- Development of infrastructure: 14,3%
- Library: 3,3%
- Advertisements: 1,1%
- Self-government of students: 0,2%

### Calculation of the study program costs

Costs position	%
<b>Direct costs:</b>	41,4
Academic and scientific research (study process)	
Others costs of the study process	0,3
<b>Partially directs costs</b> (redistribution of direct costs)	
Reward of scientific activity	1,1
Administrative work	12,5

Other costs	1,8
<b>Other direct costs total</b> (direct+semi-direct)	<b>57,1</b>
<b>Indirect costs</b>	<b>42,9</b>
Reward	24,5
Other administrative costs	9,2
Capital costs	0,8
Building management costs	8,4
<b>Costs per student</b>	<b>100</b>

### Study program cost calculation

Study program "Social Entrepreneurship Management", professional master degree

	<b>POSITION</b>	<b>Average monthly salary of a lecturer, EUR</b>	<b>Lecturer's workload in the study program</b>	<b>Result of calculation, EUR</b>
1.	Professor	1754	0,17	243
2.	Assoc. professor	1404	0,03	32
3.	Assist. professor	1124	0,34	313
4.	Lecturer	900	0,10	76
5.	Assistant	717	0	0
6.	Visiting lecturers, missionaries	0	0,20	0
7.	Total p/month	X	X	664
8.	Payment of the average compensation of teachers, EUR p/ year			7968
9.	Average monthly salary of other employees, EUR p/ year			166
10.	The proportion of workload of other employees within the study program, in relation to the number of lecturers			0,2
11.	The salary fund of other employees in relation to the total salary fund in the study program, %			20%

12.	Salary fund in the study program, EUR p/ year	9962
13.	Number of students in the program	8
14.	Number of students p/teacher	5
15.	Salary fund p/1 student in the program, EUR p/ year	1245,25
16.	Employer's social payments for 1 student in the program, EUR p/ year	129,10
17.	Costs of business trips for 1 student in the program, EUR p/ year	24,81
18.	Cost of IT services per 1 student in the program, EUR p/ year	5,20
19.	Expenses for stocks, materials, energy resources, office supplies for 1 student in the program, EUR p/ year	27,73
20.	Equipment, book purchase expenses for 1 student in the program, EUR p/ year	13,14
21.	Expenditures for ensuring the operation of ECA per 1 conditional student, EUR p/ year	20,58
22.	Expenses of building operation, routine repairs, utility payments per 1 conditional student, EUR p/ year	84,19
23.	Total cost per student, EUR p/ year	1550
24.	Total costs of the study program, EUR p/ year	12400

The control and sustainability of financial resources is determined in the procedure for developing, approving and controlling the ECA budget (approved by the ECA Senate on June 15, 2014).

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

N/A

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

The composition of the teaching staff in the master study program "Social Entrepreneurship Management" is assembled according to the following criteria:

1. Motivation to implement the unified strategic concept of ECA and to be included in the internal quality culture assurance process;
2. Academic interest in the promotion of interdisciplinary research and the involvement of students in it;
3. Orientation to innovative and variable social and caritative technologies for social business practice;
4. Knowledge how to reconcile metaphysical truth at the center of the orthodox Christianity with modern secular, social dynamism and value relativism. Who cares for the Church's heritage of anthropological knowledge accumulated over the centuries and understands its importance in solving the socio-political issues of modern Europe.

Visiting professors are EC-level experts in the field of social entrepreneurship criteria and in the field of interdisciplinary research. The issues of social policy, the European social model and the European social dialogue are taught by specialists who have led the Human Rights Expertise in LV, and also work as experts in the Commission for Social and Economic Affairs in EC. One of the lecturers is a long-time head of the Social Affairs Commission of the LV Parliament.

Qualifications of lecturers fully comply with the conditions for the implementation of the Study Program and the requirements of regulatory acts.

Changes in the teaching staff are minimal: one professor has passed away; instead of her, "Social entrepreneurship (caritative social enterprise)" is taught by associate visiting professor from Latvia University of Life Sciences and Technologies (LLU) Lāsma Līcīte-Ķurbe in tandem with Tartu University PhD student, graduate of ECA master study program "Social entrepreneurship management" Eva Viļķina.

**4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

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Main expected outcomes of the study program	Study courses which help to achieve them	Qualifications of visiting professors, associate visiting professors, visiting assist. professors, which contribute to the achievement of results	Compliance of the qualifications of teaching staff with the requirements of regulatory acts
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<p>Knowledge of social economy in the Social Program of the European Commission as a sustainable direction for the employment of people in crisis.</p> <p>Knowledge of the regulatory regulations of the European Commission and Latvia regarding possibilities of social entrepreneurship and social entrepreneurship funds.</p>	<p>"Social economy in the EU context"</p>	<p>Assoc. visiting professor, Dr.oec. Lāsma Licīte-Ķurbe – Initiator of social entrepreneurship research in the Baltic States, developer of social entrepreneurship criteria in her PhD, author of numerous analytical articles on the development of social entrepreneurship opportunities in the EU and LV, the measure "support" for social entrepreneurship, development of proposals for improving the legal framework and support, author of the final report, measure (National Development Plan 2020; European Regional Development Fund).</p>	<p>The main tasks of the <b>visiting associated professor</b> are carried out in accordance with Article 30, 31 and 40 of the Law on Higher Education Institutions</p>
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<p>"Associated democracy in EU"</p>	<p>Prof., Dr.Phil. Aino Kuzņecova, author of several studies on the management of social self-changes, also author of study tools. Lecturing on modern philosophy, esp. German sociologist Ulrich Beck's views on the risk society.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
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<p>"European social model"</p>	<p>Assist.prof., Dr.H.C., Mg soc.work Aija Barča – long-standing head of the Social and employment Affairs Committee of the LV Parliament; a personality who introduced the innovative concept of caritative social work in Latvia at the level of social policy.</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions :</p> <ol style="list-style-type: none"> <li>1) research work in the sub-field of science corresponding to the position title of assistant professor;</li> <li>2) giving lectures, leading study classes, organizing exams and tests in study program (course, sector), especially in its basic courses.</li> </ol>
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<p>"Social policy and welfare state in the 21st century"</p>	<p>Prof., Dr.theol. Olafs Brūvers – Human rights expert, long-standing director of the Human Rights office; law enforcement officer.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p>
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"Paradigm for good society in the 21st century"

<p>Practical knowledge of how to create a social enterprise on the basis of the unified social political platform of the European Union, according to innovative anthropology and business technologies of caritative social work.</p>	<p>"Economics of social business"; "Organization of the commercial activity"; "Personnel management"; "Management of sustainable enterprise"; "Labor legal relations"; "Business concepts and skills in social sector".</p>	<p>Assist.prof., Mag.Business administr.(MBA), doctoral stud.in economics Ervins Butkevičs – practitioner of social entrepreneurship "Pearls4us", specialist of the Gemological Institute of America (GIA), Social Entrepreneurship Program; certified CPAA specialist in pearls.</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions</p>
<p>Knowledge about social dialogue</p>	<p>"Social dialogue in EU"</p>	<p>Assist.prof., Dr.H.C., Dr.paed Pēteris Krīgers, long-standing of Latvian Free Trade Unions Ass. Member of the Committee of social and employment affairs, EC.</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions</p>
<p>Knowledge of human anthropological structure and its deformations in the risk society.</p>	<p>"Leadership Principles in Patristic Anthropology"</p>	<p>Assist.prof., Dr.theol. Fr.Aleksandrs Šabēļņiks – patrologist, PhD in patristic anthropology and theology.</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions</p>
<p>"Axiology in social communication contexts"</p>	<p>Visiting prof., Dr.phil. Haim Weiss (Israel); and Prof., Dr.philol. Skaidrīte Gūtmane has graduated PhD studies at the Faculty of Philosophy (Latvian University). Her Doctoral thesis were System analysis, promoting interdisciplinary research. Author of the concept of Latvian Christian Academy; author of the Caritative social work study program and its strategic implementation. She was invited to present the concept personally to Pope Francis in Vatican, 2018.9.06. Head of the interdisciplinary research methodology at the ECA Institute for Interdisciplinary Research. Member of several EC <i>thin</i>-tank groups.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions  The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions</p>	

Skills to motivate persons to start a social business.	"Management of sustainable company: company management, legal labor relations, social dialogue in the EU"	Assist.prof., Mag.Business administr.(MBA), doctoral stud.in economics Ervins Butkevičs Assist. prof., Dr.H.C., Dr.paed Pēteris Krīgers	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
Skills to develop a social business project;	"Tax policy"; "Book-keeping (accounting and management of finances)"	Visiting lect., Mag.sc.ing. Ingrīda Jespere – certified expert in accounting and management of finances.	The main tasks of the <b>visiting lecturer</b> are carried out in accordance with Article 40, subsection 1 and 2 of the Law on Higher Education Institutions
	"Development and management of social enterprise"	Lect.,PhD student, Prof.mag.in Social Entrepreneurship, graduate from the Mg. Program at ECA Eva Viļķina – decorated with the Three Stars order, strategic author and head of the social enterprise "Visi var" [Everyone can].	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
	"Economics of the social entrepreneurship"	Assoc. visiting professor, Dr.oec. Lāsma Ličīte-Ķurbe	The main tasks of the <b>visiting associated professor</b> are carried out in accordance with Article 30, 31 and 40 of the Law on Higher Education Institutions
	"Business funds: social enterprise sections"	Assist.prof., Prof.mag.soc. work Juris Osis – practicing sociologist, chief manager of the Riga City Council research projects.	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Support mechanisms for social enterprises"	Dr. H.C. Mg soc.work Aija Barča	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions

Skills to conduct interdisciplinary research using the method of integrative theology	"Method of integrative theology in strategic management science"	Prof., Dr.habil.theol, Dr.psych., Dr.H.C. Klaus Kiessling – EU-level expert in interdisciplinary research, author of numerous monographs in interdisciplinary research; Secretary General of the International Diaconia Center (IDC). Research expert at the German Evangelical Church (EKD). Coordinator of many interdisciplinary research projects, author of several monographs on Caritative work and diaconia.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Method of integrative theology in social sciences research"	Prof., Dr.philol. S.Gütmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
Skills to improve community work	"Associated democracy in EU";	Prof., Dr.Phil. A.Kuzņecova	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Axiology in social communication contexts"	Prof., Dr.philol. S.Gütmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions

Competence to use method of integrative theology in the development of the social enterprise strategy	"Method of integrative theology in strategic management science"	Prof., Dr.habil.theol., Dr.psych., Dr.H.C. Klaus Kiessling	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
"Business concepts and skills in social sector"	Assist.prof., Mag.Business administr.(MBA), doctoral stud.in economics Ervīns Butkevičs	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions	
"Management of social changes in the risk society"	Prof., Dr.phil. A.Kuzņecova	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions	

Competence in management in the social sector; competence in creating and strengthening effective organizational mechanisms in companies driven by social goals; Skills to solve ethical and political dilemmas; knowledge of how to help people evaluate social problems, for starting a social business.	"Organizational psychology";	Prof., Dr.habil., theol., Dr.psych., Dr.H.C. Klauss Kislings	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Managing social innovation in a business environment"	Assist.prof., Mag.Business administr.(MBA), doctoral stud.in economics Ervīns Butkevičs	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Corporate branding"	Assist.prof., Mag.theol. Guntis Dišlers – translator of numerous patristic authors, has developed idejas of the narrative therapy in Latvia with reference to the patristic anthropology.	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	"Business communication and etiquette"	Lect., Mag.paed. Silvija Līmane – specialist in business communication and etiquette at the President of Latvia	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions
Social entrepreneurship practice		Curator of field work Assist.prof., Mag.Business administr.(MBA), doctoral stud.in economics E.Butkevičs	

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Scientific research is included in the quality measurement methodology developed at ECA,. The table "**Measuring the added value of teaching staff**" shows how to assess the added value to academic performance (see table in Appendix no.15.2).

It includes the Self-assessment report of teaching staff, students' assessment of the quality of the lecturers' work, as well as management assessment, including scientific research. Thus, both educational and research performance are comprehensively evaluated. This is done in order to reflect a decentralized attitude towards the work of the university in general and towards the student-centered approach.

Measurement of the quality of the teaching staff work requires two mandatory publications per year, either at the national or international level. The obligation and opportunities for international publications are guaranteed by the university, providing opportunities for publications through the following organizations:

1. ECA is a partner of the prestigious European Commission organization for social policy and social dialogue EZA (*European Center for Worker's Questions*), which unites 36 educational institutions and social dialogue centers in the EU. Annually in May, an EZA International Seminar is held at the Academy, where teaching staff are given an opportunity to report on innovative and current topics of the European Social Agenda, connecting their reports with the implementation of the ECA study program. All teaching staff involved in the study program have used this opportunity, thus annually updating the political discourse of European integration in the study program

Faculty presentations are later included in EZA publications that have covered the following topics during the reporting period and are distributed across all the European Commission:

- "Modernization and Transformation of the Social and Labour" - Changes in the Concepts "Social" and "Employment" (2014);
- "New Challenges in Promoting Health and Safety at Work" - new opportunities for ensuring health and safety in the EU (2015);
- "Integration and inclusion in the Labor market in the European Union" - Integration and integration issues in the European labor market (2016);
- "Green Jobs" - examines social and ecological security in the unity of the Europe 2020 strategy (2017);
- "Youth Employment" - Youth Employment in the EU (2020);
- "Future of Work" - the future of employment (2022).

All mentioned EZA publications go under the comprehensive theme "Contributions of Social Dialogue" and in a certain sense ensure that the lecturers delve into the current affairs of the EC Social Program, linking the taught study course and the Social entrepreneurship management study program, which includes the provision of social dialogue and citizen employment program as one of

the goals.

