

APPLICATION

Study field "Psychology" for assessment

Study field	<i>Psychology</i>
Title of the higher education institution	<i>Sabiedrība ar ierobežotu atbildību "BALTIJAS STARPTAUTISKĀ AKADĒMIJA"</i>
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Self-evaluation report

Study field "Psychology"

Baltic International Academy

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I - Information on the Higher Education Institution/College

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

The basic information on the institution / college and its strategic directions contains the following points:

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

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

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

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

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

The BIA is a member of the **International Association of Social Work Schools** since 2006.

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

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

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

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

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

Table 1.1.1. Study directions after reorganization in 2015

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

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

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

Table 1.1.2. Dynamics of the BIA study directions for 2013-2019

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

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

Table 1.1.3. Number of study programmes at different levels in 2018/2019 academic year

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

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

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

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

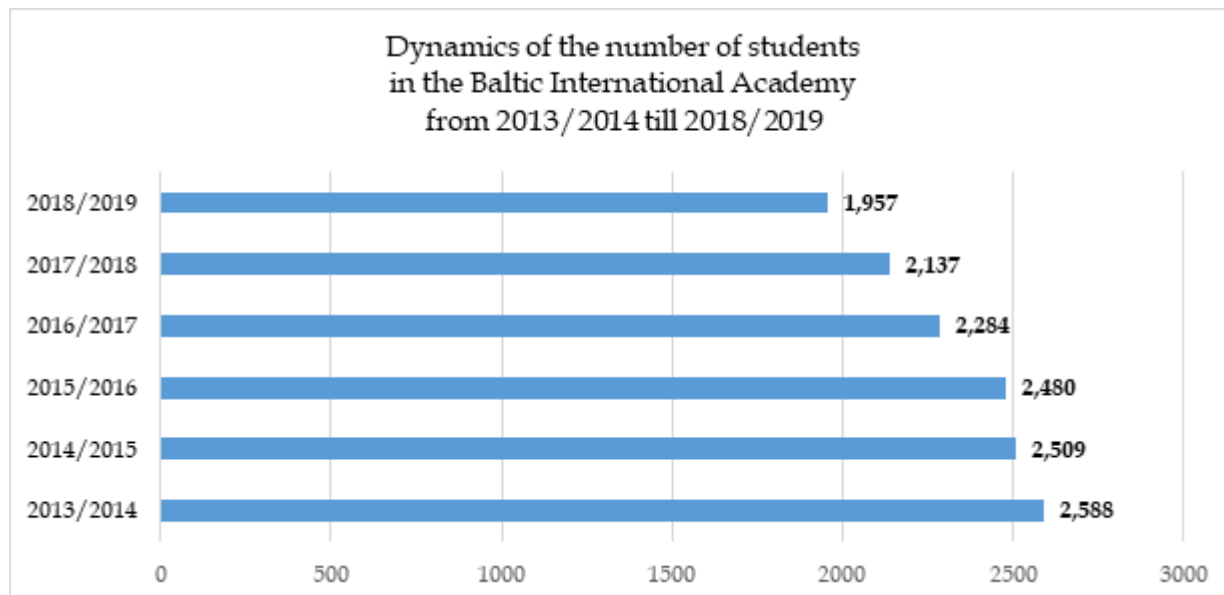


Table 1.1.4. Dynamics of the number of students in the BIA branches from 2013/2014 till 2018/2019

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

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

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

Table 1.1.5. Dynamics of the number of students in the study directions from 2013/2014 till 2018/2019

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

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

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

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

discount system and offering the student credits.

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

According to the *Table 1.1.6. NACE classification* the main activities of the BIA are as follows:

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

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

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

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

Realization of the goals set in the Constitution of the BIA. The structure of financial resources of the BIA is determined by the Board and approved by the Senate of the BIA.

Table 1.1.7. Management of financial resources of the BIA in accordance with the Law on Institutions of Higher Education

Article 77 of the Law on Institutions of Higher Education Financial resources of higher education institutions	Financial resources of the BIA
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Financing of higher education institutions is performed by their founders.	Financing of the BIA is carried out by its founders: Stanislav Buka, Valery Nikiforov, Inta Buka, Nikita Nikiforov
Founder of higher education institution provides the financial resources necessary for its continuous operation and fulfillment of the tasks, set forth by the founder, and controls the use thereof.	Founder of the BIA ensures its continuous operation and the financial resources necessary for the fulfillment of the tasks, set by the founder, and controls the use thereof.
Financial resources of higher education institution consist of the basic budget resources and the other revenues acquired by the high school due to their activities aimed at realization of the goals set in their constitution.	Financial resources of the BIA consist of the basic budget resources and the other revenues acquired by the BIA due to its activities aimed at realization of the goals set in the constitution of the BIA.
The higher education institution has the right to receive and use donations and endowments from the banks, other credit institutions, legal and natural persons.	BSA exercises its legal right to receive and use donations and endowments from the banks, other credit institutions, legal and natural persons.
The higher education institution has the right to receive and use loans granted by the banks and other credit institutions.	The BIA has not ever used the bank and credit facilities during its operations. The BIA uses credit facilities for studies and students.
The structure of financial resources is set by the senate of higher education institution.	The structure of financial resources of the BIA is set by the BIA Senate.
Rector of higher education institution reports annually on the implementation of the budget to the senate and the founder of high school and publishes it on the website of high school.	Rector of the BIA reports annually on the implementation of the budget to the senate and the founder of the BIA.

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

The BIA budget contributes to:

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

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

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

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

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

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

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

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

The BIA is an institution which deals with both academic and professional study programmes, as well as science and research, therefore higher education is funded not only by financing tuition, but also by the revenues from science (Appendix **6 Revenues of the BIA**).

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

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

Structure of expenditures of the BIA is typical for the higher education institutions as the majority of expenditures constitute salaries (55% in average) of which 59% constitute the salaries of the academic staff, 22% - the salaries of the administrative staff and 19% - the salaries of the general staff (see Appendix **7 Expenditures of the BIA**)

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

The second largest expense item in high schools refers to the goods and services which in average constitute 18-20% of all expenditures. The BIA owns real estate and land plots in Riga, Jelgava, Liepaja, Rezekne, Daugavpils and Ventspils, therefore, a significant part of expenditures constitute public utilities and maintenance of buildings.

Table 1.1.8. Intangible assets and acquisition of fixed assets

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

Table 1.1.9. Infrastructure improvement expenditures (EUR),

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

Every year the BIA receives the financial report of the certified auditor which certifies the financial stability of the BIA which is characterized by high financial ratios (see Annex 8 "**Financial stability indicators**"). The Board of the BIA uses the profit share for the development of material and technical facilities in accordance with the procedure prescribed by the Articles of Association.

Based on European and global experience in the field of professional and academic higher education the BIA promotes the human capital development from the economic, individual and community level.

The BIA is systematically improving the quality of studies in order to ensure the academic and higher professional education in the sectors characteristic to the Latvian and European economy in compliance with the requirements of the EU. By developing the BIA study quality assurance system and working out the development and planning documents, the management of the BIA analyzes the factors influencing the international, national dimension, normative regulation in the field of higher education and development (*see Appendix 9*).

In January 2016, the BIA Senate approved the long-term strategy for the operation and development of the BIA for 2016-2021. [*links*](#)

Mission of the Baltic International Academy:

"Multilingual Education for the Global World"

Vision of the BIA:

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

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

Targets of the BIA:

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

synergistic target:

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

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

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

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

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

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

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

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

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

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

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

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

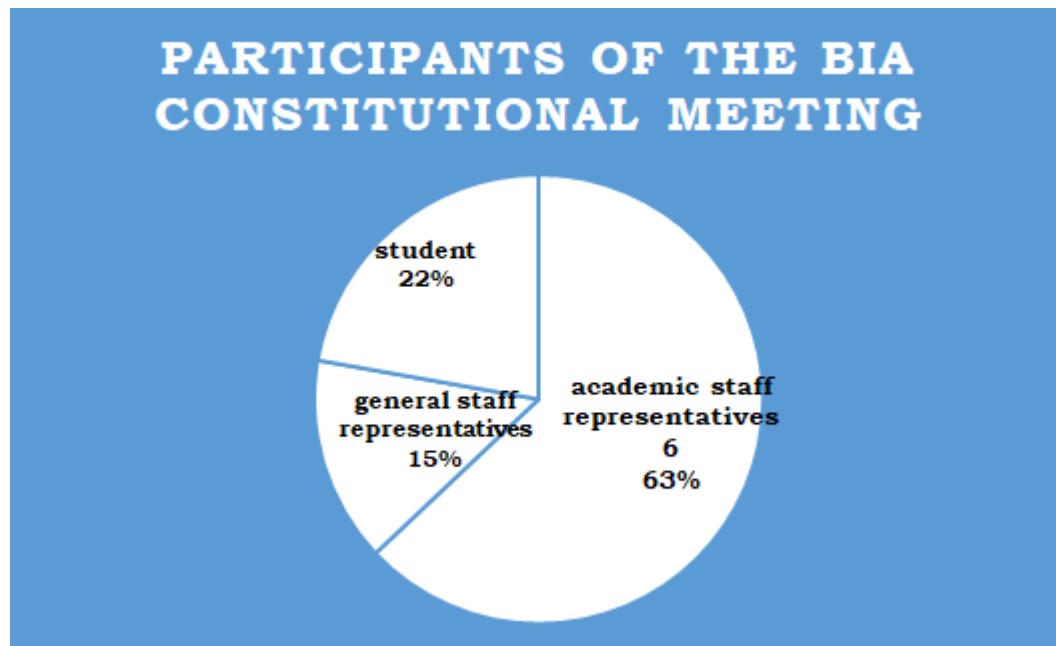
[5] International Association of Schools of Social Work (IASSW) <https://www.iassw-aiets.org/>

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

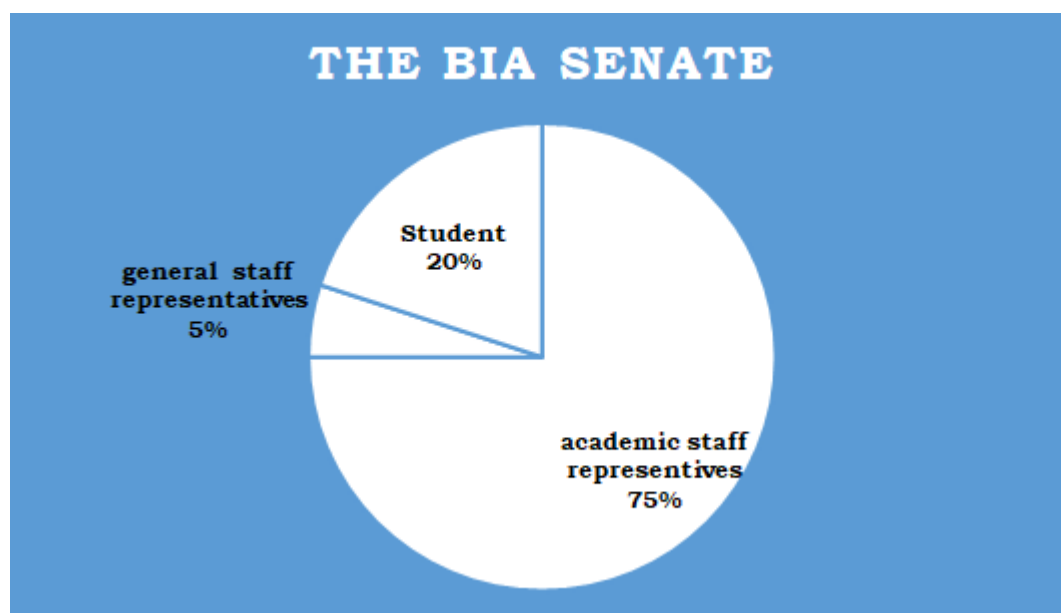
The BIA activities are regulated by the Law “On Constitution of the Baltic International Academy”, the Law on Institutions of Higher Education and the other external and internal normative documents (follow link www.bsa.edu.lv). The BIA decision-making bodies are the

Constitutional meeting, Senate, Rector and the BIA arbitration court. The powers and responsibilities of each institution are regulated by the above mentioned normative documents.

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



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



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

Organizational structure of the BIA (follow link http://bsa.edu.lv/lang/lat/o_bri.htm) undergoes regular improvement of the organizational processes:

- reducing the fragmentation of structural units and overlapping of functions and positions,

strengthening their profiling, financial stability and autonomy; ensuring a balance between collegial management bodies and personal responsibility;

- increasing the efficiency, productivity and transparency of the management processes, targeted involvement of the external stakeholders in the management processes at different institutional levels with clearly defined functions, responsibilities and powers;

- contributing to the balanced fulfillment of the BIA mission (provision of the study process and research), including assessment of the cost of services for one study place.

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

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

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

Development of study quality assurance system of the BIA is a coordinated activity of the hierarchy of all departments of the BIA and professional activity of all its academic staff. The process of improvement of the study quality assurance system is continuous. The study quality assurance system contains the quality policy, the implementation of which is ensured by all departments and their effectiveness is controlled by the hierarchically established management system (see the BIA organizational chart https://bsa.edu.lv/wp-content/docs/BSA_organizational_chart2020_EN.pdf).

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

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

Investments, processes and results are evaluated by the study quality assurance system. The key criteria (like in EFQM) are: leadership (management, administration), people (students, graduates,

academic staff, scientists, general staff), strategy and planning (BIA, structural units, study directions, study programmes), partnerships and resources (practice supervisors, employers, infrastructure, e-environment), human outcomes (student achievements, academic staff, scientists, etc.), resident / client outcomes, community outcomes and key performance.

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

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

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

The following policies have been developed and duly approved:

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

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

[1] European Foundation for Quality Management Excellence model www.efqm.org

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>Study Quality Assurance System of the BIA (SKNS) approved at the BIA Senate meeting (Protocoles No.1 dd 25.01.2012), has been developed in accordance with the requirements of the European Association for Quality Assurance in Higher Education "Standards and Guidelines for Quality Assurance in the European Higher Education Area, Part 1 European Standards and Guidelines for Internal Quality Assurance in Higher Education institutions".</p> <p>It is maintained and developed in order to achieve the goals of the BIA in accordance with the European Excellence Model (EFQM) which is based on the recognition and respect of the interests of community, staff of the BIA, partnerships, awareness of quality development, staff training and engagement in quality development processes. Introduction of the European Excellence Model provides the opportunity for a systematic self-assessment of performance of the BIA education quality system, providing information on both the non-conformities and significant improvements of activities of the BIA. SKNS is a document describing the quality policy, objectives and quality system of the BIA. SKNS includes the procedures of the quality system or references to them and defines the structure of documentation to be used in the quality system. The BIA implements quality management using the European Excellence Model (EFQM) which is based on identifying and addressing the client (student) interests, student partnerships, understanding of quality development, staff education and engagement, process management, considering facts, innovation, interests of the BIA staff (staff, students) and achieving the specific goals. Quality management is provided by the responsible person approved by the BSA Senate Quality Manager who is responsible for quality implementation. Quality manager identifies and documents the processes in cooperation with the structural unit managers.</p>
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2.	<p>A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.</p>	<p>Complies</p> <p>Rules of development, approval and amendment of the study programmes at the BIA have been worked out and approved at the meeting of the BIA Senate. These Rules regulate the procedure of development and approval of the study programmes, principles of the study programme structure, content and management of the professional bachelor's, professional and academic master's studies, requirements for obtaining the professional qualification.</p> <p>Implementation of the doctoral study programmes is regulated by the BIA study rules approved at the meeting of the BIA Senate. Considering the Regulations No. 793 of the Cabinet of Ministers dd 11.12.2018. Regulations of opening and accreditation of study directions the BIA compiles the self-evaluation report for each accredited study direction which is updated every academic year. The self-evaluation report as well as any changes made to this report are approved by the BIA Senate by January 15 of the current academic year.</p>
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<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>	<p>Complies</p> <p>Rules of assessment of the study results of the BIA have been developed and approved at the BIA Senate meeting.</p> <p>The Rules have been developed in accordance with Clause 5 of Part 2 of Article 56 of the Law on Institutions of Higher Education Description of Study Course which sets forth requirements to determine criteria for assessment of study results in accordance with the regulations of the Cabinet of Ministers</p> <p>Regulations on the National Standard of First Level Professional Higher Education and, Regulations on the National Standard for Second Level Professional Higher Education, relating to the basic principles and platforms of assessment for programme acquisition.</p> <p>Procedure of organization of the study course examinations and assessment of student competence is applicable to full-time and part-time students enrolled in the study programmes of all levels. Acquisition of the study course is evaluated according to the content, assessment criteria and requirements specified in the course description.</p> <p>Rules of drafting and defending the final theses at the BIA have been developed and approved at the BIA Senate meeting (Protocol No.134 dd 23.05.2018).</p> <p>Regulations on the activities of the State Examination Commission of the BIA have been approved at the BIA Senate meeting (Protocol No. 118 dd 25.11.2014).</p> <p>Criteria for assessment of the students' success are incorporated in the study course descriptions compiled by the lecturer of the respective study course, and the course description is coordinated with the director of the respective study programme. Study course descriptions are approved by the study direction council.</p>
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4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>Complies</p> <p>Regulations on the academic positions of the BIA have been developed approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017). Requirements for the description of the study course. Employment contracts. RULES ON REMUNERATION have been approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017). Activities of the councils of study directions have been approved at the BIA Senate meeting (Protocol No.131 dd 23.10.2017).</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>At the end of each semester the information on student performance is collected, analyzed, and summarized (performance records are input in the BIA File Nomenclature). Rules of assessment of the study results of the BIA describing the performance records and procedure of their preparation have been developed and approved at the BIA Senate meeting.. 2. Upon the termination of the study programme the students conclude the agreement with the BIA on the provision of information on their employment which is then collected by the heads of the study programmes. Graduates provide the information on employment using the questionnaire on the BIA website. The BIA receives the information about the students 'satisfaction with the implementation of the study programmes and the efficiency of the lecturers' work using the information provided in the questionnaires of the students and graduates. Students usually fill in the questionnaires at the end of the part of a study course or at the end of the study course. The questionnaires for individual study courses and lecture / group study courses are used. Results of the survey are evaluated at the meetings of the respective study direction; they are analyzed within the the annual self-evaluation and also considered in the elections of the lecturers in the course of assessment of effectiveness of their work.</p>

<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>	<p>Complies</p> <p>The management process structure of the education field “Psychology” defined in general the processes necessary to use the quality management system. Appendix Structure of study direction management illustrates the management process structure of the education field “Psychology”, which shows the relationship between the processes and their respective executors.</p> <p>Processes of the education field management system fall into three groups:</p> <p>1) General management processes (V1 to V7): Management overview (V1), Development planning (V2), Internal quality audits (V3), Corrective and preventive actions (V4), Study direction “Psychology” Council (V5), Self-assessment of the education field and study programmes (V6), Cooperation with industries: Ministry of Education and Science (MES) (V7).</p> <p>2) Study processes (from S1 to S7), Research on students', graduates', employers' demands and satisfaction (S1); Development and updating of study programs and their methodological complexes (S2); Student enrolment and registration (S3); Study process and workload planning (S4); Provision of study courses (S5); Implementation and control of the study program (S6); Graduation of students (S7).</p> <p>3) Human, material and information resource management processes (R1 to R7): Personnel management (R1), Development of teaching aids (R2), Managing the foundation for teaching and methodical literature (R3), Infrastructure management (R4), Document management (R6), Managing records and IT resources (R7).</p> <p>The most important indicators of activities of the BIA are reflected in the annual study reports and study programme self-evaluation reports which are available on the BIA website. Every six years the study direction accreditation commission reviews the annual self-evaluation reports of the BIA and the opinions of international experts and performs the accreditation of the study directions and the study programmes on the basis of this information.</p>
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II - Description of the Study Direction (1. Management of the Study Direction)

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

On 25 September 2015, the United Nations (UN) General Assembly adopted a resolution entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, with one of the main strategic goals to “ensure healthy lives and promote wellbeing for all at all ages”^[1]. The goal of the UN resolution is possible to achieve through involvement of a wide range of professionals, namely, psychologists, medical professionals, social workers, educators, and through their long-term cooperation. Psychologists are most directly concerned with “the psychological well-being of society, providing help in crisis situations, caring for mental health, and providing support in reducing psychological stress and risk”^[2].

A study conducted by the European Agency for Safety and Health at Work (2018) identifies psychosocial risks and stress at work as the major health and safety problems in Europe, the problems causing a significant impact not only on individual health but also on the well-being of organisations and national economies. About half of European workers believe that stress is a common occurrence in the workplace; furthermore, it is responsible for around 50% of days lost to work. There is often a lack of proper understanding of stress, or it is seen as something shameful. However, if psychosocial risks and stress are perceived as a problem of the whole organisation and not as a weakness of a single employee, they can be managed as well as other health and safety risks in the workplace.^[3]

The report of the European Agency for Safety and Health at Work (2019) sets out the first analysis of the findings and conclusions of the third EU-OSHA ESENER survey conducted in 2019. More than 45,000 companies in 33 countries were asked about their current occupational safety management, as well as the key factors that contribute to effective governance and employee participation, and the main obstacles that hinder them. In particular the survey focused on the management of psychosocial risks, for example, work-related stress and harassment, and also covered issues related to digitisation. The results of the survey, which provides a holistic overview of current workplace safety practices in Europe, are intended to be used as information to develop new workplace safety measures, the measures meant to help to ensure effective management of risks in European workplaces.^[4]

In June 2018, the Institute of Corporate Responsibility & Sustainability in Latvia conducted a study; its results confirmed that more than a half, that is 54%, of Latvian workers admitted that in the course of that year they had had problems falling asleep due to occupational burnout, and 28% drank alcohol on a regular basis for stress relief. The survey of Latvian employers showed that almost half of the working people in our country (48%) had experienced occupational burnout in the course of that year.

The signs of professional burnout are mental and physical exhaustion, which can significantly reduce work efficiency. According to the survey of Latvian residents, most of them have experienced signs of burnout such as unwillingness to take on new work responsibilities (56%), sleep disorders (54%) and inability to concentrate (53%). Not only mental but also physical

overload contributes to burnout, as 40% of respondents working full time admit that the time they spend daily at work exceeds 40 hours a week.^[5]

As Latvia has one of the highest rates of premature mortality compared to other EU countries, one of Latvia's challenges and goals in the field of public health is to prevent deaths among young people as far as possible. The suicide rate is one of the indicators that characterise the mental health of the population in a particular country, region, point at risk groups, risk factors and situations. Unfortunately, Latvia still has a high suicide rates, both for the European Union and worldwide. Presently, in the world, suicide is not considered to be an individual problem but a serious public health problem, as it affects people of different occupations, social backgrounds, ages and genders. Suicides have a significant negative impact on society for they affect the working population, afflict both families and national economy. Objective 6 "Improving Mental Health" of the WHO European Region policy framework "Health 21" ("health-for-all policy for the twenty-first century") aims to improve the psychological well-being of the population by 2020.^[6]

In view of the above, nowadays there should be more training of specialists - psychologists, who would contribute to the improvement of the psychological well-being and mental health of society. At the beginning of 2018, in accordance with the Psychology Practice Act, the number of higher education institutions providing training for psychologists has decreased to four (BIA, UD, UL, RSU), maintaining certain specialist training niches at the level of the Master's study programmes, namely, the University of Daugavpils for school (educational) psychologists; the University of Latvia for organisational, clinical, educational, legal psychologists; Riga Stradins University for Health and Counselling Psychologists.^[7]

The Baltic International Academy has rich experience in the implementation of the professional Bachelor's programme "Psychology". Since 1998, the Baltic International Academy (formerly the Higher School of Psychology, the Baltic Higher School of Psychology and Management) has been implementing a professional Bachelor's programme "Psychology" with an integrated Bachelor's standard, which was first accredited in 2000 for two years. During that period, graduates obtained the qualification of "Psychologist". In 2002, the professional Bachelor's programme "Psychology" received accreditation for six years. In 2008, the programme was re-accredited for six years (graduates received professional Bachelor's degree and qualification "Assistant Psychologist"). The BIA professional Master's study program "Psychology" was licensed in 2004 and its implementation started in 2005. The programme was first accredited for 2 years in 2006; in 2008, it was re-accredited for 2 years, and in 2010 - for 6 years. The study direction "Psychology" at the Baltic Higher School of Psychology and Management (hereinafter - BPMA) for the first time was accredited in 2013 for six years and included two programmes: the professional Bachelor's study program "Psychology" (for obtaining the second level professional higher education, the fifth LQF level of professional qualification, "Assistant psychologist") of 160 CP, and the professional Master's study program "Psychology" (professional master degree (profession) in psychology with qualification of a psychologist) of 80 CP.

The study direction "Psychology" at the Baltic International Academy was implemented in January 2015, which is related to the reorganization of the Baltic Higher School of Psychology and Management (BPMA) and its integration into the BIA structure. On May 11, 2015, study direction "Psychology" was accredited, which included two study programs: professional bachelor study program "Psychology" (for obtaining the second level professional education fifth level professional qualification "Assistant psychologist") 160 CP and professional master study program " Psychology "(professional Master's degree in occupational psychology, qualification - psychologist) 80 CP, accreditation sheet Nr. 333.

Until the adoption of the Psychology Practice Act, the qualification of a psychologist in Latvia was

acquired in the process of 6 years of study in total, but with the entry of the law into force, it is envisaged that a psychologist qualification can be obtained in 5 years of study. Consequently, the Study Council of the BIA study field “Psychology” decided to transform the content and organisation of the study field “Psychology” to comply with the current normative regulation (Psychology Practice Act of 01.01.2018; Professional Standard of Psychologist, 2019). The law gives the right to professional practice of a psychologist after having obtained an accredited Bachelor's study programme and an accredited Master's study programme in psychology in the amount of at least 200 CP, with at least one of the programmes being a professional study programme.

To accomplish this, the Council of the BIA study direction “Psychology” developed a project on the need to change the study direction “Psychology” curricula (academic Bachelor and professional Master) to a new training model (3 + 2) as required by the Psychology Practice Act and taking into account the labour market situation in the country as a whole (Protocol No.12 of the Council of the study direction of 25.09.2019). The project draft was submitted to the Senate for discussion and approved at the Senate meeting on 23 October, 2019 (Protocol No. 140).

Based on joint changes in European[8] and Latvian professional activities in the field of psychology, reflected in Psychology Practice Act[9] and Requirements for Psychologists[10], the Council of the Baltic International Academy study direction "Psychology" decided to change study programmes in the accredited study direction.

Starting from 2021, the 3 + 2 year model shall be implemented (instead of the previous 4 + 2 model), as such a common study time will allow graduates to enter the labour market more quickly, starting their professional career under supervision. Overall, the above mentioned necessitated organisational changes in the study direction “Psychology”. Thus, the competences necessary for obtaining the professional qualification of a psychologist shall be obtained by completing the academic Bachelor study program “Psychology” in the amount of 120 CP and the professional Master’s program “Psychology” in the amount of 80 CP. Compared to the programmes accredited in the previous accreditation periods, the volume of several courses has been changed, making the subject matter of studies more condensed, changing the distribution of the content among the programmes, and optimising the content of the study courses to avoid overlap and provide consistency. Further, some of the previous study courses have been replaced by new ones. Thanks to the restructuring, the programmes ensure the acquisition of all the competences necessary to perform the professional duties of a psychologist, although the number of credit points to obtain in the programmes has decreased compared to the previous accreditation periods.

The Psychology Practice Act envisions that after obtaining the qualification of a psychologist, a graduate continues to work under supervision for one year before applying for certification. Previously, in Latvia there was no statutory certification. The new approach to psychologist education has 4 advantages considered beneficial to students and graduates. First of all, there is a shorter study period and, in general, the study costs are lower. Secondly, despite the fact that the study process has been reduced by 1 year, there is a significant increase of internship in the working environment, moreover, under the guidance of a supervisor, which allows to more efficiently develop professional skills in a particular area of specialization. Thirdly, graduates have the opportunity in practice to specialise in the sectors required by the labour market. Fourthly, it is the supervisor's responsibility to promote to the certification only those young professionals who throughout the year demonstrate the required professional competences at a good level. As a result, society shall acquire better professionals.

The BIA study direction “Psychology” includes the academic Bachelor’s study program

“Psychology” and the professional Master’s study programme “Psychology” (see Table 1.1.1).

Table 1.1.1. Baltic International Academy study direction “Psychology”

Study direction “Psychology”						
<i>Accreditation page No. 330 of 11.05.2015, accreditation extended to 31.12.2020.</i>						
EQF ^[11] level	Title of the study programme	Code of the study program	Volume of the study program in credit points	Method and form of implementation with particular reference to distance learning	Place of study implementation	Degree to be awarded / professional qualification
6. level	Academic Bachelor’s study programme	43313	120	full-time and part-time studies	Riga, Daugavpils, Liepaja	Bachelor of Social Sciences in Psychology
“Psychology”						
7. level	Professional Master's study programme	47 313	80	full-time studies	Riga	Professional Master's degree in psychology, qualification - psychologist
“Psychology”						

The academic Bachelor's study programme “Psychology” comprises 120 CP (full-time studies - six semesters, part-time studies - seven semesters). The aim of the programme is to enable students to acquire basic academic education in psychology, to provide students with theoretical knowledge and research skills in the field of psychology, to promote analytical and critical thinking skills and to improve their ability to solve problems and make decisions independently. Graduates of the programme are prepared to continue their studies in the professional Master's programme not only in the field of psychology, but also in other Master's study programmes in social sciences where the admission requirements allow for it.

The aim of the professional Master's study programme “Psychology” (80 CP) is to develop and fortify the competences and practical skills necessary for a psychologist, as well as to increase students' theoretical knowledge and understanding of psychology in order to obtain a professional Master's degree and the qualification of a psychologist in the field of work psychology. The total duration of the Bachelor's and Master's programmes for the Master's degree in Psychology and the professional qualification of a psychologist is equivalent to five years of full-time studies, the duration meeting the European Union requirements for obtaining the qualification of a psychologist.

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

There are institutions of higher education in Latvia (UD, UL and RSU) with similar undergraduate and professional Master's programmes, namely, the University of Daugavpils for school (educational) psychologists; the University of Latvia for organisational, clinical, educational, legal psychologists; Riga Stradins University for Health and Counselling Psychologists.^[12]

The BIA professional Master's study programme "Psychology" and the University of Latvia professional Master's study programme "Psychology" (with specialisation in organisational psychology) correspond to the field of work and organisational psychology.

The professional Master's study programme "Psychology" of the University of Latvia focuses on the field of organisational psychology, whereas the BIA professional Master's study programme "Psychology" focuses more on the field of work psychology. The BIA professional Master's study programme "Psychology" fully complies with LR *Cabinet of Ministers Regulation Nr. 512* "Regulations on the state standard of the second level professional higher education".

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

1. analysis of organisational work environment and employee optimal functioning in a particular work environment: work and workplace planning with a view to effective use of equipment and resources, analysis of the psycho-social environment in the workplace, stress analysis and burnout prevention, and solving questions of professional deformation and work-life balance;
2. support in the process of professional self-determination: individual choice of profession and career path based on professionally important characteristics, analysis of potential interests and motivation from individual and organisational perspectives;
3. implementation of preventive and prophylactic measures for health promotion aimed at improving work safety and employee efficiency;
4. improvement of individual, group and collective performance of employees: development of professional selection and certification procedures, evaluation of candidates in the selection process, appraisal of employees' and managerial skills and competences, analysis and enhancement of interpersonal and group interaction and motivation; building employee engagement, designing and managing training and developmental programmes, career guidance and succession planning;
5. promotion of organisational development: research and development of organisational culture. Planning and managing organisational change, managing diversity within organisations, analysing and improving organisational design, auditing staff functions and competencies.

The first three abovementioned points are realised in the BIA professional Master's study programme "Psychology", whereas the last two points (namely, points 4 and 5) are realised in the UL professional Master's study programme "Psychology".

The concise comparison of the psychology study programmes of the study direction "Psychology" with similar study programmes in Latvia (the University of Latvia; the University of Daugavpils) and abroad (the University of Tartu; Norwegian University of Science and Technology; University of Nottingham (UK); Goldsmith, University of London) is given in section 3, Part 3 of the respective study programme. Overall, it should be noted that the BIA study direction "Psychology" has a number of special differences, which create its originality not only in Latvian education market but also abroad.

^[1] UN Sustainable Development Goals: Information from the Ministry of Health of the Republic of

Latvia 1 of 8.12.2017, about the UN General Assembly Resolution "Transforming our world: the 2030 Agenda for Sustainable Development" of 25.09.2015. Available at http://www.vm.gov.lv/lv/nozare/starptautiska_sadarbiba/ano_ilgtspejigas_attistibas_merki/

[2] The Initial Impact Assessment Report of the draft of the Psychology Practice Act t (Abstract) [2014]. Available at: <http://titania.saeima.lv/LIVS11/SaeimaLIVS11.nsf/0/0F4>

[3] European Agency for Safety and Health at Work. Stress at work or psycho-emotional risk factors in the workplace. [online] Available at <http://osha.lv/lv/publications/files/psihoemocionalie-riski.pdf>

[4] European Agency for Safety and Health at Work. (2019) Third European Survey of Enterprises on New and Emerging Risks (ESENER 3)

[5] Institute for Corporate Sustainability and Responsibility (2018) Research: More than half of workers face sleep problems due to work-related stress and overload. [online] Available at: <https://incsr.eu/petijums-vairak-neka-puse-stradajoso-darba-izraisita-stresa-un-parslodzes-del-sa-skarusies-ar-miega-problemam/>

[6] World Health Organisation 1999 "Health-21" (p. 46).

[7] Professional activity of psychologists in Latvia: content, organisation, regulation. Comments on the Psychology Practice Act. Collective author: Prof. Kristine Martinsone et.al. - Courthouse Agency, 2018, p. 365.

[8] Europsy European Certificate in Psychology <https://www.europsy.eu/quality-and-standards/europsy-basic>

[9] Requirements for Psychologists enforced on 30.03.2017 <https://likumi.lv/ta/id/290115-psihologu-likums>

[10] Requirements for Psychologists enforced on 30.03.2017. <https://likumi.lv/ta/id/299322-psihologu-noteikumi>

[11] European Qualifications Framework (EQF), National Coordination Point for linking the Latvian Qualifications Framework to the European Qualifications Framework <http://www.nki-latvija.lv/par-eki>

[12] Professional activity of psychologists in Latvia: content, organisation, regulation. Comments on the Psychology Practice Act. Collective author: Prof. Kristine Martinsone et.al. - Courthouse Agency, 2018, p. 365.

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.

One of the priorities of Latvia's growth is an education system answering the needs of modern and future labour market, promoting economic transformation and implementation of the smart specialisation strategy.^[1] Respectively, future changes will determine the gradual restructuring of the workforce from the middle to the higher qualified group. The share of the economically active population with tertiary education will increase by 5% by 2035, while the share of vocational

secondary and general secondary education will fall by more than 8%. Thus, by 2035, the labour force with tertiary education could exceed 40% of the total workforce.

While maintaining the current structure of education supply, the largest increase in the workforce with higher education is expected in the fields of social sciences, business and law. The increase in the supply of that qualified labour by 2035 will account for about 63% of the total workforce with tertiary education.^[2]

The study programmes of the study direction “Psychology” are implemented in accordance with the principles of the Bologna Declaration, the relevant laws and regulations of the Republic of Latvia and the normative, strategic and development documents of the BIA.

International psychology is concerned with the emergence and practice of psychology in different parts of the world (Stevens & Gielen, 2007). It advocates committed involvement in worldwide and regional psychology and policy-making organizations such as the [International Union of Psychological Science](#) (IUPsyS includes 87 national psychology associations and more than 20 international/regional associations), the International Association of [Applied Psychology](#) (IAAP), the International Association of Cross-Cultural Psychology (IACCP), the [International Council of Psychologists](#) (ICP), the European Federation of Psychologists’ Associations (EFPA: it includes 36 national psychology associations), the Sociedad Interamericana de Psicología (SIP), the recently founded Pan-African Psychological Union (PAPU), and others. In addition, there exist more than 100 international psychology organizations, each focusing on a specific subdiscipline. The goal is to establish psychology as a global discipline that in its theories, research practices, applications, and ethical aspirations is focused on the psychological study of humanity as a whole while avoiding as much as possible ethnocentric biases and preoccupations (McCormick & Constantable, 2015; Stevens & Wedding, 2004). For an annotated bibliography on international psychology that covers 156 publications, see Takooshian, Gielen, Rich, and Velayo (2016).

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

Cross-cultural psychology may be defined as the relativistic study of behaviour and mental processes in different cultures, whereas cultural psychology takes a comparative approach. Cross-cultural psychology aims to compare the psychological phenomena between cultures and looks for patterns, generalizability, and culture-specific differentiation (Lonner, 2018; Shiraev & Levy, 2013). An example would be the investigation of child-rearing practices and their psychological consequences between distinctly different groups. Cultural psychology focuses on the relationship between psychology and culture (such as language, traditions, predominant values, and socialization practices) within a culture and how it affects individual human functioning. Both cultural and cross-cultural psychology constitute important elements of global psychology. Cross-cultural psychology emerged during the 1960s-1970s as a separate [field of study](#) with a definite identity; it is thus older than the more general field of international psychology, which is only now emerging as a distinct discipline.

[The Oxford English Dictionary](#) (1993) defines global as, “pertaining to or involving the world, worldwide” (p. 1101) and international as, “Existing, occurring, or carried on between nations...Agreed on by many nations; used by, or able to be used by (the people of) many nations”

(p. 1397). At present, the term international psychology is in wider use although Stevens and Gielen (2007) prefer the term global psychology, to underline the increasingly global nature of psychological phenomena and problems together with their [scientific investigation](#) and efforts to ameliorate them. More generally, the emergence and intensification of an international psychology movement is part and parcel of the broader process of globalization in the scientific, economic, technological, sociocultural, political and ecological spheres. It reflects and makes use of the increasingly global flow of information, ideas, and peoples. In addition, globalization in psychology has led to the de facto use of English as the predominant means of communication so that academics in many parts of the world are now expected to read and publish in English-language journals.

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

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

1. *National Development Plan 2021-2027. First draft (hereinafter - NDP2027 project^[3]):*

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

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

secondary schools and of vocational secondary education institutions and colleges and for those with higher education - to develop their competences.

2. *Education Development Guidelines for 2014-2020*^[4] Digital teaching aids and resources containing the content needed to implement the curriculum. The realisation of the study direction “Psychology” takes place in classrooms; students are provided learning materials. Each study course has digital resource materials for lectures.
 - Internationalization and international competitiveness of higher education. Promotion of the openness of higher education to international cooperation and exchange of information as well as the increase in export capacity are among the priority areas for action in the development of higher education. The Latvian Sustainable Development Strategy 2030 sets the goal of increasing the proportion of foreign students in higher education institutions in Latvia to at least 10% of the total number of students. In the study direction “Psychology”, internationalisation processes are gradually taking place and foreign students are being attracted.
3. *The National Concept for the Development of Higher Education and Institutions of Higher Education of Latvia for 2013-2020*^[5]:
 - The need to improve the quality and relevance of higher education to meet the needs of individuals, labour market, and future professions, and to stimulate and reward excellence in study and research.
 - The need to provide more opportunities for students to acquire additional skills while studying abroad and to promote cross-border cooperation to improve higher education. The study direction “Psychology” actively uses the Erasmus+ programme for exchanging lecturers, attracting visiting lecturers and offering students study and internship opportunities in Europe.
4. As a result of the project National Skills Strategies^[6] (NSS), four important directions were identified, namely:
 - *Increasing the capacity of the teaching staff family.* Latvia has embarked on an ambitious curricular transformation that comprises a shift to competency-based curriculum intended on teaching students skills required in the 21st century. For this initiative to succeed, it is necessary to bring the outdated qualification of the teaching staff up to date and to review the selection of candidates.
 - *Creating motivation to retain and attract skilled workforce.* Skills shortages have increased in recent years and they are evident in certain occupations that require high skills, such as professionals in different fields.^[7]
 - Regulatory documents governing the industry are *Psychology Practice Act* and *Requirements for Psychologists*.

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

International dimension	<p>The emergence and development of an international psychological movement is an integral part of the wider process of globalization in the scientific, economic, technological, socio-cultural, political and environmental spheres.</p> <p>Fields of research in the field of psychology: research on subjective well-being, identification and treatment of mental health problems, psychological aspects of family systems, gender roles and behaviors, parenting, cognitive and emotional functioning, international relations, value systems, interpersonal conflicts, social national development; a disenfranchised group (such as women, children, immigrants and refugees) struggle around the world.</p> <p>Standards, quality and certification of professional psychologists (EuroPsy http://www.efpa.eu/EuroPsy)</p>
National dimension	<p>Based on strategic EU and Latvian planning documents - Latvian <i>National Development Plan 2020-2027</i> (NDP2027 project), <i>2014-2020</i> (NDP2020), <i>Latvian Sustainable Development Strategy 2030</i> (Latvia 2030), <i>Education Development Guidelines for 2014-2020</i>", <i>Europe2020</i>, <i>EU Reform Agenda for the Modernisation of Higher Education</i>, Lisbon Strategy, Bologna Guiding Principles, and other planning documents.</p>
BIA dimension	<p>On the basis of the Baltic International Academy long-term activity and development strategy for 2016-2021 (http://bsa.edu.lv/lang/lat/o_bri.htm), developed in compliance with laws and regulations of the Republic of Latvia and the Baltic International Academy Statutes.</p>

- consulting with students, employers, professional organisations;

- discussing the BIA study quality system according to the procedure (Study direction council, BIA GFK study methodical council, Senate). See appendix Quality system of the study direction "Psychology".