The rector of the Academy is included in several "think-thank" groups of European Commission's organizations - EZA (European Center for Workers' Questions), "Semaines sociales de France" IXE group; IDC (International Diaconate Center). Working in them motivates to combine the current affairs of the European Social Agenda with anthropologically focused interdisciplinary research more and more deeply.

Rector of ECA prof. S.Gūtmane was invited to pay personal visit to Vatican, Pope Francis, to introduce the concept of caritative social work with all its manifold variations and divisions, which include social entrepreneurship as well. The visit was held in 2018.9.06.

2. ECA is a partner organization in the International Diaconal Center, which studies the role of the Church in solving social problems on an international scale. The long-time Secretary general of this organization is a guest professor of the Academy, who made a huge contribution to the development of the Academy's strategic concept, Prof., Dr.habil.,theol., Dr.Psych., Dr.H.C. ECA Klaus Kiessling - international level expert, author of numerous monographs and interdisciplinary studies on caritative social work and social psychology. Prof. K. Kiessling has ensured the publication opportunities of the teaching staff of the study program in the international publication "Pro Diaconia Christi" in 2016, 2017, 2018.
3. ECA has signed Memorandum with the University of Lapland and the Ciars of social work of Klaipeda University. The Memorandum envisages possibility of publication in the academic proceedings of the mentioned universities, which are dedicated to the development of social work and social entrepreneurship in Europe. Faculty members regularly use publishing opportunities in Klaipeda University Scientific Proceedings "Tiltai" [Bridges], which is a peer-reviewed included in EBSCO. During the reporting period, teaching staff have used this opportunity every year, most of all Gūtmane (6 articles) , assist.prof. D.Dolace (4 articles), lect. V.Dolacis (2 articles), assist.prof. G.Dišlers (2 articles). Professor S. Gūtmane is the deputy editor of the mentioned publication and was elected as a member of the Social Work Research Interdisciplinary Council at Klaipeda University.

The Academy has concluded an Academic Cooperation Agreement with the Kolping University of Applied Sciences (LT) for the publication of teaching staff in the edition of the THOMSON-REUTERS and EBSCO databases "Challenges and Social Responsibilities in BUSSINESS. "Proceedings of Kolping University of Applied Sciences". Teaching staff regularly use this opportunity, especially after giving presentations at Kolping university conferences dedicated to social work problems.

4. ECA has signed cooperation agreement with the Department of Social Policy and Social Work, University of Cologne, for academic research in the field of social policy and social work. At the International Conferences of Social Work in Cologne, prof. S. Gūtmane, has published in the monograph of the department "Social Globalisation and Education - Social Work, Health Sciences, Practical Theology Perspectives on Change" (2021) the article "Caritative Social Work as an Innovation from Antiquity);

5. On June 17, 2018, ECA rector prof. S. Gūtmane was invited by His Eminence Pope Francis to a meeting in the Apostolic Palace, Rome, Vatican. The reason for the meeting was the professor's report in Rome about the program of Caritative Social Work and about the content of the concept of "charity / *caritas*" and its integration into the academic study program. The conversation revolved around how to create innovative social work problems in order to integrate the Judeo-Christian paradigm of ancient anthropological knowledge into them.
6. During the reporting period, teaching staff have paid attention to youth employment issues in the European Union. ECA created an inter-university Strategic Partnership Consortium to

study the problem in a joint interdisciplinary project "BE YOUNG", "Social Professions for Supporting Youth in a European Solidarity Context". In the joint International Consortium of Higher Education Institutions (ECA (LV), University of Warsaw (PO), University of Bialystok (PO), Klaipeda University (LT), University of Malmö (SE): teaching staff published in two academic research publications of the consortium:

- "Youth Participation and Solidarity - Handbook for Students and Teachers of Social Professions" - Youth employment, involvement and solidarity. Handbook for students and teachers of Social Professions. (2022, 179 p.);
- "Youth Work Reader - Issues and Contexts" - a compendium of social work with young people - topics and contexts. (2022, 150 p.)
- As a result of the second international research consortium of inter-university teaching staff (this work is coordinated by ECA), research is published (230 pages) titled "Teens Without Screens: Tools for Social Interaction through arts" (2022). The research was coordinated by ECA, and Kaunas University of Applied Sciences, Finnish Diakonia University of Applied Sciences participated in it.
- "Youth Participation and Solidarity – Handbook for Students and Teachers of Social Professions" (2022).

All international research works published in collective monographs follow the same goal – to develop innovative ideas of the study program.

During the reporting period the teaching staff of the Academy implemented the prestigious ERASMUS+ project in Social Entrepreneurship **Jean Monnet Module**, the tasks of which were:

- Promote the research of young researchers, scientists and practitioners in social entrepreneurship;
- Strengthen publication and academic research results within the framework of the European Commission;
- Strengthen knowledge of European social entrepreneurship in those study programs that are not related to entrepreneurship;
- To create innovative study courses that are useful for graduates of the study program in their further professional work.

The Academy passed the competition and implemented the **Jean Monnet Module** of social entrepreneurship from 2016-2019 and received the European Commission **Jean Monnet Module** Certificate for quality project development. Out of 100 possible competition points, the Academy's research module had won excellent 100 points. Strong interdisciplinary approach of the Academy and strong methodology of integrative theology in the implementation of the study module were especially noted. 7 teachers of the study program participated in the Module, of which prof. The work program of the Module included 3 phases, the main one of which was the Social Entrepreneurship research phase, using lecture and seminar of the innovative Integrative Theology Methodology program, as well as in the implementation of practical lessons. At the end of the Module, 5 research articles were published and a round table panel discussion was organized, inviting Latvian politicians, representatives of NGOs, university teaching staff and media. Within the module, innovative lecture courses were held: "Social Economy of Europe", "Development of Association Economy in the EU", "Structure of Social Enterprises. Development and Management", "Social Entrepreneurship Capital, Investments and Funds", "Anthropological Discourse in the Development of European Social Entrepreneurship".

The EC organization EZA ("European Center of Workers' Questions") organized the module information content transfer by publishing innovative ideas of the Module in three academic publications, which are available to European Commission innovative knowledge distributors.

Thanks to the research work in the **Jean Monnet Module**, in July 2022 Lāsma Līcīte-Ķurbe received a notification that *28 Jean Monnet Professors, researchers and policy makers* have established a cooperation group with the Dimitris-Tsatsos-Institute for European Constitutional Sciences, from Fernuniversitat in Hagen, to study European constitutional processes, in order to present research results to members of the European Parliament and thus influence institutional reforms in the European Union. It is a great honor for ECA that **Jean Monnet** study model in social entrepreneurship has given such a sustainable research result with an impact up to the European Parliament and the possibility of participation in an international research group. In order to achieve closer academic unity in solving social problems in the critical period of modern Europe.

At the **national level**, publication opportunities in the research of the Social entrepreneurship and Caritative social work study program are provided by ECA's annual Scientific Proceedings edition in Latvian and English, dedicated to Social entrepreneurship and social work research. During the reporting period, the following editions, reviewed by international experts, were published specially to the topic of social entrepreneurship and social work:

- Scientific Proceedings **“European Social Development: Sacred Foundations of Europe. Social dialogue. Solidarity. Migration. Cohesion”** (2015)
- Scientific Proceedings **“The Innovative Content of Caritative Social Work”** (2016) (340 p.). A whole section under the heading “Social and Entrepreneurship” has been set aside and 7 articles have been published:
  1. Lāsma Līcīte-Ķurbe “The legal framework and support instruments of social entrepreneurship development in Latvia.
  2. Valters Dolacis and Ingrīda Jespere “Recognition of social economy principles in the activities of community initiatives in Latvia”
  3. Ņina Linde, Veronika Bikse “Criteria for the identification and evaluation of a social enterprise”
  4. Klaus Kiessling “Requirement for diaconal primacy in missionary service in the Church”;
  5. Liesma Ose “Intercultural dialogue and its pedagogical potential in social entrepreneurship”;
  6. Elvīra Aciene “The need for building intercultural competence in SU”;
  7. S. Gūtmane “Essay on anthropocentrism”.
- Scientific Articles (Proceedings) **“Client and Human Dignity”**. There are 7 articles:
  1. Prof. Klaus Kiessling “On the dignity of all people in the image of God”;
  2. Guntis Dišlers, Prof. Skaidrīte Gūtmane “Narrative therapy and patristic anthropology about human will”;
  3. Assist.prof. Juris Jefuni “On the pneumatological aspect of Christian anthropology”;
  4. Sergejs Neifahs “Sacrifice and service as fruits of human labor”;
  5. Assist.prof. Juris Jefuni “Understanding anthropological boundaries in the study of Sergey Horuzhy “On the phenomenology of asceticism””;
- 6. Prof. S.Gūtmane “Actual study on the employment situation of young people in Latvia”;
- 7. Valters Dolacis “Social entrepreneurship as a tool for personal and community development”
- Scientific Proceedings **“Dimensions of Caritative Social Work”**. 7 articles dedicated to entrepreneurship:
  1. Doc. Pēteris Krīgers “Social dialogue and youth employment in the context of the European Semester”;
  2. Lāsma Līcīte-Ķurbe “Guidelines for solving social problems: the role of social work in social

entrepreneurship”;

3. Prof. Elvyra Aciene “Activities of youth employment centers in the unemployment situation as a basis for the development of social entrepreneurship”;
  4. Marju Medar (Tallinn University) and 6 other authors “Young people with mental health problems and their employment conditions in the Estonian labor market”.
  5. Jonas Christensen (Professor in Sweden) “Strangers: current affairs for the employment of refugees in the Nordic countries (reflections on the possibilities of social work and entrepreneurship in local and global contexts)
  6. Prof. Kyosti Urponen (Finland) “Social work profession as the basis of social work science”.
  7. Doc. Pēteris Kriegers “Social dialogue as a prerequisite for the professionalization of social work”.
- Scientific Proceedings – “**Caritative social work in a risk society**” – 11 articles by social work researchers on how integration of social work and work with the client of the post-human society should be directed in the direction of positive social changes. (2022).

All articles are available in Latvian and English. In addition to the teaching staff of the Academy, social work specialists and representatives of the academic environment from Germany, Lithuania, Estonia, Great Britain, Finland, Sweden, etc. are being published in these publications.

The second edition at the national level, where teaching staff of the study program can publish, is the publication of the Ministry of Welfare “**Social Worker**”. During the reporting period, five teaching staff of the ECA study program published in the publication on the issues of caritative social work.

Prof. S. Gūtmane spoke at the 5th International Economic Forum held in Riga in 2022 “The Crisis as an Incentive for Change: Human being. Nature. Entrepreneurship.” S. Gūtmane was invited to the expert panel for a discussion on the importance of social entrepreneurship charity and knowledge of anthropology in today’s risk society.

In 2022 Gūtmane has prepared a large monograph: “Towards a culture of compassion: Caritative Social Work: History, methodology, practice”, which will be published in December 2022.

The Christian Academy has carried out a series of translations of classic works of Patristic anthropology from ancient languages. The author of the translation is assist.prof. Guntis Dišlers and the following translated publications were published during the reporting period – St. John the Ladder (Climacus) “The Ladder of Divine Ascent” (2013); St. John Moschus “Spiritual meadow” (2016); Georgy Florovsky “Fathers of the Eastern Church (anthropology)” (reprinted in 2019); Klaus Kiessling “Articles about deacony culture – “Love greets you...” (reprinted in 2014). St. Macarius the Great “Spiritual homilies” (2015). The mentioned translations are classics of anthropological knowledge, which form the so-called “The anthropological experience of the desert fathers”, which has embedded in the living tradition of Christian European anthropology.

In 2020, the prestigious internet portal of conservative thinking "TELOS" (Gr. target) was opened, which was opened by the State President Egīls Levits and the editor-in-chief – Doctor of Social Sciences Agnese Irbe. During the reporting period, this portal has published 3 articles by professor Sk. Gūtmane on current topics of social work and social policy, as well as 6 articles by Assist.prof. Guntis Dišlers on interdisciplinary social and theological problems, the last of which is the study “Possibility of social reading – earth and sky, and on the contrary” published in three serial publications in July 2022.

#### 4.6. Assessment of the cooperation between the teaching staff members by specifying the

**mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

The implementation of the professional master's study program "Social Entrepreneurship Management" is ensured by 16 teaching staff. The program is implemented only by teaching staff elected by ECA, with the exception of 2 visiting professors. Most of the teaching staff has extensive academic, professional and research work experience. Qualifications and professional experience of the teaching staff fully comply with the requirements of regulatory acts and the achievement of goals, tasks and study outcomes of the study program. The ratio of students and teaching staff in the study program is 4/16. However, it should be remembered that the teaching staff is also involved in the implementation of other study programs and also participates in the work of the department. Taking into account the fact that for a field of study with a very small number of students and in general for such a small niche university as ECA, a more objective indicator would be the ratio of the total number of students to the total number of teaching staff. In the 2022/23 study year, they are 0,25 students per teaching staff, if we count the students in the study program. This ratio of students and teaching staff fully ensures a student-centered, individual approach to each student and helps to achieve the planned study results by preparing qualified specialists for the social entrepreneurship sector.

Academic cooperation is promoted by a complex understanding of the importance of the quality of academic work in student-centered education, and an understanding of the university's influence on the attitude towards academic culture in general and the employment culture of academy graduates. The goal of cooperation is to develop decentralized quality as a key parameter in the quality of student education, therefore the university pays serious attention to cooperation and includes it in the unified system of measuring the quality of lecturers.

The criteria for the selection of teaching staff and motivated cooperation to achieve the goals of the university form a balanced team of academic and professional competence.