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

The **strategic goal** of the study direction "Psychology" is:

- 1) to become one of the leading higher education institutions in the Baltic States, with specialisation in work and organisational psychology as a competitiveness basis;
- 2) to become a leading psychological and interdisciplinary research centre of the Baltics, specialising in research in experimental psychology, cognitive psychology, neuropsychology, social psychology, personality psychology, implicit social cognition, work and organisation, and engineering psychology;
- 3) to become one of the leading universities in the Baltics which develops and validates various experimental implicit methods in different fields of professional activity such as traffic psychology, consumer psychology, health psychology, and penitentiary psychology.

4) to implement all study programmes in psychology, i.e. Bachelor's (academic), Master's (professional), providing the labour market with high-level specialists in this field, the specialists who could work as psychologists or researchers and lecturers.

In order to achieve the overarching goal set by the BIA, the strategic aims and objectives of the BIA are defined, and they are related to the goal and objectives of the study direction "Psychology". The strategic goal of the study direction "Psychology" is to provide students with high-quality academic and professional psychological education that is competitive in Latvian, European and global labour markets, to improve their research skills and competences and to develop links with employers in Latvia and abroad (see Table 1.2.1).

Table 1.2.1. Comparison of the main directions of the development strategy of the study direction "Psychology" with the strategic aims and objectives of the BIA

BIA strategic aims	The aim of the study direction "Psychology" development strategy
<p>Aim 1: Development of competitive study directions, enhancing the quality of studies according to the needs of the Latvian state, region and city, and labour market forecasts.</p>	<ul style="list-style-type: none"> ● To improve the study direction "Psychology" and the study programmes, taking into account the recommendations of the previous accreditation commission and labour market development tendencies. ● To continue to improve the quality of the organisation and courses of the study programmes implemented within the framework of the study direction "Psychology", with the view to the latest developments in the field of psychology. ● To strengthen the practical component of the study process, including the involvement of psychology practitioners in the implementation of study courses, provision of appropriate places for internship and support in the development of psychological skills. ● To improve education quality assurance system (feedback, student surveys, development of anti-plagiarism system). ● To develop branches of the study direction "Psychology" in the regions of Latvia.

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

- To further increase the number of publications in the field of psychology indexed in SCOPUS and Web of Science databases.
- To continue organising international scientific symposia and conferences in various fields of psychology research. Organization of the annual scientific conference for young researchers.
- To promote research activities of the teaching staff involved in the programme, their participation in Latvian and international projects and improvement of their professional qualification.
- To involvement students in carrying out research and preparing publications, to ensure the principle of continuity in the studies of the study field “Psychology”.

Aim 3: Strengthening the role of lifelong learning in education and ensuring its supply in line with the needs of the population of state and region, regular monitoring of labour market demand, cooperation between educational institutions in providing lifelong learning programmes.

- To continue the organisation of non-formal education, interest education, free choice and professional development study courses, seminars and summer schools for city, region and state residents for personal and professional development in line with the needs of companies and individuals.
- To diversify the course offering by attracting international guest lecturers, to provide courses with senior and middle level managers and specialists.
- To collaborate with municipal and local companies in the field of student and graduate career development.

Aim 4: Co-operation with stakeholders, strengthening co-operation at national and regional level, co-operation with entrepreneurs as future employers of graduates, co-operation with other higher education institutions and science centres in Latvia.

- To implement and improve the study process by participation of entrepreneurs, to include their representatives in examination and defence commissions and in the formulation of thesis topics.
- To participate in international educational exhibitions and marketing abroad in order to attract foreign students; to involve the academic staff of the study direction “Psychology” in international circulation.
- To strengthening the feedback from the graduates of the study direction “Psychology”.

Aim 5: Stabilization and expansion of the international dimension of the BIA in all spheres of activity: creation of appropriate offers for attraction of foreign students, attraction of visiting professors and visiting researchers, involvement in international organisations, cooperation with foreign universities, research institutes, companies, involvement in international projects.

- To expand and deepen cooperation with similar higher education programmes in Latvia and abroad.
- To facilitate the attraction of foreign students as well as intensification of student exchange within ERASMUS+ and other mobility programs.
- To promote the involvement of visiting professors and visiting researchers in the implementation of international projects.

Aim 6: Development of human resources at the BIA to ensure the improvement of the quality of academic and administrative staff by increasing the number of staff with doctoral degrees, facilitating transfer of experience to young researchers, and developing doctoral students.

- To promote research activity of the teaching staff involved in the programme, to participate in Latvian and international projects and to improve professional qualification.
- To promote the mobility of academic staff and their qualification in higher education and research institutions outside Latvia.
- To facilitate the increase in the number of academic and research staff with doctoral degrees.
- To develop the attraction of foreign visiting lecturers in the implementation of the study direction "Psychology".

Aim 7: Increasing the capacity of the BIA and ensuring financial efficiency by improving resource management, implementing results management and developing the BIA infrastructure.

- To provide highly qualified academic staff for the study programmes included in the study direction "Psychology".
- To further develop the institutional infrastructure.
- To improve the results tracking system.
- To improve the development of the study facilities and infrastructure.

The common goals of the study direction "Psychology" are:

1. To promote the development of academic and professional education and research in psychology;
2. To provide high quality education in psychology based on theoretical knowledge and research skills obtained in the process of preparing internationally competitive professionals.
3. To develop internationally comparable research and creative activity, to deepen the integration of research into the study process, to engage in international, national and

sectoral research programmes, to promote technology transfer and innovation development, and to promote public understanding of psychology.

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

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

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

[1] Ministry of Education and Science. (2013) Science, Technology Development and Innovation Guidelines 2014-2020 year. Available at: <http://tap.mk.gov.lv/lv/mk/tap/?pid=40306267&mode=mk&date=2013-12-17>

[2] Ministry of Economics (2018) Informative report on medium and long-term labour market forecasts https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf

[3] https://www.lps.lv/uploads/docs_module/2019_10_02_3_20191002_NAP_LPS.pdf

[4] <http://www.lsa.lv/wp-content/uploads/2013/03/Izglitibaattistibaspatnostadnes.pdf>

[5]

http://www.aip.lv/files/AIP_vestules_nr11231_pielik_LAIAANK_Koncepcija.doc&embedded=true&hrome=true

[6] <https://www.izm.gov.lv/images/OECD/Report-Summary-LV.PDF>

[7] OECD Skills Survey. (2019) OECD Latvian Skills Strategy. <https://www.izm.gov.lv/images/OECD/Report-Summary-LV.PDF>

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.

In order to find out the possibilities of further development of the study direction

“Psychology”, the director of the study direction “Psychology” together with the administration, the Study direction council, representatives of the students of the study programmes, employers and graduates, conducted a SWOT analysis. The analysis of the strengths, weaknesses, opportunities and threats of the study field is presented in Table 1.3.1.

Table 1.3.1. SWOT analysis of the study direction “Psychology”

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

Strengths

-
- The program is implemented by experienced and highly qualified teaching staff, of whom three professors and 3 associate professors are elected. Of those, four are experts of the Latvian Council of Science, 24 lecturers have doctoral degrees, of which 7 lecturers with doctoral degree in psychology. All the above has a positive impact on the quality of the programmes. Two lecturers are doctoral candidates.
 - The lecturers involved in the programmes have high research activity and regular participate in international and Latvian scientific conferences, symposia and congresses.
 - The academic personnel are active in research as well as attracts students for joint research.
 - Lecturers participate in international and Latvian professional organisations of psychologists.
 - Lecturers actively cooperate with various editorial boards of academic journals.
 - In the study process favourable study environment and successful interaction between lecturers and students are maintained and individual approach is ensured.
 - Acquisition of theoretical basis and practical skills in the study process are balanced.
 - Academic staff publications in peer-reviewed international journals and academic staff participation in conferences and congresses are financially supported.
 - The funds of the Academy library and electronic databases (EBSCO, Scopus, Science Direct, etc.) are made available.
 - Employers are involved in internships as a head of internship and internship supervisors.
 - Students participate in the ERASMUS exchange programme within the quota allocated to the BIA.
 - Collaboration in research with international universities.
 - Most teachers have a good command of foreign languages. More and more teachers read lectures in English to ERASMUS students.
 - Increased number of guest lecturers from Germany, Great Britain, Poland, Turkey, Russia give lectures and conduct seminars.
 - There has been an increase in the number of visiting students, not only within the framework of the ERASMUS programme, but also guest students from Kazakhstan, Uzbekistan, Kazakhstan, Russia, Germany, Finland, Ukraine have come to study.
 - The study process is ensured by methodological framework, information base and facilities; modern technologies are used.
 - A special program SPSS22 is available to students for statistical processing of data.
 - There is a scientific laboratory of neuro-cognitive implicit processes equipped with specialized equipment to conduct experimental research.
 - Available places for student internships are diversity; there exist internship opportunities abroad.
 - Close cooperation with the professionals in the field facilitates the organisation of the study direction development according to the requirements of the labour market.
 - Exclusive for Latvia, the research direction “Research of Cognitive Mechanisms in Implied Social Cognition” has been actively developing.
 - The branches for full-time and part-time studies in Liepaja, Daugavpils are growing.

Weaknesses

-
- Insufficient international recognition of BIA and study direction;
 - Students' activities in practical research;
 - Aging of academic staff;
 - Insufficient fundraising activity;
 - Cooperation with employers, professional organisations and graduates are not conducted actively and systematically;
 - Limited autonomy in programme budget planning, which prevents management from fulfilling its motivation function;
 - Insufficient mobility of academic staff and students and international exchange especially at the level of the Master's studies (unfortunately, they are not satisfied with the duration of the mobility - it is too long);
 - Insufficient number of funded projects;
 - Absence of doctoral studies, consequently, after the completion of the Master's study programme, graduates study at another higher education institution (e.g. at the University of Daugavpils);
 - The remuneration of the teaching staff is not sufficiently motivating and makes them look for additional income opportunities.
-

Analysis of opportunities and threats in the study direction "Psychology"

Opportunities

- Cooperation with universities in Latvia (University of Daugavpils, Riga Stradiņš University, University of Latvia) and abroad.
 - Growing international scientific research.
 - Possibilities for students and faculty to study in international exchange programs (ERASMUS).
 - Possibilities of acquisition of EU structural funds, as well as attraction of state funding.
 - Motivating students to use scholarships from other countries.
 - Involvement in international associations.
 - Cooperation with employers.
 - Organisation of interdisciplinary research, collaboration with other faculties.
 - Expansion of students and teaching staff exchange.
 - Implementation of several effective cooperation projects with Latvian entrepreneurs.
 - Attraction of guest lecturers from European universities.
 - Fundraising to provide the study process with the latest technological equipment
 - Development of the study direction at the doctoral level which should help to improve the quality of the academic staff and raise the prestige of professions within the study field.
 - Creative use of new IT technologies, providing different study forms and innovative methods, making didactic materials available and various types of communication possible.
 - Higher requirements for graduation theses to encourage students in their use of recent research and reference to literature and sources, to make greater use of foreign language literature, especially English, and to demonstrate a creative approach to the study process.
 - Participation in international student camps, summer schools, conferences, seminars.
 - Extensive participation in lifelong learning and improved access to the labour market.
-

Threats

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

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

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

Overall, the mobility of teaching staff has increased over the last six years. In order to prevent the aging of the academic staff, several master students are gradually involved in the study process. In order to overcome lapses in communication with employers, long-term cooperation with employers has been actively sought in recent years. To address the lack of student mobility in the Master’s programme, a number of international agreements giving graduate students the opportunity to practice in international companies are currently being negotiated. In recent years the number of BIA psychology experts in the Latvian Council of Science has increased (from 1 to 3 experts). A research laboratory is being intensively developed and equipped for scientific experiments. Thus, in the future, there is an opportunity for creating a doctoral programme in the field of psychology.

Major threats and a plan to deal with them

To prevent the consequences of the decline in high school graduates, a number of measures are being taken: (a) to promote the study of psychology as a modern evidence-based body of knowledge, including extensive knowledge and training; (b) the BIA has established the Small Academy, which is a great opportunity to gain new knowledge while studying at school and, after graduating high school, to become a student of the Baltic International Academy to compete successfully in European market. In order to avoid increasing competition with similar study programmes in other higher education institutions, it is planned to systematically take care of the quality and topicality of the study programmes in the international context. In order to improve the competition of psychologists in the labour market, students are provided with high quality studies, which are also useful in other professions.

Essential opportunities and the plan of using them

In order to ensure cooperation with higher education institutions in Latvia (University of Daugavpils, Riga Stradiņš University, University of Latvia) and abroad, it is planned to sign

agreements on visiting lecturers and professors with higher education institutions in Latvia and abroad (in Lithuania, Poland, Norway).

In order to expand the exchange of lecturers and students, lecturers are more actively informed about the possibilities to read lectures in foreign universities which have signed cooperation agreements with the study direction "Psychology". Additionally, lecturers' plans on the use of exchange opportunities are clarified during their annual discussions with the Head of the direction. In order to organize interdisciplinary research in cooperation with other faculties (e.g. social work), it is planned to regularly participate in grant competitions both in Latvia and abroad. It is also planned to raise funds to provide the study process with the latest technological equipment. In order to develop and offer continuing education courses in various areas of psychology, marketing research on the most demanded topics will be systematically carried out. It is planned to consult with companies on the possibilities of developing and providing further education courses and programmes.

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

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

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.

The BIA is governed by the law of the Statute of the Baltic International Academy, the Law on Higher Education Institutions and other external and internal regulatory documents. The BIA decision-making body consists of Statutory Assembly, Senate, Rector and Academic Arbitration. The said laws and regulations define the powers and duties of each institution.

The BIA Statutory Assembly consists of 17 representatives of the academic staff, 4 representatives of the general staff and 6 representatives of the students. The BIA Senate consists of 20 senators, of whom 15 are academic staff members, 4 are students and 1 is a member of the general academic personnel.

The responsibility for effective management and oversight of operational tasks in BIA is held by three Vice Rectors:

Vice-Rector for Studies, Vice-Rector for International Relations, Vice-Rector for Sciences, and their subordinate study, science, administration and business units. The study direction "Psychology" is included in the joint BIA structure. (see Other Annex.: Levels involved in the study direction "Psychology").

The BIA senior management is responsible for defining strategic and quality goals and quality policy, deciding on the quality approach, managing resources and defining internal policies. The implemented in the BIA system is monitored by both internal system and quality auditors and by independent external experts. At the academy level, one of the indicators of study quality is the public attitude and opinion, as well as the BIA recognition. The measures for branding of the BIA image are defined in evaluating the level of satisfaction and involvement of the BIA employees as well as the results of the research on the reputation of higher education institutions.

The management of implementing the study direction is efficient in achieving the goals of the study direction; it is democratic, with clearly defined duties and responsibilities of administrative staff, academic staff and students.

The statute of the Council of the study direction of the Baltic International Academy study direction "Psychology" (Senate Resolution No 248 of 25.05.2009) provides that the Council of the study direction is a collegial governing body that manages all levels of academic, professional programmes at all levels corresponding to one field.

The Council of the study direction "Psychology" comprises all directors of study programmes relating to the branch; representatives of the students successfully enrolled in the respective programmes - not less than 20% of the Council of the study direction, promoting the representation of the study programmes of all levels, as well as the representation of as many study programmes as possible; representatives of employers (candidates are proposed by heads of the departments and directors of study programmes). Student candidates are nominated by the Student Council. The Council of the study direction also includes representatives of the BIA management: the Dean and representatives of all departments involved in teaching in the study programmes of the study direction.

The Council of the study direction elaborates the development strategy for the study programmes of the field, evaluates applications for new study programmes of all levels, annual self-assessment of study programmes, changes in study programmes submitted to the Council of the study direction for approval.

The meetings of the Council of the study direction are open to public, and academic staff and students involved in specific issues are often invited. Proposals on the issues to be considered by the Council of the study direction may be submitted by BIA management representatives, heads of departments, study programme directors, the Student Council, as well as the academic staff nominated by the Student Council.

At the study programme level, the study programme manager is responsible for ensuring that the content of the study programme complies with internal and external regulatory enactments, labour market demands, industry development trends and student needs, for analysing data that can provide information on the factors influencing the outcomes and quality of study programmes and introducing necessary improvements to study programmes. Each year, study programme quality indicators are measured, and they are directly linked to the remuneration of study programme directors. This aspect promotes responsibility and motivates study programme directors to achieve higher quality standards. Improvement system scheme of study programme see Other Annex: [Improvement system scheme of study programme.docx](#)

Each structure is crucial to the qualitative implementation of the programmes. The support staff in the study programme implementation can be divided into three groups:

Group 1 are structures ensuring the learning process. They include such structures as the admission commission securing student enrolment, paperwork, collaboration with schools, open door days; the study department ensuring realisation of study processes; the accounting

department responsible for financial matters; the library providing students with study literature and periodicals and the access to databases; the analytical department ensuring maintenance and improvement of the database as well as processing of the results of the survey; the IT department providing the website and computer system maintenance; the bookstore staff providing students with the opportunity to purchase educational literature and stationery.

Group 2 are structures that ensure interaction between students and teachers, facilitate the development of international relations, and provide students with additional opportunities for study outside the curriculum. These include the Student Parliament, the Erasmus programme department and the foreign language centres.

Group 3 is related to the implementation of the study programmes in the study direction “Psychology”. This group consists of deputy program director; the Council of the study direction “Psychology” that includes faculty, employers, students and master students.

The Programme Director is responsible for the operational management and control of the study process, student and teacher research activities. The Programme Director draws up semester work plans, coordinates work with other structural units, such as the BIA branches, accounting department, study department, information, technology and analytical departments, the BIA Rector and Vice-Rectors, and prepares annual reports. The Programme Director is controlled by the BIA Rector and Vice Rectors.

The assistant to the director of the study programme “Psychology” prepares documentation, controls the compilation of the timetable and its implementation, prepares archive materials, ensures information exchange between BIA structural units, transfers information to students personally, via e-mail or group e-mail, as well as website and Facebook.

The office time of the Programme Director and the working hours of the Programme Director shall be determined by the Rector's order. The activities of the assistant to the director of the study programme “Psychology” are controlled by the programme director. Student participation in programme management is ensured by their participation in the Council of the study programme “Psychology”, study elders' meetings, Student Parliament, BIA decision-making institutions - the Senate, thus, ensuring effective achievement of study direction and study programme goals and respecting the principles of democracy and mutual trust. Student suggestions and recommendations on improving the study process are obtained through a questionnaire (twice a year). The results of the questionnaire are processed by the analytical department and discussed at the Council of the study programme “Psychology” and in the BIA Senate.

The control over the quality of studies is maintained with the help of open lectures, student questionnaires, rating of teaching staff and electing lecturers on a competitive basis.

Analytical reviews of the results of exams, tests, course paper defence, and internship reports are conducted twice a year to maintain student knowledge control.

Participation of students in the programme management is ensured by their participation in the Council of the study programme “Psychology”, meetings of the elders of the course, Student Parliament, and BIA Senate.

Methodological work is controlled and corrected by the BIA Study-Methodological Council. The results of the work (self-assessments) are discussed by the Council of the study programme “Psychology” and approved by the BIA Senate.

On the whole, the structure of the management of the study direction “Psychology” is characterised by processes necessary for the quality management system.

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

At the beginning of studies, students have the appropriate knowledge, skills and competencies to achieve the planned study results. Admission of graduates to the Academy takes place in accordance with the Regulations "Admission Regulations and Matriculation Procedures at the Baltic International Academy" (23.10.2019, Minutes No 140) approved by the BIA Senate (<https://bsa.edu.lv/en/provisions-and-statements/>). In order to organize the admission of students to the academy, admission commissions are established for the current study year by the order of the BIA rector or branch managers.

The initial deadlines for the enrollment of students in full-time study programs in the first year after graduation are determined by the Cabinet of Ministers of the Republic of Latvia. Taking into account the regulations of the Cabinet of Ministers of the Republic of Latvia, the Rector issues an order on specific start and end dates for graduate admission to full-time and part-time programs for the first semester.

Information about the student is entered into the BIA information platform, which resulted in a concluded study agreement. The BIA information system provides structural units with access to limited information: the accounting department, study department, study program director and methodologist. The study department draws up an order for matriculation and submits it for signing to the rector or the authorized head of the branch.

Admission of applicants to the professional bachelor's study program "Psychology" in full-time and part-time studies takes place in an open and equal competition procedure, based on the results of centralized examinations. For example, 2019/2020. academic year, during the summer admission period, the applicant A.A. applied to the BIA Admission Commission to enter the professional bachelor's study program "Psychology". Upon entering, the applicant filled in a certain sample application, indicating the chosen study program and information about himself / herself, as well as submitted all documents to the BIA Admission Commission, in accordance with Article 46 of the Regulations "Admission Regulations and Matriculation Procedures at the Baltic International Academy" <https://bsa.edu.lv/en/provisions-and-statements/>

Applicants A.A. has obtained secondary education in the Republic of Latvia, she submitted a secondary school certificate and a Centralized Examination Certificate in three subjects. According to the BIA Admission Regulations, the levels of the centralized examinations (in at least 2 subjects) must be from A to E (incl.), or starting from 2013, a percentage assessment that corresponds to the existing level limits for each specific subject. For Applicants A.A. the level of centralized examinations was sufficient: in Latvian - 59% (corresponds to level C), in English - 33% (corresponds to level E), in mathematics - 28% (corresponds to level D). The Admissions Committee, after getting acquainted with the submitted documents, made a decision on admission of the applicant in the 1st semester of the 1st year of the professional bachelor study program "Psychology", which was notified to the applicant. Based on the decision of the commission with A.A. a study agreement was concluded.

Students who wish to continue their studies at the Academy in later study stages, recognition of

professional experience, previously acquired formal and non-formal education takes place in accordance with the Cabinet of Ministers Regulations No. 932 "Procedure for Commencement of Studies in Later Study Stages", Cabinet of Ministers Regulations No. 505 "Regulations on Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education" and BIA Senate Regulations "BIA Admission Regulations and Matriculation Procedures" and BIA Regulations "Knowledge, Skills and Competences Acquired through Non-formal Education or Professional Experience" Procedure for Recognition of Study Results Achieved in Previous Education ", approved at the BIA Senate sitting, 21.1.2018, protocol no. 136.

A person who wishes to have the study results achieved in his or her previous education or professional experience need to submit to the BIA an application for recognition of the achieved study results. The person shall attach to the application documents certifying the study results achieved in previous education or professional experience. The decision on the recognition of study results achieved in previous education or professional experience is made by the commission. The commission shall, within one month after receipt of the application, examine it and take a decision regarding the recognition of the study results achieved in previous education or professional experience or regarding the refusal to recognize the achieved study results. The decision shall be sent to the applicant. The Commission is entitled to verify the accuracy of the information and data provided. If necessary, the commission may determine examinations for the assessment of study results achieved in previous education or professional experience. For example, the following courses are most often recognized in the professional bachelor's study program "Psychology": foreign language, philosophy, sociology, statistical methods in psychology. Students use it well, as far as part-time groups have a large proportion of students with already completed higher education.

For example, 2017/2018. doc. The applicant J. S. applied to the BIA Admission Commission to enter the professional bachelor's study program "Psychology" at a later stage of studies. As the candidate submitted an academic transcript from the previous place of study, a copy was provided to the director of the study program, who, after researching the obtained academic transcript and comparing the subjects with the study program the study results recognition commission for the results of comparison. After listening to the program directors and getting acquainted with the submitted documents, the commission made a decision on the recognition of study results achieved in previous education (study subjects - foreign language - 6 CP; Sociology - 2 CP; Philosophy - 2 CP; Business - 2 CP; statistical methods in psychology - 4 CP). Based on the decision of the commission, a transfer form was prepared and signed by the director of the study program. The commission made a decision on admission of the applicant in the 2nd semester of the 1st year of the professional bachelor study program "Psychology", which was notified to the applicant. On the basis of the decision of the commission with J.S. a study agreement was concluded.

The opportunity to recognize the study results obtained through professional experience is used less often. For example, 2019/2020. doc. the applicant I. K. applied to the BIA Admission Commission to enter the professional master's study program "Psychology" at a later stage of studies. As the candidate submitted an academic transcript from the previous place of study, as well as the study results obtained from professional experience (a certificate of internship in a company), copies were submitted to the director of the study program, who, after researching the academic transcript and comparing the subjects with Psychology "study plan subjects by names and credit points, a statement on the internship in the company, prepared a draft transfer form and reported to the study results recognition commission on the results of comparison (for example, the internship was equated to the study course " Lecturer Internship ", 2 CP). Based on the decision of the commission, a transfer form was prepared and signed by the director of the

study program. The commission made a decision on admission of the applicant in the 2nd semester of the 1st year of the professional master's study program "Psychology", which was notified to the applicant. On the basis of the decision of the commission, a study agreement was concluded with I. K.

From the 2020/2021 academic year, it is planned to admit applicants to the academic bachelor's study program "Psychology" and the professional master's study program "Psychology" in the English language stream. At the Baltic International Academy foreigners mostly study in English, whose admission to BIA takes place in accordance with Article 83 of the Law on Higher Education Institutions. The admission of foreigners to the academic bachelor's study program "Psychology" (in the English language stream) and the professional master's study program "Psychology" (to the English language stream) is organized by the BIA External Relations Department and the BIA Admission Commission. Foreigners are admitted on the basis of the following criteria:

- All requirements of the Ministry of Foreign Affairs of Latvia, the Office of Citizenship and Migration Affairs and other institutions of the Republic of Latvia related to the entry and residence of foreign students in Latvia have been met.
- In the External Relations Department, the expert opinion of the Academic Information Center has been received in accordance with Section 85 of the Law on Higher Education Institutions and the requirements of the BIA Admission Regulations corresponding to the respective study program have been met.
- Foreigners wishing to study in English must submit a certificate of English language proficiency issued by an international testing institution within the last five years to the External Relations Department. Language proficiency must be at least EKP grade B2. The mentioned document is not submitted by those foreigners who have acquired secondary education in the language of implementation of the respective study program.
- When registering for studies, the applicant fills in and sends to the External Relations Department an application form for foreign students, a copy of a passport, copies of educational documents confirming the previous education required for starting studies. The originals of the documents are submitted to the BIA upon arrival or sent to the BIA by post for legalization. More detailed information on the process of admission of foreigners can be found on the BIA website: <https://bsa.edu.lv/en/provisions-and-statements/>
- Upon completion of the admission process, the External Relations Department submits the foreigner's admission documentation to the BIA Admission Commission for matriculation.
- Decisions of the Admission Commission can be challenged in writing within one month from the moment of making the decision by submitting a motivated application to the BIA Board. The adopted decision may be appealed in court in accordance with the procedures specified in the Administrative Procedure Law.
- BIA has the right to terminate a person's participation in the admission process if it has not complied with the requirements of the regulatory enactments regulating admission.

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

The process of training qualified professionals in the field of psychology is impossible without extensive and rigorous control over the knowledge and skills acquired by students. It is not just

the knowledge gained in study disciplines that is the object of control. The ability and logical reasoning to express one's views through public speaking, the ability to independently find and analyse relevant information is assessed too.

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

The completion of a study course is assessed on a 10-point scale in accordance with the Cabinet of Ministers Regulations No. 141, No. 512, No. 240 and the BIA Senate "Regulations on Study Outcomes at the Baltic International Academy" (approved at the BSA Senate sitting, Protocol No.125 of 30 March, 2016), and it is based on the following criteria: volume and quality of knowledge acquired; skills acquired; acquired competence in accordance with the planned learning outcomes .

Internship is a peculiar form of testing the skills of prospective specialists. Practice reports shall be carefully analysed and evaluated according to the BIA "Regulations on practices at the Baltic International Academy" ..

An important element of student examinations is pre-defence and defence of their theses. The procedure for evaluation of theses was specified in the BSA "Regulations on the preparation and presentation of graduation theses at the Baltic International Academy" (https://bsa.edu.lv/wp-content/docs/2020/BSA_Praksēs_nolikums_en.pdf)

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

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.

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

The BIA has developed POLICY Statute on "Privacy" (approved at the BSA Senate sitting, protocol No.137 of 14.02.2019). BIA Internal data protection rules.

Developing the principles and requirements of the BIA Academic Code of Academic Integrity and Ethics based on the laws of the Republic of Latvia, namely, the Law on Higher Education Institutions, the Law on Scientific Activities and Copyright Law, the BIA working group used *Plagiarism in Academia* as well "*General Guidelines for Academic Integrity*" developed for the

promotion of academic integrity in European network of the Erasmus+ project.

The BIA has developed “Code of Academic Integrity and Ethics” (approved at the BSA Senate sitting, protocol No.137 of 14.02.2019).

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

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

The BIA introduces students to the principles of academic honesty, compliance requirements during studies, and sanctions in case of non-compliance at the beginning of the study process. These principles are also explained to the students at the beginning of study courses by teaching staff.

Academic integrity and methods of violation detection are also taught to teaching staff, researchers and general staff.

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

- at the end of each study year, students complete questionnaires evaluating lecturers' work and study course content, the questionnaires analysed and taken into account when planning future studies in order to improve the quality of lecturers' work;
- in large groups where tests are difficult to organise and that allows unscrupulous students to cheat, the number of students in classrooms is optimised or even reduced;
- the final assessment of the study course consists of several parts; they are attendance, class activities, independent work, mid-term examinations; the exam mark represents only 70-80% of the final assessment;
- the deadlines for submission of written papers are strictly adhered to and no works are accepted after the deadline;
- regulations on evaluation of study results, procedure, presentation of results, possibilities of appeal have been developed;

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

The guidance on dealing with academic integrity violations and types of plagiarism is based on the BIA approved Code of Academic Integrity and Ethics, and it is designed to be used by students, researchers, teaching and general staff.

If signs of plagiarism are found in a student's work, the lecturer writes an application to the study programme director. The student's own point of view is heard – they are invited to a study council meeting where they have to give an explanation. As a result, the student is reprimanded and the

written work in question needs to be reworked and the grade is lowered. More severe and repeated cases of plagiarism are dealt with at the Vice-Rector and even Rector level, and the student is already threatened with expulsion from the academy. However, cases when a student repeatedly commits plagiarism are extremely rare in the BIA, and explanatory work and the first admonition at a council of the study direction meeting is usually sufficient.

In most cases, students tolerate plagiarism in their work not out of malice, but because they lack sufficient understanding of the use of references or the importance of intellectual property, and it is especially characteristic of first-year students who attempts to use reports readily available on the Internet or rewrite existing works without acknowledgement . That is why the BIA helps to master the basics of research, including the proper use of references. However, previous institutions can make an invaluable contribution by tightening control over student written works, explaining to them what plagiarism is, and how to avoid it by properly referencing the ideas of others.

When submitting their research papers (Bachelor's, Master's), students must certify with their signature that the work is not counterfeit or plagiarised. The scientific supervisor of the thesis also certifies it with his / her signature.

With academic staff, the relevant issues are addressed in the discussions of the collegial bodies. After discussions and in-depth evaluation, the introduction of technical tools and procedures to prevent student and staff plagiarism was recognized as ineffective and economically inefficient due to the limited number of professionals and students as well as due the specificity of research and high level of expertise, which can be provided by BIA experts in collaboration with their colleagues in other universities and countries.

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

All information about the study direction "Psychology" and relevant study programmes (including self-assessments) is published on the BIA website www.bsa.edu.lv .

The person responsible for the study direction, Prof. Plotka is responsible for the correspondence of the information available on the BIA website to the information available in the official registers.

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.

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

Development and implementation of proposals for innovative teaching methods and practices promote the research integration, foster interdisciplinarity and implementation of the courses, practices and such learning methods which directly develop the students' innovation competencies (entrepreneurial skills and critical thinking, improvement of the transversal competences and their evaluation system).

For the purpose of development of the study direction the trends of development of the global and national study direction implementation opportunities and their compliance with the strategy and common vision of the BIA are analyzed.

The key functions of the study direction council are as follows: to develop the study programme (s) of the respective study direction, to carry out evaluation and implementation analysis of the study programme, to analyze the students' learning achievements, to analyze the quality / performance of the academic staff involved in the study direction and to promote the integration of scientific work into the study programme.

The study direction council works out the strategy for development of the study programmes of the branch, evaluates and submits to the study council for approval the applications for new study programmes of all levels, annual self-assessment of the study programmes and changes in the study programmes.

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

Pursuant to the provisions of the regulations of the "Psychology" study direction council of the BIA (approved on May 25, 2009 by the BIA Senate decision No. 248), the direction council is a collegial governing body which administers the academic Professional study programmes of all levels relating to the same branch of science.

"Psychology" study direction council includes directors of the study programmes, academic staff, students registered in the study programmes - at least 20% of the study direction council contributing to the presentation of the study programmes at all levels and presentation of as many training programmes as possible to the representatives of employers. Students are nominated by the students themselves..

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

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.

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

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

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

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

Objectives of study programme review:

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

Table 2.11 shows how the feedback between the parties, involved in the review and improvement of the programme, is provided, and the feedback mechanism, i.e. methods and tools, as well as the frequency with which this feedback is provided:

Table 2.11. Mechanism of obtaining and providing feedback

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

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

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

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

The basic principles of the BIA study quality management are:

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

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

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

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

Complaint and suggestion consideration procedure is relating to:

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

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

- assessment of the final examination / study,

- organization and conduct of the study process,
- tuition fees,
- exmatriculation.

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

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

Complaints and suggestions may be submitted to the BIA by:

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

Complaints and suggestions may be submitted in the paper form by filling in the application form (attached hereto as the Annex 1) which is available at the BIA study information center, the BIA branches and the BIA website.

Requirements for filling out the complaint and suggestion form:

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

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

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

Upon receipt of the suggestion the responsible person examines it within 10 working days and informs the recipient about the possible suggestion implementation plan or about a reasonable refusal to implement the suggestion. The recipient of suggestion records the decision in the BIA register of complaints and suggestions, informs the applicant of the decision taken and makes a relevant note in the submitted form.

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

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

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

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

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

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

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

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

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

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

Scientific process	Vice-Rector for research	<i>Inna.stecenko@bsa.edu.lv</i>
Foreign students' questions	Vice-Rector for international relations	<i>Inta.buka@bsa.edu.lv</i>
Tuition fees, loans, scholarships	BSA accounting department	<i>kreditu.dala@bsa.edu.lv</i>
Library	Scientific library	<i>biblio@bsa.edu.lv</i>
Maintenance issues	Maintenance department	<i>irinakuzenko@inbox.lv</i>
IT issues	Computer centre	<i>it@bsa.edu.lv</i>

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

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

The following information is provided annually to the various institutions.

Table 2.4.1. Types of the BIA statistical data, deadlines and institutions

Type of information	Institution	Deadlines
Number of enrolled students	Ministry of Education and Science Central Statistical Bureau	Every year as by September 5
Information on the BIA student status	National Education Information System	Every month
Overview of higher education institution	Ministry of Education and Science Central Statistical Bureau	At the beginning of each academic year - 15.10.

Overview of the circulation of diplomas and diploma forms	Ministry of Education and Science	Every year as of January 1
Information on the BIA International Relations	Ministry of Education and Science	Until October 15 of the current academic year
CSB Statistical Report and information on the international relations of the Baltic International Academy in the current academic year	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year
Information on the foreign students at the BIA	National Security Service	Every year in October
Number of foreign students at the BIA in the current academic year, included (Higher education institution review)	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year
Students of the BIA who study abroad in the current academic year as a result of exchange (Higher education institution review)	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year
Number of mobile students at the BIA in the current academic year (Higher education institution review)	Ministry of Education and Science Central Statistical Bureau	Until October 15 of the current academic year
Data on the graduate study mobility in the current academic year	Ministry of Education and Science	Until August 31 of the current academic year
Information on the individuals and agencies which attract the foreign students to study at the BIA	National Security Service	Until November 1 of the current academic year
Information on the third country citizens who are studying at the BIA	State Border Guard	Upon request

Information on the international cooperation with different countries (including number of students, mobile students, partners and projects)	Ministry of Foreign Affairs of the Republic of Latvia Ministry of Education and Scienc	Upon request
Communication on engagement (Sustainable Development Goals)	United Nations Global Compact	Every second year starting from 2013
Sharing information on progress (SIP)	Principles for Responsible Management Education	Every second year starting from 2018
Current academic year final report on the BIA partners, project duration, project participants (including project participant reports) and budget used	Mobility tool Lifelong Learning Project Erasmus + Information System	Until October 30 of the current academic year
Interim reports on the BIA partners, project duration, project participants (including the participant reports) and budget used	Mobility tool Lifelong Learning Project Erasmus + Information System	Until January 10 of the current academic year
Current year report and updating of data on the BIA activities	The European Parliament's Transparency Register	Every year on March 30, starting from 2017
Information on the internationalization, monitoring and development of internationalization at the BIA	European Association for International Education (The EAIE Barometer survey)	Every fourth year starting from 2017
Information confirming that the scientific institute has international cooperation in the field of science	Central Statistical Bureau	Every year by March 30
Information confirming that scientists at the scientific institute publish the scientific articles or patent inventions or develop technologies	Central Statistical Bureau	Every year by March 30

Review of implementation of scientific work of the scientific institution controlled by a higher education institution (1- Research)	Central Statistical Bureau	Every year by March 30
Number of theses to be defended	Ministry of Education and Science	Every year
Information on the revenues and expenditures of the institution for the previous year in accordance with the Regulation of the Cabinet of Ministers No.348 dd May 2, 2006, "Procedures by which high school and college submit to the Ministry of Education and Science the information on their activities"	Ministry of Education and Science	Until April 1of the current year
Dynamics of the number of students, including those syuding, on academic leave, arriving and departing during the reporting period and expelled during the academic leave	Internal Reports - Board of the BIA, rector	Every month
Student annual surveys	Board of the BIA, Analytical Centre	Twice a year (in autumn and spring)
Graduate survey	Board of the BIA, Analytical Centre	

Information is collected by the following departaments of the BIA:

- Study Department
- Analytical Centre
- Admission Committee
- Vice-Rector for Science
- Vice-Rector for International Relations
- Accounting department
- BIA braches

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

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

Regarding the analysis of internal information and statistics it can be concluded that this information, including the questionnaires of students, graduates and employers is processed by

the BIA computing centre, then analyzed by the BIA analytical centre and provided to the BIA Board, BIA management, and programme managers at operational meetings, and also sent to the interested parties (heads of the BIA departments).

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

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

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

Table 2.5.1. Conformity of the study direction with the Standards and guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1

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

ESG 1.2. Development and approval of the programmes

Rules for the development, approval and amendment of the study programmes at the BIA

**V2 Development planning
V5 Activities of the Study direction council and Study programme council
V6 Self-assessment of the study direction and study programmes
V7 Cooperation with industry and MES**

Development, updating and use of study course descriptions. The procedure clearly defines the responsibilities of the study course author, director of the study programme and head of the study direction in the development and updating of the study course, as well as the procedure for publishing in the BIA system. The procedure also defines the order of evaluation of the study course and the teaching staff. The study programmes have been developed in consideration of the BIA development strategy, involving the employers and industry professionals. Employers, industry professionals, members of the state examination commissions, diploma work and practice defense commissions, reviewers and other specialists are also involved in the development and updating of the study programme content and the study courses. Implementation of the programmes is based on the fundamental principles of the BIA, is in compliance with the requirements of the regulatory enactments and the higher education targets of the Council of Europe. The content of the study courses is developed so that the study results in each study course ensure the achievement of the overall study programme study results. The content of the programme is reviewed by the study direction and approved by the BIA Senate.

ESG 1.3. Student focused learning, teaching and assessment

The BIA regulations on the evaluation of the study results

S6 Study programme implementation and control

Study programmes are implemented in various forms: full-time and part-time. It ensures the study access to different groups of students with different learning abilities. Study course requirements include the completion of various tasks and compulsory reading and are available in the course descriptions and in the e-environment. The lecturers inform students about the criteria and methods of knowledge assessment in the first classes. Assessment of the study papers, internship reports and final examinations are performed by the commissions with the participation of invited employer representatives. Each member of the commission is aware of the basic principles of evaluation of the BIA. The BIA regulations describe the assessment appeal procedure. The regulatory enactments are published on the BIA website. These enactments are discussed with the Student Council and the students are informed about them.

Regulations on the preparation and presentation of graduation theses at the BIA

Code of academic honesty and ethics of the BIA

S6 Study program implementation and control.

S7 Graduation of students and graduates.

The procedure describes the order of development and defence of the final thesis - duties, activities and terms of the students and teachers. The Code defines the responsibilities and rights of the teachers, researchers, students, and general staff

ESG. 1.4. Admission, course of studies, diploma recognition

Admission rules and matriculation procedure of the BIA for the 2019/2020 academic year

S3 Student Enrollment and Registration

Admission requirements are defined for each academic year in accordance with the applicable normative documents of the Republic of Latvia. Admission rules are available on the BIA website.

The BIA procedure of recognition of competencies acquired through non-formal education, professional experience, or educational outcomes obtained during previous studies

S4 Study process and workload planning

Procedure describes the order of admission of students

The BIA has a system of recognition of achievements of previous education according to which the BIA recognizes the learning outcomes achieved in the course of both formal and non-formal education.