The cooperation of the teaching staff is an indicator of the internal quality of the university, therefore, for the entire 30 years since the university has been in existence, the following cooperation-enhancing activities have been carried out:

1. Regular Theoretical Seminars that motivate discussions and research group work. In the monthly Theoretical Seminars, every teaching staff presents their innovation topic to discuss the theoretical and practical issues of the European Commission's Social Program, social dialogue and social work and supervision, as well as social entrepreneurship.
2. The cooperation of the teaching staff is promoted by the unified research methodology of the university - the epistemological methodology of Integrative Theology, which the teaching staff learns in order to introduce innovative research results in the chosen study program in which the teaching staff works. According to system analyst Emanuel Wallerstein: "Innovation culture does not arise by talking about it, but by using research methodologies that have been extracted from the depths of European research and which modern research, mostly based on sociology, has forgotten." The method of integrative theology is a fact-based research method that allows us to see the "common humane" in all areas of modern sciences, including European Social Policy. When learning this methodology, it is very valuable for teaching staff to cooperate and open up to the culture of innovation within the relevant study program.

Faculty cooperation is also formed through international research projects coordinated by EKrA. In the reporting period, it is an inter-university strategic partnership project, as well as NORDPLUS interdisciplinary projects, 4 in the reporting period, which have been coordinated by ECA, as well as the very valuable EZA research projects, in which universities from Belgium, the Netherlands, Germany, Great Britain, Finland, Hungary, Slovakia, etc. participate.

International research projects bring the teaching staff very close in terms of academic interests, do not allow them to get used to the routine, but promote interdisciplinary competences in research.

The mobility of ERASMUS+ teaching staff should also be mentioned, when teaching staff go with lecture courses to other EU universities or host teaching staff from other universities. During the reporting period, prof.S.Gūtmane, assist.prof.D.Dolace, assist.prof.G.Dišlers, assist.prof.P.Krīgers, assist.prof.E.Butkevičs have given lectures in other EU universities.

The teaching staff forms a unified reciprocity of academic cooperation, where teaching staff with higher academic qualifications work in tandem with master's level lecturers to promote such scientific and pedagogical cooperation that guarantees the achievement of study results, mutual respect and academic joy for each other.

At the end of each study year, academic staff workloads for the next study year are planned, taking into account the evaluation coefficients of the relevant study courses studied in the program and the self-analysis of the academic activity performed by the lecturers in the Self-evaluation reports. Accounting of the workload of the academic staff is carried out by the EKrA Studies Department.

Several teaching staff are involved in the development and implementation of each study program course, who jointly agree on the goals, tasks and achievable results of the study course to be developed, and on linking the course content with the methodology of integrative theology. Their mutual cooperation contributes to the quality of study courses both in the development and implementation stages.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Pielikums nr5.2_Statistical data on students study program SUV MAG.docx	Pielikums nr5.2_Statistikas dati par studējošajiem studiju programmā SUV MAG.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Pielikums nr6.2_Compliance of study program with the national education standard SUV Mag EN.docx	Pielikums nr6.2_Studiju programmas atbilstība valsts izglītības standartam SUV Mag.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Pielikums nr7.3_Compliance of study program with the regulatory framework of social welfare sector SUV Mag EN.docx	Pielikums nr7.3_Studiju programmas atbilstība nozares normatīvajam regulējumam SUV Mag.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Pielikums nr8.2_Mapping of study courses of the study program SUV Mag EN.docx	Pielikums nr8.2_Studiju programmas studiju kursu kartējums_SUV Mag.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Pielikums nr9.2_CURRICULA SUV MAG EN.docx	Pielikums nr9.2_Studiju programmas plāns SOC.UZŅ MAG.docx
Descriptions of the study courses/ modules	10.2 SUV Mag study courses.pdf	10.2. SUV Mag studiju kursi.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	SUV Mag_diploms.pdf	SUV Mag_diploms.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Sad.Līgums(studenti)_SOC.UZŅ_RISEBA_EN.pdf	Sad.Līgums(studenti)_SOC.UZŅ_RISEBA.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_zaudējumu kompensācija_2-9-49_EN.docx	Apliecinājums_zaudējumu kompensācija_2-9-49.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48_EN.docx	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48.edoc
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	SUV_Studiju līgums_EN.pdf	SUV_Studiju līgums.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

# Supervision (47762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Supervision</i>
Education classification code	<i>47762</i>
Type of the study programme	<i>Professional master study programme</i>
Name of the study programme director	<i>Dr.sc.soc., asoc.viesprof., supervizore INDRE DIRGELIENE, indre.dirgeliene@gmail.com, +370 61083735</i>
Surname of the study programme director	<i>Mag.theol., Mag.philol., Doc., supervizore DACE DOLACE, daugava15@inbox.lv, +371 29338605</i>
E-mail of the study programme director	<i>daugava15@inbox.lv</i>
Title of the study programme director	<i>-</i>
Phone of the study programme director	
Goal of the study programme	<ul style="list-style-type: none"> <li>• <i>To prepare specialists for professional and high-quality organization, management and reflection of the supervision process in the helping professions and organizations of various fields;</i></li> <li>• <i>To develop skills to use interdisciplinary and supervision-appropriate research methods at the intersection of humanities and social sciences.</i></li> </ul>
Tasks of the study programme	<ul style="list-style-type: none"> <li>• <i>To prepare specialists with good theoretical and practical knowledge in the field of supervision;</i></li> <li>• <i>To develop consultative skills and work methods in the supervision profession;</i></li> <li>• <i>To learn different forms of supervision (individual, group, team, organization, etc.) in social work;</i></li> <li>• <i>To use innovative approaches in supervision in a broad organizational context with the aim of improving the organizational environment;</i></li> <li>• <i>To develop the competence to reflect and evaluate different professional contexts, to understand the internal and external processes of exclusion and inclusion;</i></li> <li>• <i>To motivate lifelong learning and professional research in doctoral level studies.</i></li> </ul>

Results of the study programme	<p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>• <i>Knowledge about socioeconomic processes in EU and Latvia (employment, social dialogue etc.);</i></li> <li>• <i>Knowledge about changes in both personality and societal profile caused by globalization;</i></li> <li>• <i>Knowledge about the history of supervision and various historical and current approaches to the supervision implementation;</i></li> <li>• <i>Knowledge about EU social policy and mutuality as foundation of society and method in supervision;</i></li> <li>• <i>Knowledge about the use of the integrative theology method in interdisciplinary research;</i></li> <li>• <i>Anthropological knowledge about mental pathologies of human person and their manifestations in groups and collectives.</i></li> </ul> <p><i>Competence in organizing and managing the supervision process individually, in a group, in an organization:</i></p> <ul style="list-style-type: none"> <li>• <i>Competence to separate spiritual counseling from supervision, to understand the technologies of caritative counseling and communication principles, which are based on synergy and ecclesial tradition of the spiritual supervision;</i></li> <li>• <i>Competence to develop interdisciplinary scientific research by use of the method of Integrative Theology and method of strategic foresight.</i></li> </ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Skills to organize individual, group, team and organizational supervision, and to manage it by evaluating different organizational contexts;</i></li> <li>• <i>Skills to use reflective, consultative self-assessment and self-regulation methods in the supervision process;</i></li> <li>• <i>Skills to organize supervision process in a caritative manner;</i></li> <li>• <i>Skills to analyze moral dilemmas, manage stressful situations, use mediation and knowledge of the conflict management;</i></li> <li>• <i>Skills to use the principles of universal communication.</i></li> <li>• <i>Skills to create and manage a social enterprise</i></li> </ul>
Final examination upon the completion of the study programme	Master's thesis

## Study programme forms

### Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80

Admission requirements (in English)	<ul style="list-style-type: none"> <li>• <i>Complete higher education (at bachelor's and master's level) in a state-accredited study program in social and human sciences or health care, or social welfare, or teacher education and educational sciences, or humanitarian sciences; and at least 4 years of professional work experience (according to the requirements of the Association of National Organisations for Supervision in Europe (ANSE)).</i></li> <li>• <i>Completed professional further education program in supervision, caritative supervision, or comparable experience to it in supervision, or completed professional higher education with a specialization in supervision.</i></li> </ul>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Supervision.</i>
Qualification to be obtained (in english)	<i>Supervisor.</i>

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

### Part time extramural studies - 2 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>5</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<ul style="list-style-type: none"> <li>• <i>Complete higher education (at bachelor's and master's level) in a state-accredited study program in social and human sciences or health care, or social welfare, or teacher education and educational sciences, or humanitarian sciences; and at least 4 years of professional work experience (according to the requirements of the Association of National Organisations for Supervision in Europe (ANSE)).</i></li> <li>• <i>Completed professional further education program in supervision, caritative supervision, or comparable experience to it in supervision, or obtained professional higher education with a specialization in supervision.</i></li> </ul>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master degree in Supervision.</i>
Qualification to be obtained (in english)	<i>Supervisor.</i>

### Places of implementation

Place name	City	Address
European Christian Academy	JŪRMALA	VIENĪBAS PROSPEKTS 23, JŪRMALA, LV-2010

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

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

In 2013 European Christian Academy (then Latvian Christian Academy) established working group consisting of representatives from the Professional Association of Latvian Supervisors, the Association of Psychologists, the Society of Social Workers, the Latvian Association of Clinical Social Workers, Riga Stradins University, the Latvian Professors' Association, the Association of Christian Professional Education, the Latvian Art Therapy Association, and developed proposals for the inclusion of the profession of "Supervisor" in the Classification of Professions, as well as for the harmonization of the standard draft of the profession "Supervisor" for the Tripartite Cooperation Sub-Council of Vocational Education and Employers, (PINTSA). In this way legitimization and inter-institutional harmonization of the profession, initiated by European Christian Academy, was advanced.

In 17.12.2013 the Ministry of Welfare declared that the profession "Supervisor", whose standard project was agreed upon at the PINTSA meeting on October 16, 2013 (protocol no. 6), taking into account the positive expert opinions from the Ministry of Welfare, Riga City Council Welfare Department, the Latvian Association of Local Governments and the Latvian Association of Psychotherapists, Cabinet of Ministers issued Regulations that the profession "Supervisor" can be included in the Classifier of Professions under no. 2423 17.

In 2013, European Christian Academy submitted an application for the licensing of the professional master study program "Supervision".

The higher education master's study program "Supervision" has been developed in accordance with the Law on Higher Education Institutions of the Republic of Latvia; in accordance with the Educational Qualification of the Republic of Latvia (code No. 47762), the State Standard of second-level professional higher education; according to the Classifier of Professions of the Republic of Latvia, as well as the **renewed standard of the profession of Supervisor** (approved on 12.06.2019. by PINTSA).

In accordance with the renewed Supervisor's professional standard, graduates of the study program are awarded the Professional Master's degree in social work and the professional qualification "Supervisor".

During the implementation and development of the study program, the principles of the Latvian Qualifications Framework (LKI) and the European Qualifications Framework (EKI) are maximally respected at the level of knowledge, skills and competence.

There have been no significant changes in the study program since its licensing (14.07.2015 Regulations of Cabinet of Ministers, No. 407 "Accreditation regulations of universities, colleges and study branches", 8.6, 8.7 points).

The study program ensures the improvement of the professional master degree in social work and the professional qualification "Supervisor", and the acquisition of the acquired knowledge and

research skills ensure the ability to work effectively in various social welfare structures, to work in research and in an academic environment.

The master study program "Supervision" is developing following the social policy of the European Commission, increasing demand in the labor market for supervisor services.

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

The master study program "Supervision" is implemented in Latvian language for full-time studies (2 years) and part-time studies (2,5 years). Studies are privately financed.

The number of students, taking into account the demographic situation of Latvia, migration and mobility, is not large.

For the **number of matriculated students and the number of graduates** in the master study program "Supervision" see Appendix no. 5.3.

Analysis of the statistical data show the dynamics that reflect the growing interest in supervision studies, as the need for the profession has arisen, taking into account the uniform level of competences, skills and knowledge of the profession, which ensures high-quality professional service. Until the development of the supervision profession standard, this service was performed by psychologists and psychotherapists. Currently, supervisors are defined in a separate group 2423 in the Classification of Professions as "senior specialists in personnel and career quality management systems and risk management". Municipalities also support the choice of studies, because the "Law on Social Services and Social Assistance" stipulates that the municipality is obliged to provide consultative support to social work specialists of the municipal service and the social service providers created by it." (Article 9, Clause 6), and also defines supervision as "consultative support for a social work specialist - a set of methods intended for the activity of social work specialists with the aim of improving professional competence and increasing the quality of work" (Article 1, Clause 28). Consequently, the need for specialists is growing. Currently, the number of students is affected by the difficulties due to Covid-19, however, there is a great demand for supervisors in State and Municipal institutions. Supervisors also work in non-governmental organizations as self-employed persons.

*Analysis of the dynamics of the number of students by year*

Analyzing the statistical data on students during the reporting period, it can be seen that quite a lot of interest in study program supervision arose as soon as the study program received a license and the Supervisor profession standard was established. It happened in 2013, so in 2013/2014 study year a relatively large number of students enrolled in the newly opened profession. Until then, the functions of the supervisor were performed by psychologists and psychotherapists. ECA was the initiator of the master's study program directly in supervision for social workers, in order to deepen the professional identity of social workers, professional abilities in working with clients, families, communities.

In study year 2016/2017, the number of students enrolled in the academy was lower, because the supervision study program in pedagogy was opened at Riga Stradins University and the supervision

study program in the field of business was opened by RISEBA University of Applied Sciences. However, starting from 2018, until now, there is an increasing trend in terms of the number of students enrolled in the study program, because the qualifications of the graduates of the academy's study program are well evaluated by the Association of Supervisors, which issues certification to the graduates. We evaluate the number of matriculated students positively for years; there are no dropouts in the study program, although the number of graduates in the study program is lower than the number of enrolled students. Students do not leave the study program, but for various reasons, most often due to family circumstances, are forced to take an academic leave and postpone their studies for a later time.