The BIA is developing the student information system which will contain all study information about all students including those who have interrupted the studies. The system tools will allow tracking of each student's progress during his studies. The student will be able to see his progress, the study plan for the given semester and the financial information. Upon successful completion of the study programme the student will receive a diploma complying with the requirements of the regulatory enactments and containing the information on the study results and qualification obtained.

Regulations on the studies at the BIA

ESG. 1.5. High schools have to ensure the competence of their teachers. Recruitment procedures are to be fair and transparent

Regulations on the academic positions of the BIA

V4 Corrective and preventive actions

R1 Personal Management

BIA ensures the improvement of qualification of its academic staff by organizing methodological events, training seminars and providing the opportunities for scientific activities, including preparation of publications, participation in the conferences, doctoral studies. The BIA has the staff appraisal system which defines the staff appraisal criteria.

ESG. 1.6. high school has to provide the appropriate and easily accessible teaching aids and students' support

The information on the library offer is available on the BIA home page in the section LIBRARY:

Databases

<http://bsa.edu.lv/lang/eng/library/postup.html>

Book Catalogue

http://biblio.bsa.edu.lv/default_en.html

New acquisitions

<http://bsa.edu.lv/lang/eng/library/postup.html>

**S5 Provision of the study courses
S2 Development and updating of the study programmes and methodical complexes**

R2 Development of the teaching aids.

R3 Managing the foundation for teaching and teaching literature

The BIA has a library the funds of which are constantly replenished The librarian provides support in finding the required information. Students get the explanations on the use of the other libraries for study purposes. E-environment of the BIA provides the study materials for each study course. The BIA has a Student Information Center, and each study direction has its own methodologist who can provide the information on the study process and course. Students regularly communicate with the study programme director on the content of the study programme and organizational issues. Each study programme also has a Moodle forum where the programme director posts the current information. Each course offers both on-site and on-line consultations.

SG. 1.7. High schools have to collect, analyze and use the necessary information in order to effectively manage the study programmes

Student surveys

Graduate surveys

Teaching staff surveys and visitation

Assessment of practice employers

Employer surveys

Results of activities of the State Commission.

Self-assessment of the study direction

Self-assessment of the study programme

S6 Implementation and control of the study programme

V6 Self-assessments of the study direction and study programmes.

R4 Infrastructure management

The BIA organizes several surveys in order to obtain the information on students' satisfaction and advice from students, employers and staff. This information is used for self-assessment of the study directions and programmes. During the self-assessment the other aspects of the study process including the material and technical support are also evaluated

<p>ESG. 1.8. High schools have to regularly publish clear, accurate, objective and up-to-date information</p>	<p>The following information is available on the BIA homepage www.bsa.edu.lv :</p> <ul style="list-style-type: none"> - Study programmes and criteria of admission to these programmes; - Expected results of the programmes, awarded degrees and qualification; - Evaluation of the study results; - Diploma work development and defense; <p>Self-assessment of the study directions Self-assessment of the study programme</p>	<p>R1 Government overview. S6 Implementation and control of the study programme V6 Self-assessment of the study direction and study programmes</p> <p>The BIA prepares the annual self-assessment reports on the activities of each study direction and the BIA as a whole. Descriptions of each study programme, admission requirements and the other information are available on the BIA website.</p>
<p>ESG. 1.9. High schools have to periodically review the programmes to make sure they are achieving their goals and meeting the needs of students and the community</p>	<p>Student surveys Graduate surveys Teaching staff surveys and visitation Assessment of practice employers Employer surveys Results of activities of the State Commission. Self-assessment of the study direction Self-assessment of the study programme</p>	<p>R1 Government overview. S6 Implementation and control of the study programme V6 Self-assessment of the study direction and study programmes</p> <p>Every year the study programmes of the study directions are evaluated with the participation of academic staff, students, practice supervisors and employers. Study course descriptions and content of e-courses is updated in consideration of the latest developments in the field and recommendations of students, teaching staff, practice supervisors and employers.</p>
<p>ESG. 1.10. High schools have to implement the cyclical external quality assurance and evaluation in accordance with the ESG</p>	<p>Self-assessment Information on AIKA e-platform</p>	<p>V6 Self-assessment of the study direction and study programmes</p> <p>Cyclical external evaluation is conducted every six years in accordance with the regulatory requirements.</p>

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

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

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

The budget of the BIA study direction “Psychology” is established through dialogue among the founders, BIA governance and the study direction. The relevant representatives of the administration are personally responsible for the execution of the budget and the tasks planned therein.

The BIA study direction “Psychology” revenue is represented by the following key sources of funding:

- tuition fees (tuition fees and other services related to the study process);
- revenue for scientific activities (financing of projects from the state budget, revenue from scientific activities, EU structural funds and other income);
- other revenue (national and international project funds, income from renting, selling books, organizing various courses, etc.).

The Academy transfers the financial resources allocated to natural and legal persons for the financing of specific programmes and activities directly to the body, natural or legal person implementing that programme or activity.

The analysis displays the structure of the study direction “Psychology” revenue where the study process at the BIA is financed mainly through the tuition fee revenue (85.17% - 90.57%). The amount of tuition fee and payment procedure for each study year is determined by the Board and approved by the Senate. Prior to the commencement of studies, each student enters an individual study agreement, which is valid for the entire duration of studies.

Table 3.1.1. Revenue from tuition fees

Study programme/ direction	Branch	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Psychology (Master's study programme)	Riga	40349,14	44459,79	46620,00	36270,00	29110,00	52225,00
Psychology (Bachelor's study programme)	Daugavpils	14786,56	11140,39	5517,30	3639,10	2700,00	10700,00
	Jelgava	14442,29	9970,15	10692,04	10990,05	13550,00	14370,00
	Liepaja	35216,25	31507,95	31894,09	24406,82	25974,31	27700,00
	Riga	233932,63	211761,91	195194,24	204232,06	190706,98	236702,00
Total		298377,73	264380,40	243297,67	243268,03	232931,29	289472,00

The revenue of the Academy is tightly bound to student numbers. Despite the reduction in the number of students at the Academy in recent years, a positive balance has been observed in the study direction “Psychology”. It should be noted that the BIA did not increase tuition fees and maintained a student social support policy through a discount system. The types and system of discounts are set out in the “Regulations on Studies at the Baltic International Academy”. The main goal is to develop a student support and motivation system. The BIA offers an opportunity to apply for study and student loans.

Table 3.1.2. Tuition fee rebate

Study programme/ direction	Branch	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Psychology (Master's study programme))	Riga	3950,85	1944,09	1321,00	2463,00	3415,50	2889,00
	Daugavpils	986,75	987,39	469,68	0,00	157,50	1580,00
	Jelgava	1220,20	1546,06	349,22	449,24	2407,50	982,50
	Liepaja	3171,72	2694,15	2954,82	2797,94	2310,00	2890,00
Psychology (Bachelor's study programme)	Riga	32960,48	19236,50	13287,22	14812,40	21925,41	19669,00
	Total	38339,15	24464,10	17060,94	18059,58	26800,41	25121,50

The Students Council is financed from centralized funds in accordance with Article 53 of the Law on Higher Education Institutions and includes both part 1/200.

Funding for science comes mainly from own resources and from EU structural funds. Expenditures include the remuneration of research staff, professors and associate professors, costs associated with the organization of conferences, travel expenses and international conference participation fees, publishing and editorial boards expenses of the journals "Administratīvā un kriminālā justīcija// Administrative and Criminal Justice" and "Juridiskais//Legal", etc.

Table 3.1.3. Expenditure on scientific work, thsd. EUR

	2014	2015	2016	2017	2018
Total BIA	547,5	589,3	528,9	513,2	461,9
Incl. study direction "Psychology"	48,44	52,75	46,31	53,79	52,4

The BIA budget priorities outside the core academic activity are:

- co-financing of EU-supported projects as these projects make a significant contribution to the common objectives of BIA;
- improving safety (health insurance for employees, occupational and environmental safety);
- strengthening interaction with social partners and the public;
- creation of social support network for BIA personnel;
- BIA image-making.

Table 3.1.4. Expenditures of the study direction "Psychology", EUR / 1 stud.

Type of expenditure	2014	2015	2016	2017	2018
	EUR	EUR	EUR	EUR	EUR
Expenditures	1,196	1,344	1,246	1,453	1,428

Salary	666	675	700	719	771
Academic staff	396	427	423	430	455
Administrative staff	134	113	143	155	168
General staff	136	135	134	135	148
Compulsory social security contributions paid by the employer, social benefits and compensation	140	157	154	155	169
Goods and services	212	269	187	235	269
staff missions and duty travel	12	9	9	8	9
Services	167	166	150	173	220
Utilities	70	55	69	65	106
Stocks, materials, energy resources, supplies, office supplies and inventory	32	32	25	50	34
Expenditure on the purchase of periodicals	1	6	3	4	6
Budgetary institutions, taxes		3			
Fixed capital formation	104	109	95	98	113
Fixed assets	104	109	95	98	113
Other expenses (<i>specify essential</i>)	73	133	110	245	105
Retail	7	12	5	9	6
Grants and targeted funding	67	121	105	236	99

The study direction and the study programme are adequately costed to meet the needs of the study programme and the requirements for its implementation; the sources of financing of the study programme are identified and provide for the implementation of the study programme while targeting the defined learning outcomes.

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

Every year the BIA continues to develop the infrastructure and facilities necessary for studies (see Table 3.2.1).

Table 3.2.1. Premises at the Baltic International Academy

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

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

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

Table 3.2.2. BIA computer system description as of 01.09.2019.

Title	Total	Riga	Daugavpils	Liepaja
Computers (total)	501	256	64	43
- students	376	173	55	36
- administration	155	83	9	7

Printers, copying equipment, scanner	104	51	12	6
Multimedia projectors, TV	69	39	6	6

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

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

The system has been created with the aim of expanding the possibilities of the best lecturers to reach the widest possible audience and to secure bi-directional communication during the classes: lecturer - students; students - lecturer. It is possible to organize seminars, scientific conferences, councils, etc. with real-time video and audio broadcasting. The TV-bridge is also often used by foreign visiting professors, public and political figures during their lectures. The students may set individual tutorials with teachers from Riga branch offices via the Internet (Skype or BigBlueButton).

BigBlueButton complex features:

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

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

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

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

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

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

Software to use:

Operating systems: Microsoft Windows 2000/ XP.

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

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

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

Graphic applications: Microsoft Paint.NET, Gimp, Inkscape.

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

Additional software in Riga:

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

Office software: Abby FineReader, Nero.

Browser: Safari.

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

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

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

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.

The Baltic International Academy Scientific Library (as of January 15, 2004 in the Register of Libraries of the Ministry of Culture No. BLB0530, the BIA Library Registration Certificate annexed) is a member of the Association of Latvian Academic Libraries (LATABA), which provides

access to all LATABA Association member library funds: Library, School of Business Administration Turība Library, Daugavpils University Library, Liepāja University Library, University of Latvia Library, University of Latvia Academic Library, Jāzeps Medīņš Latvian Academy of Music Library, Latvian Academy of Culture Library, Latvian National University Library, National Defence Academy Library, Library of Latvian Academy of Sport Education, Patent Technical Library, Library of Rīga Graduate School of Law, Rezekne Academy of Technology Chemistry Library, Rīga School of Economics in Rīga, Library of Rīga Teacher Training and Educational Management Academy, Rīga Stradiņš University Library, BIA Scientific Library, University of Latvia Scientific Library, Library of the European Union Information Agency (ESIA).

The Library Law regulates the activities of the Library[1]. The purpose of the Library Law is to provide the necessary information resources for the BIA study and research process by developing and improving the accessibility of library services and by using information technologies to achieve the goal.

The Baltic International Academy has good facilities, a state-of-the-art library, which offers literature, periodicals, electronic databases, and other resources that students and academic staff need. The BIA has grown at the rapid pace of information technology development by modernizing computer labs (6 in Rīga, 8 in libraries), libraries, classrooms, as well as TV bridges between Rīga and 7 BIA branches.

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

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

The BIA website contains information about the library, a link to its catalogue and terms, as well as information on new library acquisitions - <http://bsa.edu.lv/lang/eng/biblioteka.htm>.

Library makes use of:

- Thematic Catalogue of the Collection;
- Electronic thematic catalogue;
- Catalogue of E-Biblio;
- Catalogue of CD-Biblio;
- Books in English in electronic catalogue;
- Catalogue of thesis papers;
- Electronic catalogue;
- Catalogue of periodicals;
- New bibliographic lists of books in all disciplines;
- Audio and Video Tapes Collection.

BIA libraries use electronic databases, which require modern information technologies.

Table 3.3.1. BIA electronic databases

Database	Description	Source of financing
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EBSCO http://search.ebscohost.com	a multidisciplinary database, several full-text and review databases in the humanities, social sciences and exact sciences.	<i>BIA funding</i>
LNL Digital Library http://gramatas.lndb.lv/	collections of digitized newspapers, maps, books, sheet music and sound recordings in the digital library.	<i>Cooperation Agreement</i>
HeinOnline + FILR http://www.heinonline.org	an extensive network of journal resources in law.	<i>BIA funding</i>
Financial Times www.ft.com	digital edition of the Financial Times (with archive).	<i>Donation</i>
SCOPUS http://www.scopus.com	a bibliographic and citation information database of multidisciplinary scientific publications, containing nearly 20,000 journals from approximately 5,000 publishers and 4.6 million conference proceedings.	<i>Financing of the ERDF project "Establishment of uniform national level Latvian academic network to ensure research activities"</i>
ScienceDirect www.sciencedirect.com	Elsevier publishing database in natural and technical sciences, medicine, humanities and social sciences.	<i>Financing of the ERDF project "Establishment of uniform national level Latvian academic network to ensure research activities"</i>
Latvijas Vēstnesis http://www.lv.lv	digital edition of the Official Gazette of the Republic of Latvia Latvijas Vēstnesis" (archive from 1993).	<i>BIA funding</i>
Letonika www.letonika.lv	service and encyclopaedic resources about Latvia. The most important reference data in Latvian.	<i>BIA funding</i>
LURSOFT www.lursoft.lv	a large online collection of Latvian newspapers, publications and news agency BNS collection.	<i>BIA funding</i>

RUBRICON http://www.rubricon.com	a universal directory of full-text reference books, successfully combining search opportunities in over 60 major Russian encyclopaedias, dictionaries, manuals and related Internet resources (in Russian).	<i>Donation</i>
УИС РОССИЯ http://uisrussia.msu.ru	database for research in the humanities (in Russian).	<i>Donation</i>
Интеррум http://www.integrum.ru	Russian informative-analytical agency.	<i>Donation</i>

Table 3.3.2. Number of workstations/ area of library space, suitability for permanent study and research work

<i>Branch</i>	<i>Area</i>	<i>Number of workstations</i>	<i>Computers</i>	<i>Number of employees</i>
Riga	Reading Rooms - 5 (3+2) 207 +172 sq.m Culture Centres - 6 - 358,3 sq.m	Students -65+32 Staff -4+2 Culture Centres - 152	Students -13+8 Staff -3+2	4+2
Daugavpils	Reading Rooms - 3 85 +71 sq.m	Students -22+9 Staff - 2+2	Students -12+4 Staff - 1+2	1+2
Liepaja	Reading Rooms - 2 64+17 sq.m	Students -25 Staff - 1+1	Students - 4 Staff - 1	1+1
Total	Reading Rooms - 10 616 sq.m Culture Centres - 6 - 358,3 sq.m	165 + 152	50	11

The library collections are developed to meet the needs of the study programmes of the Academy. Successful study process is facilitated by a wide collection of methodological and scientific information sources, which are regularly updated with the latest literature. The number of books in English has been significantly increased, particularly in social work, project management, sociology and social psychology, European Union politics, management and marketing.

The library collection is replenished systematically and regularly with books that are purposefully purchased for various branches of the field: psychology, developmental psychology, social psychology; books donated by the authors, teachers, charities, alumni, and friends of the programme. Additionally, the library stock is supplemented with books that are purchased through various projects. Books are often brought as gifts by visiting lecturers who come to the ERASMUS project, hence books in English, Lithuanian, German and other languages are available.

The necessary information about the methodological and informative provision of the study process for each study course is published on the BIA homepage and the student information

system MOODLE.

The students have an opportunity to communicate with the library staff both face-to-face with the help of scheduled counselling, skype counselling and e-environment. The students are provided with consultations by library staff. The students may turn to the library for advice and training on the library materials needed for the study process.

Library collection for the study direction "Psychology"

<i>Theme</i>	<i>Number of titles</i>
*15 Psychology. * <i>Library collection is systematized according to the UDC system</i>	10 202 items/ 2 050 titles
15 Psychology. General Questions	218 titles
15(E) Experimental Psychology	14 titles
15(D) Dictionaries of Psychology	36 titles.
15(Z) Zoopsychology	9 titles
15(09) History of Psychology	45 titles
150 Research Methods in Psychology	82 titles
150(P) Famous psychologists	108 titles
150.1 Psychological Tests	31 titles
150.2 Training technologies	48 titles
151 Developmental Psychology	41 titles
152 Psychology of thinking	79 titles
152(C) Cognitive Psychology	20 titles
152.0 Psychology of Unconscious	11 titles
152.1 Personality Psychology	159 titles
152.1(M) Motivation	15 titles
152.2 Psychology of Persona Growth	16 titles
152.2(W) Work Psychology	21 titles
152.2(O) Psychology. Occupation. Career	1 title

152.3 Psychology of Communication	53 titles
152.31 Impact Psychology	28 titles
152.7 Child Psychology	105 titles
152.70 Pre-school Psychology	62 titles
152.71 School Psychology	57 titles
152.8 Family Psychology	73 titles
152.80 Gender Psychology	33 titles
153 Sensory Processes. Feelings. Perception. Emotion. Impression	25 titles
154 Psychomotor Functions. Emotions. Instinct	52 titles
154.(A) Psychology of Aggression	12 titles
154(C) Psychology of Conflict	44 titles
154(S) Stress Psychology	28 titles
155 Higher psychic processes: attention, interest, imagination, fantasy	36 titles
155(L) Psycholinguistics	28 titles
156 Psychoanalysis, it's schools and systems	73 titles
156(C) Clinical Psychology	10 titles
156.1 Quality and Processes of Mental State	70 titles
158 Forensic Psychology	36 titles
37.01(M) Developmental Training	112 titles
37.015 Educational Psychology	86 titles
371 Education	37 titles
573 General Biology	19 titles
611 Human Anatomy and Physiology	17 titles
612 Psychophysiology	319 items/ 296 titles

612 Psychophysiology	35 titles
612.1 Psychotherapy	162 titles
612.2 Neuropsychology	50 titles
612.3 Psychodiagnostics	49 titles
301 Sociology; 301(P) Social Psychology	2139 items/553 titles
301 (W) Social work	202 titles

Distribution of the Book Collections in Riga and BIA branches

<i>Libraries</i>	<i>BIA /items/</i>	<i>Latvian l-ge</i>	<i>English l-ge</i>	<i>Russian l-ge</i>
Riga	66 339	14 972	3044	48 286
Daugavpils	37 564	11 305	631	25 628
Liepaja	18 271	5 334	366	12 571

The detailed dynamics of the library collection in Riga, Daugavpils and Liepaja branch is supplied in the appendix *BIA library collection dynamics*.

The BIA governance follows the development of new information technologies, innovative processes in higher education and allocates funds for their implementation in the Academy insofar as possible. Library staff regularly attend professional training and upskilling courses, follow changes in the library sector, and follow up with the publication of new books that are reported to students, faculty, and programme directors. The teaching staff keep track of the necessary library resources, in the particular study course.

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

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

The BIA mission is implemented by highly qualified academic staff represented by professors, associate professors, assistant professors, lecturers, and other qualified faculty members elected for six years in academic positions. General staff as well as technical and service staff assist in the achievement of academic goals.

The optimal BIA staffing structure results from the Academy's operational tasks and may vary by study direction. By being a player contributing to free competition in the educational services market, the BIA promotes a flexible and attractive recruitment policy. Experienced practitioners

who are willing to share professional achievements are also attracted. Involved academic staff may work on a contractual basis with the BIA as community representatives or social partners. The BIA uses opportunities to attract foreign specialists.

For the election of the academic staff, unified, special approach criteria are set out, which are reflected in the Regulations on BIA Academic Positions (BIA Senate Protocol No. 131 of 23.10.2017). The election into academic positions is based on an open competition taking into account the requirements set for the applicant's academic qualifications and professional competence. In the election of the academic staff, uniform criteria are set, the most important of which are the achievements in scientific and pedagogical activity, as well as the coherence of the respective direction with the mission of the BIA study direction. The BIA Rector enters into an employment contract with the elected person. An open competition is announced for vacant positions in accordance with regulatory enactments. The documents submitted by the Applicants are evaluated according to the Regulations on Academic Positions.

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

Having evaluated the scientific biographies of the academic staff, the minutes of the meetings of the Council of the Study direction "Psychology", the self-assessment reports of the academic staff, student results and student references, the Senate recognizes the qualification of the academic staff.

In general, the involvement of the academic staff shows a highly positive dynamics. The changes in the structure of positions in the study direction are controlled and systematic staff development is underway.

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

The qualification of the BIA faculty directly influences the quality of study and scientific work and covers the activities of the Academy as a whole: provision of the necessary infrastructure, development of international cooperation, study direction and study programme, vision of the development of scientific activity. Professional growth and further training of the academic staff is both a means to improve the quality of study and research activities, and a process that involves both defining the competencies of the teaching staff needed, organizing the in-service training, motivating the teaching staff and assessing performance.

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

- participation in scientific conferences, scientific research, methodological seminars, development of methodological materials, experience dissemination events in Latvia and

abroad.

- BIA teaching staff qualifications are monitored based on the academy's teaching staff policy.
- It involves careful staff selection, regular training and upskilling. The BIA has developed and implemented the following staff policy:
 - a. to ensure that all study courses are delivered by qualified, scientifically and methodologically trained teaching staff with well-developed pedagogical and organizational skills, who use modern teaching methods in their work;
 - b. the teaching staff consists of highly qualified scientific and professional staff (most of them have a doctoral degree (BIA's strategic goal is 65%));
 - c. to attract foreign specialists and lecturers from other higher education institutions according to the specifics of the programme / direction;
 - d. to attract representatives of the field, experts (in the particular study programme) in accordance with the specifics of the programmes / directions;
 - e. teaching staff can work in an international environment by communicating and delivering lectures in different languages;
 - f. the teaching staff are experts in the field in Latvia and internationally;
 - g. the Academy has a favourable and creative atmosphere for the professional development of the teaching staff.

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

To promote the enhancement of the qualification of the teaching staff, the BIA also holds elections in academic positions of the teaching staff, when the results of scientific research work, pedagogical and organizational achievements of the teaching staff are assessed in accordance with the requirements of regulatory enactments. The academic staff is elected for a term of six years. Elections provide a strong incentive for academic staff to maintain high performance. For the Academy's governance, this is an opportunity to assess, improve and renew the quality of teaching staff, opening up new perspectives for development.

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

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

The staff involved in the implementation of the BIA study direction "Psychology" are qualified specialists who contribute to the achievement of the goals and tasks of the direction. The analysis

carried out shows that during the period 2013/2014 through 2018/2019. The number academic staff of the study direction “Psychology” has increased from 28 to 38 (see Table 3.6.1).

Table 3.6.1. *Academic position of the teaching staff. Direction*

Academic year	Doctors			Masters			Specialists			total
	total	Elected BIA	Not elected BIA	total	Elected BIA	Not elected BIA	total	Elected BIA	Not elected BIA	
2013/2014	19	11	8	10	6	4	1	1	0	30
2014/2015	20	17	3	11	10	1	1	1	0	32
2015/2016	19	19	0	9	9	0	0	0	0	28
2016/2017	20	17	3	10	9	1	0	0	0	30
2017/2018	19	15	4	11	9	2	0	0	0	30
2018/2019	24	19	5	14	3	11	0	0	0	38

Table 3.6.1 shows that not only the quantitative composition of teaching staff has changed, but also its qualitative changes. This follows from the staff development policy - involving BIA graduates with a master's or doctoral degree in psychology. It is seen that during the period 2013/2014 through 2018/2019 academic year, the number of teaching staff with doctoral degrees is stable and gradually increasing. In 2014, BIA graduates M. Bambulaka and J. Saplavska defended their doctoral theses and received a doctorate in psychology. Similarly, BIA graduates Laura Simane -Vigante and Biruta Urbane successfully completed their PhD studies at Daugavpils University and are currently PhD candidates in psychology and are successfully involved in the study process.

There is a positive dynamics in the number of masters involved in the study process. This is notably the case in recent years. For example, there was an opportunity to involve local lecturers, BIA graduates in the teaching process in the branches (Liepaja and Daugavpils).

There are also positive trends associated with an increase in associate professors and professors working in undergraduate and graduate programmes. Between 2016 and 2018, Nīna Blumenau (as prof.), Gershon Breslav (as.prof.) And Irina Plotka (re-elected as a professor) were elected as associate professors and professors of psychology (sub-branch “Social Psychology”). In 2014, Juri Kochetkov was elected as a Professor of Economics (sub-branch Econometrics); In 2018 Nikita Nikiforovs became an Associate Professor of Higher Education, and Tsaurkubule Zhanna became a Professor of Economics (sub-branch “Social Economics”).

Taking into account the percentage distribution of the teaching staff (see Table 3.6.2), it is concluded that the teaching staff qualification complies with the Law on Higher Education Institutions, which states that “at least 50% of the persons elected in academic positions must have a doctoral degree”. In the given case 50.0% of lecturers with doctoral degree are involved in the implementation of the BIA study direction “Psychology”. Likewise, the requirement targeting the is fulfilled - 57.9% of lecturers are full-time employees at the BIA.

Table 3.6.2. *Teaching staff by scientific degree. Changes, percentage of the total number of teaching staff in the academic year*

Academic year	Doctors, %			Masters, %			Specialists, %			total %	Elected BIA, %	Not Elected BIA, %
	total %	Elected BIA %	Not Elected BIA, %	total %	Elected BIA %	Not Elected BIA, %	total %	Elected BIA %	Not Elected BIA, %			
2013/2014	63.3	36.7	26.7	33.3	20.0	13.3	3.3	3.3	0.0	100	60.0	40.0
2014/2015	62.5	53.1	9.4	34.4	31.3	3.1	3.1	3.1	0.0	100	87.5	12.5
2015/2016	67.9	67.9	0.0	32.1	32.1	0.0	0.0	0.0	0.0	100	100.0	0.0
2016/2017	66.7	56.7	10.0	33.3	30.0	3.3	0.0	0.0	0.0	100	86.7	13.3
2017/2018	63.3	50.0	13.3	36.7	30.0	6.7	0.0	0.0	0.0	100	80.0	20.0
2018/2019	63.2	50.0	13.2	36.8	7.9	28.9	0.0	0.0	0.0	100	57.9	42.1

Taking into account that the study direction "Psychology" includes academic bachelor's and professional master's study programmes, lecturers with relevant education, qualification and practical experience, who are involved in the implementation of these programmes and have worked for many years in institutions and companies of different profile, have acquired recognition of their employers, and continue their education. Some of the lecturers employed in the study direction are simultaneously engaged in scientific research work, which ensures synergy between study and research work. The list of the teaching staff involved in the study direction "Psychology" is given with the respective study programme (see Excel table in appendix).

The academic staff involved in the implementation of the study direction is highly qualified and competent and provides students with the necessary research skills, theoretical knowledge, skills and competences. The analysis of the academic and research workload of the BIA teaching staff takes place both in the planning of the study process, in the development of self-assessments of study directions and study programmes, and in the evaluation of the self-assessment questionnaire of the teaching staff. The BIA teaching staff salary determination procedure, the amount of the salary and the amount of workload are determined by the "Regulations on the organization of work remuneration and types of pedagogical workload in BIA" of 25.08.2016 approved by the BIA Senate. The salaries of the teaching staff are paid by the salary € / month or the hourly rate € / academic hour.

The salary of BIA teaching staff depends on the types of pedagogical load: classroom load (lectures, seminars, tutorials, semester and final tests) and extra-classroom load (participation in various events, conference organization and management; publications; writing of scientific, teaching and methodological materials, editing and reviewing). The duties to be included in the workload of the academic staff are specified in the Regulations. Volume (hours per year) depends on the academic position: professor 900; associate professor 900; assistant professor 1000, lecturer 1000, assistant 1000. Methodological and scientific work of BIA teaching staff (assistants, lecturers, assistant professors, associate professors, professors) up to 75 academic hours per academic year is included in the annual workload (see Table 3.6.3).

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

Table 3.6.3. *BIA academic staff remuneration table*

1 2 3 4 5 6

No	Academic position	Monthly salary rate (€ / month)		Difference (3 - 4)		Notes: Conforms/ does not conform with the Cabinet of Ministers Regulations No 445 of 05.07.2016.
		Baltic International Academy	Table 5 of Annex 6 to the Cabinet of Ministers Regulations No 445 of 05.07.2016.	€	%	
1.	Professor	1423	1293,53	+12 9.47	10	conforms
2.	Associated professor	1124	1035,35	+87. 65	8,6	conforms
3.	Assistant professor	900	828,47	+71. 53	8,7	conforms
4.	Lecturer	720	662,91	+57. 09	8,6	conforms
5.	Assistant	580	528,95	+51. 05	11	conforms

Conclusion: Remuneration of BIA academic staff is in accordance with the Cabinet of Ministers Regulation No. 445 of 5 July 2016 Establishing the Rules of the Remuneration of Teachers. The amount of workload (hours per year) depends on the position (professor 900; assistant 1000) and corresponds to the Cabinet of Ministers Regulation No. 445 of 5 July 2016 Establishing the Rules of the Remuneration of Teachers as regards Workload Limits - 600-1000 Hours per Year (Sections 9 and 10 of Annex 3 to the Regulations)

The realization of study programmes in the direction “Psychology” takes place in Latvian and English. The foreign language skills of the teaching staff involved in the programme are evidenced by a higher education diploma and a qualification, as well as by the lecturers' self-assessment in the Europass Language Passport, whether the languages was acquired through formal or non-formal education, determining the level of proficiency in accordance with the Common European Framework of Reference for Languages and Annex 1, Section 3, Paragraph 4 of Cabinet Regulation No 407.

Foreign language certification is provided by the BSA Centre for Foreign Language Learning and ECL Certification, which is part of the European Consortium for Advanced Language Proficiency Certification (ECL ...). The Centre is certifying English, German, Spanish and Russian according regulation approved by the Senate on 09.06.2009 (Minutes of the Senate meeting No.83). Cabinet of Ministers Regulation No. 543 of 29.09.2015. lists international foreign language testing institutions, including ECL (English, German, Spanish and Russian). Each lecturer of the study direction “Psychology” has an opportunity to participate in international mobility by actively participating in international conferences, symposia, giving lectures at foreign universities.

Table 3.6.4. demonstrates that for the period 2013/2014 through 2018/2019, 82 lecturers have been on international mobility visits to partner universities. This shows that, on average, several lecturers have been on several mobility visits each year, incl. attended conferences, participated in symposia, gave lectures. It can be noted that during mobility visits, BIA faculty members have more often travelled to such countries as Russia, Lithuania, Belarus, Ukraine, Poland. Lecturers have also been on several mobility visits to France, Estonia, Italy, Germany, Turkey.

Table 3.6.4. *International Mobility of BIA teaching staff in the study direction "Psychology"*

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Total
Belarus		6					6
France		3					3
Estonia		3					3
Italy		2					2
Kazakhstan						3	3
Cyprus		2					2
Russia		9	7	2		4	22
Lithuania	3	5		2	4		14
The Netherlands				3			3
Norway		1					1
Poland			6				6
Turkey						3	3
Ukraine			1	1	1	7	10
Uzbekistan						1	1
Germany	1		1	1			3
Total	4	31	15	9	5	18	82

The table 3.6.5. shows that during the reporting period, 78 mobility partners from partner HEIs have come to BIA for Mobility of Visiting Lecturers and Visiting Personnel. Mobility of visiting lecturers and visiting staff at BIA is related to their participation in conferences, symposia, lecturing, conducting seminars, organizing and conducting creative workshops, and fostering collaborative research. It may be noted that visiting lecturers and visiting staff from countries such as Russia, Belarus, Ukraine, Lithuania, Estonia, Turkey, Poland, France, India, United Kingdom are more likely to come to the Baltic International Academy for mobility visits. It should be noted that in the academic year 2014/2015, a visiting professor from the Massachusetts Institute of Technology came to give lectures on current developments in neurocognitive science.

Table 3.6.5. *Mobility of foreign lecturers in the BIA study direction "Psychology"*

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Total
USA		1					1
Belarus		13					13
France				1			1
Estonia		3					3
India				1			1
Russia		7	9	10	8	4	38
Great Britain				1			1
Lithuania					6		6
Poland			2				2
Turkey	2		2				4
Ukraine			1		3	4	8
Total	2	24	14	13	17	8	78

Likewise, every faculty member working in the direction “Psychology” has the opportunity to promote their international organizational competence (by attending conferences, giving lectures) at foreign universities within the framework of the Erasmus international mobility programme.

Overall, Erasmus + academic staff mobility in the BIA is being pursued in the following directions:

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

Erasmus + Mobility Programme:

- Provides quality education and helps prepare future psychology professionals;
- Ensures fulfilment of highly qualified specialist training requirements by attracting academic staff from partner HEIs and staff from industry across borders;
- Encourages the exchange of knowledge and experience in pedagogical methods.

During the reporting period, 19 lecturers have travelled to foreign partner higher education institutions within the framework of the Erasmus mobility programme of the study direction “Psychology”. This means that an average of 3 lecturers had each year had mobility visits (see Table 3.6.6). It can be noted that during mobility visits, BIA faculty members have more often travelled to such countries as Lithuania, Poland, Germany and Cyprus. As a result, we can conclude that participation in the Erasmus + Individual Mobility Programme is a motivating factor for the development of foreign language skills by the teaching staff. Foreign language skills of the teaching staff are also one of the selection criteria for lecturers to participate in the Erasmus + programme.

Table 3.6.6. BIA study direction “Psychology” lecturers' lectures abroad under Erasmus Mobility Programme

<i>Country</i>	<i>Higher Education Establishment</i>	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Estonia	Tallinn University		2			
	Catherine college Tallinn	1				
Cyprus	Neapolis University Pafos	1	1			
Lithuania	International School of Law and Business			1		
	Kauno Kolegija/ University of Applied Sciences		1			
	UTENA kolegija	1	2		2	2
	Lithuania Panevežio kolegija (Panevezys College)	1				
Poland	Siedlce University of Natural Sciences			1		
	Vroclav University	1				
Germany	International School of Management	1				
	Hochschule Neubrandenburg University of Applied sciences			1		
	Total	6	6	3	2	2

In the reporting period, in the framework of the Erasmus Mobility Programme, a total of 8 Mobility Partners from Partner Universities came to the BIA. It may be noted here that the mobility of visiting lecturers and visiting staff to the BIA is mainly from Lithuania, Poland and Germany (see Table 3.6.7).

Table 3.6.7. *Foreign lecturers' lectures at BIA under Erasmus mobility programme*

		2012/2013	2013/2014	2014/2015
Lithuania	Siauliai State College		2	
Poland	Siedlce University of Social Sciences and Humanities	2		
Poland	Wroclaw University of Economics			1
Poland	Katowice School of Economics			1
Turkey	Istanbul Arel University		2	
Total		2	4	2

The difficulties faced by the BIA in the mobility of the teaching staff are due to the high workload of the teaching staff, which does not always allow for the possibility to leave the study period, as well as due to subjective reasons (state of health, poor foreign language skills, family situation).

All in all, it can be concluded that during the reporting period, the teaching staff of the BIA study direction "Psychology" actively participated in mobility visits to foreign partner universities, which will also be encouraged in the coming years.

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.).

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

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

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

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

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

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

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

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

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

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

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

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

Christmas and other events organized by the Student Council).

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).

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

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

A total of 38 lecturers are involved in the implementation of the study direction, of which 3 professors, 3 associate professors, 14 associate professors, 1 lecturer, 1 leading researcher, which makes 57.9% of the total lecturers has been elected for BIA academic positions. For the lists of professors and associate professors in the study direction "Psychology", as well as the list of LCS experts see Tables 4.1.1. and 4.1.2.

Table 4.1.1. The list of professors and associate professors of the study direction "Psychology"

No	Surname, Name	Position	Field	Subfield
1.	Plotka Irina	Professor	Psychology	Social Psychology
2.	Blumenau Nina	Assoc.Prof.	Psychology	Social Psychology

3.	<i>Caurkubule Žanna</i>	Professor	Economics and entrepreneurship	Social Economics
4.	<i>Breslavs Geršons</i>	Assoc.Prof.	Psychology	Social Psychology
5.	<i>Kočetkovs Jurijs</i>	Professor	Economics	Econometrics
6.	<i>Ņikiforovs Ņikita</i>	Assoc.Prof.	Pedagogy	High School Pedagogy

Table 4.1.2. The list of LCS experts in the study direction “Psychology”

No	Surname, Name,	Position	Field	expiration of the status of LCS expert
1.	<i>Blumenaua Nina</i>	Assoc.Prof.	Psychology	16.06.2020.
2.	<i>Caurkubule Žanna</i>	Professor	Economics and entrepreneurship	21.03.2021.
3.	<i>Breslavs Geršons</i>	Assoc.Prof.	Psychology	19.05.2022.
4.	<i>Plotka Irina</i>	Professor	Psychology	19.05.2022.

According to the BIA long-term strategy of activities and development 2016-2021 (https://bsa.edu.lv/wp-content/docs/2020/bsa_strateg_eng.pdf) the main directions of BIA research activities are as follows:

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

The research in the study direction “Psychology” is mainly carried out in the fields of social, cognitive, organizational and work psychology. During the reference period, research directions and topics were determined by the research interests of both the existing research staff and the academic staff. The most important research directions in the reporting period are in the subfields of social psychology and work and organisational psychology. In the field of social psychology, the following research directions can be mentioned: "Study of Peculiarities of Values Transmission in Three Generations of Latvian Family"; "Relationship of Sense of Community, Socio-Demographic Factors, Socio-Psychological Adjustment and Social Adaptability in Rigans and Suburbanites”.

In *Social Psychology*, special attention is paid to the study of cognitive mechanisms of implicit

social cognition and to the applied research of implicit attitudes in different professional fields (work and organisational psychology). Furthermore, in this field, implicit experimental procedures are developed to measure psychological constructs in various applied areas of social psychology, such as "Study of Stress Resistance in National Guards", "Research on Attitudes Against Speeding / Compliance in Professional and Non-Professional Drivers", "Study of Attitudes towards Products of Latvian and Foreign Brands; "Investigating Attitudes of Prisoners to Criminal Violence".

In *Cognitive psychology* research directions such as the study of the influence of contextual factors on implicit measurement include: "The Impact of the Emotional Valence of Episodic Events on the Implicit Measurements of Ethnic Attitudes"; "The Impact of Emotional Valence of Episodic Events on Measuring Implicit on the Implicit Measurements of Speeding Attitudes"; "The Impact of Emotional Valence of Episodic Events on the Implicit Measurements of Alcohol Attitudes".

The staff of the study direction "Psychology" has also actively participated in several international cooperation projects. For example, in collaboration with the International University of Research Higher School of Economics, researchers of the Socio-Cultural Laboratory of Socio-Cultural Research (Prof. N. Lebedeva; Prof. D. Berry), Professor Irina Plotka conducted a research entitled "The transmission of generational values and social attitudes between generations in different cultural environments" (Grant under Erasmus Mundus Action 2, Strand 1, European Community Mobility Program Ref.372117-1-2012-1-FI-ERA MUNDUS-EMA21 (Sector: Mobility of Academic Staff) and worked on the Erasmus Mundus Action 2 Aurora project in the Scientific-Pedagogical Laboratory of Sociocultural Research of the National Research University Higher School of Economics 2013). Similarly, in cooperation with the Institute of Psychology of the Russian Academy of Sciences, the International Scientific Cooperation Symposium "Activation of Mental Resources in Personality Theory and Practice", IV International Symposium July 6th - 7th, 2017 (Latvia, Riga), aimed at pooling the intellectual potential of scientists from Latvia, Russia, Kazakhstan, France and India, was organized. The symposium resulted in the publication of a collection of articles "Activation of mental resources of personality theory and practice" (SIA "Hansa Print Riga", 2017; 117 pp, ISBN 978-9984-47-145-7). Associate Professor Vladislav Volkov actively participated in the Latvian-Norwegian scientific project "Gender, Culture and Power: Diversity and Interactions in Latvia and Norway" (2014 - 2017). Also, as prof. Vladislav Volkov participates in the national research project "Interaction of Individual, Society and State in the History of Latvia: Conflicts of Values and Formation of Common Values at Historical Breakthroughs" (2018-2021) and leads the working group "Role, place and self-awareness of ethnic groups in Latvia: 20th century discourse".