### **1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.**

#### **Preamble**

Ensuring supervision is relevant for workers in various fields of helping professions in solving professional issues and in risk of the professional burnout. The supervisor is trained to provide consultative and educational support, ensuring sustainable professional performance and professional development.

The need for the supervisor profession for specialists in the field of social welfare is determined by the "Law of Social Services and Social Assistance", which defines mandatory supervision as consultative support for the social work specialist "with the aim of improving professional competence and providing psychological support to increase the quality of work" (Article 1, Clause 28).

The study program is intended for specialists working in the field of social welfare who want to obtain professional qualification of a supervisor in the field of social work and caritative social work for professional and high-quality organization and management of the supervision process. The program develops skills in using interdisciplinary research methods in the field of social work and related research.

The study program is characterized by innovative approach to the development of modern supervision, which is associated with a paradigmatic turn to the transformative and anthropological processes in the provision of supervision. Such approach requires appropriate interdisciplinary anthropological knowledge, which is provided by the block of patristic anthropology knowledge in the given program.

The development of the study program takes into account the competence standards of the European Association of National Supervisory Organizations (ANSE) for the higher education programs, and it incorporates interdisciplinary research principles and methods that provides for competence to develop the supervisor profession and conceptually deepen research in the field.

The title of the Professional master study program "Supervision", the degree to be obtained, the goals and objectives, as well as the admission requirements are interconnected and relevant.

The professional master study program "Supervision" is implemented:

1. 2 years in full-time studies (80 CP);
2. 2,5 years in part-time studies (80 CP).

*Analysis of the interrelationship between the study program name, the degree to be obtained and the goals, tasks and study results of the professional qualification*

The title of the study program corresponds to the content of the study program, which prepares qualified supervisors who work in the field of social work in state and local government institutions, non-governmental organizations, companies as self-employed persons or individual traders. The qualification to be obtained is a Professional master's degree in social work and the professional qualification of a Supervisor. The program complies with the guidelines of the Latvian and European National Supervisory Organizations and Professional Associations (ANSE) and the requirements of the Supervisor professional standard (12.06.2019).

The goals and tasks of the supervisor's professional qualification are consistent with the study results, which guarantee consultative and educational support received by a person, group or organization in the supervisor's professional activity – with the aim of improving professional competence and the quality of professional activity. The study program is planned in such a way that students would like to perform not only professional, but also research activities, thus improving their professional development. Students learn innovative methodologies regarding supervisor activity and learn socio-political current affairs in the context of the European Union in order to be able to implement an inclusive social policy.

### **III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)**

**2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.**

The study program "Supervision" was created because in Latvia in 2013 there was an acute need for professional services of a supervisor, however, the profession was not defined in regulatory acts. Latvian Christian Academy took into account the need for a uniform level of professional learning competencies, skills and knowledge that would ensure high-quality professional qualifications and the fulfillment of the basic tasks of professional activity.

Providing supervision is relevant in the labor market in various fields of helping professions, especially in the risk society in which we currently live. Neither a psychologist, nor a psychotherapist, nor any other service organized on one's own initiative can take over the supervisor's service. The profession, as defined by the European Union Association of Supervisors ANSE, requires certain level of professional qualification and, according to ANSE's guidelines, the professional qualification must correspond to the master degree professional qualification. When developing the profession, the cycle descriptors for the framework of Latvian qualifications were

taken into account according to the master's qualification.

The growing demand for supervisor services in the labor market is also determined by the “Social Services and Social Assistance Law”, which requires improvement of the professional competence of the social work specialists by providing supervisor services. Thus it can be predicted that the demand for consultative and educational support for individuals and groups will continue to grow in the labor market and organizations. At the same time, there is also an acute need for the supervisors' own professional growth and move into the scientific reflection of the profession.

European Christian Academy separates the profession of supervision from spiritual counseling and psychological support, and sees its scientific development as a challenge for interdisciplinary research. ECA agrees with ANSE's that supervisors must constantly improve their education and the master program for supervisors must be integrative and interdisciplinary dynamic, paying special attention to “inclusive theory and methodology of supervision”, as well as criteria according to which convincing, measurable quality of supervision services can be ensured. Therefore, the supervision study program at ECA is based on the need for integrative theological methodology in research, knowledge of the anthropological approach, including knowledge of patristic anthropology. New pedagogical skills must be based on reciprocity to promote a modern, knowledge-based understanding of personality, group or organization. Interdisciplinarity in research requires not only cooperation with related organizations, but the skill of dialogue and an integral understanding of the nature of the profession.

The most urgent challenge in the conceptual understanding of supervision is to take it as both systematic reflection and processing of interaction and questions with the aim of expanding professional practical competence. Taking into account complex scientific views adequate to the field, the supervisee (client) seeks a person-centered approach, and therefore, in a person-centered approach, one must abandon the psychological discourse dominant in psychology and the use of humanistic psychology, which has exhausted itself, and turn to interdisciplinary competences for experience and knowledge, and it is to this concept that the anthropological discourse corresponds, which involves dealing with critical situations and dilemmas.

During studies at the Academy students work with supervision cases based on an innovative anthropological approach and show the spectrum of possible future activities, thus distinguishing supervision from other forms of professional counseling (psychosocial counseling, organizational counseling, personal development) and psychotherapy.

Thanks to ECA research cooperation partnership with European Commission's organization EZA (*European Center of Worker' Questions*), students regularly learn current affairs of European integration, the EC Social Program which connects them to their professional activities, they participate in the annual EZA international seminar at the Academy – not just passively by joining in with comments and debates, fulfilling certain tasks whose quality is assessed by EZA experts. Every student receives a Certificate from EZA for having mastered current issues of the EC Social Agenda, which are important for the social work and supervision profession – thus all students are involved in research as a component of the study process in a mandatory way.

The study program “Supervision” includes:

- Study module that provide learning of the latest achievements in the theory and practice of the industry, 21 CP;
- Study module of supervision research work, 5 CP;
- Anthropological knowledge module, 5 CP;
- Social entrepreneurship module, 3 CP;
- Supervision practice, 26 KP;

- Developing and defending a Master's Thesis, 20 CP.

The study program, which is intended for obtaining a Professional master degree in Social Work and Supervisor's professional qualification, has a volume of 80 CP and is completed within 2 years of full-time studies and 2,5 years of part-time studies.

The awarding of the master degree is based on the research findings of the teaching staff and students in the field of supervision and social work – the publication and presentation of research results at scientific conferences, most often at the social work conferences of the Kolpingo University of Applied Sciences, Klaipeda University Scientific Journal "Tiltai" (LT), as well as the publication of the results in Scientific Proceedings of ECA.

*Examples of how the awarding of a degree is based on the achievements and findings of the relevant branch of field of science.*

In connection with the awarding of the master's degree, we have evaluated the graduates of the study program and their satisfaction with their involvement in the labor market. This analysis shows that there are two difficulties, firstly, a huge predominance of psychologists and psychotherapists in the supervision labor market. Any new professional in the field of supervision in sector is considered by psychological and psychotherapeutic specialists as unnecessary competitors. Therefore, the graduates of the study programs try to prove the professional importance of the awarding of master's degree in the field of social work. Secondly, the problem is related to the fact that the scope of the labor market is not particularly wide, as supervisions are carried out only for social workers and social work specialists of one branch.

In order to base the study program on the scientific achievements of supervision, we have involved specialists from the University of Klaipeda (Lithuania), who work in the Association of European Supervisors (ANSE) and closely follow the scientific trends of supervision throughout Europe. For this reason, we have included such study courses in the study program that develop supervision in the contexts of EU political discourse: "Reciprocity as a method in supervision"; "Management of social change in a risk society"; "The European Social Model". In order for supervisors to get involved in research and continue to perceive the profession as an object of scientific research, we have provided the study program with the following study courses: "Social work as an object of scientific research"; "Strategic foresight methods for a safe working environment in the EU"; "Interdisciplinary supervision"; "Methods of Integrative Theology in interdisciplinary research".

In order not to duplicate the psychological and psychotherapist approach to supervision, the study program provides an anthropological approach by following study courses: "Orthodox anthropology as a methodological instrument for social work in supervision"; "Holistic healing process of personality"; "Anthropological pathologies of human consciousness"; and "Axiology in social communication contexts".

**2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.**

Analyzing the content included in the study courses, the goals set and study outcomes one can see

mutual connection between the program goals and outcomes. In the **Appendix no. 8.3** we offer the Course mapping of the study program. The study courses complement each other in terms of content, they do not overlap and lead students to think scientifically. The content of study courses is reviewed before it is approved or meets the defined outcomes.

In the Theoretical Seminar of the faculty of ECA new developments in the supervision and social work industry are discussed both from the perspective of the European Association of Supervisors and from a systemic approach to the industry, both in research and practice.

The study program is structured according to the principle of knowledge accumulation, where the first part of the program consists of the Study module of the latest achievements in the theory and practice of supervision, the second – the Study module of supervision research, the third – the Module of anthropological knowledge, which provides deeper understanding about the holistic healing of personality, the fourth – Social Entrepreneurship module, and then there are 3 supervision fieldworks (practices) and the development of a Master Thesis. The total amount of credits is 80 CP.

The **Module on recent developments in the theory and practice of the industry** includes courses that distinguish supervision from other traditions of spiritual supervision, e.g.:

- Development of the supervision concept in social work;
- History of supervision in social work;
- Theory and practice of supervision;
- Methods of supervision;
- Mutuality as method in supervision;
- Traditions of the spiritual mentorship etc.

**The Supervision research work study module** takes deeper into interdisciplinary methodology:

- Interdisciplinary supervision;
- Method of integrative theology in interdisciplinary research;
- Pathologies of human consciousness, etc.

**Anthropological knowledge module:**

- Orthodox anthropology as methodological instrument in social work supervision;
- Process of the holistic healing of personality (orthodox psychotherapy);
- Universal communication;
- Pathologies of human consciousness.

**The Social Entrepreneurship module** provides knowledge on how to set up and run a social enterprise to bring people out of the unemployment crisis.

The mutual connection is based on the implementation of study program objectives and tasks and the scientific contribution of teaching staff in order to achieve the results of the study program, knowledge and competences corresponding to the outcomes.

**2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.**

The purpose of applying different methods in teaching is to develop supervision skills to the maximum extent possible, using epistemologically proven methods. The use of methods is based on the condition that students must learn the skills assigned in the Classifier of Professions to work with a person, group, organization. The overarching task of the methods is “supervision as the improvement of professional mastery”, so the work takes place in workshops where students have to change their points of view in order to see personal resources for professional success. In separate workshops, students are introduced to the symbolic language of art in supervision, as well as a separate master class has been created for supervision in business, where entrepreneurs analyze the quality of the supervisor's service, which were given to the development of employees, teams and organizations. There are also master classes “Supervision for managers” and “The role of supervision in social work and support systems for social pedagogues.” Working in master classes improves students' motivation to become high-level professionals, also promotes communication and interaction skills, raises self-confidence and promotes teamwork.

Related to studies are the skills of epistemological evidence and logical thinking and argumentation, in which students learn to distinguish subjective opinion from scientifically based objective research.

An important method in supervision is the so-called “mutual recognition”, in which students discuss about similarities and differences of competences practicing in different environments, as well as they are taught to understand the professional identity and professional values of supervisors from the perspective of diversity. In our opinion, the study time is meant to understand what the professional supervisor is and what their qualifications and certification should be in after graduating from the Academy, so in supervision master classes students learn that the profession is “embodied creativity”, that a supervisor must be a type of leader and must be able to see the problem holistically and solve it holistically as well. In a holistic approach, interdisciplinarity is a must, so the teaching staff works diligently to learn interdisciplinary research methodology.

Students are introduced to the humanistic and psychodynamic system theories, cognitive-behavioral approaches, however, these methods based on the discourse of psychology are not popularized as the only ones.

The Academy's contribution to the science of supervision is, first of all, an anthropological approach to personality and the use of the integrative theological method for improving supervisor competence and strengthening education as a value in Latvia.

Study methods are diverse, they also include presentations prepared by students, comparison of opinions, panel discussions, narrative analyses.

Students are introduced to both the humanistic system and psychodynamic theories, cognitive-behavioral approaches, however, these methods are based on the discourse of psychology and they are not popularized as the own contribution of the Academy to the science is its innovative anthropological approach to personality and the use of the integrative theological method which improves competence and strengthens supervisor education as a value in Latvia.

Study methods are diverse, they include presentations prepared by students, comparison of opinions, panel discussions, narrative analyses etc.

Another difference is that the Academy pays serious attention to lectures that introduce the supervision profession into the unified European Social Program, why students see supervision in the bed of European social problems in cooperation with representatives of the helping profession from other countries. For this reason, students are introduced to the basics of social

entrepreneurship and an opportunity is given to understand the social and economic processes through which it is possible to achieve positive changes in people's performance, attitude and behavior.

Knowledge and skills are acquired and evaluated following to the 10-point scale adopted in the Republic of Latvia. The evaluation is based on the accumulative system, which ensures the systematicity of the study course and objectivity in the evaluation of knowledge. The system for evaluating the knowledge, skills and competencies of ECA students is regulated and included in the unified internal quality culture system.

The development and defense of the students' research work is carried out in accordance with the methodological instructions of ECA "METHODICAL INSTRUCTIONS for the development of study works and final theses".

The results of exams and tests are analyzed 2 times a year after the test results have been collected. Regular analysis of the study results allows early detection of gaps or deficiencies in the learning and knowledge acquisition process. The study results and the necessary corrections in the organization of the study work are presented to the teaching staff; results are discussed in special Senate meetings.

Taking into account the fact that the Academy has a small number of students, it is possible to ensure excellent individual approach to each student, and the study process is subject to student-centeredness, i.e., the students' initiatives and insights regarding their professional needs (most students work in the industry) are taken into account, improving the study conditions.

The following principles of complex evaluation are also taken into account in the program learning assessment:

- Attitude to the study process and practical tasks;
- Skills to use theoretical knowledge in practice;
- Precision of implementation and elements of creativity in the tasks understanding;
- Skills to present and communicate study results.

The development and defense of the master thesis is evaluated by:

- Skills to use and argument the chosen research method;
- Interdisciplinary understanding of the research problem and its context;
- Quality of analysis of the academic and professional theoretical literature;
- Analytical level of the sociology part and validity of data;
- Level of approbation and quality of the supervision methods;
- Quality of conclusions from the practice;
- Precision of bibliography, competence in selection the authors;
- Quality of argumentation and proofs;
- Quality of thesis and conclusions.

Employers and professional supervisors are invited to the Examination commission for the defense of both the internship and master thesis.

Students participate in the evaluation of the entire study program by filling in a questionnaire at the end of the semester about the courses they have studied in the semester, the quality and content of their delivery. The opinions of the students are presented to the Senate and the necessary corrections are made to improve the quality.

**2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.**

Three practices (fieldworks) are planned during the study program:

**1. Learning supervision: introductory (observation practice specialty).**

The scope of practice is 6 CP. It runs parallel to the studies of the first study year and includes observation and analysis of the supervision process in practical work. The purpose of the practice is to prepare to start independent supervision practice in a professional environment, secondly, to develop and strengthen analytical and reflective skills in the analysis of the supervision process.

During the practice the student gets to know the professional activity of the supervisor in individual and group supervision, gets to know the activity of the interview leader, participates in the interview sessions and performs interview analysis. The results of the practice are presented in the Practice study work, and the Practice implementation diary must be submitted to the Study department. The Commission evaluates the student's practical performance and the final work of the internship in defense session.

The following blocks must be included in the practice analysis:

1. Introduction where objectives, tasks and structure of the work are introduced;
2. General characteristics of supervision / intervision sessions;
3. Process of defining and solution of problems;
4. Management of the supervision / intervision;
5. Understanding of relationships between members of the group;
6. Self-analysis regarding processes within own personality;
7. Rights and wrongs of the practice after its completion;
8. Conclusions;
9. List of literature;
10. Appendixes - calendar plan showing all supervisions received during the internship, conducted interviews, their dates, diary and other attachments at the discretion of the student.

**2. Supervision practice: learning forms of supervision (individual supervision)** in which the student learns and practically uses methodology of individual supervision, leads, supervises and analyzes the supervision process, develops reflective skills, learns to identify problems and solve them integratively. The main task is to master the process of individual supervision as well as possible, in which:

- The student leads the supervision process,
- Participates in supervision as a supervisee (meta-supervision).

Thus, the practice serves as an approbation of different supervision methods.

The analysis of this practice also includes the above blocks as mandatory. The practice work (thesis) must be defended before the commission.

3. **Supervision practice: learning forms of supervision (group, team, organization supervision).** The purpose of the practice is to learn and practice group/team/organizational supervision in a professional environment. The student leads the supervision process and also participates in supervision as the supervisee, learns how to manage group supervision processes and to analyze them and juxtapose the experience of “student as supervisor” on the one hand and “student as supervisee” on the other hand, and this experience works for qualitative analysis of the process.

At the end of the third practice the student reflects on the need to learn and strengthen new methods in supervision, as well as demonstrates the integrated knowledge well.

The Academy has signed internship cooperation agreements with 20 different social work institutions and associations, the main ones of which are the following:

- Jūrmala City Welfare Department
- Jūrmala City Orphan Court
- Jūrmala city local government institution “Sprīdītis”
- Rīga City Welfare Department
- Liepāja City Social services
- Latvian Society of the handicapped
- Latvian Red Cross
- Rīga Social services, etc.

Students have free choice to find their preferable place for practice. In that case, the Academy signs new cooperation Agreement. It should also be mentioned that the municipal social services include many sub-institutions, which are able to provide the widest institutional spectrum for the implementation of the supervision process.

## **2.5. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the evaluations of the final theses.**

Since the main goal of the master study program is to ensure high-quality learning of the profession and involvement in research, it is carried out in accordance with the knowledge, skills and competence of the 7th level of the framework structure determined in the Latvian education classification, the topics of final thesis must encourage in-depth demonstration of theoretical knowledge, research skills and practices.

Master's topics are chosen with reference to the research relevance, as well as on recommendations of employers regarding the supervision profession. The main requirement is the ability to use an integrative method in research work, which provides an interdisciplinary and fact-based approach to the problem study; students learn epistemological method of integrative theology, as well as the strategic foresight method, use system analysis, which provides a research-based, creative supervision study.

When choosing the topics of the final work, EC social policy regulations are taken into account, for example, the EC Regional Policy Guidelines (2021-2027), "Social Protection and Labor Market Policy Guidelines (2021-2027)", "Youth Policy Guidelines 2021-2027" and other EC Socio-political normative

approaches, which are influenced by global and local socio-economic trends that require innovation in working with clients and transformation of social services.

The offer of topics comprise innovative methodology, in-depth anthropological interdisciplinary research, following current trends of the industry and the labor market in the EU and Latvia. Students defend their chosen Master topics in front of a special Commission, which consists of the Director of the study program, the Practice curator and a representative of employers. The student fills out the topic questionnaire, reports on the related theoretical literature studies, reports on the relevance of the topic in the labor market, as well as the research hypothesis and methodology. The topic cannot be changed after the approval of the relevant commission. The Study department of the Academy appoints an academic supervisor of the master thesis development, with whom the student agrees on the work development plan by stages and the consultation provision schedule, which is signed by both the student and the teaching staff.

Topics covered by the master's degree study program "Supervision":

No.	Topic
1.	Patristic anthropology-based supervision as support in the prevention of professional burnout
2.	Restoration of the anthropological hierarchy in the supervision with families with children
3.	Supervision of women in the business environment
4.	Importance of patristic anthropological concept of man in the supervisor's practice
5.	The role of supervision in the process of inclusion of children left without parental care in a foster family
6.	The need for supervision of non-governmental organizations in their work with women in crisis situations
7.	Supervision opportunities in strengthening family as a system in the work of a family assistant

The evaluations of the master's final theses are at the level of "good" (7), "very good" (8), "excellent" (9), which testifies to the research stability and student competence. The choice of topics shows an innovative approach to research.

### **Compliance of the study program with the national education standard**

For compliance of the study program with the national education standard, see Appendix no. 6.3.

### **Compliance of the study program with the Professional Standard**

For compliance of the qualification to be obtained in the study program with the standard of the profession, see Appendix no. 7C.

In 2013 Latvian Christian Academy established working group consisting of representatives from

the Professional Association of Latvian Supervisors, the Association of Psychologists, the Society of Social Workers, the Latvian Association of Clinical Social Workers, Riga Stradins University, the Latvian Professors' Association, the Association of Christian Professional Education, the Latvian Art Therapy Association, and developed proposals for the inclusion of the profession of "Supervisor" in the Classification of Professions, as well as for the harmonization of the standard draft of the profession "Supervisor" for the Tripartite Cooperation Sub-council for Vocational Education and Employment (PINTSA). In this way legitimization and inter-institutional harmonization of the profession, initiated by Latvian Christian Academy, was advanced. In 17.12.2013 the Ministry of Welfare declared that the profession "Supervisor", whose standard project was agreed upon at the PINTSA meeting on October 16, 2013 (protocol no. 6), taking into account the positive expert opinions from the Ministry of Welfare, Riga City Council Welfare Department, the Latvian Association of Local Governments and the Latvian Association of Psychotherapists, Cabinet of Ministers issued Regulations that the profession with precised title "Supervisor/Consultant" can be included in the Classifier of Professions under no. 2423 17.

In 2019, the Supervisor profession standard was renewed. Rector of ECA prof. S. Gutmane participated in the professional standard development and submission group. The content of the study program is fully harmonized and compared with the renewed standard of the social worker profession.

**Supervisor's professional standard:**

<https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-109.pdf> (Agreed at the meeting of the Tripartite Cooperation Sub-council for Vocational Education and Employment on June 12, 2019, protocol No. 4).

**Compliance of the study program with the regulatory framework of the social welfare sector**

Compliance of the study program with the regulatory framework of the social welfare sector - the Law on Social Services and Social Assistance (31.10.2002) – see in Appendix 7.4.

Compliance of the study program with the Law on "Social services and social assistance"

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**Legislative norm**

**Compliance**

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The Law states that supervision is purposefully organized, consultative and educational support for social work specialists to improve their professional competence and quality of professional activity.

- Development of the supervision concept in social work (I, II, III):
  - o Tradition of the spiritual overseeing;
  - o History of supervision in social work;
  - o Current theories of supervision
- Theory and practice of supervision (I, II, III, IV):
  - o Ethical and knowledge standards of supervision practice;
  - o Individual supervision;
  - o Supervision in group; team supervision;
  - o Organization supervision
- Methods of supervision (I, II, III):
  - o Consulting methods in supervision;
  - o Conflict management and mediation methods;
  - o Methods of reflective practice in supervision
- Practicum of the caritative supervision;
- Axiology in historical contexts of communication;
- Mutuality as a method in supervision;
- Theology of *caritas* in supervision;
- Method of integrative theology in interdisciplinary research;
- Interdisciplinary supervision

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The local municipality has an obligation to provide social work specialists of the municipality's social service and other social service providers with professional competence improvement – training and supervision.

- Method of the strategic foresight for safe work environment in the EU;
- Development of the supervision concept in social work (I, II, III):
  - o Tradition of the spiritual overseeing;
  - o History of supervision in social work;
  - o Current theories of supervision

### **MAPPING of study courses for achieving the study results of the study program**

For the mapping of study courses for achieving the study results of the study program, see Appendix no. 8.3.

### **Study program CURRICULUM**

For the study program curriculum see Appendix no. 9.3.

### **COURSE DESCRIPTIONS of the study program**

For descriptions of the study courses of the study program see Appendix no. 10.3.

## **2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.**

In order to find out the **opinion of employers**, three competent practicing supervisors were interviewed who have graduated from the Academy, who are employers themselves and have verified in practice which knowledge it is to be improved for bettering of the study program. Mr. Eva Viļķina, Mg. Anita Kampe, Ms. Inese Kovalevska (who currently works as curator of the practice organization and implementation of the study program) – **employers' opinion** see **Appendix no.11.3. (Results of employers' questionnaires SUP Mag EN)**

### One example:

In order to improve conflict management and mediation methods, Dr. in soc. Sciences Indre Dirgeliene, a visiting assistant professor from Klaipėda University, a long-time head of the Lithuanian Association of Supervisors, specialist in conflict management and mediation, was invited to hold a joint course on conflict management and mediation methods. Supervisor Inese Kovalevska was introduced to the practice in order to improve that of students.

### Second example:

The diagram shows very low score for a creative approach to supervision. This issue was discussed by the teaching staff and two lecture cycles were organized in addition to the Orthodox pedagogy on creativity, talent and personal satisfaction with the profession, which was presented by prof. S. Gūtmane, using achievements of patristic pedagogy related to the topic. The second cycle of lectures was offered by doctor, psychiatrist G. Kalnietis on how to heal a person holistically. He used recommendations of the French psychiatrist J.C.Larchet and orthodox psychotherapy in how to approach the client creatively, without templates, and how to understand the deepest human needs in individual supervision.

### Third example:

Employers point to students' "unnecessary curiosity and emotionality, as well as exaggeration of the psychological approach to the client". We consider emotionality and curiosity to be indicators of a person's general culture, and in order to reduce unculturedness, unnecessary curiosity and emotionality, morning and evening devotions (prayers) are held at the academy, and students also have the opportunity to consult with priest Aleksandrs Šabeļņiks. The study program has introduced an anthropological knowledge module: "Orthodox anthropology as a methodological tool in social work supervision"; "Holistic personality healing process"; "Universal communication"; "Mental pathologies of a person". By studying these courses, the exaggeration of the psychological approach to the person is reduced.

## **Graduates surveys and their analysis**

ECA regularly collects graduate information on employment, on recommendations for improving the study program and the Academy work in general. Their cooperation with the Academy takes place through various industry professional work associations, e.g. the Christian Professional Education Association (KPIA), where they gather and discuss research in caritative social work and supervision, prepare various presentations and discuss publications. Graduates meet and discuss professional development tasks among themselves, as well as maintain contacts with the Academy,

inviting teaching staff to report on what is new in the development of the industry. This connection with professional associations and graduates is one of the elements how the internal quality assurance work.

**Examples – see in Appendix no.12.3. (Graduates’ SURVEYS and their analysis SUP Mag EN)**

Employers note the graduates' understanding of the importance of further education, understanding of the profession as an opportunity for continuous improvement. Employers also praise their motivation and effort to understand a problem from different points of view, so we believe that efforts to teach an interdisciplinary approach to the profession have yielded positive results.

**Student surveys and their analysis**

Students are surveyed regularly both through questionnaires and in private conversations. Students have the opportunity to express their opinions about what is good and what could be improved in the study program. Considering the small number of students in the program, it is more effective to ask for their opinion about what they are not satisfied with outside of surveys. By collecting and analyzing their opinions, the Academy tries to improve understanding how important is research in the development of the supervision profession. Students sometimes think that they can do supervision without research. The Academy tries to instill the need for lifelong education and a research approach to the profession. In the modern era, there is a tendency to separate professional activity from science, and the Academy does its best to combine both areas in the minds of students.