During the reference period, the participation of academic staff in research projects, in collaboration with representatives of other sciences and the public sector, played a big role. For example, in 2019, Associated Professor Breslavs participated in the project "Our Common History. Paths and Fates" within the programme "Integration programme for Minorities and Latvian Youth" of the Integration Fund (project no. 2019.LV/MTSP/07/05) and in the project "Life for Latvia. Representatives of National Minorities in Latvian Culture" of the Integration Fund (agreement No. 2018.LV/MTSP/08/03). Professor Caurkubule participated in several projects: ESF funded projects, such as No. 8.3.6.1 / 16 / I / 001 'Membership International Educational Research "(2016); SEA International (Poland, Lithuania, Latvia) Research Project "Problematic Use of New Digital Technologies for Students" (2015); European Social Fund Project No.8.2.2.0 / 18/1/005" Capacity Building of the Academic Staff of the Daugavpils University Study Direction "Education, Pedagogy and Sports" in Strategic Specialization" (2019-2020). In 2018-2019, Renata Lahovska (MSc in psychology) participated in the ESF project "Measures for the Promotion of Local Public Health and Disease Prevention in Daugavpils District" (No 9.2.4.2/16/1/070). Jelena Lipovskaya participated in the NORDPLUS project EMOTION - Tools for Effective Management of the Baltic-

Nordic Consortium of Adult Trainers (2017), NPAD-2017/10076, Lithuania.

Overall, the development of research areas during the reporting period can be regarded as being in line with the development goals of the study direction “Psychology”, that is to become one of the leading higher educational institutions in the Baltic States, with advanced specialisation in work and organisational psychology as a basis for competitiveness, as well as to become one of the leading higher educational institutions in the Baltic region, the institution developing and validating various experimental implicit methods in different fields of professional activity such as traffic psychology, consumer psychology, health psychology, penitentiary psychology. It should be noted, however, that a major factor that has hindered the development of research during the reference period is the persistent lack of funding through, for example, regular LCS grant competitions. Consequently, the research is largely realised by following the available funding opportunities and subordinating the scientific interests of the academic staff to topical projects.

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

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

1. Research of cognitive mechanisms of implicit social cognition.

- Investigation of the effect of contextual factors on implicit measurements.
- Influence of emotional valence of episodic events on measurements of implicit attitudes towards speeding.
- Influence of emotional valence of episodic events on indicators of implicit measurements of ethnic attitudes.
- Research of implicit and explicit attitudes (through self-assessment procedures and the experimental procedure of unconscious emotional priming): aspect of measurement compliance.
- Relation of metacognitive judgments to people's views on episodic, semantic, short-term and long-term, retrospective and prospective memory.

2. Applied research of implicit attitudes in various fields of professional activity.

- Research of consumer attitudes towards the brand using explicit and implicit methods.
- Research of achievement motivation using explicit and implicit methods.
- Research of hardiness in risk-related occupations using implicit and explicit methods.
- Attitudes towards speeding by drivers using implicit and explicit methods.
- Research on attitudes towards criminal violence using implicit and explicit methods.

3. Research of health psychology in professional activity

- Professional adaptation and emotional burnout in different groups of professions.
- Mobbing research in professional activity.

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

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

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

5. *Professional's personality development*

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

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

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

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

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

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

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

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.

Taking into account the given reference period, the academic staff of the study direction “Psychology” has actively participated in various international projects. For example, the study direction “Psychology” in cooperation with the Institute of Psychology of the Russian Academy of Sciences organized an international scientific cooperation symposium “Activation of Mental Resources in Personality Theory and Practice”, 4th International Symposium. July 6th - 7th, 2017 (Latvia, Riga), to unite the intellectual potential of researchers from Latvia, Russia, Kazakhstan, France and India, the symposium resulted in the collection of articles “Activation of Mental Resources and Personality Theory” (SIA “Hansa Print Riga”, 2017, pp. 117, ISBN 978-9984-47-145-7).

In collaboration with the International University of Research Higher School of Economics, researchers of the Socio-Cultural Laboratory of Socio-Cultural Research (Prof. N. Lebedeva; Prof. D. Berry), Professor Irina Plotka conducted a research entitled “The transmission of generational values and social attitudes between generations in different cultural environments” (Grant under Erasmus Mundus Action 2, Strand 1, European Community Mobility Program Ref.372117-1-2012-1-FI-ERA MUNDUS-EMA21 (Sector: Mobility of Academic Staff) and worked on the Erasmus Mundus Action 2 Aurora project in the Scientific-Pedagogical Laboratory of Sociocultural Research of the National Research University Higher School of Economics 2013).

In 2016, academic staff participated in the preparation of the international project “Continuous Education for European Driving Instructors” within the framework of ERASMUS + (KA2 - Cooperation for Innovation and the Exchange of Good Practice Strategic Partnerships for Vocational Education and Training). One of the main partners in this project was the Norwegian University of Technology and Science (NTNU). Other partners participating in this project were the Middle East Technical University in Turkey; FinnishTraffic Research Center; Häme Vocational Institute, Finland; Denmark Technical University; The Technological Educational Institute of Crete, and others.

In 2016, Professor Irina Plotka and master students were invited to participate in a collaborative project called “Cognitive Reference Values in Driving: A Comparison Study of Four Safety Zones and Eight Countries in Europe” and aimed at exploring drivers' abilities through explicit and

implicit methods in a contextual context. Unfortunately, for various reasons the projects above were not approved. However, the academic staff gained huge experience in preparing international projects. At present, the academic staff continues to develop a line of research related to speeding/compliance by professional drivers using explicit and implicit methods. In the next few years it is planned to develop this research direction with the above-mentioned cooperation partners.

For the past 8 years, the Baltic International Academy has hosted the annual international applied research conference of young researchers and students "Time of Challenges and Opportunities: Problems, Solutions, Perspectives", one of the tasks of which is to focus on students' research activities. The conference is co-organised by Akademie STING (Czech Republic), Siauliai State College (Lithuania), SHEI Banking University (Ukraine), International University «MITSO» (Belarus), St Petersburg State University of Economics (Russia), College of Accounting and Finance (Latvia), as well as students from other Latvian universities and other countries take part in the conference. The conference is usually held in May, that is, at the end of the academic year, so that it is possible to present the research that has been conducted throughout the academic year.

The international student applied research conference "Student Internship - the Way to Professionalism" takes place for the fourth year already. In their presentations, students analyse their internship results, including internships abroad, share experience, and talk about results.

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 academic staff involved in the implementation of the BIA study direction "Psychology" presents sufficient scientific capacity to carry out research work in the field of psychology; lecturers involved in the direction have written books and published the results of their research in various international journals and collections (WEB OF SCIENCE, SCOPUS, EBSCO, and other data bases), have participated in international and European congresses, conferences and symposia (see Appendix II, section 4.4). Every year the Baltic International Academy organises international research conferences with the active participation of its academic staff. The full list of the planned BIA conferences can be found on the BIA website, in the section "Conferences" **at**

https://bsa.edu.lv/en/category/scientific_conferences/

Figure 4.4.1. shows that overall, the number of articles of the academic staff of the study direction "Psychology" in the international scientific databases has been gradually increasing, making 135 scientific articles in total. Although the total number of articles in non-indexed journals is 232,

there has been a downward trend in recent years. It is concluded that the academic staff of the study direction “Psychology” has been increasing the quality of their research articles with every year.

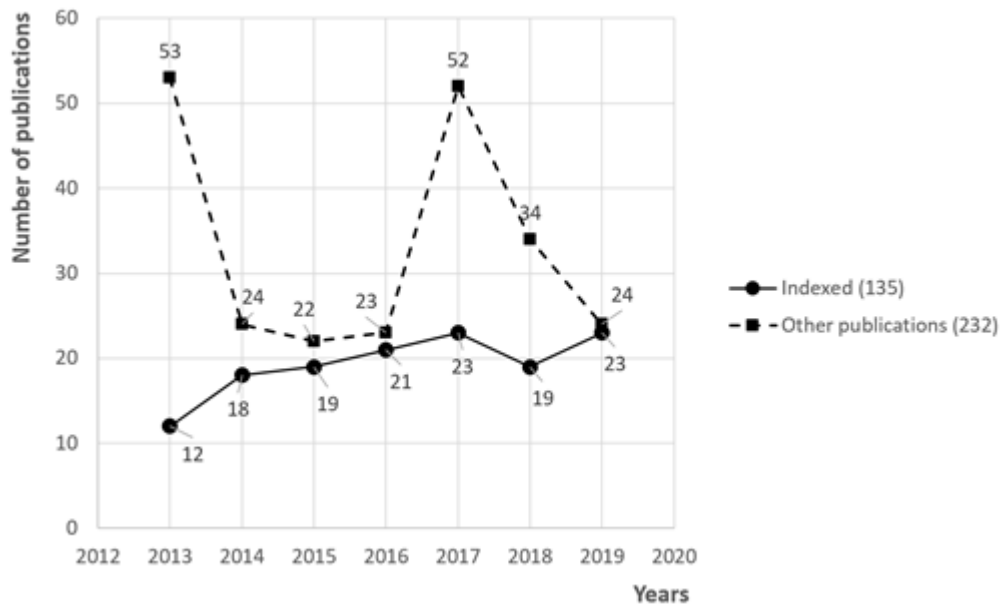


Figure 4.4.1. Dynamics of the number of scientific publications in indexed and non-indexed journals over the last six years

Figure 4.4.2. shows that the number of scientific articles in the indexed databases (SCOPUS and Web of Science) has increased significantly over the last four years (from 6 to 14 scientific articles per year), while non-indexed data (EBSCO, RINC and other databases) have remained stable, unchanged (10 scientific articles per year on average).

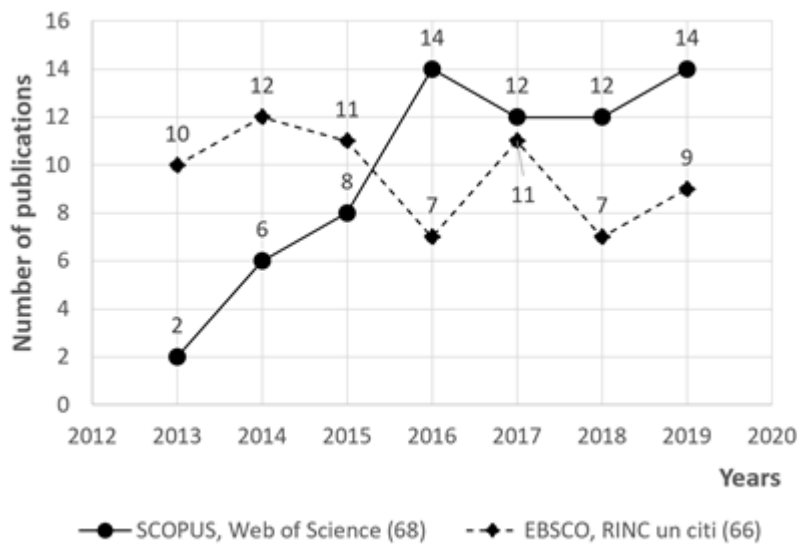


Figure 4.4.2. Changes in the number of scientific articles in indexed databases (SCOPUS and Web of Science) and other databases (EBSCO, RINC, etc.)

Analysing results in 4.4.1., it is concluded that over the last six years, the academic staff of the study direction “Psychology” have been actively engaged in scientific research.

Between 2013 and 2018, a total of 13 monographs have been published. Here noteworthy are the monographs published by several lecturers, namely, Breslav, G.M. (2018) *Novy vzgljad na istoriju nauchnoj psihologii [New look on the history of scientific psychology]*. In Russian. Riga, BSA. ISBN 978-9984-47-157-0, UDK 159.9.001, H766.; Breslav, G.M. (2018). *Istorija nauchnoj psihologii*

[*History of scientific psychology: Textbook*]. In Russian. Moscow: NIC INFRA-M. ISBN 978-5-16-012833-7; Ryabichenko, T., Lebedeva, N., & Plotka, I. (2018). Value Similarity with Mothers and Peers and Family Climate as Predictors of Well-Being of Russian Youth in Latvia. In N. Lebedeva, R. Dimitrova & J. Beery (Eds), In *Changing Values and Identities in the Post-Communist World*, SPRINGER, pp. 191-205; Plotka, I., Igonin, D., & Blumenau, N. (2016). Implicit Attitudes and Measurements: Effect of Context. *International Business: Innovations, Psychology and Economics*, 7(2(12)), 7-150. Business Source Complete (EBSCO); Business Source Corporate Plus (EBSCO), Index Copernicus Journal Master List. Online ISSN 2345-0932.

It should also be noted that during the reference period the lecturers of the study direction "Psychology" have published seven textbooks, such as, for example, Breslav, G.M. (2018). *Istorija nauchnoj psihologii [History of scientific psychology: Textbook]*. Moscow: NIC INFRA-M. In Russian. ISBN 978-5-16-012833-7; Tyurin, P.T. (2017). *Psihologija mezhdubukvoj i duhom zakona (teorija i praktika juridicheskoy psihologii)*. [Psychology between the letter and the spirit of the law (theory and practice of Legal psychology)]. Moscow: FLINTA. In Russian. ISBN: 978-5-9765-3488-9. УДК: 343.9+340.6. ББК: 67.408/410; Breslavs, G. (2016). *Psihologija Emocij [Psychology of Emotion. 4th edition]*. Moscow. Publishing House Smysl. In Russian. ISBN 978-5-89357-341-1; Blūmenaua, N.F., & Labeevs, V.I. (2014). *Augstākā matemātika. 2. daļa. Vektoru algebras elementi. Analītiskā ģeometrija. Vishaja matematika. Chastj 2. Elementi vektornoj algebri. Analiticheskaja geometrija*. Rīga: Transporta un sakaru institūts. 105s. ISBN / ISSN: 978-9984-818-64-1. In Russian; Blūmenaua, N.F., & Labeevs, V.I. (2013). *Augstākā matemātika. Lekcijas piezīmes. 1. daļa. Lineārās algebras elementi. Vektori. Analītiskā ģeometrija. Vishaja matematika. Chastj 1. Elementi lineinorej algebra. Vektori. Analiticheskaja geometrija*. Rīga: Transporta un sakaru institūts. ISBN / ISSN 978-9984-818-57-3. In Russian.

Table 4.4.1. *Scientific activity of the academic staff of the study direction "Psychology" between 2013-2019*

	2013	2014	2015	2016	2017	2018	2019	Total
SCOPUS, Web of Science	2	6	8	14	12	12	14	68
EBSCO, RINC and other	10	12	11	7	11	7	9	67
Other publications	53	24	22	23	52	34	24	232
Monographs	1	0	2	5	1	4	0	13
Conference theses	25	20	14	7	9	6	11	92
International conferences	58	28	44	42	46	26	24	268

The statistical results demonstrate that during the reference period the academic staff has actively participated in various European and world international congresses, conferences and symposia (see Table 4.4.1, Figure 4.4.3). Some of the most noticeable international congresses, conferences and symposia are as follows: 16th European Congress of Psychology Moscow, Russia, 02-05 July 2019; 15th European Congress of Psychology Amsterdam, The Netherlands, 11-14 July 2017; The 28th International Congress of Applied Psychology (ICAP 2014) 8-13 July, 2014, Paris, France; The 13th European Congress of Psychology. 9-12 July 2013, Stockholm, Sweden; The 14th European Congress of Psychology. 7-10 July 2015, Milan, Italy; IV International Symposium. July 6th - 7th, 2017 (Latvia, Riga).

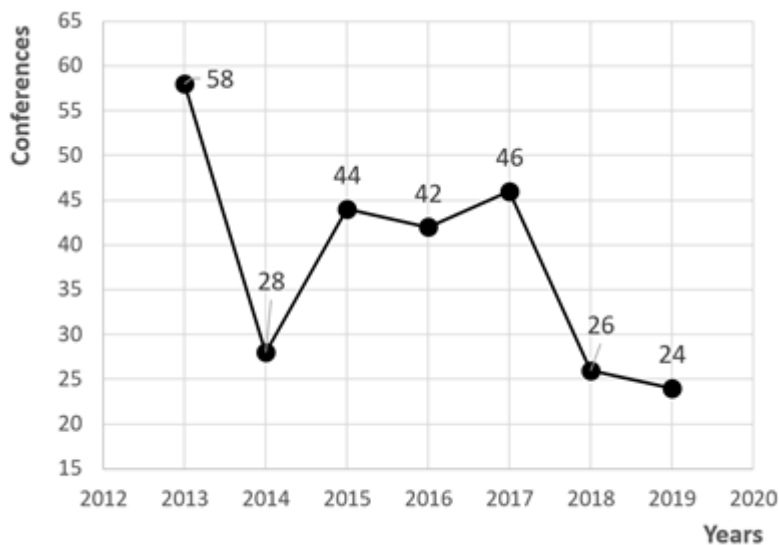


Figure 4.4.3. The participation of the academic personnel of the study direction “Psychology” in international scientific conferences

The scientific activity of the academic staff involved in the realization of the study direction “Psychology”, i.e. the list of scientific articles, monographs, textbooks and participation in European, Latvian and global international congresses, conferences and symposia in the reference period is presented in Appendix II, section 4.4.

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

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

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

Students' research work carried out within the framework of the studies corresponds to the aims of the study direction. Final thesis (Bachelor's, Master's) in the study programmes of the direction "Psychology" is a project with a practical part in the chosen specialization, independently

developed and implemented by the student. The project is independently implemented, realised and presented. The successful qualification requires acquiring competences in one's professional and research work, the ability to substantiate and realize a creative intention, and understanding and application of various knowledge, skills and competences related to the emerging profession. Throughout the study process, these competencies are built and promoted in an integrative way, starting with small creative assignments, then practical projects and science-based research. Students acquire basic knowledge about research in the study course "Theory and Methods of Research and Study Work" and their involvement in research work is mainly done within the study process, theoretical knowledge is tested in practical works and creative projects, writing course papers and final (Bachelor's, Master's) theses.

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

The participation of students in research has improved in comparison to the previous reporting period, and more students are involved, but despite this increase, most students are not motivated to participate in research. Students are provided the opportunity to develop research papers, competent supervisors and partially sufficient equipment are provided are at their disposal too.

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

There is a real opportunity to conduct fundamental research on the cognitive mechanisms of implicit social cognition, as well as contemporary applied research focused on the study of implicit attitudes in various professional fields. Laboratory-based research opens the prospect of opening a doctoral program in psychology at the Baltic International Academy.

The aim of the laboratory is to provide a scientific-research base for carrying out research for the students of the Master's, Bachelor's and doctoral study programmes.

The Laboratory performs the following functions:

1. Research and procedure development and equipment provision for the development of practicums, Bachelor's and Master's theses;

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

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

Laboratory equipment:

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

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

Electroencephalography is one of the most widely used methods to study the electrical activity of the human brain. This method is especially useful in medicine and neurocognitive research. In addition, electroencephalography is successfully applied in the field of applied research, such as engineering psychology, occupational psychology, ergonomics, as well as other fields of psychology. Electroencephalography is increasingly used not only in medicine, but also in neurocognitive science, which includes modern psychology and its emerging fields of research, such as, for example, neurocognitive economics. In this area, a particular attention is paid to neuro-marketing research, consumer economic decision-making, and other perspectives that explore human behaviour in economic terms.

In recent years, electroencephalography has been applied in social psychology, primarily in such an advanced research direction as social cognition. For more than 10 years, this direction has been developed by a team of researchers led by Professor Irina Plotka within the framework of the Baltic International Academy. The use of electroencephalography among psychologists is not only related to its ability to solve specific business tasks, but also explores the possibility of conducting psychological analysis involving a fundamentally new level of psychological data - hidden

measures of non-behaviour, nonbehavioral data. Traditionally, psychology has mainly used data that reflects a person's behaviour, which measures current psychological processes while performing different cognitive tasks such as, for example, a person's response time to a test assignment or direct answers to self-assessment procedure questions. Of particular importance in modern scientific psychology is the following rule: no psychological model of psychic processes can be recognized as credible unless behavioural data is supplemented by non-behavioural data.

Taking the above mentioned into account, the practicums of the academic Bachelor study program "Psychology" in experimental psychology, general psychology, cognitive psychology, neuropsychology, as well as the research internships of the professional Master's study programme "Psychology" is carried out with the use of the Laboratory. The laboratory equipment is used to experimentally investigate the perceptual, memory, attention, speech, decision-making processes that are important in solving business and research tasks, which in turn corresponds to the general trends in the development of modern psychology and expands the possibilities of applied research. At the moment, the technologies of EEG are being intensively mastered, as well as a number of laboratory activities is being developed for the students of the Bachelor's and Master's programmes. The software E-Prime 2 has been in use for over a decade. The research is carried out in cooperation with the Baltic International Academy master students, current doctoral students of University of Daugavpils (BIA graduates). During this period 5 Bachelor's papers, 40 Master's papers have been defended.

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

Investigation of the influence of contextual factors on implicit measurements

- Influence of emotional valence of episodic events on implicit measures of ethnic attitudes.
- Impact of emotional valence of episodic events on measurement of implicit attitudes to speeding/compliance observation.

16-th European Congress of Psychology in Moscow, Russia, 02-05 July 2019. (Presentation with the paper " Impact of Relevant Episodic Events on the Results of Implicit Measurements of the Attitude towards Speeding", authors: Plotka, I., Blumenau, N., Igonin, D., Vinogradova, Z., Syritsa, V.). (Abstracts).

Monographies

Plotka, I., Igonin, D., & Blumenau, N. (2016). Implicit Attitudes and Measurements: Effect of Context. *International Business: Innovations, Psychology and Economics*, 7(2(12)), 7-150. Business Source Complete (EBSCO); Business Source Corporate Plus (EBSCO), Index Copernicus Journal Master List. Online ISSN 2345-0932. Is available at http://www.kuryba.lt/failai/zurnalai/2016_2.pdf.

Plotka, I., Igonin, D., & Blumenau, N. (2017). Assesment of influence of the contextual factor on the measurement results of implicit attitudes at various SOAs using implicit preference index. In G.V. Ozhiganova & I.D. Plotka (Eds.), *Activization of mental resourses of personality: Theory and practice. Proceedings of the IV International Symposium July 6-th - 7-th, 2017 (Latvia, Riga)* (pp.62-73). Riga: SIA "Hansa Print Riga". (In Russian).

Plotka, I., Igonin, D., Blumenau, N., & Simane, L. (2013). The role of relevant recent autobiographical event's emotional valence on implicit measures of ethnic attitudes. *Journal of Education, Psychology and Social Sciences*, 1(1), 19-23. ISSN: 1339-1488. www.sci-pub.com.

Plotka, I., Blumenau, N., Igonin, D., Vinogradova, Z., & Syritsa, V. (2019). Impact of relevant episodic events on the results of implicit measurements of the attitude towards speeding. In Book of Abstracts XVI European Congress of Psychology. (ECP-2019), 2-5 July, 2019, Lomonosov

Moscow State University, Moscow (pp.784-785). Moscow: University Press. Retrieved from https://ecp2019.ru > doc > Book_of_Abstracts_ecp_2019.

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10. *Research on attitudes towards pro-healthy and unhealthy foods using explicit and implicit methods.*

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

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

specify the mechanism for the attraction of the employers.

In order to ensure the quality of higher education, the BIA has established an Internationalisation Policy which promotes cooperation and internationalization. The BIA recognises that Latvian higher education should be international and capable of implementing the basic principles of the united European Higher Education Area.

Firstly, the full implementation of the Bologna Process, including the full transition to the European Credit Transfer and Accumulation System (ECTS), should be encouraged.

Secondly, the recognition of prior learning should be facilitated, and the recognition should be based on the recognition of learning outcomes in obtaining both full degrees and certain units of study, including recognition of learning outcomes achieved through mobility programmes. Opportunities of study mobility should be made equally accessible to all students, irrespective of their field of study, their economic and health situation.

Thirdly, international study programmes, including joint and double degree programmes, should be developed, and conditions conducive to increasing incoming and outgoing mobility in line with the Europe 2020 strategy should be created.

In order to achieve the goals and study results of the study direction, the study direction "Psychology" cooperates with several organisations in Latvia, they are universities, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, professional associations, secondary schools, etc. (*See the list of cooperation agreements. Appendix 2*).

During the reference period, the BIA study direction "Psychology" has been actively cooperating with other higher educational establishments in Latvia, such as University of Daugavpils, Liepaja University, Riga Stradiņš University and University of Latvia. The teaching staff of the study direction "Psychology" actively participate in international conferences organized by the above-mentioned higher educational establishments, give lectures and conduct seminars. Cooperation with schools is maintained too, secondary schools are attended and there, study opportunities of the BIA study programme "Psychology" are presented. Students are invited to attend Academy Career Days and Open Days.

The study direction "Psychology" cooperates with the Latvian Psychological Association and since 2014 has been actively involved in organising Days of Psychology at the Baltic International Academy and its branches. Every year the academic staff participate in Days of Psychology by giving lectures and conducting seminars on various psychological topics. Likewise, in AY2016-17, Professor Plotka, the Head of the BIA study programme "Psychology", worked actively with colleagues at the Latvian Psychological Association for the development of the Psychology Practice Act.

Already from 2012, the study direction "Psychology" started cooperation with the Latvian Prison Administration. Currently there exists an active cooperation with Prison Administration and Resocialization Units for five prisons in Latvia.

In 2017, the applied research seminar "Investigation of Criminal Violence, Adult Affiliation Style and Personality Traits in Prisoners of Men" (skat. [www. bsa.edu.lv](http://www.bsa.edu.lv)) was organised.

In 2016, a cooperation agreement was signed with the Latvian Railway Association, which promotes the knowledge and skills of the academic staff and students regarding professional

selection methods. The methods allow for efficient selection of personnel and workplace safety, as well as for determining the professional suitability of employees for work involving risk.

In 2015, the study direction "Psychology" has signed a cooperation agreement with the Center for Psychophysiology and Bioregulation, with the main goal of realising joint scientific projects in the fields of psychophysiology, neuropsychology, psychology and other applied subjects, as well as of cooperation in development, adaptation and approbation of common methodologies.

The study direction "Psychology" has signed a cooperation agreement with the scientific agency "Latenta", which provides students with internship, as well as with the possibility to conduct scientific research and approbation of methodologies.

The study direction "Psychology" cooperates with the Latvian Psychological Student Association (LaPSA), which has been developed by BIA psychology students. The academic staff of the study direction also cooperate with other Latvian associations, such as Latvian Association of Professional Psychologists (LPPA), Latvian Psychologists' Association (LPB), Latvian Psychologists and Psychotherapists Association.

The study direction "Psychology" also actively cooperates with foreign organisations. There is an annual successful co-operation with CICE (Children's Identity and Citizen Europe). The CICE is an academic association engaged in the research of civic education and identity of young people, and it comprises 92 European higher education institutions (including the BIA) in countries such as Belgium, Denmark, Spain, France, Italy, Luxembourg, Netherlands, Portugal, Norway, England, Estonia, Lithuania, Latvia, etc.

Professor Irina Plotka has an individual partnership with *various international associations*, for example, APA (American Psychologists Association); she is a board member of the Latvian Psychological Association (LPB), a member of London Metropolitan University, a member of the International Association of Applied Psychology (IAAP). The academic staff of the study direction "Psychology" is involved in *editorial boards of international scientific publications*. Thus, from 2019 till nowadays there is cooperation with Journal of Social Sciences, (Daugavpils University, Daugavpils, Latvia) (with Professor Plotka as a reviewer); in 2018, a cooperation was secured with the journal Social Psychology and Society of Moscow State University of Psychology and Education (with Professor Plotka as a Member of the Editorial Board). Between 2015-now, there exists collaboration with the international scientific journal Socialine Sveikata (Social Health), Dr. Zenija Truskovskas (editor), Utena College, Utena, Lithuania, ISSN 2351-6062 (with Professor Plotka as a Member of the Editorial Board). In 2017, a cooperation agreement was signed with the Institute of Psychology of the Russian Academy of Sciences, and the International Research Cooperation Symposium "Activisation of Mental Resources of Personality Theory and Practice" was organised on July 6th - 7th, 2017 (Latvia, Riga), with the aim to unite the intellectual potential of scientists from Latvia, Russia, Kazakhstan, France and India (Moscow, Russia) (Galina Ozhiganova and Irina Plotka (eds), IV International Symposium, Collection of Papers). In 2010 there was established cooperation with Šiauliai College ("Professional Studies: Theory is Practice", ISSN 1822-3648 (Indexed in Copernicus Master Journal List), with Professor Plotka as a Member of the Editorial Board).

Cooperation agreements have been signed with employers and supervisors of internship in undergraduate and postgraduate studies, namely: Riga Secondary School No 86; Riga Secondary School No 40; Riga Secondary School No 80; Children's and Youth Center "Perspective" ; Riga Secondary School No. 74; Private secondary school "Patnis"; Riga Secondary School No 72; Latvian Association of Psychologists and Psychotherapists; Riga Technical Education and Arts School; Riga Zolitude Gymnasium; Association "Crisis Pregnancy Centre"; "Cita santehnika" Ltd; "Riga Center of Psychiatry and Narcology" PLC; Latenta Ltd; Baltkoff Jelgava Secondary School

No 5; Gymnasium "Maxima", Jurigas Ltd; Ergo Trans Logistic Ltd; Prison Administration; Lado-K Ltd; Dobele County Social Service.

Similarly, international cooperation agreements have been signed with universities such as Tallinn University (Estonia), AY2013-14; Klaipeda M. Gorky High School (Maxim Gorky Basic School, Klaipeda) (Lithuania), AY2014-15; Klaipeda All School (Lithuania), 2013-14; Snina Slovakia, AY2016-17; Antme Hospital SA, Estonia, AY2016-17, Klaipeda M. Gorky Secondary School (Klaipeda Maxim Gorky Basic School) (Lithuania), AY2018-19, where students in the study direction "Psychology" underwent internships within the framework of the ERASMUS exchange program.

The BIA conducts employer surveys which provide information on BIA graduates' professional activities. Employers can evaluate the study programme on the basis of its results - the quality analysis of graduates and working specialists. Therefore, employers were asked to assess the qualifications, knowledge, skills and abilities of graduate trainees and graduates working in relevant organisations and institutions, as well as to predict what qualifications will be needed by the institution in the near and distant future. The range of questions put to employers cover the following topics:

1. The amount and quality of theoretical knowledge of the graduates of the study programme in the field of psychology and their compliance with the requirements of the organisation and institution, their necessity of the abovementioned knowledge in practical work;
2. Correspondence of practical skills and abilities of the graduates of the study programme in psychology with the requirements of employers.

Summarising the opinions of the employers, it was concluded that the amount and quality of the theoretical knowledge of the graduates of the study direction "Psychology" fully satisfy the employers. Entering companies and organisations, graduates are able to integrate knowledge from different disciplines, to contribute to the development of new knowledge, to show awareness of and ethical responsibility for the potential impact of the professional performance on the environment or society. Graduates are able to develop their competencies independently, to take responsibility for their performance and analysis, as well as to use theory, methods and problem-solving skills independently. In particular, the employers note that the graduates are able to reasonably explain and discuss important aspects in the field of psychology with professionals and other stakeholders, and they are able to demonstrate good knowledge of innovations in their professional field.

The employers believe that the demand for specialists in psychology will not decrease in the near future. In addition, many professionals working in public institutions and organisations, as well as in companies require a higher professional education in psychology, and some - additional specialisation or qualifications. The trend is also testified by the large number of part-time students in the study programme "Psychology". Graduates of the study programme "Psychology" have all opportunities to actively participate in the labour market.

In general, the Baltic International Academy is open to cooperation and it is represented in the following bodies:

- *Board of Rectors* (with the participation of all accredited universities in Latvia),
- *Private College* association (all higher education institutions founded by legal entities),
- *College Association* (all higher education institutions founded by legal entities),

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

The main aim of the BIA in internationalisation is to increase the international competitiveness of

the Academy by promoting international mobility of students and lecturers, strengthening international cooperation and ensuring its sustainability, attracting foreign lecturers and supporting the integration of foreign students in higher education.

Cooperation is based on mutually agreed cooperation agreements as well as on long-term collegial and friendly relations. Over the last 6 years, the BIA has been actively developing cooperation with foreign higher education institutions. Its cooperation with foreign and EU universities under the ERASMUS programme allows not only the implementation of the student exchange program, but also the exchange of lecturers (see Chapter III, section 3.6, tables 3.6.4, 3.6.5). Lectures, open seminars, international conferences have strengthened the place of the BIA in the European Higher Education Area. The university has successfully entered the Erasmus programme, as evidenced by more than 100 cooperation agreements. The collaboration is used by students, academic staff and the administration of the university. With each passing year, the university's international cooperation expands, and there are already established traditions in this field. Extensive cooperation with existing cooperation partners is carried out, new cooperation partners are sought, and new forms of cooperation are created. Within the framework of international cooperation, the institution is regularly visited by delegations of foreign universities and other related institutions, who share their work experience and are interested in getting acquainted with the work of the Academy itself. Discussions provide insights that allow the Academy to improve its work.

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

In the next strategic period, the BIA will continue to develop international cooperation in the following areas: attraction of foreign lecturers to teach study courses and conduct research, implementation of international projects, establishment of joint study programs, organisation of summer schools.

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

One of the aims of the study direction "Psychology" is to seek new cooperation opportunities; therefore, guest lecturers are invited not only from higher education institutions, but also from foreign companies, and that provides students with an opportunity to acquire not only academic but also practical knowledge, good practice examples, the insight into the specific nature of work abroad, thus, providing relevant knowledge and experience in the context of professional higher education.

In 2006, the European Commission awarded the Baltic International Academy the Erasmus University Charter and the Erasmus code LVRIGA28. The ERASMUS University Charter allowed the institution to participate in the Erasmus mobility programme, and since then, the Academy has signed nearly 100 cooperation agreements with EU universities (ERASMUS partners), allowing to organise student study and internship exchange, and facilitate teacher mobility events.

During the period between AY2013-14 to AY2018-19, 48 foreign students studied within the framework of the ERASMUS study program "Psychology". The largest number of students came

from Spain (23 students), Turkey (13 students), Romania (8 students), Germany (3 students) and Poland (1 student). In the last two academic years, there was a rapid influx of students. IN AY2017-18, 11 students were studying under the ERASMUS program: 7 students from Spain, 2 students from Turkey, 1 student from Poland and 1 student from Romania. In turn, in AY2018-19, 6 students from Turkey, 3 from Spain and 2 from Germany studied in the Academy.

Participation in the ERASMUS sub-program, the European Lifelong Learning Programme (LLP) enables the institution to develop in the context of united Europe, that is, to provide exchanges of lecturers and students between European countries, as well as to provide greater mobility opportunities for academics across the European Union.

Each year, short-term priorities are set at the management level for the implementation of mobilities, including the planned number of foreign guest lecturers, sectors represented, countries. The Academy has a solid network of cooperating universities, whose professionals are regularly invited as guest lecturers by the Academy. BIA positions itself as a cooperative higher education institution, which not only actively invites visiting lecturers from abroad, but also evaluates the offer and the potential of university cooperation in giving lectures to the students of the Academy. In this way, a number of high-quality mobility commensurate with the content of the Academy's studies has already been implemented, so the evaluation of incoming cooperation offers is planned to continue. Within the framework of international cooperation, the Academy is regularly visited by delegations from foreign related higher education and other institutions, who share their work experience and are interested in getting acquainted with the achievements of the Academy. Discussions provide insights that allow the Academy to develop its work. The number of guest lecturers has increased, facilitating international collaboration in study and research, professional development and personal development in the face of foreign experience, which is later reflected in both student motivation and academic quality (see Chapter III, Section 3.6, Table 3.6.5).

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

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

An important part of the study programme is the professional practice of students, which aims to strengthen and supplement the knowledge, skills and competences acquired during the studies related to professional development, research activities and personality development. During the study programme "Psychology" within the study direction, different types of internship are planned according to the study programme internship guidelines. Student internships are an integral part of Bachelor's and Master's programmes. The internship of the students in the BIA study direction "Psychology" is organized in accordance with the Internship Regulations (see the BIA Moodle system). The Regulations have been elaborated on the basis of the following normative documents: Regulations on the State Standard of Academic Education (Cabinet

Regulation No. 240, 13.05.2014), Regulations on the State Standard of Second Level Vocational Higher Education (Cabinet Regulation No. 512, 26.08.2014; Cabinet Regulation No. 240, 13.05.2014); Psychology Practice Act (01.01.2018); Professional Standard of Psychologist (12.06.2019); EuroPsy: Standards and Quality in Education for Professional Psychologists (HOGREFE, 2014).

In accordance with EURO PSY requirements and in compliance with the standard of the profession of psychologist and the level of professional competence of a psychologist, the main aim of the study internship is to acquire the knowledge, skills and competences necessary for performing the professional duties of a psychologist.

Similarly, the duties and rights to provide internships are described in the Tripartite Agreement and in the BIA Study Direction Student Practice Statute. (approved by BSA Senate, Decision No. 136 of April 24, 2018).

The director of the study program, who appoints a BIA practice coordinator from the lecturers involved in the programme, is responsible for the organisation and successful conduct of the practice. Therefore, in the implementation of goals and tasks of the internship, the support to the students is provided by the practice coordinator of the BIA study programme "Psychology" and the practice supervisor in the organisation. In order to ensure the implementation of the internship, the following training is organized:

In semesters with planned internships, the internship coordinators of the study programmes give students an introductory lecture, which introduces students to the internship process (students are introduced to the internship goal and tasks, places and terms of internship, internship supervisors, requirements, filing and defence deadlines; a training internship program and a tripartite model agreement outlining the duties and responsibilities of all parties are issued). In the case of an internship abroad or a student who is a foreign national, a tripartite contract in English is acceptable.

The student chooses an internship offered by the study direction "Psychology" (from the database with partners, in Latvia and abroad) or chooses another internship place. Internship usually takes place in state-owned enterprises, companies or institutions (hereafter referred to as the Company). An agreement is concluded between the educational institution, the place of internship and the student regarding the conduct of the study internship, in which the rights and obligations of all parties are stipulated.

During the internship practice, supervisors of the BIA study programme "Psychology" meet students and discuss the course of internship, provide consultations (according to the study course description). At the end of the internship term, the student submits the internship review, diary and supervisor's internship evaluation from the internship supervisor. The BIA practice supervisor verifies the compliance of the practice report with the study practice programme.

The internship defence takes place in the order prescribed by the study programme "Psychology" and in accordance with the Internship Regulations. During the presentation of the internship, the student presents the tasks accomplished during the internship and answers the questions. Internship assessment: The internship assessment on the ten-point scale comprises the assessment of the practice supervisor, compliance of the content of the internship report with the study internship programme, the quality of the internship report, the student's skills to present and discuss the results of the internship. The student receives an internship evaluation after completing each particular internship and defending the report.

In cooperation with heads of internship programmes and employers, the content of internships is regularly updated according to the requirements of the labour market.

The specific methodological instructions and practice programs of the study program "Psychology" are given in Part II, section 2.4. of the relevant study programmes. As demonstrated by the results of the employer survey, references from the places of student internship and meetings with industry professionals, students can successfully work in the acquired specialty because the study process is provided with the necessary theoretical and practical knowledge corresponding to the acquired psychologist qualification.

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

(Not applicable)

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

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

The implementation of the recommendations made by experts in the previous accreditation of the study field "Psychology" has been carried out according to the plan approved by the Council of the study field "Psychology". Where implementation required activities from the study direction and programme management side, they have been done. The execution of the implementation plan based on recommendations provided by the experts in the previous accreditation is summarised in Annex 6.1.

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

Not applied

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List_regul.document.docx	Saraksts ar normatīvajiem dokumentiem.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)	BIA_Branch_2020_1.docx	BSA_nilales_2020_1.docx
Management structure of the higher education institution/ college	BSA_organizational chart2020_1.pdf	BSASstruktura_2020_2.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	1. Annex. Development plan of the study direction "Psychology" 2016-2022.docx	1.Pielikums. Studiju virziena "Psiholoģija" attīstības plāns no 2016.gada līdz 2022.gadam.docx
Management structure of the study direction	PSY_Management_2020_1.pdf	PSY_PARVALDIBA_2020_1.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	Teaching_Staff_Courses_Languages_Programme_Psychology_20042020.xlsx	Pamatinformācija par iesaistītajiem mācībspēkiem_20042020_LV.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	CV_Virziena_Psihologija_ENG_16042020.pdf	CV_Virziena_Psihologija_LV_16042020.pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	Summary of statistics on incoming and outgoing mobility of teaching staff during the reference period.docx	Statistikas datu apkopojums par mācībspēku ienākošo un izejošo mobilitāti pārskata periodā.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	List of publications of the teaching staff of the study direction "Psychology".docx	Mācībspēku publikāciju, patentu, mākslinieciskās jaunrades darbu saraksts par pārskata periodu.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	Cooperation and Internationalization.docx	Sadarbības līgumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	Statistical data on foreign students and teaching staff.docx	Statistikas dati par ārvalstu studējošajiem un mācībspēkiem.docx
Statistical data on the mobility of students (by specifying the study programmes)	The professional Bachelor's study programme "Psychology" statistics on student mobility within ERASMUS in the period from AY 2013-14 to AY 2019-20.docx	Statistikas dati par profesionālā bakalaura studiju programmas Psiholoģija studējošo mobilitāti.docx
Description of the organisation of the traineeship of the students	Regulation on student practice.doc	Akadēmiskās bakalaura studiju programmas Psiholoģija PRAKSES Nolikums.doc
Information on the agreements and other documents confirming the traineeship of the students in companies	Letter of Intent for collaborative work - based practice.docx	nodomu Līgumi.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	Implementation of recommendations received during previous evaluation procedures.docx	Pārskats par rekomendāciju izpildi.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Academic staff knowledge of official language.pdf	Studiju virzienam atbilstošo studiju programmu īstenošanā iesaistošo mācībspēku valsts valodas zināšanas.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	Application for the evaluation of the study direction Psychology .jpg	Ar drošu elektronisko parakstu parakstīts iesniegums studiju virziena novērtēšanai.jpg

Other annexes

Name of document	Document
Telpas, Daugavpils filiāle	Telpas Daugavpils filiāle.xlsx
Telpas, Rīga	Telpas Rīga.xlsx
Telpas, Liepājas filiāle	telpas_Liepajas filiāle.xlsx
IZM reģistrācijas apliecība	Pielikums nr.2_IZM_BSA_reg.jpg
Pielikums nr.6 BSA ieņēmumi	Pielikums Nr.6 BSA ieņēmumi.docx
Pielikums Nr.7 BSA izdevumi	Pielikums Nr.7 BSA izdevumi.docx
Pielikums Nr.8 BSA finanšu stabilitātes rādītāji	Pielikums Nr.8 finanšu stabilitātes rādītāji.docx
pielikums Nr.1 SIA BSA komersanta apliecība	Pielikums Nr. 1 Komersanata apliecība.pdf
Pielikums Nr.3_BSA zin.institucija apliecība.jpg	Pielikums Nr.3_BSA zin.institucija apliecība.jpg
Pielikums Nr.2izglitības iestades_bsa_reg.jpg	Pielikums Nr.2izglitības iestades_bsa_reg.jpg
Pielikums Nr.4 BSA_akkred.lapa.jpg	Pielikums Nr.4 BSA_akkred.lapa.jpg
Pielikums nr.9 BSA SKNS.docx	Pielikums nr.9 BSA SKNS.docx
Pārskats par rekomendāciju izpildi	Pārskats par rekomendāciju izpildi.docx
Provision of premises for study and administrative purposes Riga	Provision of premises for study and administrative purposes Riga.xlsx
Provision of premises for study and administrative purposes Daugavpils	Provision of premises for study and administrative purposes Daugavpils.xlsx
Provision of premises for study and administrative purposes Liepaja	Provision of premises for study and administrative purposes Liepaja.xlsx
Bibliotēkas fonda dinamika (Rīga).	Bibliotēkas fonda dinamika (Rīga)..xlsx
Dynamics of Library Stock (Riga)	Dynamics of Library Stock (Riga).xlsx
Mācību spēku un studentu kopējie zinātniskie darbi	Mācību spēku un studentu kopējie zinātniskie darbi.docx
Joint scientific work of the teaching staff and students	Joint scientific work of the teaching staff and students.docx
Guidelines for developing and defending a practice report	Guidelines for developing and defending a practice report.docx
Profesionālās maģistra studiju programmas "Psihologija" prakses nolikums	Profesionālās maģistra studiju programmas "Psihologija" prakses nolikums.doc

Metodiskie norādījumi prakses atskaites izstrādei un aizstāvēšanai magistra studiju programmai	Metodiskie norādījumi prakses atskaites izstrādei un aizstāvēšanai maģistra studiju programmai.docx
Metodiskie norādījumi prakses atskaites izstrādei un aizstāvēšanai akadēmiskai bakalaura studiju programmai	Metodiskie norādījumi prakses atskaites izstrādei un aizstāvēšanai akadēmiskai bakalaura studiju programmai.docx
Līgums par studējošo prakses nodrošināšanu	Līgums par studējošo prakses nodrošināšanu.doc
CONTRACT	CONTRACT.docx
Implementation of recommendations received during previous evaluation procedures	Implementation of recommendations received during previous evaluation procedures.docx
Regulations for Master's Practice	Regulations for Master's Practice.docx
Pielikums Nr.5 BSA_akreditētie studiju virzieni.docx	Pielikums Nr.5 BSA_akreditētie studiju virzieni.docx
Atzinums	Atzinums.pdf
OPINION	OPINION.docx
Methodological Guidelines for the Development and Defence of Practice Reports	Methodological Guidelines for the Development and Defence of Practice Reports.docx
Izraksts no BSA Senāta protokola	Izraksts no BSA Senāta protokola.pdf
Studiju virziena " Psiholoģija" pašnovērtējuma ziņojuma izstrādes grupas sastāvs	Studiju virziena Psiholoģija pašnovērtējuma ziņojuma izstrādes grupas sastāvs.docx
BIA Senate Cranscript	BIA Senate Cranscript.docx
Study direction Psychology working group on self - assessment report	Study direction Psychology working group on self-assessment report.docx
studiju_programmas_kvalitates sistema2020.docx	studiju_programmas_kvalitates sistema2020.docx
Internal_Quality of Study programm.doc	Internal_Quality of Study programm.doc
PSY_PARVALDIBA_2020_1.pdf	PSY_PARVALDIBA_2020_1.pdf
BIA study quality management system_2020_1.pdf	BIA study quality management system_2020_1.pdf
BSA_Studiju kvalitates vadiba_2020_1.pdf	BSA_Studiju kvalitates vadiba_2020_1.pdf
PSY_Management_2020_1.pdf	PSY_Management_2020_1.pdf
Studiju programmas pilnveides sistēmas shēma.docx	Studiju programmas pilnveides sistēmas shēma.docx

Improvement system scheme of study programme.docx	Improvement system scheme of study programme.docx
Studiju programmas pilnveides sistēmas shēma.docx	Studiju programmas pilnveides sistēmas shēma.docx
Improvement system scheme of study programme.docx	Improvement system scheme of study programme.docx
Implementation of recommendations received during previous evaluation procedures_30032020.docx	Implementation of recommendations received during previous evaluation procedures_30032020.docx
Iepriekšējo novērtēšanas procedūru laikā saņemto ieteikumu īstenošana 30032020.docx	Iepriekšējo novērtēšanas procedūru laikā saņemto ieteikumu īstenošana 30032020.docx
Studiju virziena_parvaldibas_shema_LV.docx	Studiju virziena_parvaldibas_shema_LV.docx
BSA_filiales_2020_1 (5).docx	BSA_filiales_2020_1 (5).docx
Levels involved in the study direction Psychology.docx	Levels involved in the study direction Psychology.docx
Studiju virziena Psiholoģija iesaistītie līmeņi.docx	Studiju virziena Psiholoģija iesaistītie līmeņi.docx
Regulations for Master's Practice (2).docx	Regulations for Master's Practice (2).docx
Profesionālās maģistra studiju programmas "Psiholoģija" prakses nolikums (3).doc	Profesionālās maģistra studiju programmas "Psiholoģija" prakses nolikums (3).doc
BSA-statistika_PSY_12.11.2020.xlsx	BSA-statistika_PSY_12.11.2020.xlsx
AIKA pieprasījums papildinat_16.11.2020._1.docx	AIKA pieprasījums papildinat_16.11.2020._1.docx
2_Pielikums_Eng.pdf	2_Pielikums_Eng.pdf
1_Pielikums_B2.pdf	1_Pielikums_B2.pdf
Presentation-BSA_eng.pdf	Presentation-BSA_eng.pdf
Presentation_study_direction_Psychology.pptx	Presentation_study_direction_Psychology.pptx
BIA 2020.pptx	BIA 2020.pptx
Psychology_09.02.2021._EN.docx	Psychology_09.02.2021._EN.docx
Psihologija_09.02.2021._FINAL_LV.doc	Psihologija_09.02.2021._FINAL_LV.doc

Psychology (43313)

Study field	<i>Psychology</i>
ProcedureStudyProgram.Name	<i>Psychology</i>
Education classification code	43313
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Irina</i>
Surname of the study programme director	<i>Plotka</i>
E-mail of the study programme director	<i>irinaplotka@inbox.lv</i>
Title of the study programme director	<i>Dr. psych.</i>
Phone of the study programme director	<i>+37129128595</i>
Goal of the study programme	<i>The aim of the undergraduate academic study program "Psychology" is to enable students to obtain basic academic education in psychology, to develop theoretical knowledge and research skills in psychology and related fields (interdisciplinary), to develop analytical and critical thinking skills, communication, problem solving and decision makings skills.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To ensure acquisition of theoretical knowledge in the field of psychology, including European and world experience;</i> <i>2. To enhance students' understanding of psychology as a science and to develop skills enabling them to understand, compare and evaluate various theories of psychology and their various interdisciplinary aspects;</i> <i>3. To develop the ability to apply the acquired theoretical knowledge in scientific research</i> <i>4. To develop skills for designing and carrying out different types of research in accordance with the basic principles of scientific research;</i> <i>5. To ensure students learn basic ethical principles of psychologist's work and apply them in academic research;</i> <i>6. To foster analytical and critical thinking, creative problem-solving and independent decision-making skills;</i> <i>7. To encourage students' personal and professional development by motivating them for further education.</i> <p><i>The aim and objectives of the programme are in line with the Baltic International Academy long-term action and development strategy 2016-2020 year.</i></p>

Results of the study programme

Graduating the academic Bachelor's study program "Psychology" students have acquired the following knowledge, skills and competences:

Knowledge and understanding:

- systematic knowledge about key areas of psychology, the ability to analyse, compare and critically evaluate major research theories and methods in the context of psychology and related disciplines;*
- understanding of key concepts and regularities of a given discipline or professional field in psychology and in the interdisciplinary context;*
- knowledge how psychological phenomena can be explored and explained from different perspectives;*
- knowledge of the methodological basis of psychological research and principles of its formation, as well as basic knowledge of methods of psychological research and its evaluation;*
- knowledge of the ethical principles that underpin the work of a psychologist.*

Skills:

- to critically analyse and evaluate original psychological texts, research results and projects, as well as to discriminate between the acquired knowledge resulting from scientific and pseudoscientific facts;*
- to set forth psychological knowledge both verbally and in written form, as well as to present its argumentation;*
- to use analytical and critical thinking as well as scientific approaches and effective strategies for problem solving;*
- to plan, select, and conduct research; to analyse, interpret and present the data obtained by various methods;*
- to carry out a specific research project according to methodological and ethical principles of scientific psychological research, as well as to submit a report in written and verbal form;*
- to observe ethical principles when conducting psychological research;*
- to take responsibility and show initiative by working individually, in a team, or by leading other people;*
- to make decisions and find creative solutions in changing or uncertain circumstances;*
- to formulate and analytically describe relevant to the field of psychology information, problems and their solutions; to explain, present and reasonably discuss the latter with both specialists and non-specialists;*
- to structure their training independently; to direct their further training and professional development; to demonstrate a scientific approach to problem solving; to take responsibility and initiative working individually, in a team or leading other people; to make decisions and find creative solutions in changing or uncertain circumstances.*

Competences:

- the ability to independently obtain, select, analyse and critically evaluate information from various sources and use it;*
- the ability to critically approach knowledge in general and psychological knowledge in particular;*
- the ability to make decisions and solve problems based on empirically based knowledge in psychology and other social sciences;*
- the ability to develop psychological research independently correctly;*
- the ability to conduct research in the field of psychology that is consistent with basic principles and ethics of psychology;*
- the ability to respect such scientific values as openness, rationality, accuracy and intelligence, as well as to understand the difference between knowledge and opinions;*
- the ability to assess the impact of their professional activities on environment and society, to participate in the development of the field of psychology.*

Final examination upon the completion of the study programme	Bachelor's Thesis
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Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<p><i>Candidates with a Certificate of secondary general education or a Diploma vocational secondary education. • Persons, obtained corresponding completed secondary education or previous education, recognized in Latvia and corresponding to the requirements of a study program, have rights to study at the full-time and part-time programs of the BIA. The education is attested by secondary education document - a certificate of comprehensive secondary education or diploma of vocational secondary education. • Admission of candidates to full-time and part-time undergraduate programs is carried out in an open and equal competition on the basis of the results of the centralised examinations, except for the persons who have acquired a secondary education up to 2004, as well as persons who have acquired a secondary education abroad or persons with special needs, and the persons, who have been exempted from State examinations 4 of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia. • For matriculation to full-time and part-time undergraduate studies at the BIA for study year 2020/2021 persons, who have acquired a secondary education in the Republic of Latvia starting by 2004, shall submit certificates of centralised examination for at least two subjects, accordingly the chosen study program or upon candidate's choice. The grades for centralized examinations (for at least 2 subjects) shall be A to E (including), or, starting by 2013, expressed in percentage, corresponding to current limits of grades of each particular subject. Persons, who have not passed centralized examinations, if they have obtained secondary education before 2004, have obtained secondary education abroad, persons with special needs, or persons, who have been exempted from State examinations of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia, when admitting to the BIA, shall pass an entrance examination (logical capabilities test), results of which shall not be less than 50% (a written test). Foreigners, who want to study in academic Bachelor study program "Psychology" (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program. Testing and document processing are pay services, price of which is established by the BIA Senate. Upon admission, candidates shall fill-in an application of particular form, indicating the chosen study program and providing personal information, as well as they shall submit to the BIA Admission Commission all documents, mentioned within the Section 46 of these Terms. Time-limits for admission and registration of candidates for full-time/part-time study programs, during the first year after obtaining of secondary education, are established by the Cabinet of Ministers. Admission requirements for academic year 2020/2021. (.pdf) https://bsa.edu.lv/en/provisions-and-statements/</i></p>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Social Sciences in Psychology</i>
Qualification to be obtained (in english)	

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120

Admission requirements (in English)	<p>Candidates with a Certificate of secondary general education or a Diploma vocational secondary education. • Persons, obtained corresponding completed secondary education or previous education, recognized in Latvia and corresponding to the requirements of a study program, have rights to study at the full-time and part-time programs of the BIA. The education is attested by secondary education document – a certificate of comprehensive secondary education or diploma of vocational secondary education. • Admission of candidates to full-time and part-time undergraduate programs is carried out in an open and equal competition on the basis of the results of the centralised examinations, except for the persons who have acquired a secondary education up to 2004, as well as persons who have acquired a secondary education abroad or persons with special needs, and the persons, who have been exempted from State examinations 4 of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia. • For matriculation to full-time and part-time undergraduate studies at the BIA for study year 2020/2021 persons, who have acquired a secondary education in the Republic of Latvia starting by 2004, shall submit certificates of centralised examination for at least two subjects, accordingly the chosen study program or upon candidate’s choice. The grades for centralized examinations (for at least 2 subjects) shall be A to E (including), or, starting by 2013, expressed in percentage, corresponding to current limits of grades of each particular subject. Persons, who have not passed centralized examinations, if they have obtained secondary education before 2004, have obtained secondary education abroad, persons with special needs, or persons, who have been exempted from State examinations of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia, when admitting to the BIA, shall pass an entrance examination (logical capabilities test), results of which shall not be less than 50% (a written test). Foreigners, who want to study in academic Bachelor study program “Psychology” (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program. Testing and document processing are pay services, price of which is established by the BIA Senate. Upon admission, candidates shall fill-in an application of particular form, indicating the chosen study program and providing personal information, as well as they shall submit to the BIA Admission Commission all documents, mentioned within the Section 46 of these Terms. Time-limits for admission and registration of candidates for full-time/part-time study programs, during the first year after obtaining of secondary education, are established by the Cabinet of Ministers. Admission requirements for academic year 2020/2021. (.pdf) https://bsa.edu.lv/en/provisions-and-statements/</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences Psychology
Qualification to be obtained (in english)	

Places of implementation

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

Part time studies - 3 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	120

Admission requirements (in English)	<p>Candidates with a Certificate of secondary general education or a Diploma vocational secondary education. • Persons, obtained corresponding completed secondary education or previous education, recognized in Latvia and corresponding to the requirements of a study program, have rights to study at the full-time and part-time programs of the BIA. The education is attested by secondary education document – a certificate of comprehensive secondary education or diploma of vocational secondary education. • Admission of candidates to full-time and part-time undergraduate programs is carried out in an open and equal competition on the basis of the results of the centralised examinations, except for the persons who have acquired a secondary education up to 2004, as well as persons who have acquired a secondary education abroad or persons with special needs, and the persons, who have been exempted from State examinations 4 of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia. • For matriculation to full-time and part-time undergraduate studies at the BIA for study year 2020/2021 persons, who have acquired a secondary education in the Republic of Latvia starting by 2004, shall submit certificates of centralised examination for at least two subjects, accordingly the chosen study program or upon candidate’s choice. The grades for centralized examinations (for at least 2 subjects) shall be A to E (including), or, starting by 2013, expressed in percentage, corresponding to current limits of grades of each particular subject. Persons, who have not passed centralized examinations, if they have obtained secondary education before 2004, have obtained secondary education abroad, persons with special needs, or persons, who have been exempted from State examinations of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia, when admitting to the BIA, shall pass an entrance examination (logical capabilities test), results of which shall not be less than 50% (a written test). Foreigners, who want to study in academic Bachelor study program “Psychology” (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program. Testing and document processing are pay services, price of which is established by the BIA Senate. Upon admission, candidates shall fill-in an application of particular form, indicating the chosen study program and providing personal information, as well as they shall submit to the BIA Admission Commission all documents, mentioned within the Section 46 of these Terms. Time-limits for admission and registration of candidates for full-time/part-time study programs, during the first year after obtaining of secondary education, are established by the Cabinet of Ministers. Admission requirements for academic year 2020/2021. (.pdf) https://bsa.edu.lv/en/provisions-and-statements/</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences Psychology
Qualification to be obtained (in english)	

Places of implementation

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

Part time studies - 3 years, 5 months - english

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	5
Language	<i>english</i>
Amount (CP)	120

Admission requirements (in English)	<p>Candidates with a Certificate of secondary general education or a Diploma vocational secondary education. • Persons, obtained corresponding completed secondary education or previous education, recognized in Latvia and corresponding to the requirements of a study program, have rights to study at the full-time and part-time programs of the BIA. The education is attested by secondary education document – a certificate of comprehensive secondary education or diploma of vocational secondary education. • Admission of candidates to full-time and part-time undergraduate programs is carried out in an open and equal competition on the basis of the results of the centralised examinations, except for the persons who have acquired a secondary education up to 2004, as well as persons who have acquired a secondary education abroad or persons with special needs, and the persons, who have been exempted from State examinations 4 of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia. • For matriculation to full-time and part-time undergraduate studies at the BIA for study year 2020/2021 persons, who have acquired a secondary education in the Republic of Latvia starting by 2004, shall submit certificates of centralised examination for at least two subjects, accordingly the chosen study program or upon candidate’s choice. The grades for centralized examinations (for at least 2 subjects) shall be A to E (including), or, starting by 2013, expressed in percentage, corresponding to current limits of grades of each particular subject. Persons, who have not passed centralized examinations, if they have obtained secondary education before 2004, have obtained secondary education abroad, persons with special needs, or persons, who have been exempted from State examinations of secondary education, if those persons have been exempted from State examinations in accordance with the procedures specified by laws and regulations of the Republic of Latvia, when admitting to the BIA, shall pass an entrance examination (logical capabilities test), results of which shall not be less than 50% (a written test). Foreigners, who want to study in academic Bachelor study program “Psychology” (English section), a document, issued by an international testing institution during previous five years, proving English skills, shall be submitted. The language proficiency shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program. Testing and document processing are pay services, price of which is established by the BIA Senate. Upon admission, candidates shall fill-in an application of particular form, indicating the chosen study program and providing personal information, as well as they shall submit to the BIA Admission Commission all documents, mentioned within the Section 46 of these Terms. Time-limits for admission and registration of candidates for full-time/part-time study programs, during the first year after obtaining of secondary education, are established by the Cabinet of Ministers. Admission requirements for academic year 2020/2021. (.pdf) https://bsa.edu.lv/en/provisions-and-statements/</p>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Social Sciences in Psychology
Qualification to be obtained (in english)	

Places of implementation

Place name	City	Address
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Baltic International Academy	RĪGA	LOMONOSOVA IELA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003
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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 Baltic International Academy has extensive experience in the implementation of the professional bachelor's program "Psychology". Since 1998, the professional bachelor study program "Psychology" has been implemented at the Baltic Psychology and Management University College (BPMUC) (former Higher School of Psychology). BPMUC implemented the professional bachelor's study program "Psychology" with an integrated bachelor's standard, which was first accredited in 2000 for two years. During this period, graduates obtained the qualification of "Psychologist". In 2002, the professional bachelor's study program "Psychology" received accreditation for six years. In 2008, the given program was re-accredited for six years (graduates obtained a professional bachelor's degree and qualification "Psychologist's Assistant"). 2012/2013 During the academic year, participating in the European Social Fund project, within the framework of accreditation of study fields, the professional bachelor study program "Psychology" of the study field "Psychology" was re-accredited for six years. In January 2015, after the reorganization of BPMUC, the study programs included in the study direction "Psychology" were included in the Baltic International Academy. Based on the Psychologists Law from 01.01.2018[1], Article 3 "Right to Perform Psychologist Professional Activity" Paragraph 1: "A person's right to perform independent psychologist professional activity is confirmed by a higher education diploma for the acquisition of at least 200 credit points, at least one of these programs is a professional study program, registration in the register of psychologists and a psychologist's certificate in a certain field of activity" and the Professional Standard of Psychologist (12. 06. 2019)[2], BIA study direction "Psychology" council developed a project "Study programs, transitioning to a new study model (academic bachelor study program "Psychology" (3 years) and professional master's study program "Psychology" (2 years)) (instead of the previous 4 + 2 model). The head of the study field "Psychology", leading lecturers, students, graduates and employers participated in the development of the academic bachelor's study program "Psychology" and the professional master's study program "Psychology". The project was submitted and approved to the BIA Senate (23.10.2019, Minutes No 140), which was directed for licensing and evaluation (accreditation). For the most significant changes, see 1.1.1. in the table.

[1] **Psychologists Law** of adopted on 30.03.2017, came into force on 01.01.2018; available at <https://likumi.lv/ta/id/290115-psihologu-likums>

[2] **Professional Standard of Psychologist** of 12.06.2019; available at <https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-108.pdf>

Table 1.1.1. Comparative table of the academic Bachelor's study programme "Psychology" and the professional Bachelor's study programme "Psychology"

	The content of the study programme corresponds to the national standard of academic education (<i>Cabinet of Ministers Regulation No 240 "Regulations on the state academic education standard"</i> of 13.05.2014)	The content of the study programme corresponds to the national standard of professional education (<i>Cabinet of Ministers Regulation Nr. 512 "Regulations on the state standard of the second level professional higher education"</i> of 26.08.2014)
Title of the study programme	Academic Bachelor's study programme "Psychology"	Professional Bachelor's study programme "Psychology"
Code of the study programme according to Latvian Qualifications Framework	43313	42310
Duration of studies and amount of credits	3 years, 120 cp, 3.5 years, 140 cp	4 years, 160 cp, 4.5 years, 180 cp
Type and form of studies	Full-time studies - 3 years, Part-time studies - 3 years and 5 months	Full-time studies - 4 years, Part-time studies - 4 years and 5 months
Language of instruction	Latvian, English	Latvian, Russian
Obtainable degree or obtainable degree and qualification	Bachelor of Social Science (Psychology)	Professional Bachelor's degree in psychology; qualification - assistant psychologist

Structure of studies	Part A - mandatory courses (53 cp) Academic practice in psychology (4 cp) (A) Bachelor's thesis (10 cp) (A) Part B - restricted elective courses (47 cp) Part C - elective courses (6 cp)	Part A - General study courses (20 cp) Part A1 - Basic theoretical courses and study courses in information technologies (36 cp) Part B - Professional specialization study courses (60 cp) Part C - elective courses (>6 cp) Practice (26 cp) Bachelor's thesis (12 cp)
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Psychological characteristics in the interdisciplinary aspect	Introduction to philosophy and philosophy of consciousness (2 cp) (B)	Philosophy (2 cp) (A)
	Civil protection and environment protection (2 cp) (A)	Civil Protection and Environmental Protection (1 cp) (A)
	Information technology in psychology (2 cp) (B)	Modern Technologies in Work with Information (2 cp) (A)
	Not included	Main Directions of World Cultural Development (2 cp) (A)
	Not included	Basics of Business (A)
	Fundamentals of law and regulation of professional activity (2 cp) (B)	Fundamentals of Law and Regulation of Professional Practice (2 cp) (A)
	Sociology (2 cp) (B)	Sociology (2 cp) (A)
	Foreign language for psychologists (English) (4 cp) (B)	Professional Foreign Language (English/German) (6 cp) (A)
	Logic and rhetoric (2 cp) (B)	Logic (1 cp) (A)
	Biological basics of psyche (2 cp) (A)	Biological Foundation of Psyche (2 cp) (A1)
	Theory of scientific and study work (1 cp) (B)	Theory of Research and Study Work (1 cp) (B)
Statistic methods in psychology I (3 cp) (A) Statistic methods in psychology II (2 cp) (A)	Statistical Methods in Psychology (4 cp) (B) Computer Processing of Research Data (2 cp) (B)	

General courses in psychology	Introduction to psychology science (2 cp) (A)	Introduction to Specialty (4 cp) (B)
	Developmental psychology (4 cp) (A)	Developmental psychology (4 cp) (A1)
	Experimental psychology I, (2 cp) (A) Experimental psychology II (2 cp) (A)	Experimental Psychology (2 cp) (A1) Experimental Psychology (Practicum) (2 cp) (A1)
	Cognitive psychology (4 cp) (A)	Cognitive Psychology (2 cp) (B)
	Neuropsychology I, (2 cp) (A) Neuropsychology II (2 cp) (A)	Neuropsychology (2 cp) (A1) Neuropsychology (Practicum) (2 cp) (A1)
	Personality psychology (4 cp) (A)	Personality Psychology (4 cp) (A1)
	History of modern psychology (4 cp) (A)	History of Psychology (4 cp) (A1)
	Social psychology (4 cp) (A)	Social Psychology (4 cp); Social Psychology (Practicum) (2 cp) (A1)
	General psychology (4 cp) (A)	General Psychology (4 cp) (A1) General Psychology (Practicum) (2 cp) (A1)
	Abnormal psychology (2 cp) (A)	Clinical Psychology (2 cp) (B)
	Research methodology and methods in Psychology (4 cp) (A)	Methodology of Psychological Research (4 cp) (A1)
	Psychometrics (4 cp) (A)	Psychometrics (2 cp) (B)

Specialised courses in psychology	Organizational psychology (4 cp) (B)	Organizational Psychology (2 cp) (B)
	Introduction to psychological counseling (2 cp) (B)	Introduction to Psychological Counselling (2 cp) (B)
	Contained in general courses	Work Ethic of Psychologist (2 cp) (B)
	Psychodiagnostics (4 cp) (B)	Psychodiagnostics (4 cp) (B)
	Psychophysiology (2 cp) (B)	Psychophysiology (2 cp) (B)
	Differential psychology (2 cp) (B)	Differential psychology (2 cp) (B)
	Psychology of communication (4 cp) (B)	Communication Psychology (4 cp) (B) Effective Self-Presentation Training (2 cp) (B)
	Study Work I (2cp) (B) Study Work II (2cp) (B)	Study Work I (2 cp) Study work II (2 cp) Study Work III (4 cp)
	Family Psychology (2 cp) (B)	Family Psychology (2 cp) (B)
	Health Psychology (2 cp) (B)	Health Psychology (Stress Management) (2 cp) (B)
	Introduction to implicit social cognition (2cp) (C)	
	Introduction to Legal Psychology (2 cp) (B)	Introduction to Legal Psychology (Penitentiary Psychology) (2 cp) (B)

Elective courses	Psychology of Advertising and PR (2 cp) (C)	Psychology of Advertising and PR (2 cp) (C)
	Latvian language (2cp) (C)	
	Clinical Psychology (2 cp) (C)	Clinical Psychology (2 cp) (C)
	Zoopsychology (2 cp) (C)	Zoopsychology (2 cp) (C)
	Introduction to Psychotherapy (2 cp) (C)	Introduction to Psychotherapy (2 cp) (C)
	Psychology of emotion (2 cp) (C)	
	Art-therapy Techniques in Group (2 cp) (C)	Techniques of Group Art Therapy (2 cp) (C)
	Cognitive experimental psychology (practicum) (2cp) (C)	
	Introduction to Critical Thinking (2cp) (C)	
	Sexuality Psychology (2 cp) (C)	Psychology of Sexuality (2 cp) (C)
Practice	Academic practice in psychology (4 cp) (A) Practice (2 cp) (B)	Practice I (2 cp) (P) Practice II (4 cp) (P) Practice III (8 cp) (P) Pre-diploma practice. Practice IV (12 cp) (P)
Development and defence of Bachelor's thesis	Bachelor's thesis (10cp) (A)	Defence of the diploma (12 cp)

It can be seen from Table 1.1.1., that the study courses in the academic bachelor's study program "Psychology" are improved in terms of content and focused on student-centered education, as well as the study results and the procedure for their evaluation are clearly defined. The academic bachelor's study program "Psychology" will be implemented in Latvian and English. The study

program will be implemented in Riga, Liepaja and Daugavpils.

It can be seen from Table 1.1.1., that the general study courses in psychology are identical in both the academic Bachelor's study programme and the professional Bachelor's study programme whereas the number of specialised courses in psychology decreased from three to two. The credits for practice decreased from 26 cp to 6 cp correspondingly.

The specificity of the BIA academic Bachelor's study programme "Psychology" finds its expression in the paradigm of experimental psychology, cognitive psychology, neuropsychology, social psychology, and implicit social cognition. Not only students obtain theoretical knowledge in general study courses, they can apply the acquired knowledge during training sessions conducted in the BIA Research Laboratory of Neurocognitive implicit processes. In practical session, students conduct a variety of behavioural and non-behavioural measurements, with a special emphasis on implicit measurement methods. Students acquire skills in conducting experiments focused on perception, memory, attention, decision-making processes, the processes particularly important in solving scientific and applied tasks, that in turn corresponds to general trends in the development of modern psychology.

To be licensed and evaluated, the academic Bachelor's program "Psychology" is based on the following normative documents:

1. **Psychologists Law of adopted on 30.03.2017, came into force on 01.01.2018);**
2. **Requirements for Psychologists** (30.03.2017.);
3. **Professional Standard of Psychologist** (12.06.2019.);
4. *Cabinet of Ministers Regulation No 240 "Regulations on the State Academic Education Standard."* (13.05.2014.);
5. *Cabinet of Ministers Regulation No 322 "Regulations on the Classification of the Latvian Education"* (13.06.2017.);
6. **The European Qualifications Framework;**
7. *Cabinet of Ministers Regulation No 795 "Regulations for Licensing Study Programmes"* (11.12.2018.);
8. **The Guidelines for the Preparation of the Description of a Study Programme** (31.01.2019.);
9. *Cabinet of Ministers Regulation No 793 "Regulations for Opening and Accreditation of Study Fields"* (11.12.2018.);
10. **The Guidelines for the Preparation of the Self-Assessment Report of a Study Direction** (04.03.2019.)
11. **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)** (15.05.2019.).

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.

In the reporting period from 2013-14 till the beginning of 2019-20, the total number of students in the professional Bachelor's study programme "Psychology" has slightly decreased, from 248 to 200 students (see Appendix 5). While at the beginning of the reporting period the number of full-time students was significantly higher (in Riga, Daugavpils and Liepaja branches), the number of

part-time students has been gradually increasing, particularly noticeably in Riga, Daugavpils, Jelgava and Liepaja branches.

In the period between 2013-14 and autumn 2019-20, *the number of matriculated students* in the professional Bachelor's study programme "Psychology" was 514 students. The biggest number of matriculated students was in Riga and Liepaja branches. If in the middle of the reporting period there were more full-time matriculated students (Riga), then at the end of the reporting period the number of part-time matriculated students has gradually increased, particularly noticeably in Riga, Jelgava and Liepaja branches.

Analysing the trends in dropout rates, it can be seen that most full-time and part-time students drop out in the first and second years of studies, with fewer dropouts in the third and fourth years. Each student who has decided to discontinue the studies is asked to complete a questionnaire on the reasons for dropping out, which helps the Academy to find out about their reasons. The most commonly mentioned reasons are personal (their own choice, family circumstances, financial debts, academic debts, change of place of residence).

In the period between 2013-14 and autumn 2019-20, the number of foreign students (outside the framework of exchange programs) has been gradually increasing. Students have been mainly coming from such countries as Lithuania, Belarus, Ukraine, Russia, Germany, Estonia, Uzbekistan, Kazakhstan, Kyrgyzstan, Israel and Azerbaijan (see Appendix 5, Figure 5.3). In the beginning of the 2019-20 academic year the number of students increased rapidly, which demonstrated the increasing role of psychology in society. Moreover, the Baltic International Academy is not only a higher education institution but also an international cultural centre, where the student's personality and multicultural diversity are harmoniously developed. The study programme has no budget places and both full-time and part-time students pay for their studies. Until the 2019-20 academic year the study programme was realised bilingually (in Latvian and Russian languages). Since the 2019-20 academic year, it has been realised in Latvian and English languages.

In the reporting period from the 2013-14 academic year to the beginning of the 2019-20 academic year, 199 graduates have successfully completed their studies. The largest number of graduates was in Riga (129 graduates).

On 1 October of the 2019-20 academic year the total number of students was 184 students (see the semester breakdown in Appendix 5). This indicates that corresponding to the regulating requirements and taking into account the overall situation in the labour market of the country, the three-year Bachelor's programme "Psychology" is well positioned to be implemented.

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 title, obtainable degree, aim and objectives, as well as the admission requirements of the Bachelor's study programme "Psychology", are interrelated and correlative, for this academic Bachelor's programme realised in 3 years of full-time studies, but in 3.5 years of part-time studies, awards the Bachelor of Social Science in psychology (without qualification) and provides basic education in psychology, which creates an opportunity for further education in the professional Master's programme "Psychology" if a graduate wishes to obtain the psychologist's qualification.

The aim and objectives of the bachelor's programme "Psychology", as well as the knowledge, skills and competences acquired during the studies, correspond to the sixth EQF level, which is the Bachelor's level (see Table 1.3.1.).

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

2. Objectives (PO)

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

3. Learning outcomes

Knowledge (KR)

- systematic knowledge about key areas of psychology, the ability to analyse, compare and critically evaluate major research theories and methods in the context of psychology and related disciplines **(KR1)**;
- understanding of key concepts and regularities of a given discipline or professional field in psychology and in the interdisciplinary context **(KR2)**;
- knowledge how psychological phenomena can be explored and explained from different perspectives **(KR3)**;
- knowledge of the methodological basis of psychological research and principles of its formation, as well as basic knowledge of methods of psychological research and its evaluation **(KR4)**;
- knowledge of the ethical principles that underpin the work of a psychologist **(KR5)**.

Skills (SR)

- to critically analyse and evaluate original psychological texts, research results and projects, as well as to discriminate between the acquired knowledge resulting from scientific and pseudoscientific facts **(SR1)**;
- to set forth psychological knowledge both verbally and in written form, as well as to present its argumentation **(SR2)**;

- to use analytical and critical thinking as well as scientific approaches and effective strategies for problem solving **(SR3)**;
- to plan, select, and conduct research; to analyse, interpret and present the data obtained by various methods **(SR4)**;
- to carry out a specific research project according to methodological and ethical principles of scientific psychological research, as well as to submit a report in written and verbal form **(SR5)**;
- to observe ethical principles when conducting psychological research **(SR6)**;
- to take responsibility and show initiative by working individually, in a team, or by leading other people **(SR7)**;
- to make decisions and find creative solutions in changing or uncertain circumstances **(SR8)**;
- to formulate and analytically describe relevant to the field of psychology information, problems and their solutions; to explain, present and reasonably discuss the latter with both specialists and non-specialists **(SR9)**;
- to structure their training independently; to direct their further training and professional development; to demonstrate a scientific approach to problem solving **(SR10)**;
- to take responsibility and initiative working individually, in a team or leading other people, to make decisions and find creative solutions in changing or uncertain circumstances **(SR11)**.

Competences (CR)

- the ability to independently obtain, select, analyse and critically evaluate information from various sources and use it **(CR1)**;
- the ability to critically approach knowledge in general and psychological knowledge in particular **(CR2)**;
- the ability to make decisions and solve problems based on empirically based knowledge in psychology and other social sciences **(CR3)**;
- the ability to develop psychological research independently correctly **(CR4)**;
- the ability to conduct research in the field of psychology that is consistent with basic principles and ethics of psychology **(CR5)**;
- the ability to respect such scientific values as openness, rationality, accuracy and intelligence, as well as to understand the difference between knowledge and opinions **(CR6)**;
- the ability to assess the impact of their professional activities on environment and society, to participate in the development of the field of psychology **(CR7)**.

Table 1.3.1. Interrelation of the aim (PA), objectives (PO) and the study results of the academic bachelor’s study programme “Psychology”

PA						
PO1	PO2	PO3	PO4	PO5	PO6	PO7

KR2; KR3; KR1; KR4; KR5; SR1; CR1; CR2; SR10; CR7	KR1; KR2; KR3; SR1; SR3; SR5; SR10; CR1; CR2; CR3	KR4; KR5; SR1; SR5; SR6; SR7; SR8; CR1; CR4; CR5; CR7	SR1; SR5; SR6; SR4; SR7; CR1; CR5; CR6	KR5; SR7; CR5; SR2; SR6; CR4; CR6	KR3; SR1; SR3; KR1; CR1; CR2; SR9; SR10	SR1; SR4; KR1; KR2; KR5; KR3; CR6; CR7; SR8; SR11
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Admission of applicants to the Baltic International Academy in the full-time and part-time academic bachelor study program "Psychology" is carried out in accordance with the Admission Regulations and Matriculation Procedures (hereinafter - the Regulations) (Approved on October 23, 2019, BIA Senate meeting, Minutes No. 140) https://bsa.edu.lv/wp-content/docs/admission/uznemsanas_noteikumi_BSA_2020_21_eng.pdf

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

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 relevance of the study programme and study courses to the needs of the sector, labour market and scientific trends will be analysed from several perspectives.

Relevance of the study programme and study courses to the sector

The Bachelor's study programme "Psychology" of the Baltic International Academy provides an opportunity to obtain basic education in psychology. This programme provides courses that enable students to acquire basic knowledge, principles, structure and methodology of psychology, history of its development and current issues in the framework of the main sub-branches of psychology, as well as to understand the character of psychology as a science and its problems in the interdisciplinary aspect (see the study plan for full-time and part-time study forms in Appendix 9, and the descriptions of the study courses - in Appendix 10). As it is seen in Appendix 9, the total volume of the programme is 120 credit points (180 ECTS).

It consists of:

1) **Mandatory courses** (part A), which comprises study courses in the amount of 67 credit points (100 ECTS). The mandatory part includes:

- Basic study courses in psychology (53 credit points, 79 ECTS) ensuring the acquisition of

the basics of psychological science, understanding the pattern of its development, obtaining theoretical background of various branches of psychology and foundation of its research methodology.

- Academic practice (4 credit points, 6 ECTS), with its tasks continuously performed throughout the whole period of studies.
- Bachelor's thesis (10 credit points, 15 ECTS), developed by students during their final year of study and including theoretical analysis, research, and processing, analysis and interpretation of research data.

2) **Restricted elective courses** (part B) comprising:

- Restrictive elective courses (47 credit points, 70.5 ECTS) deepening knowledge in various sub-branches of psychology, as well as revealing topicalities of psychological science in the interdisciplinary aspects.

3) **Elective courses** (part C) conferring 6 credit points (9 ECTS) and comprising 9 study courses out of which students should choose not more than 3 study courses (6 credit points, 9 ECTS).

The study plan covers 3 study years (6 academic semesters) for full-time studies and 3.5 study years (or 7 academic semesters) for part-time studies correspondingly. During the first two years of study, students mainly acquire mandatory subjects, thus acquiring the basics of psychological science, understanding the pattern of its development, obtaining theoretical background of various branches of psychology and foundation of its research methodology. At the end of the first year of studies students develop their first study work. At the end of the second year of studies students develop their first research (the second study work), During the third year of studies students mostly acquire mandatory subjects, which enhance their understanding of various branches and sub-branches of psychology, but at the end defend their Bachelor's thesis. The work on the Bachelor's thesis starts already at the beginning of the third year. Throughout the whole study period, students perform practical assignments of different levels of complexity (for details on the academic practice, see Section 2.4).

Correspondence of the study programme and study courses to the needs of the labour market

From 2021, the 3 + 2 year model will be implemented (instead of the previous 4 + 2 model), as such length of the study time will allow graduates to enter the labour market more quickly, starting their professional career under supervision. It also led to the change of the status of the professional Bachelor's study programme "Psychology" to the status of the academic Bachelor's study programme "Psychology".

See the main changes in Table 1.1.1.

Reducing the duration of the studies will enable programme graduates to start their professional career faster (during the first year under supervision), which could contribute to further employment of students in the profession of psychologist. It is expected that the new legal framework for the profession of psychologist will make opportunities and requirements for professional development clearer, that will also facilitate the employment of programme graduates.

The Bachelor's study programme in psychology as an academic study programme is only the first step into the profession of psychologist; however, without this study programme, professional career to the profession of psychologist is impossible. Therefore, the Bachelor's programme in psychology can be considered as necessary and sustainable from the perspective of graduate employability.

At the same time, it should be noted that graduates of the programme may also continue their education in other higher education programmes in social sciences, humanities and educational sciences (e.g. social work, pedagogy, political science, sociology, etc.), as the Bachelor's programme in psychology provides broad knowledge and skills in the interdisciplinary aspect and develops students' general competence.