**2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.**

Mobility is offered to all ECA students. At the beginning of the current study year, an introductory conference of ERASMUS+ mobility is held, where participants of mobility from previous study years - both students and teaching staff - share their good experiences.

ECA ERASMUS+ department offers all necessary information for mobility. Students use both study and internship mobility at universities with which ERASMUS+ mobility agreements have been signed. In 2021, due to the restrictions of Covid-19, students have refrained from mobility, but we are sure that as the restrictions of Covid-19 will ease, the intensity of mobility will increase.

2019/20 academic year mobility of outgoing students:

Program	Students in mobility	Mobility type	Country of mobility
“Supervision”, prof. mastar program	5	Studies	Slovenia (5)
		Practice	

2020/21 academic year mobility of outgoing students:

Program	Students in mobility	Mobility type	Country of mobility
"Supervision", prof. master program	-	Studies	
		Practice	

2021/22 academic year mobility of outgoing students:

Program	Students in mobility	Mobility type	Country of mobility
"Supervision", prof. master program	2	Studies	Slovenia (2)
		Practice	

2020/21 academic year mobility of incoming students in the study program:

Program	Students in mobility	Students in mobility	Country of student's origin
"Supervision", prof. master program	1	Studies	Lithuania (1)
		Practice	

2021/22 academic year mobility of incoming students in the study program:

Program	Students in mobility	Students in mobility	Country of student's origin
"Supervision", prof. master program	1	Studies	Lithuania (1)
		Practice	

**Mobility opportunities and recognition of courses**

Students are regularly informed about study opportunities in exchange programs. The head of the ERASMUS+ department, in cooperation with the course lecturers and study program directors, provides maximum opportunities to integrate the courses learned at foreign universities.

**III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)**

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

1. 14 teachers are involved in the study program, of which 7 are professors (of which 3 are visiting professors), 1 visiting associate professor, 5 assistant professors, 1 visiting lecturer. 5 visiting professors, 1 associate professor and international experts from social work organizations are involved in the implementation of the program. The academic qualifications of the teaching staff and experience of professionals in the field make it possible to ensure good study results defined in the European frameworks.
  
2. Appropriate IT provision:
  - Zoom platform;
  - MOODLE use in e-studies platform;
  - Access to data bases;
  - Free access to Wi-Fi;
  - Various IT, photo and video equipment, necessary for the study process.
  
3. The study program is implemented in beautiful, renovated premises in Jurmala. The need for remote training caused by Covid-19 prompted replacement of the exclusive premises in Jurmala on line 5, 3, where the Jurmala City Council had determined threefold costs increase because of the exclusive location. The Academy moved to new, renovated premises at Vienības pr. 23, which is no longer in the dune area and the tuition fee was not have increased.
  
4. Academic library (approx. 15,000 units), copying, printing, scanning equipment is available. Library of the Academy is a member of the Latvian Library Universal Catalog (LIIS). Nine databases are available through signed cooperation agreements with the National Library of Latvia (EBSCO, Rubicon, Britannica Online, Academic Edition, AkadTerm, Encyclopedia of Religions, Mythica, Central Intelligence Agency, etc.).

Funding for the collection of ECA library is approved at the Senate meetings and distributed annually by study areas, as the library's resources are used by students of all study areas.

Funding for the purchase of literature and subscription to electronic data:

<b>Expenses for the collection of library collections</b>	<b>2020/21 in EUR</b>
Periodicals	1065
Books	5.945
Electronic documents and data bases	2.068

Library books are available to students not only in the reading and storage room, but also in auditoriums, where books are arranged by branch and are available for free use.

Subscribed e-resources through the National Library of Latvia:

- Cambridge University Press – humanities and social sciences e-journal full-text database;
- Cambridge Journals Online;
- EBSCO-host – multidisciplinary database;
- Cambridge Companions Online: a collection of handbooks, information about the world's scientists and artists;
- ScienceDirect;
- SCOPUS – database of multidisciplinary scientific publications of Elsevier publishing house;
- Enciclopedia Britannica, academic edition;
- Dawsonera – an e-book platform that combines books on philosophy, IT technologies, social sciences;
- CREDO-REFERENCE – database of reference material from 70 different publishing houses;
- EMERALD – publishing house; issued books electronically;
- BiblioRossica – Academic Studies Press (Boston, USA) platform developed by the publishing house for academics and researchers, brings together important topics for the people of modern Russia and Eastern Europe;
- Latvian National Digital Library: <http://gramatas.indb.lv/#allThemes>

ECA has signed Memorandum with Ignatius Loyola University of Applied Sciences in Lithuania on the use of scientific databases for ERASMUS+ outgoing students and teaching staff. It is Ignatius Loyola University that students and teaching staff choose for ERASMUS+ mobility, as well as the neighboring Kolping University of Applied Sciences (LT) – the signed Memorandum is a valuable support for academic work during ERASMUS+ mobility.

5. Provision of residential premises for guest lecturers, exchange program students: there are 3 apartments for rent in the territory of the Academy. ECA has a cooperation agreement with the adjacent hotel "Lielupe Semarah" and guest house "Valdis".
6. The ECA International Support Council has established a long-term support fund for the Academy, which is managed by the General Director of the International Support Council in cooperation with the EKra Senate and the Rector.

### **Replenishment of resource provision**

The material and technical provision of the study program is determined in accordance with the Resource Provision Plan approved by the Senate and renewed for each academic year. The Library resources are replenished every year, according to the submissions and recommendations of the teaching staff. The book depository is completed with financial resources provided by the Academy's International Support Council, which attracts missionary institutions and international academic centers to supplement the Academy's resources.

The financial resources are sufficient for the implementation of the study program: several mutual missionary cooperation agreements have been signed, according to which foreign organizations would pay for the academic performance of high-quality vice-professors and experts in the study program. For example, through cooperation with the Embassy of Israel in Latvia, funds are being organized (engaging ERASMUS+ teaching staff for mobility) to invite excellent guest professors from BEER-SHEVA University and Jerusalem University (Israel). The mentioned cooperation takes place regularly. International mission work organizations are engaged to pay visiting professors for guest lectures. This process is organized and administered by the International Support Council at the request of the ECA Senate. This organization also supports needy ECA students, people with special needs and orphans studying at the academy.

The International Support Council gets acquainted with the daily balance, its analysis is carried out by its audit.

Control of the resource sufficiency and clarifications are carried out every study year, based on:

1. Sociological surveys of students;
2. Senate-approved reports on the compliance of academic staff with the study program content and qualification requirements;
3. On Self-evaluation reports and Requests confirmed by the study program directors;
4. The self-assessment reports and analysis of the academic staff about their work;
5. Improvements recommended by the International Support Council regarding replenishment of resources.

Example 1:

Provision of study direction resources in the “Supervision” study program. (survey data for the 2020/21 academic year):

<i>Variants of answers about the sufficiency of the study program resources</i>	<i>Respondents (%)</i>
<b>DATA OF SOCIOLOGICAL SURVEY OF STUDENTS</b>	
Resources are largely sufficient	90%
Resources are sufficient	10%
Resources are satisfactory	2%
Resources are renewable	3%
<b>ACADEMIC STAFF SURVEY DATA</b>	
Resources are largely sufficient	94%
Resources are sufficient	70%
Resources are satisfactory	3%
Resources are renewable	2%
<b>EMPLOYERS SURVEY (representative from association ANSE, Latvian association of supervizors)</b>	
Resources are largely sufficient	90%
Resources are sufficient	15%
Resources are satisfactory	4%
Resources are renewable	1%

Example 2:

Distribution of costs in the Master of Supervision study program in the 2021/22 academic year:

Tuition fee:

- 1650 EUR Full-time studies (2 years)
- 1650 EUR Part-time studies (2,5 years)

ECA financial resources are formed:

- Tuition fee;
- Income from other educational services;
- Income from courses and seminars;
- Income from publishing;
- Income from the EU research projects.

The source of funding for the EKrA study program is tuition fee.

Analysis of the available resources for study direction funding is carried out every year, when current needs are summarized and investments are planned. In the Senate meeting the results of the previous year are analyzed and the needs for the next stage of the study are prioritized.

Involvement in international projects, activities of the International Support Council contribute to the improvement of the content of the study program and the qualifications of teaching staff, having an impact on the financial stability of the Academy and provide additional activities for financial availability.

An Agreement for obtaining education is signed with each student, which specifies the tuition fee for the entire period of study. The costs of one student in the study program are calculated based on the basic principles Regulations of MK No. 994 (12.12.2006). In the 2020/21 academic year, the total tuition fee was EUR 1650 for full-time students and EUR 1650 for part-time students.

The costs of the study program are divided as follows (see Appendix no.14.3):

- Salary fund and taxes: 65.8%
- Communications: 15.3%
- Infrastructure development: 14.3%
- Library: 3.3%
- Advertising: 1.1%
- Student self-government: 0.2%

### Calculation of the study program costs

<b>Costs position</b>	<b>%</b>
<b>Direct costs:</b> Costs of the academic and scientific work (study process)	41,4
Other costs of the study process	0,3
<b>Partially direct costs</b> (allocation of direct costs of study branch)	
Reward of scientific activity	1,1

Administrative work	12,5
Other costs	1,8
<b>Total direct costs</b> (direct+semi-direct)	<b>57,1</b>
<b>Indirect costs</b>	<b>42,9</b>
Reward	24,5
Other administrative costs	9,2
Capital costs	0,8
Building management costs	8,4
<b>Costs per student</b>	<b>100</b>

### Study program cost calculation

	Position	Average salary of a teacher p/month, EUR	Teachers's workload in the program	Calculation result EUR
1.	Professor	1754	0,20	351
2.	Asociated professor	1404	0,03	42
3.	Assistant professor	1124	0,36	410
4.	Lecturer	900	0,11	99
5.	Asistant	717	0	0
6.	Visiting profosors, missionaries	0	0,24	0
7.	Total p/month	X	X	902
8.	Payment of the average compensation of teachers EUR p/year			10824
9.	Average monthly salary of other employees EUR p/month			225,50
10.	Proportion of workload of other employees within the study program, in relation to the number of lecturers			0,25
11.	Salary fund of other employees in relation to the total salary fund in the study program, %			25%

12.	Labor salary fund in the study program EUR p/year	13530
13.	Number of students in the study program	10
14.	Number of students p/1 teacher	6 / 0,72
15.	Labor salary fund for 1 student in the program EUR p/year	1353
16.	Employer's social payments for 1 student in the program EUR p/year	142,53
18.	IT costs for 1 student EUR p/year	6,50
19.	Expenses for stocks, materials, energy resources, office supplies for 1 student in the program EUR p/year	28,67
20.	Equipment, book purchase expenses for 1 student in the program EUR p/year	16,42
21.	Expenditures for ensuring the operation of ECA per 1 conditional student EUR p/year	19,73
22.	Expenses of building operation, routine repairs, utility payments per 1 conditional student EUR p/year	83,15
23.	Total cost per student EUR p/year	1650
24.	Total costs of the study program EUR p/year	16500

The control and sustainability of financial resources is determined in the procedure for developing, approving and controlling the EKrA budget (approved at the meeting of the LCA Senate on June 15, 2014).

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

## **III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)**

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

The composition of teaching staff in the master study program "Supervision" is assembled

according to the following criteria:

1. Motivation to implement the unified strategic concept of ECA and to get involved in the internal quality culture assurance process;
2. Academic interest in the promotion of interdisciplinary research and the involvement of students in it;
3. Orientation to innovative and variable social and caritative technologies in supervision;
4. Knowledge how to reconcile the metaphysical truth at the center of the orthodox Christianity with modern social dynamism and value relativism. Careful treatment of the heritage of the anthropological knowledge of the Church accumulated over centuries and understanding of its importance in solving socio-political issues of modern Europe.

Visiting professors are ANSE (European Association of National Supervisory Organizations) representatives from Klaipėda University (Lithuania), who have shaped the development of supervision profession and study programs in Lithuania on the unified basis of ANSE, and are considered as ANSE experts in supervision, social work supervision, pedagogy supervision and also in the field of interdisciplinary research. The issues of social policy, the European Social Model and the European social dialogue are taught by specialists who have led the Human Rights Expertise in LV, and also work as experts in the Commission for Social and Economic Affairs of the EC.

The course "Social work as an object of scientific research" is taught by a visiting professor from Finland, who is a recognized European expert in client-oriented social work.

Thus, the qualifications of lecturers fully meet the conditions of the study program implementation and requirements of regulatory acts.

The predominance of professors in the study program ensures students' interest in conducting high-quality scientific research and continuing in Doctoral studies.

Changes in the teaching staff are minimal: one visiting associate professor has been elected as a professor; the "Social change management" course is taught by a visiting professor from Klaipėda University (Lithuania), currently this course is also taught by a professor from Latvia; in the "Business management" module an expert from the European Commission for Social and Economic Affairs, a long-time general secretary of LBAS (Latvian Free Trade Union Confederation).

**4.2. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

The main planned study outcomes of the program	Courses that help to achieve them	Qualifications of the faculty visiting professors, associate visiting professors, visiting assistant professors, which contribute to the achievement of results	Compliance of the qualifications of teaching staff with the requirements of regulatory acts
Knowledge of socioeconomic processes in the European Union and Latvia (employment social dialogue)	"European Social Policy"	Prof., Dr.theol. Olafs Brūvers – expert in human rights, long-standing head of the Latvian Human Rights Office, law enforcement officer.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	"Strategic foresight methods for safe working environment in the EU"	Assist. prof., Dr.H.C., Dr.paed. Pēteris Krīgers, long-standing Secretary General of Latvian Free Trade Unions Confederation. (LBAS), member of the EC Commission for Employment and Economy.	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions: 1) research work in the sub-field of science corresponding to the position title of assistant professor; 2) giving lectures, leading study classes, organizing exams and tests in study program (course, sector), especially in its basic courses.