If, however, graduates decide not to continue their studies, there are ample opportunities for finding work in areas related to working with people, in customer service, etc., as they are secured by the included in the programme acquisition of communicative, critical, analytical and other skills required by a psychologist. For example, graduates of the programme may work in companies doing sociological research, conduct interviews, process data, or work in customer service. In addition, a person with psychological knowledge and skills has a very broad field of work beyond the typical labour market for social sciences and humanities - a graduate of the programme in psychology with their specific knowledge may assist in realization of projects and problem solving in other branches of science. It should be noted that one of the tasks of the programme is to promote further education of graduates, so those graduates who continue their studies are highly motivated to pursue their professional career and are likely to create new jobs themselves. Higher education in the field of psychology is essential to society because it offers higher education also for students who do not wish to pursue a career in the psychological profession but want to deepen their understanding of the human being, to improve their communication skills, in other words, to acquire knowledge that will be useful in a wide variety of fields.

In order to analyse the competitiveness of the BIA academic Bachelor's study programme "Psychology" and its correspondence to the demands of the labour market, a comparison was made with other programmes of this kind in Latvia and Europe.

Table 2.1.1. Comparison of the Baltic International Academy's Bachelor's study programme "Psychology" with the Bachelor's study programmes "Psychology" of the University of Latvia, Daugavpils University, University of Tartu and the Norwegian University of Science and Technology

Comparable factors	Baltic International Academy (course credits are shown in LV credit points)	Bachelor's study programme in psychology of the University of Latvia [1] (course credits are shown in LV credit points)	Bachelor's study programme in psychology of the University of Daugavpils [2] (course credits are shown in LV credit points)	Bachelor's study programme in psychology of the University of Tartu [3] (course credits are shown in LV credit points)	Bachelor's study programme in psychology of the Norwegian University of Science and Technology [4] (course credits are shown in ECTS)
Duration of studies	Full-time studies -6 semesters Part-time studies- 7 semesters	Full-time studies -6 semesters Part-time studies- 7 semesters	Full-time studies -6 semesters	Full-time studies -6 semesters	Full-time studies -6 semesters

Admission requirements	General upper-secondary or secondary professional education.	General upper-secondary or secondary professional education. Results of centralised examinations in Latvian and foreign languages. Centralized exams must be graded at A, B, C, D or E level.	General upper-secondary or secondary professional education. Results of centralised examinations in Latvian and foreign languages. Additional points for the results in centralised examinations in mathematics and biology.	General upper-secondary education obtained in Estonia or abroad.	General upper-secondary or secondary professional education.
Amount of credits	120 cp (80 ECTS)	120 cp (180 ECTS)	120 cp (180 ECTS)	120 cp (180 ECTS)	120 cp (180 ECTS)
Obtainable degree	Bachelor of Social Science (Psychology)	Bachelor of Social Science (Psychology)	Bachelor of Social Science (Psychology)	Bachelor of Social Science (Psychology)	Bachelor in Psychology
Structure of studies	Part A - mandatory courses (57 cp) Part B - restricted elective courses (47 cp) Part C - elective courses (6 cp) Bachelor's thesis (10 cp) (A)	Part A - mandatory courses (56 cp) Part B - restricted elective courses (52 cp) Part C - elective courses (2 cp) Bachelor's thesis (10 cp)	Part A - mandatory courses (72 cp) Part B - restricted elective courses (32 cp) Part C - elective courses (6 cp) Bachelor's thesis (10 cp)	Mandatory courses (64 cp) Elective specialised courses in psychology (40 cp) Elective courses (12 cp) Bachelor's exam (4 cp)	Manadatory courses (60 cp, 90 ECTS) Restricted elective courses (40 cp, 60 ECTS) Elective courses (5 cp, 7,5 ECTS) Bachelor's thesis (15 cp, 22,5 ECTS)

Psychological characteristics in the interdisciplinary aspect	Introduction to philosophy and philosophy of consciousness (2 cp)	none	Philosophy (4KP)	none	Philosophy of Social Sciences (7.5 ECTS)
	Civil protection and environmental protection (2 cp)	Civil Protection (1 cp) Environmental Protection (1 cp)	Civil Protection (1 cp) Environmental Protection (1 cp)	none	Risk Management, Public Safety and Critical Infrastructure (7.5 ECTS)
	Sociology (2 cp)	Introduction to Sociology for Psychologists (2 cp)	Sociology (2 cp) Demography (2 cp)	Introduction to Sociology (2 cp)	none
	Foreign language for psychologists (English) (4 cp)	English Language for Psychologists (4 cp)	Practical English Language (enhancement of language skills; improvement of the functional use of language) (2 cp)	Estonian Language (2 cp)	none
	Logic and rhetoric (2 cp)	Critical Thinking in the Study Process (4KP)	Logic (2 cp)	none	none
	Biological basics of psyche (2 cp)	Biological Foundation of Psyche (4 cp)	Biological Foundation of Psyche (4 cp)	Behavioural Psychophysiology (4 cp)	Biological psychology (15 ECTS)
	Statistic methods in psychology I, II (5 cp)	Statistics in Psychology (4 cp)	Statistical Methods in Psychology (4 cp)	Statistical Modelling (4KP)	Statistical and Quantitative Research Methods (7.5 ECTS) Qualitative Research Methods (7.5 ECTS)
	Theory of scientific and study work (1cp)	none	Development of Research (3 cp)	none	none

General courses in psychology	Introduction to psychology science (2 cp)	Introduction to Science of Psychology I (4 cp)	Introduction to Psychology (2 cp)	Psychology (2KP)	none
	Developmental psychology (4 cp)	Developmental Psychology (4 cp)	Developmental Psychology (4 cp)	Developmental Psychology (2 cp)	Developmental Psychology I,II (15 ECTS)
	Experimental Psychology I, II (4KP)	none	Experimental Psychology (5 cp)	Experimental Psychology (2 cp) Eksperimentālā pētījuma pamati (2KP) Eksperimenta plānošana (2KP)	Pētījuma dizains (7.5 ECTS)
	Neuropsychology I,II (4 cp)	Neuropsychology (4 cp)	Neuropsychology (2 cp)	Neuropsychology (2 cp)	none
	Personality psychology (4 cp)	Personality Psychology (4 cp)	Personality Psychology (4 cp)	Personality Psychology (2 cp)	Personality Psychology I,II (15 ECTS)
	History of modern psychology (4 cp)	History of Modern Psychology (4 cp)	History of Psychology (2 cp)	none	History of Psychology (7.5ECTS)
	Social psychology (4 cp)	Social Psychology (4 cp)	Social Psychology (4 cp)	Social Psychology (2 cp)	Social Psychology I,II (15 ECTS)
	Cognitive psychology (4 cp)	Cognitive Psychology (4 cp)	Cognitive Psychology (2 cp)	Cognitive Psychology (2 cp)	Cognitive Psychology I, II (15 ECTS)
	General psychology (4 cp)	Introduction to Psychology II (4 cp)	General Psychology (4 cp)	Cognitive Processes (4 cp)	none
	Abnormal psychology (2 cp)	Pathopsychology (2 cp)	none	Psychopathology (2 cp)	Mental Disorders (7.5 ECTS)
	Research methodology and methods in Psychology (4 cp)	Research Methods and Psychological Assessment I (4 cp)	Research Methodology (2 cp)	Research Methods in Psychology (4 cp) Experiments of Classic Psychology (2 cp)	Methodology of Psychological Research (7.5 ECTS)
	Psychometrics (4 cp)	Research Methods and Psychological Assessment II (4 cp)	none	Introduction to Psychometrics (2 cp)	none

Specialised courses in psychology	Organisational psychology (4 cp)	Organisational Psychology (4 cp)	none	The Individual and Organisation (4KP)	Work and Organisational Psychology (7.5 ECTS)
	Introduction to psychological counseling (2 cp)	Psychological Counselling and Professional Activity of Psychologist (4 cp)	Fundamentals of Psychological Counselling (4 cp)	Fundamentals of Counselling (2 cp) Counselling Practice (2 cp)	none
	Psychodiagnostics (4 cp)	none	Methods of Psychodiagnostics (6KP) Fundamentals of Psychodiagnostics (3 cp)	none	none
	Psychophysiology (2 cp)	none	Human Physiology and Health Promotion (2 cp)	none	none
	Psychology of communication (4 cp)	Training of Communication Skills (4 cp)	none	Communication Psychology (2 cp)	none
	Clinical Psychology (2 cp)	none	Clinical Psychology (4 cp)	Clinical Psychology (2 cp)	none
	Family Psychology (2 cp)	Family Psychology (2 cp)	Family Psychology (2 cp)	none	none
	Health Psychology (2 cp)	Health Psychology (4 cp)	none	Health Psychology (2 cp)	none
	Introduction to Legal Psychology (2 cp)	Introduction to Legal Psychology (2 cp)	none	none	none
	Differential psychology (2 cp)	none	Differential psychology (2 cp)	Psychology of Individual Differences (2 cp)	none
Practice	Academic practice in psychology (4 cp)	Academic practice in psychology (4 cp)	none	none	none
	Practice (2 cp)	none	none	Practice (2 cp)	none
Development and defence of the Bachelor's thesis	10 cp - proceeded gradually over the last two semesters	10 cp - proceeded gradually over the last two semesters	10 cp - proceeded gradually over the last two semesters	Bachelor's exam in the last semester (4 cp)	22.5 ECTS - proceeded gradually over the last two semesters

Forms of assessment	Exams, differential report, defence	Exams, defence	Exams, differential report, defence	Exams	Exams
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[1] The Bachelor's study programme in psychology of the University of Latvia https://www.lu.lv/lv/nc/studijas/studiju-celvedis/programmu-un-kursu-katalogi/programmu-mekleta.js/?tx_lustudycatalogue_pi1%5Bprogram%5D=20484&tx_lustudycatalogue_pi1%5Baction%5D=detail&tx_lustudycatalogue_pi1%5Bcontroller%5D=Course

[2] The Bachelor's study programme in psychology of the University of Daugavpils https://du.lv/wp-content/uploads/2019/09/DU_Psihologija_2017_2018.pdf

[3] The plan of the Bachelor's study programme in psychology published on the home page of the University of Tartu https://www.is.ut.ee/rwserverlet?ok_oppekava_kirjeldus.rdf+250+2015+1+0+1+0,0,0,0,0,0,0,0+PDF+application/pdf

[4] The Bachelor's study programme in psychology of the Norwegian University of Science and Technology https://www.ntnu.no/studier/studieplan-felles#programmeCode=BPSY&year=2019&dir=PSYKOLOGI_DYBDE19

In Latvia the Bachelor's study programme "Psychology" (without professional qualification) is offered by the University of Latvia and the University of Daugavpils. This self-assessment presents a comparison of the BIA academic Bachelor's study programme "Psychology" with the University of Latvia Bachelor's study programme "Psychology" and the University of Daugavpils Bachelor's study programme "Psychology", which are based on similar principles. Comparing the given programmes, it is concluded that the structure of the programmes is very similar (see Table 2.1.1).

Comparison with the University of Latvia

Comparing the BIA academic Bachelor's study programme "Psychology" with the University of Latvia Bachelor's study programme "Psychology", it is concluded that the structures of both programmes are similar (see Table 2.1.2). The duration of the Bachelor's study programme of the University of Latvia is 6 semesters full-time and 7 semesters part-time correspondingly, which coincides with the duration of the studies at the BIA. The volume of the academic Bachelor's study programme "Psychology" is 120 cp. In the BIA academic Bachelor's study programme "Psychology" most of the general courses in psychology that are covered by the mandatory part (Mandatory part) (part A) are similar to the mandatory psychological courses (part A) of the University of Latvia Bachelor's study programme "Psychology".

The BIA academic Bachelor's study programme "Psychology" has the restricted elective courses (Part B) partly coinciding with the restricted elective courses (Part B) at the University of Latvia. From the restricted elective courses (part B), students of the University of Latvia can choose from several specialised courses on offer, totalling 6 cp; at the same time all BIA study courses from B part are compulsory. The main difference is related to the elective study courses (part C). Students the University of Latvia Bachelor's study programme "Psychology" are free to choose from the full range of courses offered by the University of Latvia, and these courses do not have to be courses in psychology, while the BIA offers specific courses in Part C related to psychology. After the successful completion of the academic Bachelor's studies, graduates can continue their studies in the professional Master's program "Psychology".

Comparison with the University of Daugavpils

The University of Daugavpils Bachelor's degree programme allows students to obtain academic education in psychology in three years. The given programme provides courses which enable students to learn the basic principles, structure and methodology of psychology; to acquire knowledge of developmental history of psychology and current issues within the main branches of psychology; to understand aspects and problems of psychological science in the interdisciplinary aspect. The volume of the academic Bachelor's study programme "Psychology" is 120 cp. Students acquire: theoretical mandatory courses to the amount of 82 cp; restricted elective courses - 32 cp and elective courses - at least 6 cp. The structure of the University of Daugavpils Bachelor's study programme "Psychology" is similar to the BIA academic Bachelor's study programme "Psychology" structure in spite of slight differences in the assignment of study courses to blocks.

Comparison with the University of Tartu, Estonia

The structure of the Bachelor's study programme "Psychology" of the University of Tartu is developed according to a different principle from the programmes implemented in Latvia. The University of Tartu Bachelor's study programme "Psychology" consists of 120 cp subdivided into several modules. The programme is made up of mandatory modules, which include interdisciplinary and general psychology courses in the amount of 32 cp; narrow and specialised psychology modules, which include various specialised courses in psychology (32 cp are of mandatory courses and 32 cp - of elective); an elective module, which offers a wide variety of courses in psychological branches, the courses allowing you to deepen your knowledge in specific areas of psychology (not less than 8 cp), free elective courses (12 cp) and Bachelor's examination (4 cp). Despite the differences in structure, the content of the University of Tartu and BIA Bachelor's study programmes "Psychology" is similar, and both include mandatory (Mandatory part) and optional study courses.

Comparison with the Norwegian University of Science and Technology

A comparison was also made with the three-year Bachelor's study programme "Psychology" of the Norwegian University of Science and Technology (NNTU, Trondheim), which consists of 120 cp (180 ECTS). All study courses offered in the first year of study (40 cp, 60 ECTS) are mandatory (History of Psychology, Methodology of Psychology, Biological Psychology, Mental Disorders, Cognitive Psychology, Social Psychology, Developmental Psychology, Personality Psychology). It should be noted that all study courses are sufficiently voluminous - 5 cp or 10 cp. During the second academic year, students can continue to study psychology by deepening their knowledge acquired in the first two semesters; students have the opportunity to study abroad or study a different discipline for one year. In the third year of studies, students acquire knowledge in such disciplines as scientific research methodology, statistical processing of data, and development of a Bachelor's thesis (project). The structure of the program comprises mandatory courses (Mandatory part) (60 cp), restricted elective courses (40 cp), elective courses (5 cp) and Bachelor's thesis (15 cp). Summarizing the above, it can be said that the BIA Bachelor's study programme "Psychology" is built according to the principles of basic education in psychology, the principles used in most undergraduate programmes.

Correspondence of the study programme and study courses to scientific trends

All study courses in the Bachelor's study programme in psychology are been updated to include the latest literature as well as to define clear assessment criteria. All general courses in psychology incorporate (1) fundamental research ideas, (2) the rationale for various psychological constructs in the context of experimental psychology, cognitive psychology, neuropsychology, social psychology, implicit social cognition, (3) a description and methodology of commonly used quantitative research tools, behavioural and non-behavioural measurement, with particular emphasis on implicit measurement techniques for students to use in their research; (4)

information on the impact of modern technologies on the functioning of each major field and breakthroughs there; (5) skills in applying the acquired knowledge in training sessions conducted in the Research Laboratory of Neurocognitive Implicit Processes.

Summarising the abovementioned information about the study process in the academic Bachelor's study programme "Psychology", it is concluded that the structure of the programme is logical and student-centred, promoting independent research activities and purposeful development of practical skills, that corresponds to the principles of psychology. The changes made in the programme correspond to the current labour market demands to psychologists. The study programme and the study courses developed therein correspond to the contemporary developments of psychology and offer competitive education.

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.

Analysing the relation of the planned results of the study courses with the results to be achieved in the Bachelor's study programme "Psychology", a mapping of the courses included in the program was carried out. Having arrived at the mapping results (see Appendix 8), it was concluded that the planned results of the courses included in the study programme fully correspond to all the obtainable results of the study programme.

The major part of the study courses provide for developing the ability to demonstrate a critical understanding of knowledge in the disciplines, understanding of key concepts and regularities, both within the boundaries of psychology and across disciplines; the ability to independently obtain, select, analyse and critically evaluate information from various sources, analytically describe information, problems and solutions.

Likewise, most courses focus on the ability to build successful contact and effective communication skills; the ability to formulate and analytically describe information relevant to psychology, problems relevant to the field and their solutions, to explain and present them; the ability to communicate and defend, both orally and in writing, one's ideas and research in discussions with colleagues and academic staff. Comparatively fewer courses, though all courses specifically oriented to research methodology, provide for the ability to understand and apply ethical principles in psychological research and the ability to independently and correctly develop psychological research in accordance with the basic principles of psychological research and ethical principles of psychology. Therefore, it can be concluded that by the end of the study programme the student shall have achieved all the study results envisaged in the study programme. Learning outcomes are defined for each study course, forming a single study programme and generating common learning 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 BIA academic Bachelor's study programme "Psychology" is designed in such a way that it is possible to achieve the aims of the study programme, which are reachable through achieving the results of individual courses, observing the principles of student-centred education. When implementing the study programme, various teaching methods are used, namely:

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

The teaching methods are chosen according to the aims, specifics and planned learning outcomes of each study course. In teaching study courses, the lecturers do not simply read lectures, they also integrate active study methods, stimulating discussions and organizing work in small groups, making students present their independent work. Active study methods are widely used in seminars. With the help of these methods, the lecturers of the programme create a democratic and free atmosphere of the study process, which in turn stimulates personal and professional development of students. Furthermore, these methods can be used more extensively as students access a wider range of study literature that they can read independently. Thus, the student workload corresponds to 40 academic hours for one credit point (of which 16 academic hours (full-time) or 12 academic hours (part-time) are contact hours, while the rest is intended for independent work).

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

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

Since the 2014-15 academic year the Baltic International Academy has traditionally had a curatorial movement led by Assist. Prof. L.Kalinnikov, the activity continuing in the new academic Bachelor's programme. The curator of the first-year students of the academic Bachelor's study programme became the programme director Prof. I. Plotka. Most activities will be organized at the beginning of the academic year; they are acquaintance, informative lectures on the study

process at the BIA, meetings with teaching staff of the study programme, senior students, informative seminars at the BIA academic library.

Assessment system (educational criteria) and assessment methods for achieving and assessing learning outcomes, forms and procedure of assessment. The assessment in the academic bachelor's study program "Psychology" is carried out on the 10-point grading scale, in accordance with the Regulation of the Baltic International Academy for Assessment of Learning Outcomes. The process of training qualified professionals in the field of psychology is impossible without extensive and rigorous control over the knowledge and skills acquired by students. The object of control is not only the knowledge acquired in study courses. The students' competence of logical reasoning when expressing their views in public, skills to independently find and analyse the information that is needed are assessed too. The descriptions of study courses in Parts A, B and C of the Bachelor's academic programme clearly define the assessment criteria and the achieved results for each score.

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

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

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

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

4) to find the optimal way to achieve the aims of study courses and study programme, the pedagogical methods are regularly re-appraised on the basis of the opinions expressed in the students' questionnaire;

5) students' disposition towards independent learning is promoted, while ensuring guidance and support of the teaching and support staff;

6) mutual respect between students and teaching staff is promoted; in problematic and conflictual situations, the study programme director is involved.

Conclusions about the system of assessment

1) the teaching staff is familiar with the methods of control and examination; they not only focus on the retrieval of knowledge but also use various methods of analysis of problem situations, which allow to assess the skills to use the acquired knowledge in practice;

2) students receive individual feedback on each individual assignment, homework and test submitted in the course, with guidance on the learning process as appropriate;

3) the teaching staff of the study programme strive for the assessment to be consistent, fair to all students and implemented according to the approved procedures.

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.

Two sets of practice are implemented in the academic Bachelor's study programme "Psychology".

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

The aim of **the second practice** (academic practice) is to develop students' research skills. The objectives of the practice comprise building skills in organization, conducting and presentation of research under the guidance of a scientific supervisor; in choosing and justifying research methods in accordance with the aim and objectives of research; in preparing a scientific paper and presenting it publicly at a conference. One of the most important objectives in both first- and second-year practice is to acquire the skills to draw up a practice report in accordance with the methodological instructions, the ability to defend it and to argue one's viewpoint.

In the process of realisation of the goals and tasks of the practice, the students are supported by the practice coordinator and practice supervisor of the BIA Bachelor's study programme "Psychology". The duties and rights are described in the Tripartite Agreement on Practice Assistance and the Practice Regulations of the BIA academic Bachelor's degree programme "Psychology".

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

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

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 the period between 2013-14 and spring 2018-19, 199 Bachelor's theses were defended in the professional Bachelor's study programme "Psychology". Bachelor's thesis is developed and defended according to a strictly regulated procedure, which is detailed in the Bachelor's thesis methodological guidelines (see Appendix 5). For the breakdown of bachelor thesis topics by field see Table 2.5.1.

Table 2.5.1. Distribution of Bachelor's thesis topics by branches of psychology

Branch of psychology	Number of theses
Personality psychology	35
Social psychology	73
Organisational psychology	28
Health psychology	25
Developmental psychology	11
General psychology	27

Most students choose to write research papers in social psychology and organizational psychology, that testifies to the fact that the topics of student papers are closely related to their further professional interests, which are pursued in the professional Master's programme "Psychology", at work and in organizational field. Students are interested in topics such as the sense of togetherness and the level of psychological well-being; ethnic identity and social adaptation in different cultural contexts; social integration; moral emotions and aggression; styles of behaviour in conflict situations; the interrelationship of verbal and non-verbal components of behaviour in interpersonal communication; attitudes towards violence, resilience and tolerance of uncertainty, persistence in life and coping strategies; time perspectives and achievement motivation; love and jealousy. Students are also interested in topics related to personality psychology. In this area students are interested in such topics as academic motivation, academic procrastination, identity styles, self-actualization; self-esteem, values, life satisfaction, and sexuality. In organisational psychology students choose such topics as job satisfaction, professional development, individual psychological characteristics in different professional fields, coping strategies and self-efficacy for the unemployed, personality traits and value orientation in career choices. A positive trait is that students are also interested in topics related to health psychology, developmental psychology and general psychology. Overall, students choose topics that are socially topical and practically relevant, the choice broadening what is already known in research and providing an in-depth understanding of specific issues in Latvia.

Looking at the distribution of student Bachelor's theses by assessment, it can be concluded that more than half of the graduates have received "good" and "very good". Over the past few years there is a noticeable trend for a broader range of grades; for example, in recent years more graduates have received lower grades than at the beginning of the reporting period, which may be explained by the stricter evaluation criteria.

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

Before the 2013-14 academic year, the student activity in assessing content and quality of the programme had been very low, which made it impossible to calculate averages. The results of the student survey are only available starting from the 2014-15 academic year. The student survey is conducted each year in autumn (in October) as students begin their studies. The student survey demonstrates that in recent years students' satisfaction with their studies in the professional Bachelor's programme "Psychology" has significantly increased (from 6.92 to 8.85 points on the 10-point grading scale). Similarly, the students testify that the quality of study course instruction (8.5 points out of max 10) and the level of methodological support of the classes (8.6 points out of max 10) have significantly improved in the last study years (see Table 2.6.1).

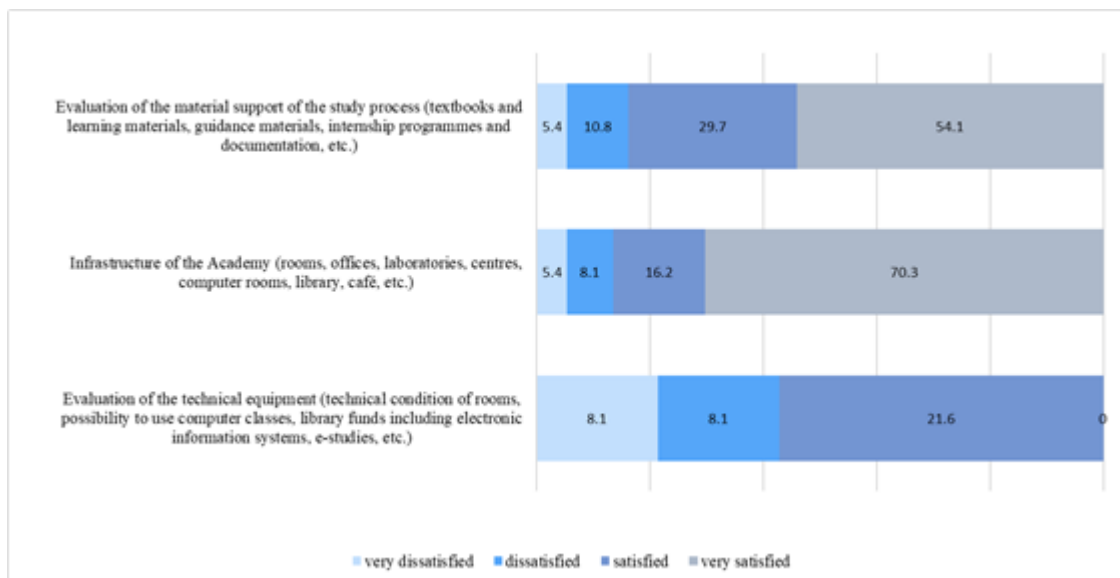
Table 2.6.1. Results of the student surveys (averages) from 2014-15 to 2018-19

Average rating in 2014-15	Average rating in 2015-16	Average rating in 2016-17	Average rating in 2017-18	Average rating in 2018-19

Level of satisfaction with studies in Academy	6.92	7.58	7.61	8.22	8.85
Quality of teaching	7.07	8.50	8.96	8.71	8.51
Level of methodological support	6.79	8.34	8.79	8.70	8.6

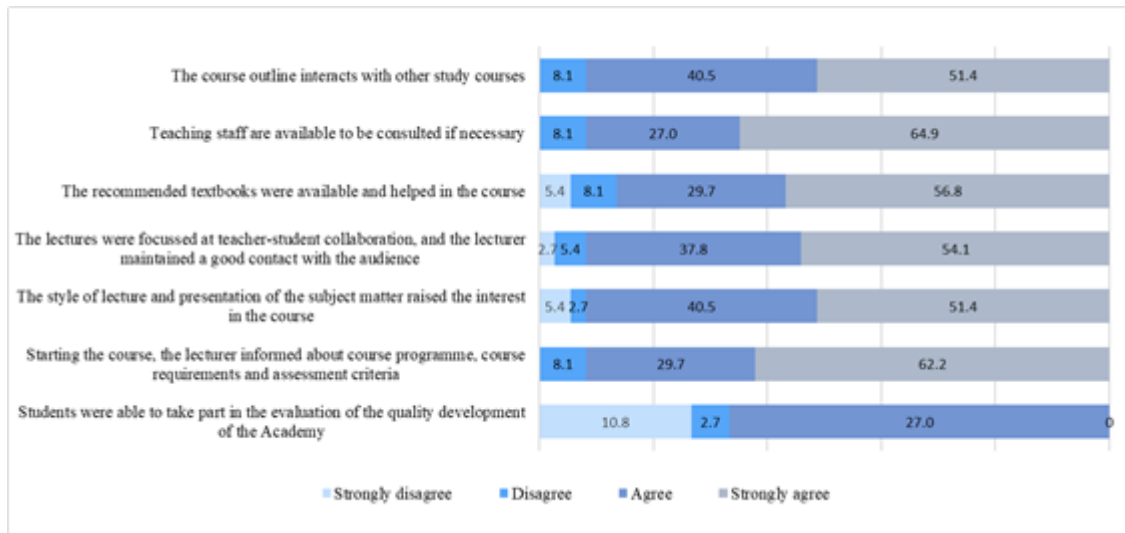
The results of the survey show that more than half of the surveyed students (54.1%) are fully satisfied with the material support of the study process (textbooks, learning materials, guidance materials), as well as with the technical provision of the study process (technical condition of rooms, possibility to use computer classes) (62.2%) (see Table 2.6.2).

Table 2.6.2. Results of student survey 2018-19 on the level of methodological support in the professional Bachelor's study programme "Psychology"



No less important is the students' evaluation of the quality of the professional Bachelor's study programme. 51.4% of students strongly agree that the course outline interacts with other study courses. 64.9% of the students admit that during the study process teaching staff are available to be consulted if necessary. More than half of the surveyed students (54.1%) strongly agree that the lecturers have always had good contact and cooperated with the audience (see Table 2.6.3).

Table 2.6.3. Results of Student Survey 2018-19 on the quality of the professional Bachelor's study programme "Psychology"



Alongside the survey, twice a year, students are gathered to discuss their experience of the study process (acquired knowledge and skills, their applicability, main benefits and disadvantages of the study process). This allows the study programme director to solve problems arising during the study process more quickly and to introduce appropriate changes if necessary.

Analysis of results of graduate and employer surveys

From 2013-14 to spring 2018-19, a graduate survey was conducted to gain insight into the quality of the study process in the undergraduate program. The response to the question "Do you agree that your education has helped you to get a job and / or start your own business?" showed that 82.5% of respondents agreed that their education had helped them to find a job (see Figure 2.6.1)

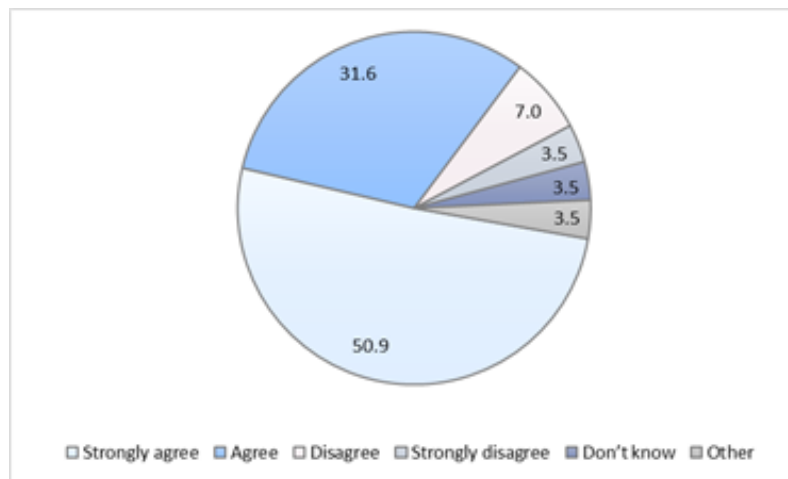


Figure 2.6.1. Answers to the question "Do you agree that your education has helped you to get a job and / or start your own business?"

Additionally, the results of the survey showed that by summarizing all the information provided by the graduates about their experience gained during the studies, most of the graduates admitted that they had acquired good general and specialised theoretical knowledge, its critical understanding (4.6 points out of max 6); good research skills, which were highly valued especially in the 2018-19 academic year (4.8 points out of max 6). Graduates believed that during the studies they had acquired the skills to effectively apply theoretical knowledge in practical work as well as to find creative solutions to problematic situations of various complexity (4.8 points out of max 6).

Graduates acknowledged that during the study process they had acquired good skills in working with information (evaluating, analysing, and systematising it) (4.8 points out of max 6). Most graduates considered that they had acquired good skills in drawing up reports and writing reviews (4.8 points out of max 6), in planning, organizing and managing their work (5 points out of max 6). Overall, the results of the survey revealed that the majority of graduates were satisfied with the knowledge acquired in the studies, which was confirmed by their assessment - 4.9 points out of max 6 on average (see Table 2.6.4).

Table 2.6.4. Knowledge and skills in the framework of the studies

	2013	2014	2015	2016	2017	2018	2019	Average rating	
	n=9	n=7	n=10	n=8	n=7	n=6	n=10		
General and specialised theoretical knowledge, its critical understanding	4.7	4.7	4.4	4.6	4.7	4.8	4.4	Max 6.0	
Research skills	4.6	4.6	4.4	4.6	4.3	4.3	4.8		
Ability to apply theoretical knowledge in practice	4.6	4.7	4.4	4.4	4.7	4.8	4.5	2013	4.8
Ability to work with information (evaluate, analyze, systematize it)	5.1	4.7	4.8	5.1	4.9	5.0	4.8	2014	4.7
Ability to find creative solutions to problematic situations of various complexity	4.8	4.9	4.8	4.6	4.9	5.0	4.8	2015	4.6
Ability to make decisions based on prior analysis	5.0	4.9	4.6	4.9	5.0	5.2	4.6	2016	4.8
Reporting and reviewing skills	4.8	4.7	4.8	4.7	5.0	5.2	4.8	2017	4.9
Ability to discuss publicly and substantiate one's opinion	4.7	4.7	4.5	4.6	4.7	5.0	4.5	2018	5.0
Ability to work in a team	5.3	4.9	4.6	5.3	5.0	5.2	4.6	2019.	4.6
Ability to work with industry-specific computer programmes	4.7	4.4	4.5	4.6	5.0	5.3	4.5		
Ability to plan, organise and manage one's work	5.1	4.9	4.8	5.0	5.4	5.7	4.8		

Summarizing the graduates' assessment of the strengths of the Bachelor's study programme "Psychology", the emphasis was on the responsiveness and support of the lecturers. The graduates believed that the courses had been taught by qualified lecturers (4.1 points out of max 5), a wide educational range of courses had been offered, as well as purposeful research had been conducted (3.8 points out of max 5). The material and technical resources and the quality of the practice were positively evaluated too. Overall, the survey results over the period from 2013-14 till spring 2018-19 yielded the average rating of 4 out of max 5 (see Table 2.6.5).

Table 2.6.5. Strengths of the BIA Bachelor's study programme "Psychology"

	2013	2014	2015	2016	2017	2018	2019	Average rating	
	n=9	n=7	n=10	n=8	n=7	n=6	n=10		
Responsive staff	4.2	4.4	3.9	4.1	4.1	4.2	3.9	Max 5.0	
Qualified lecturers	4.3	4.3	4.1	4.3	4.1	4.3	4.1	2013.gads:	4.1
Qualitative study programme	4.2	4.3	3.8	4.1	4.0	4.3	3.8	2014.gads:	4.2
Quality content of practice	4.1	4.1	3.6	4.0	4.1	4.0	3.6	2015.gads:	3.8
Wide range of educational courses	3.8	4.3	3.9	3.7	4.1	4.3	3.8	2016.gads:	4.0
Purposeful research	4.2	4.0	3.8	4.1	4.1	4.2	3.8	2017.gads:	4.0
Student exchange offer (training abroad)	3.9	4.3	3.8	3.9	3.9	3.8	3.7	2018.gads:	4.1
Active student self-government	3.7	4.3	3.6	3.7	3.9	3.8	3.5	2019.gads:	3.8
Good material and technical resources	4.0	3.9	3.5	4.1	3.9	4.2	3.5		
Quality study rooms	4.2	4.3	4.1	4.3	4.0	4.2	4.1		

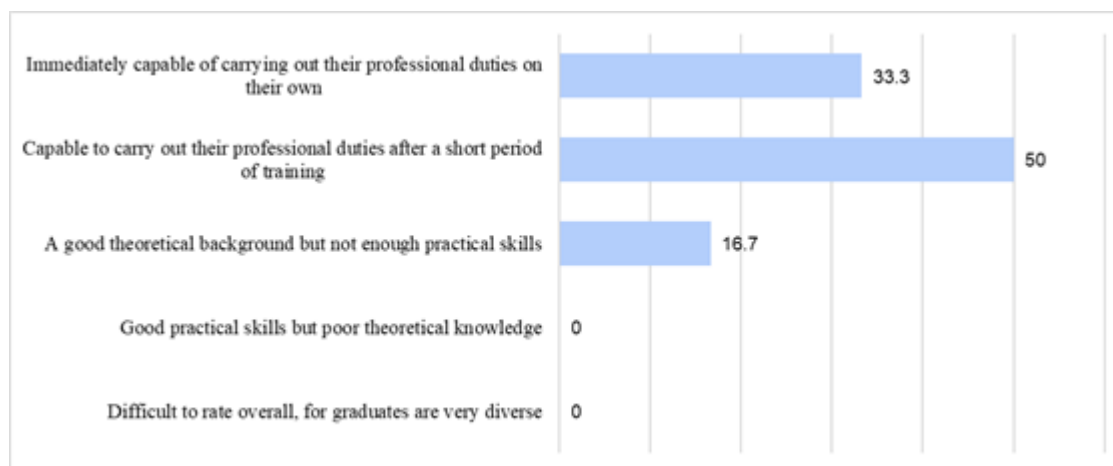
Most graduates admitted that their education in the Bachelor's study programme "Psychology" had improved their competitiveness in Latvian labour market (4.1 points out of max 5). Graduates particularly emphasized that their education had enabled them to self-develop, fostered their career (professional) development, as evidenced by the average score of 4.3 out of max 5. Graduates acknowledged that the level and amount of the education they had received corresponded to their financial investment (4.4 points out of max 5) (see Table 2.6.6).

Table 2.6.6. Graduate assessment of obtained higher education in the Bachelor's study programme "Psychology"

	.	2014	2015	2016	2017	2018	2019	Average rating	
	n=9	n=7	n=10	n=8	n=7	n=6	n=10		
My competitiveness in Latvian labour market has improved	4.2	4.3	4.1	4.1	4.1	4.2	4.1	Max 5.0	
My competitiveness in the labor market of the EU and other countries has improved	3.8	4.0	3.9	3.7	3.9	3.8	4.0	2013	4.2
I was well prepared for practical work	4.1	4.3	3.9	4.0	4.3	4.3	3.9	2014	4.3
I was well prepared to continue my education	4.0	4.3	4.2	3.9	4.1	4.3	4.2	2015	4.1
The education I received has given me the opportunity for self-development	4.3	4.4	4.1	4.1	4.6	4.7	4.1	2016	4.0
The level and volume of education I received is commensurate with my personal investment (in terms of time and effort)	4.3	4.4	3.9	4.1	4.4	4.3	3.9	2017	4.3
The level and extent of my education corresponds to my financial investment	4.0	4.3	4.4	4.0	4.2	4.2	4.4	2018	4.3
The acquired knowledge can be put into practice	4.3	4.4	4.2	4.1	4.6	4.5	4.2	2019	4.1
The education I have gained has contributed to my (professional) career development	4.3	4.4	4.0	4.1	4.6	4.5	4.2		

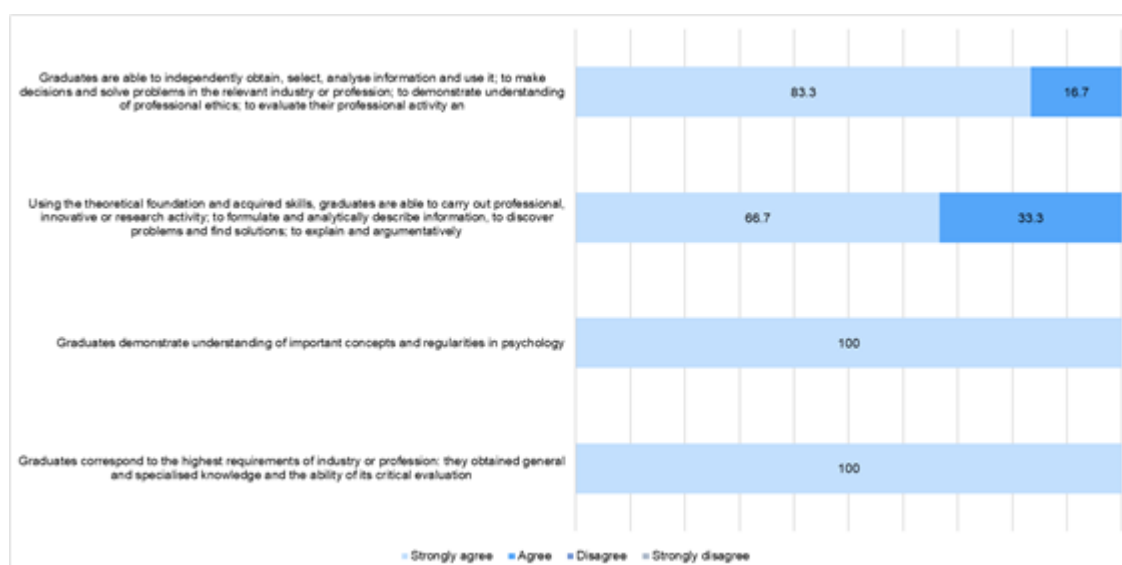
An employer survey was conducted. 33.3% of employers believe that graduates are capable of carrying out their professional duties on their own, while 50.0% of employers believe that graduates are able to carry out their professional duties after a short period of training. Several employers (16.7%) admit that graduates have a good theoretical background but not enough practical skills (see Table 2.6.7).

Table 2.6.7. Employers' answers to the question "How would you describe the BIA (BPMA) Bachelor's study programme "Psychology" graduates working for you?"



The results of the employer survey show that in general the graduates of BIA professional Bachelor's study programme "Psychology" meet the requirements defined by the European Qualifications Framework (EQF). 83.3% of employers strongly agree that the graduate is able to independently obtain, select, analyse and use information; to make decisions and solve problems in the relevant industry or profession; to demonstrate understanding of professional ethics; to evaluate their professional activity and its social impact. 66.7% of employers strongly agree that using the theoretical foundation and acquired skills, graduates are able to carry out professional, innovative or research activity; to formulate and analytically describe information, to discover problems and find solutions; to explain and argumentatively discuss with both professionals and other stakeholders. Most of the surveyed employers strongly agree that graduates demonstrate understanding of important concepts and regularities in psychology and ability to critically evaluate the acquired knowledge (see Table 2.6.8).