Knowledge of changes in personality and society caused by globalism	"Management of social changes in a risk society"	<p>Visiting prof., Dr.H.C., Dr.sc.soc. E.Aciene – from Klaipeda University (LT), long-standing Head of the Social work chair, Head of the Lithuanian Association of social workers</p> <p>Prof., Dr.Phil. Aino Kuzņecova, author of several research papers and study tools on management of social changes.</p> <p>Teaching Current philosophy courses, special attention has paid to the risk society parameters described by German sociologist Ulrich Beck, has presented the concept in the Theoritacl seminar at the Academy.</p>	<p>The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions</p> <p>The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions</p>
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Knowledge of the history of social work supervision and various historical and contemporary approaches to the implementation of supervision	"Development of the supervision concept in social work"	<p>Assoc.visiting prof., Dr.sc.soc., supervisor I.Dirgeliene – long-standing head of the Lithuanian Association of supervisors</p> <p>Assist. prof., Mag.theol., cert. supervisor D.Dolace</p>	<p>The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions</p> <p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions</p>
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<p>"History of supervision in social work";</p> <p>"Current theories in supervision"</p>	<p>Visiting assoc. professor, Dr.sc.soc.supervisor I.Dirgeliene</p>	<p>The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions</p>
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Knowledge of European social policy and reciprocity as the basis of society and method in supervision	“European social policy”	Prof., Dr.theol. Olafs Brūvers	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	“Mutuality as a method in supervision”	Assist. prof., Mag.theol., cert.supervisor D.Dolace	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
Knowledge of the use of the method of integrative theology in interdisciplinary research	“Method of integrative theology in interdisciplinary research”	Prof., Dr.philol. S.Gūtmāne has graduated PhD studies in Faculty of Philosophy, Latvian University, her Dr thesis were in system analysis by use of facts from philology, which promoted interdisciplinary research. Author and strategic manager of the concept of European Christian Academy; author and strategic manager of the Caritative social work studies. In 2018.09.06. she was invited to present the innovative methodology concept to Pope Francis in Vatican. Head of the Institute for Interdisciplinary Research (SPI) - responsible for the concept and methodology. Involved in three EC <i>think-tank</i> groups.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
	“Supervision as interdisciplinary subject”	Visiting prof., Dr.sc.soc. N.Večkīene – certif. supervisor	The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions

Anthropological knowledge about pathologies of human consciousness and their manifestation in groups and collectives	"Orthodox anthropology as a methodological tool in social work supervision"	Assist.prof., Dr.theol., Fr.A. Šabelņiks – patrologist, his PhD is in patristics and anthropology.	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
"Holistic personality healing process (orthodox psychotherapy)"	Assist.prof., doctor in psychiatry, Mag.med. G.Kalnietis	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions	
"Pathologies of human consciousness"	Assist. prof., Mag.theol., cert.supervisor D.Dolace  Assist.prof., doctor in psychiatry, Mag.med. G.Kalnietis	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions	

<p>Competence to distinguish spiritual counseling from supervision, to understand technologies of caritative counseling and communication principles based on synergy; ecclesial tradition of the spiritual supervision</p>	<p>“Current theories in supervision”</p>	<p>Visiting assoc. professor, Dr.sc.soc., supervisor I.Dirgeliene</p>	<p>The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions</p>
<p>“Ethical and knowledge standards for supervision practice”</p>	<p>Assist. prof., Mag.theol., cert.supervisor D.Dolace</p>	<p>Visiting assoc. professor, Dr.sc.soc.supervisor I.Dirgeliene</p>	<p>The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions</p>
<p>“Practicum of the caritative supervision”</p>	<p>Visiting prof., Dr.sc.soc. N.Večkieniė – certified supervisor</p>	<p>Lect., Prof.mag. in supervision, cert.supervisor I.Kovaļevska</p>	<p>The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions; The main tasks of the <b>lecturer</b> – in accordance with Article 36, subsection 1 and 2 of the Law</p>

Competence to develop interdisciplinary scientific research using the method of integrative theology and of strategic foresight	“Strategic foresight methods for a safe working environment in the EU”	Assist.prof., Dr.H.C., Dr.paed Pēteris Krīgers	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
“The method of integrative theology in interdisciplinary research”	Prof., Dr.philol. S.Gūtmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions	
“Theology of <i>caritas</i> in supervision”	Prof., Dr.habil.theol, Dr.psych., Dr.H.C. Klaus Kiessling – EU level expert in interdisciplinary research; author of numerous monographs in the field of caritative ministry and diaconia; Secretary general of the International Diaconate Center (IDC). Research expert in German Evangelical Church (EKD). Coordinator of numerous interdisciplinary projects.	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions	

Ability to organize individual / group / team and organizational supervision, to lead it by assessing the difference in organizational contexts	"Individual supervision; group supervision; team supervision"	Assist. prof., Mag.theol., cert.supervisor D.Dolace  Visiting assoc. professor, Dr.sc.soc.supervisor I.Dirgeliene	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions; The main tasks of the <b>visiting professor</b> - in accordance with Article 28, subsection 4, and Article 40 of the Law
"Conflict management and mediation methods"	Visiting assoc. professor, Dr.sc.soc.supervisor I.Dirgeliene  Lect., Prof.mag. in supervision, cert.supervisor I.Kovaļevska	The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions; The main tasks of the <b>lecturer</b> - in accordance with Article 36, subsection 1 and 2 of the Law	

Ability to use reflective consultative self-assessment and self-regulation methods in the supervision process	“Reflective practice methods in supervision”	Assist. prof., Mag.theol., cert.supervisor D.Dolace  Visiting assoc. professor, Dr.sc.soc.supervisor I.Dirgeliene  Lect., Prof.mag. in supervision, cert.supervisor I.Kovaļevska	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions; The main tasks of the <b>visiting professor</b> – in accordance with Article 28, subsection 4, and Article 40 of the Law; The main tasks of the <b>lecturer</b> – in accordance with Article 36, subsection 1 and 2 of the Law
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“Practicum of the caritative supervision”	Visiting prof., Dr.sc.soc. N.Večkiene – certified supervisor  Lect., Prof.mag. in supervision, cert.supervisor I.Kovaļevska	The main tasks of the <b>visiting professor</b> are carried out in accordance with Article 28, subsection 4, and Article 40 of the Law on Higher Education Institutions; The main tasks of the <b>lecturer</b> – in accordance with Article 36, subsection 1 and 2 of the Law
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Ability to organize supervision processes in a caritative manner	“Theology of <i>caritas</i> in supervision”	Prof., Dr.habil.theol, Dr.psych., Dr.H.C., dipl. psych. Klaus Kiessling	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
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“Axiology in historical contexts of social communication”	Prof. Dr.philol. S.Gūtmane	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
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Ability to analyze moral dilemmas, manage stressful situations, use mediation and conflict management knowledge	"Theology of <i>caritas</i> in supervision"	Prof., Dr.habil.theol, Dr.psych., dipl. psych., Dr.H.C. Klaus Kiessling	The main tasks of the <b>professor</b> are carried out in accordance with Article 28, subsection 4 of the Law on Higher Education Institutions
"Methods of the conflict management"	Assist. prof., Mag.theol., cert.supervisor D.Dolace  Visiting assoc. professor, Dr.sc.soc.supervisor I.Dirgeliene  Lect., Prof.mag. in supervision, cert.supervisor I.Kovaļevska	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions; The main tasks of the <b>visiting professor</b> - in accordance with Article 28, subsection 4, and Article 40 of the Law; The main tasks of the <b>lecturer</b> - in accordance with Article 36, subsection 1 and 2 of the Law	
"Methods of consulting in supervision"	Assist. prof., Mag.theol., cert.supervisor D.Dolace	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions	
"Tradition of the spiritual overseeing"	Assist. prof., Mag.theol., cert.supervisor D.Dolace  Visiting assoc. professor, Dr.sc.soc.supervisor I.Dirgeliene	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions; The main tasks of the <b>visiting professor</b> - in accordance with Article 28, subsection 4, and Article 40 of the Law	

Ability to use the principles of universal communication	“Universal communication”	Assist. prof., Mag.theol., cert.supervisor D.Dolace	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
Ability to create and manage a social enterprise	“Business management and organization”	Assist.prof, Mag.business admin. (MBA), PhD student E.Butkevičs – practitioner of social entrepreneurship, CEO of the SE “Pearls4us”; business entrepreneurship programs specialist of the Gemology institute of America (GIA), certified pearls specialist.	The main tasks of the <b>assistant professor</b> are carried out in accordance with Article 32, Subsection 5 of the Law on Higher Education Institutions
	“Financial accounting and record keeping”	Lect., Mag.sc.ing. Ingrīda Jespere	The main tasks of the <b>lecturer</b> are carried out in accordance with Article 36, subsection 1 and 2 of the Law on Higher Education Institutions

**4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).**

**4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).**

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

Scientific research is included in the quality measurement methodology developed by EKrA, how to assess the added value to academic performance. (see table "**Measuring the added value of teaching staff**" in Appendix no.15.3).

It includes a self-evaluation report of the teaching staff, students' evaluation of the quality of the work of lecturers, as well as management evaluation, including the field of scientific research. Thus, both educational and research performance are comprehensively evaluated. This is done in order to reflect a decentralized attitude towards the work of the Academy in general and towards the student-centered approach.

The measurement of the quality of the work of teaching staff requires two mandatory publications per year, either at the national or international level.

The obligation and opportunities for **international** publications are guaranteed by the Academy, providing opportunities for publications through the following organizations:

1. ECA is a partner in the prestigious social policy and social dialogue organization of European Commission EZA ("*European Center for Workers' Questions*"), which takes together 36 educational institutions and social dialogue centers across the EU. Annually in May, the Academy hosts an EZA International Seminar, where the teaching staff have an opportunity to report on innovative and current topics of the European Social Program, linking their reports to the implementation of the ECA study program content. All teachers involved in the study program have used this opportunity which works for updating of their competence in the political discourse of European integration mandatory for the study program.

Faculty presentations are subsequently included in EZA publications that have covered the following topics during the reporting period and are distributed throughout the EC:

- "Modernisation and Transformation of the Social and Labour" - Changes in the concepts of *Social and Employment*" (2014);
- "Coping With Dilemmas: Working Conditions and Interactions of Social Workers with their Clients" (2015);
- "New Challenges in Promoting Health and Safety at Work in the EU" - (2016);
- "Integration and inclusion in the Labor market in the European Union" - (2016);
- "Green Jobs" - examines social and ecological security in the unity of the Europe 2020 strategy (2017);
- "Youth Employment in the EU" (2020);
- "Future of Work" (2022).

All mentioned EC EZA publications go under comprehensive theme "Contributions to Social Dialogue" and ensure that lecturers delve into the current affairs of the EC Social Program, their connection with the course of the study program and particular course being taught, as well as the professionalism of social work at the macro level. Thus study courses are related to the unified strategic concept of the Academy. The professional knowledge of the social work supervision and social entrepreneurship is linked to the development of the unified European Social Policy Program.

2. ECA is a partner organization in the International Diaconate Center (IDC) for studies in

caritative social work and diakonia (both theory and practice of caritative social work) in an international context. Secretary general of this organization is a long-term visiting professor of the Academy, Dr. Habil.theol., Dr.Psych., Dr.H.C. ECA Klaus Kiesling who has made huge contribution to development of the analytical strategy of the "Caritative social work" study program. Dr., prof. Kiessling is an international level supervisor and expert in diaconia, author of numerous monographs and interdisciplinary studies on caritative social work and has provided opportunities for the teaching staff of the study program to be published in the international proceedings "Pro Diaconia Christi".

3. ECA has signed a Memorandum with the University of Lapland (Finland) and Klaipėda University, Department of Social Work (Lithuania). The Memorandum envisages possibility of publication in the academic proceedings of the mentioned universities dedicated to the development of social work in Europe. Prof. S. Gūtmane is the deputy editor of the Klaipėda University Proceedings "Tiltai" ["Bridges"] (internationally peer-reviewed; EBSCO). During the reporting period teaching staff of the program have used this opportunity annually, most of all prof. S. Gūtmane, assist.prof. D.Dolace, prof. K.Kiessling, E.Aciene, N.Večkienė.

Professor S. Gūtmane has been elected as a member of Klaipėda University Social Work Research Interdisciplinary Council.

4. ECA has a Cooperation agreement with the Department of Social Work of the University of Cologne (Germany) on academic research in social work. The University of Cologne is interested in the innovative concept of caritative social work. At the International Conference of Social Work in Cologne prof. S. Gūtmane has presented the concept; also she has joined the monograph of the department "Social Globalisation and Education – Social Work, Health Sciences, Practical Theology Perspectives on Change" with article "Caritative Social Work as an Innovation from Antiquity".
5. On June 17, 2018, ECA rector prof. S. Gūtmane was invited by His Eminence Pope Francis to a meeting in the Apostolic Palace, Vatican where she had unique opportunity to present the concept of the caritative social work and integration of *caritas* into the academic study program. The conversation revolved around how to create innovative social work programs by integration of the ancient Judeo-Christian paradigm of anthropological knowledge.
6. During the reporting period, the teaching staff has paid a lot of attention to the research of preventive social work on the topics of youth and teenagers, because the issue of employment opportunities for young people in the EU and Latvia is worrying.

ECA created an inter-university Strategic Partnership Consortium to study the problem in a joint interdisciplinary project "BE YOUNG", "Social Professions for Supporting Youth in a European Solidarity Context". In the Joint International Consortium of Universities (ECA (LV), University of Warsaw (PL), University of Białystok (PL), University of Malmö (SE), University of Klaipėda (LT)). Teaching staff published in two academic research volumes:

- "Youth Participation and Solidarity - Handbook for Students and Teachers of Social Professions. Youth employment, involvement and solidarity. Handbook for students and teachers of Social Professions" (2022);
- "Youth Work Reader - Issues and Contexts: A compendium of social work with young people - topics and contexts" (2022).

As a result of the second international research consortium of inter-university teaching staff a volume study titled "Teens Without Screens. Tools for Social Interaction through arts" (2022) was published. The research was coordinated by EKrA, and Kaunas University of Applied Sciences and Finnish Diakonia University of Applied Sciences (SDO) participated in it.

All the mentioned international studies, published as collective monographs, have been carried out

with the aim of developing innovative ideas of the study program "Supervision" at the mezo and macro levels relevant for the helping professions. Distribution of expenses in the social work academic environment of the EU universities was carried out following the "Plan for the Caritative Social Work Innovative Ideas Competitiveness and Distribution" approved by the ECA Senate.

During the reporting period, ECA has obtained permission to translate the study tools and materials of the German "Akademie für Christliche Psychologie, Kitzingen" (Germany) intended for use only within the teaching process of the European Christian Academy. Intellectual rights for materials "Supervision: direct and mutual", belong to prof. Volgang Wagner, a supervisor recognized in Germany. Special section is devoted to the supervisor's skill in working with individual clients, distinguishing supervision from coaching and connecting professional interests with anthropological knowledge in supervision.

At the **National level**, opportunities for publication in the research of the study program "Supervision" are provided by ECA annual Scientific Proceedings in Latvian and English, dedicated to various issues on the social work research. The following peer-reviewed editions have been published during the reporting period:

- Scientific Proceedings "**European Social Development: Sacred Foundations of Europe. Social dialogue. Solidarity. Migration. Cohesion**" (2015): 2 studies related to the development of the program were published: Prof. S. Gūtmane "Methodological paradigms of Caritative Social Work"; Assist.prof. D. Dolace "Caritative Social Work and the question of Patristic anthropology";
- Scientific Proceedings "**The Innovative Content of Caritative Social Work**" (2016): 19 articles of the innovative content of the study program on Caritative Social Work. Of these, **5 articles are devoted to supervision**:
  - D. Dolace "Supervision in Caritative Social Work";
  - I. Dirgeliene "Contexts of Supervision in Social Work";
  - I. Dirgeliene and N. Večkienė "Supportive Collaboration in Social Work Organizations: Perspective of Supervision";
  - L. Āboltiņa "Reflective Activity in Supervision of Social Workers";
  - J. Osis "Evaluation of Efficiency in Social Work Practice and Supervision: Empirical Approach".

Another section is devoted to the development of social work in the context of patristic anthropology, which is an innovative approach to the development of social work and supervision, and the following articles have been published:

- K. Kiesling "Deacony – Presence in the Spirit of God's Solidarity";
- S. Gūtmane "Anthropological Crisis as the Demolisher of Welfare System in Democracy";
- D. Dolace "Caritative Social Work and the Issue of Patristic Anthropology";
- D. Dolace "Recovery of an Addictive Person and Problematics of Social Inclusion";
- E. Aciene "On the Discourse of Social Work Professionalization";
- E. Aciene and I. Dirgeliene "Social Dialogue as Precondition for Social Work Professionalization in the Context of Non-Formal Education";
- S. Gūtmane "The content of pastoral counseling as a prerequisite for the professionalization of Caritative Social Work".
- Scientific Proceedings "**Caritative Social Work and Green Program of the European Commission**" (2017) D. Dolace's study on "Climate change and anthropological change: Church's social teaching on ecological issues".
- Scientific Proceedings "**Dimensions of Caritative Social Work**" (2018) - 8 researches of

the teaching staff of the study program were published:

- P. Krīgers "Social dialogue and youth employment in the context of the European Semester";
  - L. Līcīte "Guidelines for solving social problems: the role of social work in social entrepreneurship";
  - E. Aciene "The Activities of Youth Labour Centres in the Context of Unemployment Reduction in Lithuania";
  - Kyösti Urponen "The Social Work Profession based on recognized Social Work Science";
  - S. Gūtmane "Caritative Social Work as Innovation from Antiquity";
  - S. Gūtmane "Caritative Social Work in the Context of Axiology";
  - P. Krīgers "Social Dialogue as a Prerequisite for the Professionalization of Social Work";
  - K. Kiesling "'You are Ambassadors of Jesus Christ who turns human Hierarchies upside down': The Deacons' Mission in the Universal Church and in the World";
  - Dirgeliene "Existential issues in Supervision: Practical Discourse";
  - G. Dišlers "Possibilities of Narrative Therapy in the Practice and Supervision of Caritative Social Work".
- Scientific Proceedings "**Client and Human Dignity**" (2020): 6 researches of the teaching staff of the study program were published:
    - K. Kiesling "On the Dignity of All Humans as Images of God";
    - Kyösti Urponen "Professional-centered and Client-oriented Social Work";
    - G. Dišlers and S. Gūtmane "Narrative Therapy and Patristic Anthropology on Human Will";
    - S. Gūtmane Risks in Social Work with Client: Conceptual Basis and Main Approaches for Their Solving";
    - D. Dolace "Supervision as a Space of Recreation of Qualitative Communication and Self-image in Caritative Social Work and Social Entrepreneurship";
    - E. Aciene "Work at Home as a Challenge: Mission (Im)possible?"
  - Scientific Proceedings "**Caritative Social Work in a Risk Society**" (2022): 7 studies on supervision were published:
    - Linda Kalniņa, graduated from the master study program "Supervision" in 2022 "The role of individual supervision in churches in the situation of a risk society";
    - Inese Kovalevska, graduate the master study program "Supervision" in 2022, "Reciprocity as an innovative method of supervision";
    - S. Gūtmane "Strategic foresight method in social work and supervision";
    - D. Dolace "The anthropological frontier of strategic foresight in individual and organizational supervision";
    - I. Dirgeliene "Discourse of human rights and humanism versus Christian anthropology in the professional activity of supervision".

Alongside the teaching staff of the Academy, supervision specialists and representatives of the academic environment from Germany, Lithuania, Estonia, Great Britain, Finland, Sweden, etc. have contributed to these publications.

Another publication opportunity at the national level for teaching staff of the study program is the journal of the Ministry of Welfare "Social Worker". During the reporting period, five teachers of the ECA have used the opportunity to publish in the journal.

Professor S. Gūtmane has prepared a monograph "Towards a culture of compassion: Caritative Social Work: History, methodology, practice", which will be published in December 2022.

The Christian Academy has completed a series of translations of patristic anthropology classics from the ancient languages in order to give modern social work professionals and supervisors an

opportunity to get acquainted with the professional beginnings of social work and supervision in Europe. Series was prepared by assist.prof. Guntis Dišlers and the following translated anthropological publications have been published during the reporting period – St. John of the Ladder (Climacus) "Divine Ascension to Heaven" (2013); St. Macarius the Great "Spiritual Homilies" (2016); St. John Moschus "Spiritual Meadow" (2017); Georgy Florovsky "Fathers of the Eastern Church (anthropology)" (reprinted in 2019). The mentioned translations are classics of anthropological knowledge, which form the so-called "anthropological experience of the desert fathers" based on Christian concept of man and embedded in the living tradition of Christian European anthropology.

In the series of translations also monograph by prof. Klaus Kiesling "'Love greets you...': Articles on diaconic Culture" (reprinted in 2014) is to be mentioned.

In 2020 the prestigious conservative intellectual portal "TELOS" (Gr. *target*) was launched by the State President Egīls Levits (editor-in-chief Dr. sc. Agnese Irbe). During the reporting period 3 articles by prof. S. Gūtmane were published on current topics of social work and social policy, and 6 articles by assist.prof. G. Dišlers on interdisciplinary issues between social and theological knowledge were published. The last of which is the study "Possibility of social reading - earth and sky, and on the contrary" (July 2022).

#### **4.6. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).**

Implementation of the professional master study program "Supervision" is ensured by 14 teachers. Most of the teaching staff has extensive academic, professional and research work experience. Qualifications and professional experience of the teaching staff fully meet the requirements of regulatory acts and the provision of the study program goals, tasks and study outcomes. The ratio of students and teaching staff in the study program is 31/14. Taking into account the fact that for a field of study with a very small number of students for such a small niche university as ECA, a more objective indicator would be the ratio of the total number of students to the total number of teaching staff. 2022/23 in the study year, they are 2,22 students per teaching staff, if we count the students in the study program. Such a ratio of students and teaching staff fully ensures a student-centered, individual approach to each student and helps to achieve the planned study results by preparing qualified specialists for the work sector.

Academic cooperation is promoted by a complex understanding of the importance of the quality of academic work in the student-centered education, and an understanding of the university's influence on the attitude towards academic culture in general and the employment culture of graduates. The goal of cooperation is to develop decentralized quality as a key parameter in the quality of student education, therefore the Academy pays serious attention to cooperation and includes it in the unified system of measuring the quality of lecturers.

Criteria for the selection of teaching staff and motivated cooperation to achieve the goals of the university form a balanced team of academic and professional competence.

Cooperation of the teaching staff is an indicator of the internal quality of the university, therefore,

for the entire 30 years since the Academy launch, the following activities ensuring cooperation have been carried out:

1. Regular (monthly) theoretical seminars that motivate discussions and research group work. In the Seminars every teaching staff presents their innovation topic to discuss its theoretical and practical issues related to the European Commission's Social Agenda, social dialogue, social work and supervision, as well as social entrepreneurship.
2. Cooperation of the teaching staff is promoted by the unified research methodology of the Academy – the epistemological methodology of integrative theology, which the teaching staff learns in order to introduce innovative research results in the study program for which the teaching staff works. According to system analyst Emanuel Wallerstein: “Innovation culture does not arise by talking about it, but by using research methodologies that have been extracted from the depths of European research, and which modern research, mostly based on sociology, has forgotten.” The method of integrative theology is based on facts, which allows to integrally see the “common human” in all areas of modern sciences, including European Social Policy. When learning this methodology, it is very valuable for teaching staff to cooperate and open up to the culture of innovation within the relevant study program.

Faculty cooperation is also formed through international research projects coordinated by ECA. In the reporting period they were inter-university strategic partnership projects, as well as NordPlus interdisciplinary projects (4 in the reporting period), coordinated by ECA, as well as the very valuable EZA research projects, in which universities from Belgium, the Netherlands, Germany, Great Britain, Finland, Hungary, Slovakia, etc. participate. International research projects bring the teaching staff very close in terms of academic interests, do not allow them to get used to the routine, and promote interdisciplinary competences in research.

The mobility of ERASMUS+ teaching staff should also be mentioned, when teaching staff go with lecture courses to other EU universities or host teaching staff from other universities. During the reporting period, prof. S. Gūtmane, assist. prof. D. Dolace, assist. prof. G. Dišlers, assist. prof. P. Krīgers, assist. prof. E. Butkevičs have given lectures in other EU universities.

The teaching staff forms a unified reciprocity of academic cooperation, where teaching staff with higher academic qualifications work in tandem with master's level lecturers to promote such scientific and pedagogical cooperation that guarantees the achievement of study results, mutual respect and academic joy for each other.

At the end of each study year, academic staff workloads for the next study year are planned, taking into account the evaluation coefficients of the relevant study courses studied in the program and the self-analysis of the academic activity performed by the lecturers in the Self-evaluation reports. Accounting of the workload of the academic staff is carried out by the ECA Study Department.

Several teaching staff are involved in the development and implementation of each study program course, who jointly agree on the goals, tasks and achievable results of the study course to be developed, and on linking the course content with the methodology of integrative theology. Their mutual cooperation contributes to the quality of study courses both in the development and implementation stages.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Pielikums nr5.3_Statistical data on students study program SUP MAG EN.docx	Pielikums nr5.3_Statistikas dati par studējošajiem studiju programmā SUP MAG.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	Pielikums nr6.3_Compliance of study program with the national education standard SUP Mag EN.docx	Pielikums nr6.3_Studiju programmas atbilstība valsts izglītības standartam SUP Mag.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	Pielikums nr7.4_Compliance of study program to professional standard SUP Mag EN.docx	Pielikums nr7.4_Studiju programmas atbilstība profesijas standartam SUP Mag.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Pielikums nr7.4_Compliance of study program with the regulatory framework of social welfare sector SUP Mag EN.docx	Pielikums nr7.4_Studiju programmas atbilstība nozares normatīvajam regulējumam SUP Mag.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Pielikums nr8.3_Mapping of study courses of the study program SUP Mag EN.docx	Pielikums nr8.3_Studiju programmas studiju kursu kartējums_SUP Mag.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	Pielikums nr9.4_CURRICULA SUP MAG EN.docx	Pielikums nr9.4_Studiju programmas plāns SUP Mag.docx
Descriptions of the study courses/ modules	10.3 SUP Mag study courses.pdf	10.3. SUP Mag studiju kursi.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	SUPERVĪZĪJA_Mag_diploms.pdf	SUPERVĪZĪJA_Mag_diploms.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Sad.Līgums(studenti)_SUPERVĪZĪJA_RISEBA_EN.pdf	Sadarbības līgums RISEBA EK:A_2022.docx
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Apliecinājums_zaudējumu kompensācija_2-9-49_EN.docx	Apliecinājums_zaudējumu kompensācija_2-9-49.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48_EN.docx	Apliecinājums_pasniedzēju svešvalodas zināšanas_2-9-48.edoc
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	SUP_Studiju_līgums_EN.pdf	SUP_Studiju_līgums.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		