Table 2.6.8. Results of employer survey



However, employers also had their own suggestions, such as improving students' understanding of professional ethics; expanding courses providing fundamental professional knowledge as, for

example, cognitive psychology.

An analysis and evaluation of the results of surveys of students, graduates and employers, their use in the improvement of study content and quality was performed. After evaluating the results and in order to improve systematically the quality of the study process, all lecturers at the Baltic International Academy (including lecturers of the bachelor's study program "Psychology") have been actively involved in the Moodle system. In the Moodle system, lecturers place study methodological materials, presentations, tests, which students can use in the study process. Students have the opportunity to submit homework in the Moodle system, which the lecturers correct and inform students about the assessment of the work. Also, students have the opportunity to receive individual consultations from lecturers via the Internet (BigBlueButton). In order to improve the quality of the study process, special attention is paid to the technical provision of the study process. In order to improve the learning process, as well as taking into account the results of the survey of students and employers, a laboratory of neurocognitive implicit processes has been established at the Baltic International Academy, which enables students to apply the acquired theoretical knowledge in practice. The laboratory is equipped with computer equipment and software that allows to conduct group classes and practices: in cognitive psychology, experimental psychology, neuropsychology, and psychodiagnostics. At the moment, the technologies of working with EEG (Electroencephalography) are being intensified, as well as a number of laboratory works are being developed for students in the bachelor's program. Students are systematically invited to participate in scientific-practical conferences, which in turn encourage students to develop skills to discuss in public and substantiate their opinion (for example, see https://bsa.edu.lv/wp-content/docs/science/2019/konf_prog18052019.pdf).

In study courses with low evaluations, discussions are held with the lecturers of the study courses, as well as, if necessary, the lecturers of the study courses are replaced by others. In discussions with students, ways are often sought to improve the quality of course content. For example, one of the recommendations from the students was to expand the aspects of the practical part of the study course content acquisition. Taking into account the results of the survey of students, as well as employers, as well as to enable students to acquire in-depth practical skills, for example, in cognitive psychology, the study course "Cognitive experimental psychology (practicum)" was additionally introduced (in block C). When preparing the program for re-accreditation, all study courses have been updated so that the course requirements indicated in the study course descriptions are clear and understandable to students, as well as to ensure that these requirements are accurately implemented; the criteria for assessing the acquisition of each course are clearly described.

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.

From 2013-14 to 2018-19, 48 foreign students studied in the Bachelor's study programme "Psychology" under the ERASMUS programme. The largest number of students came from Spain (23 students), Turkey (13 students), Romania (8 students), Germany (3 students) and Poland (1 student).

Analysing the dynamics of the number of foreign students (within the framework of the ERASMUS program), it must be concluded that the last two academic years witnessed a rapid influx of

students. In the 2017-18 academic year, 11 students studied under the ERASMUS programme: 7 students from Spain, 2 students from Turkey, 1 student from Poland and 1 student from Romania. In turn, 6 students from Turkey, 3 from Spain and 2 from Germany studied in the 2018-19 academic year. From 2013-14 to 2018-19, the most sought-after courses among the ERASMUS students were Psychodiagnostics, General Psychology, Social Psychology, Clinical Psychology, Cognitive Psychology, Introduction to Psychological Counselling, Psychology of Emotions, Organisational Psychology, Neuropsychology and Psychophysiology.

Analysing external mobility of students of the Bachelor's study programme "Psychology" (within the framework of ERASMUS), it is concluded that during the period from 2013-14 to 2018-19 43 students studied outside Latvia: 5 students in Estonia, 23 students in Lithuania, 13 students in Slovakia, 1 student in Norway and 1 student in Hungary. For example, during the 2016-17 academic year 13 students underwent an internship in Slovakia with the main aim to acquire professional ethics, communication and intercultural skills. During the practice, the students acquired theoretical knowledge in art therapy as well as professional skills in selecting art therapy techniques and using them in group therapy. The students acquired skills to argumentatively discuss problems and their solutions, developed skills to independently acquire, select, and analyse information, verbally present it, and work in a team. In the 2017-18 academic year 13 students did an internship in Lithuania. The aim of the practice was to develop students' research skills. During the internship, students developed the skills to select research methods (in this case, for developing social and communicative skills of primary school pupils) and to justify them. During the internship, the students acquired the principles of professional ethics, communication skills, skills in intercultural communication, as well as skills to assess their competence according to the purpose of practice. All practices were conducted under the supervision of practice supervisors.

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

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

The given information is reflected in the study direction "Psychology" II. Part 3. Section, points 3.1., 3.2., 3.3. of the Report.

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

Not applied

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.

From 2013-14 to autumn 2018-19 the analysis of the number of teaching staff shows that the teaching staff has increased from 28 to 38 persons (see Study direction: Psychology, section 3.6). Not only they were quantitative changes, qualitative changes of the teaching staff have been made as well. They stemmed from the policy of teaching staff development by involvement of BIA graduates with a master's or doctoral degree in psychology. Thus, there arose an opportunity to attract local lecturers for teaching in branches (namely, in Liepaja and Daugavpils). In 2014, BIA graduates M. Bambuļaka and J. Šaplavska defended their doctoral theses. BIA graduates Laura Schieman-Vigante and Biruta Urbane successfully completed their PhD studies at the University of Daugavpils and are currently PhD candidates in psychology. The doctoral theses were related to the study of implicit attitudes in different spheres of activity: social, professional, penitentiary. The given work is mainly related to one research field - the research on the mechanisms of implicit social cognition, and it is conducted by BIA professors and lecturers.

There are also positive trends related to the increase in the number of associate professors and professors working in the undergraduate programme. Between 2016 and 2018, Nina Blumenau (Assoc. Prof.), Gershon Breslav (Assoc. Prof.) and Irina Plotka (Professor, re-elected) became Associate Professors and Professors in Psychology (sub-branch "Social Psychology"). In 2014, Yuri Kochetkov became Professor in Economics (sub-branch "Econometrics"); in 2018 Nikita Nikiforov became Associate Professor in Political Science, and Zhanna Caurkubule became Professor in Economics (sub-branch "Social Economics").

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 attraction of BIA graduates to the study process in Riga and especially in the branches is also envisaged in the new academic Bachelor's study programme "Psychology" under accreditation, the composition of its teaching staff is shown in Tables 4.2.1 and 4.2.2.

The implementation of the academic Bachelor's study programme "Psychology" in Riga and its

branches envisages attracting 35 members of teaching staff. By academic positions (see Table 4.2.1), they are two professors (5.7%), three associate professors (8.6%), 18 assistant professors (51.4%) (4 visiting assistant professors (11.4%) and 14 assistant professors (40.0%)), 11 guest lecturers (31.4%), 1 senior researcher (2.9%). By academic degrees (see Table 4.2.2), 21 (17 BIA elected, 4 non-elected) academics have a PhD (60%), 14 (3 BIA elected, 11 non-elected) have a Master's degree (40%), with one of them studying in a doctoral programme.

Thus, in total, three professors and two associate professors participate in the programme, that meets the requirements of Article 55, paragraph one, clause 3 of the Law on Higher Education Institutions that "not less than five professors and associate professors altogether, who are elected to academic positions in the relevant higher education institution, shall take part in the implementation of the compulsory part and the limited elective part of academic study programmes" (<https://bsa.edu.lv/en/documents/>).

	Associate professors		Professors		Assistant professors		Lecturers		Senior Researcher		Kopā	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
BIA elected	3	8.6	2	5.7	14	40.0	0	0.0	1	2.9	20	57.1
BIA non-elected	0	0.0	0	0.0	4	11.4	11	31.4	0	0.0	15	42.9
Riga and branches	3	8.6	2	5.7	18	51.4	11	31.4	1	2.9	35	100.0

Table 4.2.2. Academic position of the teaching staff. The academic Bachelor's study programme "Psychology"

	Doctors		Masters		Total	
	Number	%	Number	%	Number	%
BIA elected	17	48.6	3	8.6	20	57.1
BIA non-elected	4	11.4	11	31.4	15	42.9
Riga and branches	21	60.0	14	40.0	35	100.0

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

Systematic way of thinking of teaching staff affects the formation of the student's way of thinking, the effective assimilation of the basic concepts and laws of psychological science, and also forms the students' ability to analytical and critical thinking in relation to various scientific approaches and problems. The teacher's ability to create a creative atmosphere, arouse the interest and curiosity of students in the learning process, is associated with the formation of students' ability to

find creative solutions in non-standard situations. Teaching staff, using interactive teaching methods, develops students' communication skills, as well as teamwork skills, which are professional qualities of a future psychologist.

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

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

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

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

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

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).

Not applied

4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime

contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

Not applied

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

The given information is reflected in the study direction "Psychology" II. Part 3. Section, points 4.1 .; 4.2; 4.3; 4.4. and 4.6. of the Report.

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

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

- Strategic planning of the study process, analyzing the weak points of the study program, their elimination and the possibilities of the program development.

The fulfillment of the aim of the academic bachelor's study programme "Psychology" is ensured by the highest qualified academic staff, which consists of a core of professors and associate professors, as well as qualified teaching staff (docents, lecturers). The ratio of the number of students and teaching staff within the academic bachelor's study programme "Psychology", in 2019, see table 4.6.1.

Table 4.6.1. The ratio of the number of students and teaching staff within the academic bachelor's study programme "Psychology", in 2019

Study programme	The ratio of the number of students and teaching staff
Psychology	3.86

Summary

The Baltic International Academy's Bachelor's study programme "Psychology" will offer a undergraduate education in psychology, providing broad knowledge in this science and its various interdisciplinary aspects, developing research skills and competences, enhancing general competence in critical thinking, decision making, and communication. The structure of the programme is logical, and as such it will ensure purposeful development of independent research and practical skills in line with the principles of the field of psychology. The given programme corresponds to the current labour market needs for psychologists. The developed study courses are in line with current trends in psychology. The study process will take into account and respect the diversity of students' needs (care for better adaptation at the beginning of studies, individual approach in the study process, involvement of academic and support staff in solving students' problems, possibilities to study according to an individual plan); various ways of realisation of the study programme will be implemented whenever possible (offering both full-time and part-time studies); a variety of pedagogical approaches will be used when appropriate; students will be encouraged to become independent. Graduates will be able to continue their studies in the professional Master's study programme "Psychology" or in a broad range of graduate study programmes in social and educational sciences or humanities.

Overall, it can be concluded that the Baltic International Academy's academic Bachelor's study programme "Psychology" is competitive and meets modern requirements in the field of psychology.

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	5_Appendix_Statistical data on students of professional bachelor's study program "Psychology".docx	5_Pielikums_Statistikas dati par studējošajiem profesionālā bakalaura studiju programmā "Psiholoģija".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	6_Annex Compliance of the academic Bachelor study programme Psychology with the state education standard.docx	6_Pielikums_Bak_stud_programm_Psh_atbilstiba_valsts_ugl_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standards (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Correspondence of the study programmes of the study direction "Psychology" to the specific normative regulation of the relevant branch Eng.docx	Studiju virziena studiju programmu Psiholoģija atbilstība atbilstošās nozares specifiskajam normatīvajam regulējumam LV (2).docx
Mapping of the study courses/modules for the achievement of the learning outcomes of the study programme	8_Annex_Bachelor's Study Programme "Psychology", the Mapping of the Courses.docx	8_Pielikums_Studiju kursu kartējums akadēmiskā bakalaura studiju programmas "Psiholoģija".docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	9_Annex_Academic Bachelor Study Program "Psychology" Plan 20042020.docx	9_Pielikums_9.1-9.3_Akadēmiskā bakalaura studiju programma "Psiholoģija" plāns_20042020.docx
Descriptions of the study courses/modules	10_Annex_Description of the courses of the academic bachelor study programme "Psychology" 20042020.docx	10_Pielikums_Akadēmiskā bakalaura studiju programma "Psiholoģija" kursu 20042020.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Model of the diploma issued for the acquisition of the study program_Bachelor 01042020.docx	11_Pielikums_Far_akadēmiskā bakalaura studiju programmas apgūšanu izstrādātā diploma paraugs (1).docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/college (a contract with another accredited higher education institution/college), in case the implementation of the study programme is discontinued	AGREEMENT between BIA and University of Daugavpils.docx	DU_sadarbiba_ligums.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	Document proving that the BIA guarantees to students the compensation of all losses.jpg	Dokuments, kas apliecina, ka akadēmiskajam studējošajam garantē zaudējumu kompensāciju bak.jpg
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.eurongssi.eu). If the study programme or any part thereof is to be implemented in a foreign language.	English language skills of the academic staff of the academic bachelor study programme "Psychology". Self-esteem of the teaching staff 20042020.docx	Akadēmiskā bakalaura studiju programmas "Psiholoģija" akadēmiskā personāla angļu valodas zināšanas. Mācībspēku pašvērtējums 20042020.docx
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 requirements set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Confirmation that the academic staff of the academic study programs comply with the requirements specified in Section 55, Paragraph one, point 3 of the Law on Higher Education .jpg	Apliecinājums, ka akadēmisko studiju programmu akadēmiskajai personāla atbilst Augstskolas likuma 55. panta pirmās daļas trešajā noteiktajam prasībām .jpg
Sample (or samples) of the study agreement	Study Agreement.pdf	Studiju līguma paraugs-1.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.	Opinion of the Council of Higher Education 02042020.pdf	AIP_02042020.pdf

Psychology (47313)

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

Results of the study programme	<p><i>Graduating the professional Master's study programme "Psychology" students have acquired the following knowledge, skills and competences:</i></p> <p><i>1. Knowledge:</i></p> <ul style="list-style-type: none"> <i>• the ability to demonstrate in-depth or expanded knowledge and understanding of psychology as well as knowledge and understanding of the latest developments in the professional field of work and organisational psychology; the ability to critically evaluate, analyse and compare different theories of psychology, to understand the regularities of the science of psychology, as well as to understand the problems of science in the interaction of different fields.</i> <i>• specific knowledge of work and organisational psychology.</i> <p><i>2. Skills:</i></p> <p><i>2.1. Graduates are able to apply the acquired knowledge and skills in professional and research work of a psychologist.</i></p> <p><i>2.1.1. Graduates are able to apply the professional skills required by the psychologist's professional standard, namely: psychological counselling skills, skills in individual and group or organisational psychological assistance, psychological research (assessment) skills, skills in preparing a psychologist's expert opinion, skills in providing feedback on the results of psychological research, skills to cooperate and work in a team and cooperate with other professionals in the process of client psychological reception, performance appraisal skills.</i></p> <p><i>2.1.2. Graduates are able to carry out psychological research using scientifically based methods, to identify the research problem or the overall theme of the research, to analyse the existing literature on the chosen problem or theme, to raise research questions or hypotheses, to plan the research process (procedure), to determine the research sample and methods to be used in the research, to conduct research, to collect research data or information, to analyse the obtained results, interpret them and draw appropriate conclusions, to identify the practical applicability of research results and present them.</i></p> <p><i>2.2. Graduates are able to successfully establish contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks, behaving in a supportive manner, respecting their professional work boundaries, neutrality and integrity.</i></p> <p><i>2.3. Graduates are able to present a reasoned explanation and discuss complex or systemic aspects of the discipline or profession concerned both with professionals and non-specialists.</i></p> <p><i>2.4. Graduates are able to independently advance their development and specialisation, to take responsibility for their continuing education and professional development, to attend professional supervision, and to act responsibly to their psychological state and seek help when if necessary.</i></p> <p><i>2.5. Graduates are able to independently start a business, to offer innovations in psychology, to conduct research or to continue studies in difficult and unpredictable circumstances and, if necessary, to transform them by applying new approaches.</i></p> <p><i>3. Competences:</i></p> <p><i>3.1. Graduates are able to independently formulate and critically analyse complex scientific and professional issues, to justify decisions, and to conduct further analysis if necessary.</i></p> <p><i>3.2. Graduates are able to independently collect, select, analyse and use the information they need to assist the client.</i></p> <p><i>3.3. Graduates are able to integrate knowledge from different fields, to contribute to creation of new knowledge and development of methods of professional activity.</i></p> <p><i>3.4. Graduates are able to demonstrate understanding of and ethical responsibility for the possible impact of their professional activity on society, to participate in the development of psychology and the profession of psychologist, to continue their education.</i></p> <p><i>3.5. Graduates are able to understand and apply the ethical principles of psychology as well as to take independent decisions and solve problems in order to provide high quality psychological assistance services.</i></p>
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)	<i>Admission to the professional Master study program of the BIA "Psychology" is entitled to persons, who have obtained higher professional education or Bachelor degree in the field of psychology. Upon admission in the professional Master study program "Psychology", the competition shall be carried out on the grounds of personal interview and evaluation of results of an essay on topic of prospective Master Paper. Upon admission in the professional Master study program "Psychology" (English section), candidates shall submit a document, issued by an international testing institution during previous five years, proving English skills. The language proficiency skills shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program. Admission requirements for academic year 2020/2021. (.pdf) https://bsa.edu.lv/en/provisions-and-statements/</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in psychology</i>
Qualification to be obtained (in english)	<i>Psychologist</i>

Places of implementation

Place name	City	Address
Baltic International Academy	RĪGA	LOMONOSOVA IEĻA 4, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1003

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80

Admission requirements (in English)	<i>Admission to the professional Master study program of the BIA "Psychology" is entitled to persons, who have obtained higher professional education or Bachelor degree in the field of psychology. Upon admission in the professional Master study program "Psychology", the competition shall be carried out on the grounds of personal interview and evaluation of results of an essay on topic of prospective Master Paper. Upon admission in the professional Master study program "Psychology" (English section), candidates shall submit a document, issued by an international testing institution during previous five years, proving English skills . The language proficiency skills shall correspond at least to the level EKP B2. The abovementioned document shall not be submitted only by those candidates, who have obtained secondary education in the language which is the study language of particular program. Admission requirements for academic year 2020/2021. (.pdf) https://bsa.edu.lv/en/provisions-and-statements/</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in psychology</i>
Qualification to be obtained (in english)	<i>Psychologist</i>

Places of implementation

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

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 professional master's study programme "Psychology" was licensed in 2004 and its implementation was started in 2005. The program was accredited for the first time for 2 years in 2006; re-accredited for 2 years in 2008. In 2010 it was accredited for 6 years. In 2013, it was re-accredited for six years within the framework of the Baltic International Academy's study field Psychology.

Based on the Law on Psychologists from 01.01.2018, Article 3 "Right to Perform Psychologist Professional Activity" Paragraph 1: "A person's right to perform independent psychologist professional activity is confirmed by a higher education diploma for accredited bachelor study program and accredited master study program in psychology at least 200 credit points, moreover, at least one of these programs is a professional study program, registration in the register of psychologists and a certificate of a psychologist in a certain field of activity"; Standard of the profession of psychologist; Cabinet of Ministers Regulations No. 512 dated the 26th of August 2014 "Regulations on the second level professional higher education state standard", the council of the study field "Psychology" decided to change the content and organization of the professional master's study program in accordance with the above-mentioned current normative regulations. The BIA study field "Psychology" council developed a draft of changes in the study field "Psychology" study programs by moving to a new study model (3 + 2), according to the Psychologist Law and taking into account the labor market situation in the country as a whole (study program council protocol No.12 from 25.09.2019). The project was submitted to the BIA Senate for discussion and on 23.10.2019. approved at the Senate sitting (Minutes No. 140).

From 2020/2021, the 3 + 2 year model will be implemented (instead of the previous 4 + 2 model), as such a total study time will allow the graduate to enter the labor market faster, starting a professional career in the management of a supervisor.

Overall, the abovementioned necessitates organisational changes in the professional master's programme "Psychology" (see Table 1.1.1).

Table 1.1.1. Changes envisaged in the professional master's study programme "Psychology"

Title and amount of credits of study course for the next accreditation period	Title and amount of credits of study course in the previous accreditation period
Part A (mandatory courses)	

Part A1. Study courses in work and organisational psychology on the latest achievements in specialty theory and practice	Study courses on the latest achievements in specialty theory and practice
Occupational psychology (theory and practice) (8)	Occupational psychology (theory and practice) (8)
Psychology of professional's development (4)	Psychology for professional's development (6)
Personnel psychology (2)	Personnel psychology (4)
Part A2. Study courses on research, innovative work, project studies and Science of Management	Study courses on research, innovative work, project studies and Science of Management
Methods of psychological research, data analysis and interpretation (5)	Methods of psychological research, data analysis and interpretation (5)
Analysis of problem situations and methods of decision-taking (1)	Analysis of problem situations and methods of decision-taking (1)
Science of management (1)	Science of Management (1)
	Psychology of Information Technology (3)
	Business Planning in Psychology and Marketing of Psychological Services (2)
	Cross-Cultural Psychology: Business Communication (Theory and Practice) (2)
	Cognitive Experimental Psychology (Practicum) (2)
Part A3. Practice	Practice and Master's Thesis
Practice I (4)	Preparation and conducting of seminars and workshops (academic practice) (2)

Practice II (4)	Practice in Organisation I (2)
Practice III (8)	Practice in Organisation II (10)
Practice IV (10)	
Part A4. State examination part of which is elaboration and defense of Master's thesis	
Elaboration and defense of Master's thesis (20)	Master's Thesis Development (20)
Part B (restricted elective courses in work and organizational psychology)	Study courses in pedagogy and psychology
Engineering psychology and ergonomics (2)	Engineering Psychology and Ergonomics (3)
Applied Psychology (2)	Applied Psychology (2)
Communicative psycho-technology in professional's activity (practicum) (1)	Communicative psycho-technology in professional's activity (practicum) (1)
Business planning in psychology and marketing of psychological services (2)	
Cross-cultural psychology: business communications (theory and practice) (2)	
	Theories and Methods of Teaching Psychology (2)
Workplace counselling (4)	Workplace counselling (4)
Latvian language (2)*	

* In accordance with the requirements of Section 56, Paragraph 3, Clause 1 of the Law on Higher Education Institutions, which stipulates that "for foreign students the acquisition of the official language shall be included in the study course compulsory amount if studies in Latvia are expected to be longer than six months or exceed 20 credit points", In BIA professional's master study programme "Psychology" for foreign students the study course "Latvian language" is compulsory and is included in Part B, 2 CP (instead of the course "Business planning in psychology and marketing of psychological services").

It can be seen from table 1.1.1 that the study courses on the latest achievements in the specialty

theory and practice have decreased by 2 credit points in such a study course as Psychology of professional's development 6CP to 4CP; Personnel psychology from 4CP to 2CP.

In the section, research work, creative work, design work and management study courses: Cognitive experimental psychology (practicum) (2CP); Information Technologies in Psychology (2CP) were transferred to the academic bachelor's program "Psychology".

In turn, the study courses: Business planning in psychology and marketing of psychological services (2CP), Cross-cultural psychology: business communications (theory and practice) (2CP) and Workplace counselling (4CP) were transferred to another block (from the block "Pedagogy and Psychology study courses" to "Restricted mandatory elective courses, Part B). In accordance with Cabinet of Ministers (26.08.2014) Regulations No. 512 "Regulations on the second level professional higher education state standard", the number of credit points for practice was increased, from 14 CP to 26 CP.

The place of implementation of the study program - Riga, Lomonosova Street 4, LV1019 has not changed. The type and form of studies of the study program - full-time attendance, has not changed. Until now, the implementation of the professional master's study program "Psychology" was carried out biliving. From 2020/2021, the annual study is planned to be implemented in Latvian and English.

In accordance with the requirements of Section 56, Paragraph 3, Clause 1 of the Law on Higher Education Institutions, which stipulates that "foreign students must include the acquisition of the state language if the studies in Latvia are expected to last longer than six months or exceed 20 credit points", the study course "Latvian Language" was included. Acquisition of the study course "Latvian Language" is obligatory for foreign students in the BIA professional master's study programme "Psychology" and is included in Part B, in the amount of 2 CP (instead of the study course "Business planning in psychology and marketing of psychological services").

The aim and tasks of the Master's study program in Psychology, how the study results to be achieved are based on the following normative documents:

1. **Law of psychologists**. adopted on 30.03.2017, entered into force on 01.01.2018;
2. **Professional standard of a psychologist** (12.06.2019);
3. **Cabinet of Ministers Regulations No. 512 "Regulations on the State Standard of the Second Level Professional Higher Education."** (26.08.2014);
4. **Regulations of the Cabinet of Ministers No. 322 "Regulations on the Classification of Education in Latvia"** (13.06.2017);
5. **European Qualifications Framework;**
6. **Regulations of the Cabinet of Ministers No. 795 "Regulations for Licensing of Study Programs"** (11.12.2018);
7. **Guidelines for the development of the study program description** (31.01.2019);
8. **Regulations of the Cabinet of Ministers No. 793 "Regulations for Opening and Accreditation of a Study Field"** (11.12.2018);
9. **Guidelines for the development of a study field self-evaluation report** (04.03.2019)
10. **Standards and guidelines for quality assurance in the European Higher Education Area (ESG)** (15.05.2019).

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.

In the reporting period from 2013-14 till the beginning of 2019-20, the total number of students in the professional Master's study programme "Psychology" has almost doubled, from 23 to 41 master students (see Annex 5).

In the period between 2013-14 and autumn 2019-20, *the number of matriculated students* in the professional Master's study programme "Psychology" was 110 students. The biggest number of matriculated students was in 2018-19 academic year (22 students) and 2019-20 academic year (21 students). This could be explained by the fact that according to Article 3 of the Psychology Practice Act (effect from 01.01.2018), "The right of a person to pursue independent professional activity of a psychologist is attested by a higher education diploma obtained in an accredited Bachelor's study programme and accredited Master's study programme in psychology of at least 200 credit points, with at least one of those programmes being a professional study programme, registration in the register of psychologists and a certificate of psychologist in a particular psychology specialty". Analysing the trends in dropout rates, it can be seen that in the period between 2013-14 and autumn 2019-20, 14 master students discontinue their studies. The biggest number of students drop out in the first year of studies. Each master student who has decided to discontinue the studies is asked to complete a questionnaire on the reasons for dropping out. The most commonly mentioned reasons are personal (their own choice, family circumstances, financial debts, academic debts).

In the period between 2013-14 and autumn 2019-20, the number of foreign master students (outside the framework of exchange programmes) has been gradually increasing. Students have been mainly coming from such countries as Lithuania, Germany, Ukraine (see Appendix 5, Figure 5.5.). The full-time master students of the professional Master's study programme "Psychology" cover their tuition fees from personal financial resources, and, between 2005 and 1 January 2019, the study programme was implemented bilingually (in Latvian and English languages). Since the 2019-20 academic year, it has been realised in the Latvian language. In the reporting period from the 2013-14 academic year to the beginning of the 2019-20 academic year, 89 graduates have successfully completed the programme.

In the beginning of the 2019-20 academic year, the total number of students was 41 master student (see the semester breakdown in Appendix 5). This indicates that the professional Master's study programme "Psychology" is competitive and in accord with both the Psychology Practice Act and the labour market situation in the country as a whole.

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.

During the study process the professional Master's study programme "Psychology" provides theoretical knowledge and practical skills to carry out psychological research (assessment) and psychological counselling, to provide individual and group or organizational psychological assistance, to conduct psychological research using scientifically based methods, to cooperate

with other specialists in the process of psychological reception of the client, the successful completion of the study programme, all allowing to obtain a professional Master's degree in psychology and the qualification of a psychologist in the field of work (occupational) psychology, which, in its turn, give the graduate the right to start professional activity (according to the Psychology Practice Act).

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

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

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

Relevance of the study programme and courses to the needs of the sector

Evaluation of the topicality of the study courses and their relevance to the needs of the sector, the labour market and scientific trends. The professional Master's study programme "Psychology" is developed in accordance with the current developments in the psychologist profession in Latvia and the world (see the programme plan in Appendix 9 and descriptions of study courses in Appendix 10), and based on the standard of the profession of Psychologist, which was developed and agreed at the meeting of the National Tripartite Cooperation Council's Tripartite Cooperation Subcommittee on Professional Education and Employment on June 12, 2019, protocol Nr.4, as well as the Psychologist's professional standard approved by the Ministry of Education and Science Order No. 351 dated the 6th of June 2002, and is currently repealed by the entry into force Cabinet of Ministers Regulation No. 633 "Procedure of elaborating occupational standards, requirements of professional qualification (if there is no approved occupational standard) and sectoral qualification" and Cabinet of Ministers Regulation No. 264 dated the 23rd of May 2017 "Regulations Regarding the Classification of Occupations, the Basic Tasks Appropriate to the Occupation and the Basic Qualification Requirements" "and Cabinet Regulation No. 512 dated the 26th of August 2014 "Regulation on State standard of second level professional higher education", as well as the Law on Psychologists, which entered into force on the 1st of January 2018, where Article 3 stipulates that a person who has obtained higher education may perform an independent professional activity program and an accredited master's study program in psychology in the amount of at least 200 credit points, moreover, at least one of these programs has been a professional study program. The law also defines 6 areas of professional activity: educational and school psychology, work and organizational psychology, clinical and health psychology, legal

psychology, consultative psychology and military psychology.

Until the adoption of the Psychologists Law, the qualification of a psychologist in Latvia was acquired in a total of 6 years of study, but with the law entered into force, it is envisaged that the qualification of a psychologist can be obtained in 5 years of study, while obtaining a psychologist certificate requires at least one more year of work under supervision.

There is an opportunity to deeply improve professional competence in work and organizational psychology (previously in profession-occupational psychology), in accordance with the areas of professional activity specified in the Law on Psychologists in the professional master's study program "Psychology" of the Baltic International Academy. There is a sufficient demand in the Latvian labor market in specialists of this profession.

The study plan covers two academic years (four academic semesters) of full-time studies. In the first study year, students mainly take courses related to the acquisition of professional knowledge, skills and competences, whereas in the second study year, the focus is on the application of professional skills and the development of the Master's thesis. The total volume of the programme is 80 credit points (120 ECTS), and they comprise: Mandatory part (Part A) and restricted elective courses (Part B):

- Mandatory part (Part A) consists of 3 sub-parts (part A1; part A2 and part A3), with the total of 67CP (106.5 ECTS).

Mandatory part A1 (Study courses in work and organisational psychology on the latest achievements in specialty theory and practice) (14CP, 21 ECTS) includes:

- Occupational psychology (theory and practice) (8CP, 12 ECTS)
- Psychology for professional's development (4CP, 6 ECTS)
- Personnel psychology (2CP, 3 ECTS)

Mandatory part A2 (Study courses on research, innovative work, project studies and Science of Management) (7CP, 10.5 ECTS) includes:

- Methods of psychological research, data analysis and interpretation (5CP, 7.5 ECTS)
- Analysis of problem situations and methods of decision-taking (1CP, 1.5 ECTS)
- Science of management (1CP, 1.5 ECTS)

Mandatory part A3 (Practice) (26CP, 39ECTS) includes:

- Practice I (4CP, 6 ECTS)
- Practice II (4CP, 6 ECTS)
- Practice III (8CP, 12 ECTS)
- Practice IV (10CP, 15 ECTS)

Mandatory part A4. State examination part of which is elaboration and defense of Master's thesis

- Elaboration and defense of Master's thesis (20 CP, 30 ECTS)

2) Part B (restricted mandatory elective courses (work and organizational psychology) comprises study courses with the total of 13CP (19.5 ECTS). The restricted mandatory elective part includes:

- Applied Psychology (2CP, 3 ECTS)
- Communicative psycho-technology in professional's activity (practicum) (1CP, 1.5 ECTS)
- Business planning in psychology and marketing of psychological services (2CP, 3 ECTS)
- Cross-cultural psychology: business communications (theory and practice) (2CP, 3 ECTS)
- Workplace counselling (4CP, 6 ECTS)
- Engineering psychology and ergonomics (2CP, 3 ECTS)

- Latvian language* (2CP, 3 ECTS)

* In accordance with the requirements of Section 56, Paragraph 3, Clause 1 of the Law on Higher Education Institutions, which stipulates that “for foreign students the acquisition of the official language shall be included in the study course compulsory amount if studies in Latvia are expected to be longer than six months or exceed 20 credit points”, In BIA professional’s master study programme “Psychology” for foreign students the study course “Latvian language” is compulsory and is included in Part B, 2 CP (instead of the course "Business planning in psychology and marketing of psychological services ").

The specificity of the BIA professional Master's study programme “Psychology” is in giving deeper knowledge of experimental psychology, cognitive psychology, neuropsychology, social psychology, implicit social cognition, work and organization, engineering psychology and ergonomics. Special attention is paid to the study of the cognitive mechanisms of implicit social cognition as well as to the applied research on implicit attitudes in various spheres of professional activity, which is organized in the BIA Laboratory of Neurocognitive Implicit Processes. This direction corresponds to current trends in psychological research.

Comparison of the BIA professional Master's study programme “Psychology” with similar study programmes in Latvia and the EU.

Table 2.1.1. Comparison of the BIA professional Master's study programme “Psychology” with the professional Master’s study programme “Psychology” of the University of Latvia

Comparable factors	The professional Master’s study programme “Psychology” of the Baltic International Academy (the amount of credit points is in LV credit points)	The professional Master’s study programme “Psychology” of the University of Latvia (the amount of credit points is in LV credit points)
Duration of studies	4 semesters of full-time studies	4 semesters of full-time studies
Admission requirements	Admission to the professional Master's study programme “Psychology” is open to persons with a higher professional education or a Bachelor's degree in psychology. The competition for admission to the professional Master's study programme “Psychology” is on the basis of the results of interview and submitted report on the Master's research topic of the candidate. https://bsa.edu.lv/wp-content/docs/admission/uznemsanas_noteikumi_BSA_2020_21.pdf	Previous education: Bachelor of Social Science in psychology or second-level professional higher education (or its equivalent) in psychology. Additional requirement for entrance examination: a motivation essay with the choice of specialisation.
Amount of credits	80 CP (120 ECTS)	80 CP (120 ECTS)
Obtainable degree	Professional Master’s degree in psychology	Professional Master’s degree in psychology
Structure of studies	Mandatory part (Part A) comprises 3 sub-parts (67CP): Part A1 (14CP) Part A2 (7CP) Part A3: Practice 26CP Master’s thesis (20CP) Part B (restricted elective part) (13CP)	Part A- mandatory part (56 CP) Part B1- restricted elective part (16 CP) Part B2- elective part (8 CP) Practice - 26 CP Master’s thesis (20 CP)
Mandatory part (Part A)	Methods of psychological research, data analysis and interpretation (5CP) Science of management (1CP) Practice I (4CP) Practice II (4CP) Practice III (8CP) Practice IV (10CP) Elaboration and defense of Master's thesis (20CP)	Methodology of Psychological Research, Data Analysis and Interpretation (2CP); Research Methodology and Psychological Research I (3CP) Business, Project Development and Science of Management (2CP) Practice I (4CP) Practice II (6CP) Practice III (10CP) Practice IV (6CP) Master’s thesis (20CP)

Study courses in work and organizational psychology	Mandatory part (Part A) Occupational psychology (theory and practice) (8 CP) Psychology of professional's development (4CP)	Restricted elective part (Part B1) Work and Organisational Psychology I Work and Organisational Psychology II Theory, Methods and Development of Organisational Psychology Conflict Resolution and Psychology of Mediation (2CP) Personnel Psychology (2CP) Economic Psychology (2CP)
	Personnel psychology (2CP)	Ergonomics (2CP)
Restricted elective part (Part B)	Work and Organisational Psychology (Part B) Engineering psychology and ergonomics (2CP) Applied Psychology (2CP) Communicative psycho-technology in professional's activity (practicum) (1CP) Business planning in psychology and marketing of psychological services (2CP) Cross-cultural psychology: business communications (theory and practice) (2CP) Workplace counselling (4CP)	Psychological Research in Organisations (2CP) Methods of Employee Development (2CP)
		Career Counselling and Development (2CP)

The BIA professional master's study program "Psychology" and the University of Latvia's professional master's study program "Psychology" (with a specialization in organizational psychology) correspond to the field of work and organizational psychology. The University of Latvia's professional master's study program "Psychology" places the main emphasis on the direction of organizational psychology, while the BIA professional master's study program "Psychology" is more focused on the field of work (job) psychology. BIA Professional Master's study program "Psychology" fully complies with the Cabinet of Ministers of the Republic of Latvia Regulation No. 512 "Regulations on the State Standard of the Second Level Professional Higher Education".

Psychologists in the field of work and organisational psychology use psychological research methods to study and assess individuals, groups and organisations, provide counselling and psychological support in one or more of the following areas:

1. Analysis of organisational work environment and employee optimal functioning in a particular work environment: work and workplace planning with a view to effective use of equipment and resources, analysis of the psycho-social environment in the workplace, stress analysis and burnout prevention, and solving questions of professional deformation and work-life balance;
2. Support in the process of professional self-determination: individual choice of profession and career path based on professionally important characteristics, analysis of potential interests and motivation from individual and organisational perspectives;
3. Implementation of preventive and prophylactic measures for health promotion aimed at improving work safety and employee efficiency;
4. Improvement of individual, group and collective performance of employees: development of professional selection and certification procedures, evaluation of candidates in the selection process, appraisal of employees' and managerial skills and competences, analysis and enhancement of interpersonal and group interaction and motivation; building employee engagement, designing and managing training and developmental programmes, career guidance and succession planning;
5. Promotion of organisational development: research and development of organisational culture. Planning and managing organisational change, managing diversity within organisations, analysing and improving organisational design, auditing staff functions and competencies.

The first three-abovementioned points are realised in the BIA professional Master's study programme "Psychology", whereas the last two points (namely, points 4 and 5) are realised in the

UL professional Master's study programme "Psychology".

Table 2.1.2. Comparison of BIA professional Master's study programme "Psychology" (work and organisational psychology) and "Occupational psychology" at Goldsmith, University of London Master's study programme
<https://www.gold.ac.uk/pg/msc-occupational-psychology/>

BIA professional Master's study programme "Psychology" (work and organisational psychology)	Master's study programme "Occupational psychology" at Goldsmith, University of London
Similar study courses	
Workplace counselling (6 ECTS): Workplace counselling (part 1) (3 ECTS) Workplace counselling (part 2) (3 ECTS)	<i>Training, Coaching and Counselling (15ECTS):</i> Career I: Models of Career Development and Career Counselling Coaching: Introduction and Theoretical Foundation Coaching II: Justification and Professional Issues
Occupational psychology (theory and practice). Includes topic: health psychology in professional activity (6 ECTS) Psychology of professional's development (6 ECTS)	Organisational Behaviour and Health (15ECTS)
Methods of psychological research, data analysis and interpretation (7.5 ECTS)	Research Design and Applied Statistics (15 ECTS)
Personnel psychology (3 ECTS)	Assessment and Selection (15 ECTS)
Elaboration and defense of Master's thesis (30 ECTS)	Research Projects (60 ECTS)

The course "Assessment and Selection" (15ECTS) of the Master's study programme at Goldsmith, University of London comprises such themes as work analysis, candidate assessment and selection methods, general and professionally-oriented motivation theories, employee motivation, topics related to employee relationship (e.g. vision of fairness and its impact on employee motivation), researcher-practitioner's perspective. The BIA study course "Personnel psychology" (3 ECTS) comprises such themes as job analysis, job description, job classification, job planning, participation and selection, adaptation of a new employee, employee motivation and motivation, work control and employee appraisal methods, in-service training and career planning. The comparison between the BIA study course "Personnel psychology" and the course "Assessment and Selection" at Goldsmith, University of London, leads to the conclusion on their similarity.

The study course “Training, Coaching and Counselling” (15ECTS) at Goldsmith, University of London covers analysis of the need for further training, development and implementation of in-service training, models for assessing in-service training, career development and transition, individual approach to employee personal development (coaching). The BIA study course “Workplace counselling” (6 ECTS) includes topic: Workplace counselling (part 1) (3 ECTS); Workplace counselling (part 2) (3 ECTS), which content is similar to the abovementioned courses at Goldsmith, University of London.

The course “Research Design and Applied Statistics” (15 ECTS) at Goldsmith, University of London is developed to develop skills to conduct research in work environment, process the obtained results, interpret them and draw conclusions. This module comprises the following topics: creating research sample, data acquisition and processing, interpretation. Applied Statistics comprises descriptive and inferential statistics, principles of correlation and association, group comparisons (ANOVA), factor analysis and its application, multi-linear and non-linear (logical) regression with application and extensions; test reliability, factor analysis. The comparison between the BIA study course “Methods of psychological research, data analysis and interpretation” (7.5 ECTS) and the course “Research Design and Applied Statistics” at Goldsmith, University of London, leads to the conclusion on their similarity.

The course “Organisational Behaviour and Health” (15ECTS) at Goldsmith, University of London comprises such themes as work requirements and work planning, person-centred and job-oriented approaches, human-machine interaction, human-computer interaction, psychological well-being at work, stress Science of Management, assessment of organisational well-being, shift work. The comparison between the BIA study course “Occupational psychology (theory and practice)”, includes topic: health psychology in professional activity (6 ECTS) and “Psychology of professional’s development and the course “Organisational Behaviour and Health” at Goldsmith, University of London, reveals their partial similarity.

The course “Research Project” (60 ECTS) at Goldsmith, University of London helps students to enhance skills and competences in developing and realising research projects. During the course students gain a deeper understanding of scientific research literature; conducting a study in organisational context or conducting an experiment in a laboratory. The comparison of the BIA study course “Elaboration and defense of Master's thesis” (30ECTS) and the study course “Research Project” at Goldsmith, University of London, leads to the conclusion on the similarity of these courses.

Table 2.1.3. Comparison of the Baltic International Academy professional Master’s study programme “Psychology” (work and organisational psychology) and the University of Nottingham Master’s study programme “Work and Organisational Psychology” <https://www.postgraduatesearch.com/university-of-nottingham/52384264/postgraduate-course.htm>

BIA professional Master’s study programme “Psychology” (work and organisational psychology)	University of Nottingham Master’s study programme “Work and Organisational Psychology”
Similar study courses	

Workplace counselling (6 ECTS): Workplace counselling (part 1) (3 ECTS); Workplace counselling (part 2) (3 ECTS)	Workplace Counselling and Career Development (10ECTS) Employee Relations and Motivation (10 ECTS)
Workplace counselling (6 ECTS)	Counselling Skills (10 ECTS)
Engineering psychology and ergonomics (3 ECTS) Occupational psychology (theory and practice). Includes topic: health psychology in professional activity (6 ECTS)	Ergonomics, Work Design, Health and Safety (10 ECTS) Organisations, Stress and Health (10ECTS)
Methods of psychological research, data analysis and interpretation (7.5 ECTS)	Quantitative Methods (20ECTS) Introduction to Research Methods (10ECTS)
Personnel psychology (6 ECTS)	Job Selection and Appraisal (10ECTS)

The course “Workplace Counselling and Career Development” at the University of Nottingham develops students' skills in workplace counselling and career development. Students learn the basic theoretical approaches and methods to effective counselling. In its turn, the study course “Employee Relations and Motivation” develops students' skills in understanding motivational problems in the interaction between employees in the workplace, helps them to understand conflict situations at and ways to solve them. The given courses are partly similar to the following BIA study courses “Workplace counselling” (6 ECTS): Workplace counselling (part 1); Workplace counselling (part 2).

The University of Nottingham study course “Counselling Skills” comprises acquisition of counselling skills necessary in professional work of work and organizational psychologists, in occupational hygiene and health psychology. The given course corresponds to the BIA study course “Workplace counselling”.

The University of Nottingham study course “Ergonomics, Work Design, Health and Safety” focuses on different contemporary problems which relate to ergonomics, safety and health, including accidents and health disorders. This course looks at such human factor aspects as perception, equipment-related cognitive activity and behaviour in organisational context. The given course corresponds to the BIA study course “Engineering psychology and ergonomics”.

The University of Nottingham study course “Organisation, Stress and Health” addresses the impact of psychological, social and organisational factors on the health of individual and organization as a whole, and on well-being in the workplace. Based on occupational hygiene psychology, its main theme is work-related stress, its nature and effects. The course corresponds to the BIA study course “Occupational psychology (theory and practice)”, includes the topic: “Health psychology in professional activity” (6 ECTS).

The University of Nottingham study courses “Quantitative Methods” and “Introduction to Research Methods” are developed to enhance skills in conveying research in the workplace, processing results, interpreting them and drawing conclusions. The given course comprises the following themes: research sample selection, data acquisition and processing; descriptive statistics; correlation; ANOVA; regression, understanding multilevel modelling; test reliability, factor analysis. The course corresponds to the extended form of the BIA study course “Methods of psychological research, data analysis and interpretation” (7.5ECTS).

The University of Nottingham study course "Recruitment and Appraisal" addresses contemporary problems related to recruitment and appraisal. The course covers such themes as selection system features, job analysis, interviews, psychometric testing, selection validity. Selection is viewed as a process that involves identification, design and delivery. The course corresponds to the BIA study course "Personnel Psychology", which comprises such themes as the organisation of personnel Science of Management , the role of the psychologist in personnel Science of Management ; job analysis, job description, job classification, workforce planning, participation and selection, adaptation of new employees, employee motivation and motivating, work control and employee appraisal methods, in-service training and career planning. The comparison of the BIA study course "Personnel Psychology" to The University of Nottingham study course "Recruitment and Appraisal" leads to the conclusion that they are similar.

Correspondence of the study programme and study courses to scientific trends

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

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

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

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.

Analysing the relation of the planned results of the study courses with the results to be achieved in the Master's study programme, a mapping of the included study courses was carried out. Having

arrived at the results of the mapping (see Appendix 8), it was concluded that the planned results of the courses included in the study programme fully correspond to all the obtainable results of the study programme both in terms of knowledge and in terms of skills and competences.

Most study courses envisage the ability to demonstrate in-depth or expanded knowledge and understanding of psychology as a science in the professional field; the ability to critically evaluate, analyse and compare different theories of psychology, to understand the regularities of psychology as well as to understand scientific problems in the interaction of different fields; the ability to demonstrate specific knowledge in work and organizational psychology; the ability to reasonably explain and discuss complex or systemic aspects of the relevant discipline or profession, both with professionals and general public; the ability to independently formulate and critically analyse complex scientific and professional problems, to justify decisions and to carry out further analysis if necessary; the ability to integrate knowledge from different fields, to contribute to the creation of new knowledge and the development of methods of professional activity, and to understand and apply the ethical principles of psychology, as well as to make independent decisions and problems in order to provide high quality psychological assistance services.

At the same time, a relatively big number of study courses also underpin the ability of making psychological assessment (research); the ability to provide psychological counselling to individuals, groups and organizations; the ability to provide psychological support to individuals, groups and organisations; the ability to independently collect, select, analyse, and use information necessary to assist the client; the ability to cooperate with other psychologists and representatives of other professions in solving client's problems; the ability to draw up psychologist's expert opinions, the ability to provide feedback on the results of psychological analysis; the ability to successfully establish contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks, behaving in a supportive manner within the confines of their professional work and maintaining neutrality and integrity; the ability to independently advance the development of their competencies and specialisation, to take responsibility for the results of the personnel group work; the ability to demonstrate understanding of and ethical responsibility for the possible impact of their professional activity on society, to participate in the development of psychology and the profession of psychologist, to continue further education; the ability to conduct entrepreneurship independently, to develop innovations in psychology, to carry out further learning in difficult and unpredictable circumstances and, if necessary, transform them using new approaches.

In the study programme, several courses are focused on research-related skills of conducting psychological research with appropriate methods, analysing required data with appropriate data processing programmes, as well as interpreting results and writing a report about the research results in the form of a scientific article; the ability to independently obtain, select and analyse information from both traditional and contemporary theoretical sources and use it for scientific research.

Therefore, it can be concluded that by the end of the professional Master's study programme the student shall have achieved all the study results envisaged in the study programme.

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 BIA master's study program "Psychology" is designed to be able to achieve the goals of the study program by achieving the results of individual courses, observing the principles of student-centered education. The study program is implemented in Latvian and English, foreign guest lecturers can be attracted to teach certain courses. Studies are developed in accordance with the principles of student-centered learning and teaching. Each study course has a leading lecturer, who develops and improves the study subject to be taught. Descriptions of study programs are reviewed at the meetings of the Council of the study program "Psychology" and approved by the BIA Senate. Taking into account the diversity of students' needs, each lecturer within the study course uses appropriate learning paths and uses different ways of program implementation, using various pedagogical methods according to the circumstances: *Lectures* - theoretical with elements of active teaching methods. At lectures lecturers integrate active teaching methods such as discussions, group work, analysis of problem situations, thus creating a democratic and free atmosphere in the learning process and promoting the development of critical thinking skills. *Seminar sessions with discussions* on current issues in work and organizational psychology (theory and research). Seminars provide an in-depth understanding of the course content through scientific monographs and / or research papers, in the form of discussions and student presentations, as well as through group work, case studies or role-play techniques, thus developing problem-solving skills and promoting critical skills development. *Independent works* - reports, essays, analysis of scientific articles, preparation of presentations. In *practical classes*, the focus is on training the student's practical skills for the work of a psychologist (using role plays, supervision, practical work records), as well as self-experience and promotion of emotional maturity (self-reflection, participation in personal experience groups and individual tasks). In order to test the knowledge acquired in lectures and seminars and their application, tests, practical work, independent work, reports are used, which allow to evaluate the acquired knowledge in the learning process.

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

Therefore, taking into account the diversity of students' needs, each lecturer within the study course uses appropriate learning paths and uses different ways of program implementation, using a variety of pedagogical methods according to the circumstances. In addition, in order to systematically improve the quality of the study process, the lecturers of the professional master's study program "Psychology" are actively involved in the Moodle system. In the Moodle environment, lecturers place study methodological materials, presentations, tests, which master students can use in the study process. Master students have the opportunity to submit homework and reports in the Moodle system, which the lecturers correct and inform them about the evaluation of the work. Also, master students have the opportunity to receive individual consultations from lecturers in the Moodle system, in BigBlueButton mode. This indicates that teacher consultations are in fact available to every Master's student.

Teachers act as mentors, who teach magistrates to receive, select, analyze and critically evaluate scientific information from various sources, to use it independently; to conduct research, develop and use innovative methods in psychology, process the obtained data, interpret them and

eliminate their practical significance independently. In order to create a basis for the development of general scientific, instrumental, social, personal, cultural and professional competence, during the studies master students are involved in scientific projects implemented by the teaching staff of the study direction "Psychology", based on team work and focused on applied research. For the performance of scientific research, the Baltic International Academy uses a laboratory of neurocognitive implicit processes, equipped with computer hardware and software. Thus, the scientific research directions implemented by the lecturers are reflected in the master's theses developed by the students. Also, students, in cooperation with lecturers (supervisors), are involved in the preparation of scientific articles, as a result of which students develop a culture of scientific work. Every year students are invited to participate in various scientific conferences.

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

The evaluation system used within the program complies with the regulations for the organization of BIA study course examinations (Approved at the BIA Senate meeting on March 30, 2016, protocol No. 125). The evaluation of study courses takes place in a 10-point system. As intermediate test methods, lectures and seminars use tests that motivate students to study independently throughout the semester, as well as allow to test the acquired knowledge and assess students' skills, analyze the material to be acquired. At the end of each course there is a final examination of the study course, written and / or oral examination, knowledge assessment tests, reports, essays are used, as well as practical knowledge acquisition courses, students independently develop study papers, confirming a certain level of professional skills. At the same time, forms of examination are used, such as recordings of the consultation process, development of research opinions, presentations in seminars, essays, etc.

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

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

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

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.

Study practice is implemented at all study semesters.

During the **1st practice**, students train their skills, strengthen and develop practical skills in scientific research. The aim of the first practice (4KP) is to strengthen and develop practical skills in scientific research. The practice provides students with an insight into various experimental implicit procedures under laboratory conditions, gives the possibility to foster skills in data processing, analysis and interpretation, as well as drawing conclusions, to enhance communication skills and to promote application of the principles of professional ethics in conducting the experiment. As a result, students are able to carry out scientific research using scientifically based methods; to independently direct the development of their competencies and specialization, to take responsibility for the results of personnel group work; to understand and apply the principles of ethics of psychology, as well as to make independent decisions and solve problems. During the practice, self-development skills of the student are developed too.

The main aim of the **2nd practice** (4KP) is the acquisition of skills in applying methods to prepare lectures and seminars. The practice gives students the opportunity to get acquainted with forms and methods of lectures and seminars, to gain experience in organizing lectures and seminars under supervision. During the practice students develop their ability to use their communication skills as well as the principles of professional ethics in the process of professional communication; the ability to evaluate and justify methods and forms used in lectures and seminars; the ability to prepare documentation related to the content of the practice in compliance with the requirements of the curriculum and to reasonably defend the practice report argumentatively expressing their opinion. As a result, the student is able to understand and apply the principles of ethics in psychology, as well as to make independent decisions and solve problems; to show in-depth or expanded knowledge and understanding of psychology as a science in the professional field; to critically evaluate, analyse and compare different theories of psychology, to understand the regularities psychology, as well as to understand scientific problems in the interaction of different fields; demonstrate specific knowledge in work and organizational psychology.

The aim of the **3rd practice** (8KP) is to acquire individual and group psychological research and professional counselling skills in organizations. The practice involves performing tasks such as acquiring individual and /or group psychological research skills under supervision; gaining practical experience as a psychologist in individual work with clients; gaining experience in describing the individual case and keeping psychological documentation; improvement of skills of data processing and analysis, formulation of grounded conclusions, preparation and defence of the practice report. As a result, the student is able to critically evaluate, analyse and compare different theories of psychology, to understand the regularities of the science of psychology, as well as to understand the problems of science in the interaction of different fields; the student is able to carry out psychological analysis (assessment); to be able to independently collect, select, analyse and use the information needed to assist the client; to be able to understand and apply the principles of ethics of psychology, as well as to make independent decisions and solve problems in order to provide high quality psychological assistance services; to be able to successfully establish

contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks, behaving in a supportive manner within the confines of their professional work and maintaining neutrality and integrity.

The aim of the **4th practice** (10KP) is acquisition of psychologist's professional skills, strengthening and expanding psychological research and counselling skills in the organization. Students work as psychologists under the supervision of a practice supervisor. During the practice, students regularly work with at least two clients per week and 4 hours a week take part in a supervision group (5-6 students per group) with the practice supervisor. As a result, the student is able to apply the acquired knowledge of psychodiagnostics and counselling in practice; under supervision to use contact skills to maintain conversation and identify client's needs; to independently collect, select, analyse and use the information needed to assist the client; to successfully establish contact and effectively use communication skills in accordance with clients' needs and psychologist's tasks within the confines of their professional work and maintaining neutrality and integrity; to prepare psychologist's opinions, to provide feedback on the results of psychological assessment, to demonstrate specific knowledge in work and organizational psychology; to provide psychological counselling and psychological help to individuals, groups and organisations.

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

With other places of practice, fixed-term contracts are signed each year. For many years, there has been going on successful cooperation with various organizations, the cooperation enabling to provide practice in accordance with work and organizational psychology, such as Jurigas Ltd; Ergo Trans Logistic Ltd; Prison Administration; Lado-K Ltd; Dobele County Social Service.

Practices for English language students are provided in accordance with the Regulations on Practices at the Baltic International Academy (https://bsa.edu.lv/wp-content/docs/2020/BSA_Prakses_nolikums_en.pdf/); BIA professional master's study program "Psychology" Practice Regulations and Methodological Instructions for the development and defense of the practice report (Approved by the BIA Senate on 19.09.2019. Decision No. 24/019).

The student chooses the practice place offered by the professional master's study program "Psychology" (from the database with cooperation partners, in Latvia and abroad) or chooses another practice place. The practice usually takes place in international companies (for example, SIA Latenta, "Centrs" Edelweiss") or in various psychological associations. Cooperation is ensured on the basis of mutually concluded cooperation agreements, as well as on the basis of long-term collegial and friendly relations. In the last 6 years, BIA has actively developed cooperation with foreign higher education institutions. Cooperation with higher education institutions of the European Union according to the ERASMUS program allows not only to implement a student exchange program, but also to provide practices for students (see Chapter III, Section 3.6, Tables 3.6.4, 3.6.5). For example, at the moment, an agreement of intent has been concluded on the provision of practice with the public organization "Latvian Association of Psychologists and Psychotherapists". The aim of the practice is to develop English language students with practical

skills in psychological counseling and support, which are necessary in working with clients (taking into account the client's needs); to promote the acquisition of skills to provide psychological assistance to individual clients and groups, to observe professional ethics; to develop skills to prepare a psychologist's opinion; to develop the ability to establish contact and effectively use communication skills in accordance with the client's needs.

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 the period between 2013-14 and spring 2018-19, 89 Master's theses were defended in the professional Master's study programme. Master's thesis is developed and defended according to a strictly regulated procedure, which is detailed in the Master's thesis methodological guidelines (see Appendix X). For the breakdown of the Master's thesis topics by field, see Table 2.5.1.

Table 2.5.1. Distribution of Master's thesis topics by branches of psychology

Branch of psychology	Number of Theses
Personality psychology	10
Social psychology	20
Work and organisational psychology	29
Health psychology	15
Cognitive psychology	9
Legal psychology	6

Most students choose to write their academic papers on the topics in work (occupational) organisational psychology, that testifies to the fact that the topics of student papers are closely related to their further professional and academic interests. For example, master students have worked on such topics as "Survival Analysis with Implicit Association Test and Self-Assessment Procedures for Security Guards", "Determination of Occupational Burnout Time in Secure Care Institutions", "Study of the Relationship of Emotional Burnout to Empathy in Nurses", "Study of the Relationship of Stress Level to Psychological Protective Capacity and Coping Strategies in Security Workers", "Research on Attitudes Against Speeding / Compliance with Implicit and Explicit Methods in Professional and Non-Professional Drivers", "Study of Stress Resistance in National Guards with Different Personality Traits and Emotional Responses to Stress", "Study of Occupational Stress and Assertive Behavior in Psychologists with Different Years of Service in Different Cultural Environments", "On Relationship Between Professional Burnout and Personality Traits in Public Administration Workers ". As it can be seen from the topics mentioned, the research is devoted to the study of different psychological phenomena in different occupations,

most of which are associated with high risk.

Similarly, master students have chosen topics related to health psychology. For example, topics such as "Measuring Alcohol Attitude Using Implicit and Explicit Methods in groups of 'Alcoholics' and 'Non-Alcoholics'", "Study of Implicit Benefit of Food with Implicit Associative Test (IAT) and Self-Assessment Procedures". In social psychology, topics such as "Study of Peculiarities of Values Transmission in Three Generations of Latvian Family", "Relationship of Sense of Community, Socio-Demographic Factors, Socio-Psychological Adjustment and Social Adaptability in Rigans and Suburbanites", "Study of Consumer Attitudes towards Mobile Operators TELE2 and LMT using implicit and explicit methods", "Study of Attitudes towards Products of Latvian and Foreign Brands Using Implicit Associative Test and Self-Assessment Procedures".

Master students are also interested in topics related to personality psychology, cognitive psychology and legal psychology. In cognitive psychology, topics such as "Impact of Emotional Valence of Episodic Events on Implicit and Explicit Measurements of Speeding Attitudes", "Impact of Emotional Valence of Episodic Events on Implicit Measurements of Alcohol Attitudes", have been developed.

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

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

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

Although a number of changes have been made to the programme offered for accreditation, those changes have affected the programme structure, and most of the course content is retained in order to achieve the required learning outcomes. So, students' assessments of programme quality and technical support will be discussed below. Student activity in evaluating the programme content and quality was very low until the 2014-15 academic year, which made it impossible to calculate averages. This situation occurred due to the fact that the BPMA study programme "Psychology" was added to the Baltic International Academy during this period, thus, making students' evaluation of the quality of the Master's programme "Psychology" fully available only from the 2015-16 academic year. The student survey is conducted each autumn (in October), with students beginning their studies.

The student survey demonstrates that in recent years students' satisfaction with their studies in the professional Master's programme "Psychology" has significantly increased. Similarly, the students testify that the quality of study course instruction (9.76 points out of max 10) and the

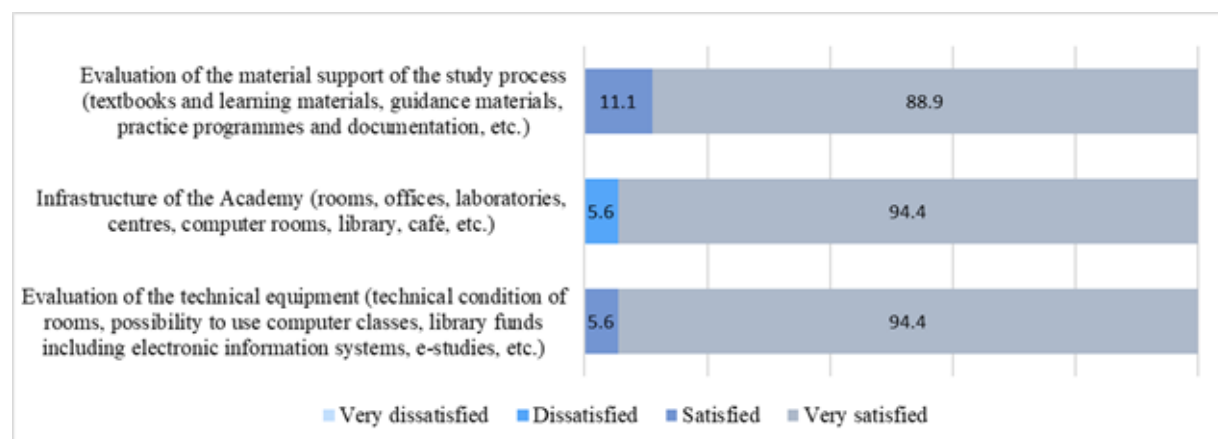
level of methodological support of the classes (9.77 points out of max 10) have significantly improved (see Table 2.6.1).

Table 2.6.1. Results of the student surveys (averages) from the 2015-16 academic year to the 2018-19 academic year

	Average rating in 2015-16	Average rating in 2016-17	Average rating in 2017-18	Average rating in 2018-19
Level of satisfaction with studies in Academy	7.70	7.27	8.36	9.44
Quality of teaching	8.72	8.52	9.26	9.76
Level of methodological support	8.37	8.46	9.06	9.77

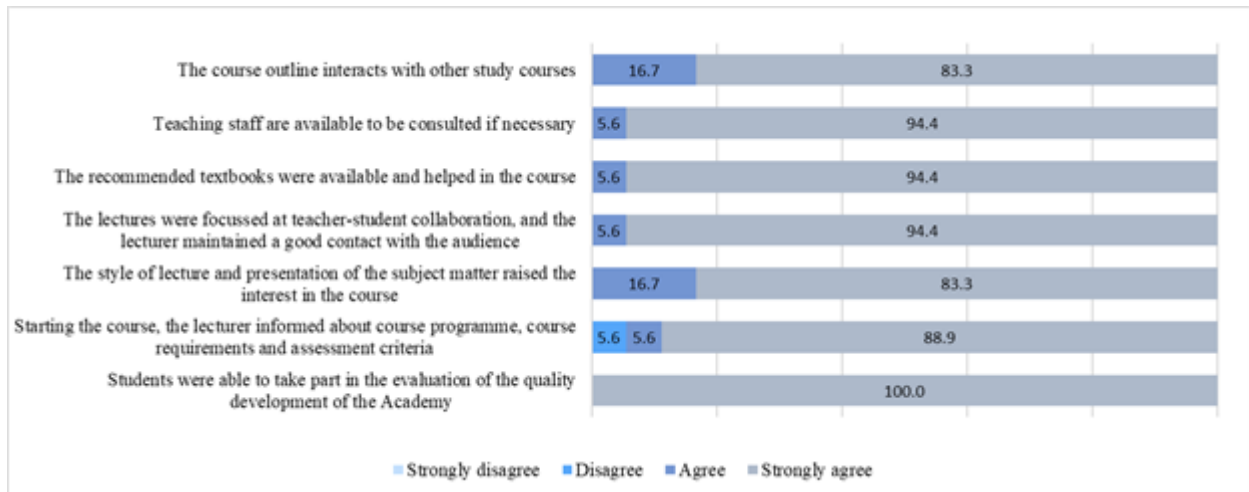
In the last years, it is evident that the majority of the students (88.9%) are fully satisfied with the material support of the study process (textbooks, learning materials, guidance materials), as well as with the technical provision of the study process (technical condition of rooms, possibility to use computer classes) (94.4%) (see Table 2.6.2).

Table 2.6.2. Results of student survey 2018-19 on the level of methodological support in the professional Master's study programme "Psychology"



No less important is the students' evaluation of the quality of the professional Bachelor's study programme. Students acknowledge that in the last years the quality of the study courses has significantly increased. 83.3% of students strongly agree that the course outline interacts with other study courses. 94.4% of the students admit that during the study process teaching staff are available to be consulted if necessary. Most students (94.4%) strongly agree that the lecturers have always had good contact and cooperated with the audience (see Table 2.6.3).

Table 2.6.3. Results of Student Survey 2018-19 on the quality of the professional Master's study programme "Psychology"



Alongside the survey, twice a year, students are gathered to discuss their experience of the study process (acquired knowledge and skills, their applicability, main benefits and disadvantages of the study process). This allows the study programme director to immediately solve problems arising during the study process and to introduce appropriate changes if necessary. Students indicate that they are generally satisfied with the study process, but at the same time admit that the amount of study is large and sometimes it is difficult to combine study and work

Analysis of results of graduate and employer surveys

From 2013-14 to spring 2018-19, a graduate survey was conducted to gain insight into the quality of the study process in the Master's programme. The response to the question "Do you agree that your education has helped you to get a job and / or start your own business?" showed that 86,7% of respondents agreed that their education had helped them to find a job (see Figure 2.6.1).

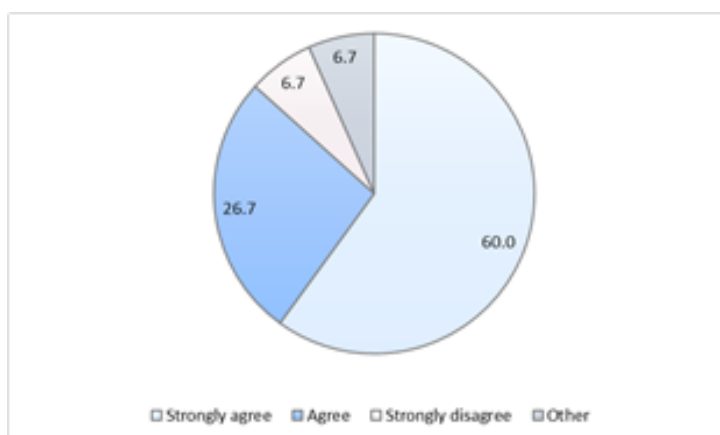


Figure 2.6.1. Answers to the question "Do you agree that your education has helped you to get a job and / or start your own business?"

The results of the survey showed that almost half of the graduates (47%) are currently working in a job related to their education at the BIA. Most graduates are employed in the field of work and organizational psychology (33%), in the field of education and school psychology (20%), in psychological counselling (13.3%). Some graduates work in the field of legal psychology (13.3%). Only 6.7% of graduates are not working within their specialty (see Figure 2.6.2).

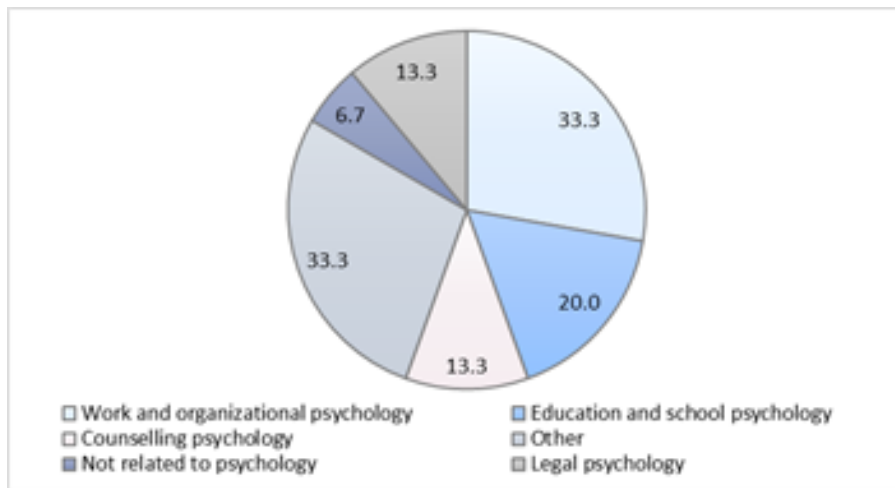


Figure 2.6.2. Answers to the question “Are you working in one of the following fields of professional activity?”

Graduates were asked questions about their evaluation of knowledge and skills acquired during the study process (see Table 2.6.4). To summarise all the information provided by the graduates about their experience gained during their studies, the results of the survey show that most of the graduates admit that they acquired in-depth knowledge and understanding of the psychologist’s professional activity (5 points out of 6), as well as independent skills in using theories and methods to carry out research work. Graduates acknowledge that they gained excellent skills in argumentative explanation and discussion of difficult aspects in their professional field and in finding creative solutions to different problem situations (5 points out of max 6). Graduates also believe that in the study process they have acquired good skills in planning, organizing and managing their work, as well as in integrating knowledge from different fields (5.5 points out of 6). Overall, the survey results over the period from 2013-14 till spring 2018-19 allow to conclude that graduate assessment has been gradually improving (from 4.4. to 5.3 points out of max 6).

Table 2.6.4. Knowledge and skills in the framework of the studies

	2014	2015	2016	2017	2018	2019	Average rating
	n=8	n=8	n=8	n=9	n=5	n=8	
General and specialised theoretical knowledge and understanding of the field of psychologist’s professional activity	5.0	5.0	5.0	4.2	4.9	5.5	Max 6.0
Ability to independently use theories and methods to conduct research	5.0	5.1	4.8	4.6	4.4	5.5	
Ability to reasonably explain and discuss complex or systemic aspects of the professional field	5.5	5.0	5.3	4.4	4.9	5.3	

Ability to find creative solutions to problematic situations with different degree of complexity	5.0	5.4	5.0	4.2	4.9	5.3	2014	5.1
Ability to make decisions based on previous information analysis	5.3	4.9	5.0	4.6	5.1	5.5	2015	5.1
Skills in preparing documents and reports	5.3	5.1	4.8	4.0	5.0	4.9	2016	5.0
Ability to discuss publicly and justify one's opinion	4.8	5.0	5.0	4.4	5.1	5.2	2017	4.4
Able to integrate knowledge from different fields and to contribute to the creation of new knowledge	5.3	5.6	5.0	4.3	5.0	5.5	2018	5.0
Ability to demonstrate understanding and ethical responsibility for the potential impact of professional activities on environment and society	5.0	5.3	4.8	4.8	5.3	5.0	2019	5.3
Ability to plan, organise and manage one's work	4.8	5.5	5.0	5.6	5.3	5.5		

Summarizing the graduates' assessment of the strengths of the professional Master's study programme "Psychology", the emphasis was on the responsiveness and support of the lecturers. The graduates believed that the courses had been taught by qualified lecturers and a wide range of educational courses was offered (4.5 points out of 5). The material and technical resources and the quality of the practice were positively evaluated too. Overall, after answering all questions of the survey, the average score is 4.3 out of max 5. In the period between the 2013-14 and spring 2018-19 academic year, the results of the surveys allow to conclude that in recent years the rating has gradually increased for such positions as responsive staff (4.8 points), qualitative study programme (4.5 points), and wide range of educational courses (4.5 points) (see Table. 2.6.5).

Table 2.6.5. Strengths of the BIA professional Master's study programme "Psychology"

	2014	2015	2016	2017	2018	2019	Average rating	
	n=8	n=8	n=8	n=9	n=5	n=8		
Responsive staff	4.8	4.5	4.0	4.1	4.3	4.8	Max 5.0	
Qualified lecturers	4.3	4.5	5.0	4.6	4.4	4.3	2013	4.4
Qualitative study programme	4.5	4.5	4.5	4.0	4.4	4.5	2014	4.4
Qualitative content of practice	4.3	4.3	3.8	4.0	4.0	4.0	2015	4.3
Wide range of educational courses	4.5	4.4	4.5	4.5	4.4	4.5	2016	4.2
Purposeful research	4.5	4.3	5.0	4.4	4.2	3.8	2017	4.2

Student exchange offer (training abroad)	4.5	4.4	4.0	4.5	3.9	4.0	2018	4.2
Active student self-government	4.0	4.3	3.8	4.0	4.0	4.0	2019	4.4
Good material and technical resources	4.5	4.4	4.5	3.5	4.3	4.0		
Quality study rooms	4.5	4.3	4.3	4.0	4.3	3.8		

The results of the survey demonstrate that most graduates consider that their professional Master's education obtained in the Baltic International Academy has improved their competitiveness in Latvian labour market (4.5 points out of 5). In recent years, graduates in particular emphasize that their education has enabled them to self-development (4.5 points out of 5), well prepared for practical work (5 points out of 5), fostered development of their professional career (4.5 points out of 5). The analysis of data gathered in questionnaires in the period between 2013-14 and spring 2018-19, lead to the conclusion that in recent years the rating has significantly increased (with the average of 4.9 points out of 5). It means that the higher education obtained in the professional Master's study programme facilitates graduates' professional career development and is competitive in the labour market (see Table 2.6.6).

Table 2.6.6. Graduate assessment of obtained higher education in the professional Master's study programme "Psychology" (Graduate assessment of obtained higher education)

	2014	2015	2016	2017	2018	2019	Average rating	
	n=8	n=8	n=8	n=9	n=5	n=8		
My competitiveness in Latvian labour market has improved	4.8	4.1	5.0	4.0	4.3	4.5	Max 5.0	
My competitiveness in the labor market of the EU and other countries has improved	5.0	4.3	4.5	3.8	4.0	5.0	2013	4.9
I was well prepared for practical work	4.8	4.3	4.8	3.9	4.2	5.0	2014	4.3
I was well prepared to continue my education	5.0	4.3	5.0	4.3	4.2	4.5	2015	4.8
The education I received has given me the opportunity for self-development	5.0	4.3	4.8	4.8	4.8	4.5	2016	4.1
The level and volume of education I received is commensurate with my personal investment (in terms of time and effort)	4.8	4.3	5.0	3.9	4.4	4.5	2017	4.4
The level and extent of my education corresponds to my financial investment	5.0	4.4	4.8	3.9	4.3	4.8	2018	4.6

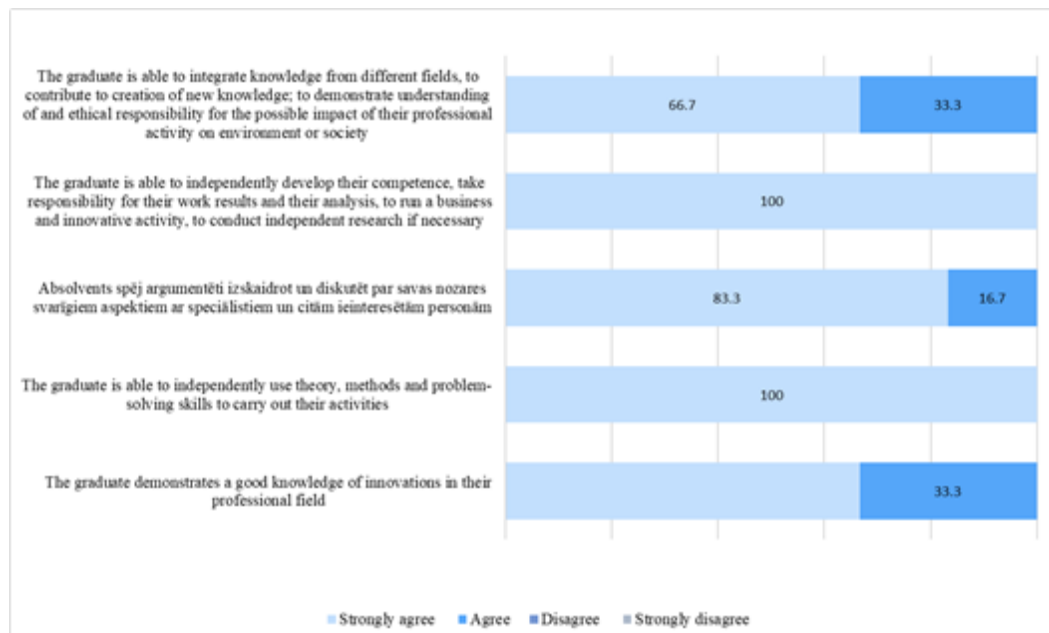
The acquired knowledge can be put into practice	4.5	4.3	4.8	3.9	4.5	4.5	2019	4.9
The education I have gained has contributed to my (professional) career development	5.0	4.3	4.8	4.1	4.6	4.5		

Summarizing the information provided by graduates about their experience gained during the study process, the former students emphasize the responsiveness and support of the lecturers, the knowledge and practical methods that can be applied in everyday work.

Among things to improve, graduates note the great amount of study in the first year of their studies (2-year programme), admit that the workload was very high and it was difficult to combine studies with work. A number of graduates indicate that there is a need for further practical skills training and practices, as well as more information on the psychologist's practical work in different workplaces. Taking these recommendations into account in the professional Master's study programme "Psychology" applied for re-accreditation; two additional practices have been developed.

The results of the employer survey show that in general the graduates of BIA professional Master's study programme "Psychology" meet the requirements defined by the European Qualifications Framework (EQF). From 35 employer questionnaires, 66.7% of employers strongly agree that that graduates are able to integrate knowledge from different fields, to contribute to creation of new knowledge; to demonstrate understanding of and ethical responsibility for the possible impact of their professional activity on environment or society. In turn, all surveyed employers (100%) strongly agree that graduates are able to independently develop their competence, take responsibility for their work results and analysis, as well as independently use theory, methods and problem-solving skills to carry out their activities. 83.3% of the employers strongly agree that graduates are able to reasonably explain and discuss important aspects of their field, both with professionals and other stakeholders. A bigger part of the employers (66.7%) strongly agree that graduates demonstrate a good knowledge of innovations in their professional field (see Table 2.6.7).

Table 2.6.7. Results of employer survey



An analysis and evaluation of the survey of students, graduates and employers was carried out in order to improve the content and quality of study program. Having evaluated the results in order to improve systematically the quality of the study process, all lecturers at the Baltic International Academy (including lecturers of the professional master's study program "Psychology") are actively involved in the Moodle system. Lecturers place study methodological materials, presentations, tests, which master students can use in the study process in the Moodle environment. Master students have the opportunity to submit homework in the Moodle system, which the lecturers correct and inform them about the evaluation of the work. Also, master students have the opportunity to receive individual consultations from lecturers via the Internet (BigBlueButton). In order to improve the quality of the study process, special attention is paid to the technical provision of the study process. In order to improve the study process, as well as taking into account the results of the survey of students and employers, the Baltic International Academy has established a neurocognitive laboratory of implicit processes, which enables master students to apply the acquired theoretical knowledge in practice. There is a real opportunity to conduct fundamental research on the cognitive mechanisms of implicit social cognition, as well as modern applied research aimed at the study of implicit attitudes in various fields of professional activity. The laboratory is equipped with computer equipment and software, which allows to conduct group classes and practicums, undergo practice. At the moment, the technologies of working with EEG (Electroencephalography) are being intensified. Electroencephalography is successfully used in the field of applied research, such as engineering psychology, work psychology, ergonomics, as well as other fields of psychological science. Students are systematically invited to participate in scientific-practical conferences, which in turn encourage master students to develop

skills to discuss in public and substantiate their opinion (for example, [see https://bsa.edu.lv/wp-content/docs/science/2019/konf_prog18052019.pdf](https://bsa.edu.lv/wp-content/docs/science/2019/konf_prog18052019.pdf)).

In study courses with low evaluations, discussions are held with the lecturers of the study courses, as well as, if necessary, the lecturers of the study courses are replaced by others. In discussions with master students, ways are often sought to improve the quality of course content. For example, one of the recommendations of master students was to increase practical skills, as well as to receive more information about the practical work of a psychologist in different workplaces. Taking into account these recommendations, as well as in accordance with the Cabinet of Ministers regulations no. 512 "Regulations on the State Standard of the Second Level Professional Higher Education." (26.08.2014), two practices were additionally developed, in accordance with the methodological instructions of the master's study program (the number of credit points for practice was increased, from 14 CP to 26 CP), which would allow master students to increase the knowledge, skills and competencies for the performance of duties, improvement of the personal qualities of the future professional. Also, one of the goals of the professional master's study program "Psychology" is to systematically look for new cooperation opportunities for providing practice for master students, therefore, companies are addressed not only in Latvia but also abroad, which would provide master students with examples of good practice. For example, within the framework of ERASMUS, in the period from 17.02. 2020 - 18.06.2020, the 1st year master students have an internship in Lithuania, Klaipeda, Gorky v.n. in a gymnasium, the main goals of which are to improve skills and abilities in psychological counseling in a company; to improve skills in working with staff. Also, a cooperation agreement has been concluded with the public organization "Latvian Association of Psychologists and Psychotherapists", the aim of which is to develop master students (including foreign students) practical skills in psychological counseling and support necessary for working with clients (taking into account the client's needs); to promote the acquisition of skills to provide psychological assistance to individual clients and groups, to observe professional ethics; to develop skills to prepare a psychologist's opinion; to develop the ability to establish contact and effectively use communication skills in accordance with the client's needs.

When preparing the professional master's study program "Psychology" for re-accreditation, all study courses have been updated so that the course requirements indicated in the study course descriptions are clear and understandable to master students, as well as to ensure that these requirements are accurately implemented; the criteria for assessing the acquisition of each course are clearly described.

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.

From 2013-14 to spring 2018-19 there was neither incoming no outgoing mobility organised in the framework of the professional Master's study programme "Psychology". This can be explained by the fact that generally, students in the Master's programme are people, who are mostly busy at work and regular studies. 2019/2020 in spring of the academic year the organization of practice in Lithuania, Klaipeda is planned. The purpose of the internship is to develop the abilities and skills of consulting and supporting a professional

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

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

The given information is reflected in the study direction "Psychology" II. Part 3. Section, points 3.1., 3.2., 3.3. of the Report.

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

Not applied

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.

From 2013-14 to autumn 2018-19 the analysis of the number of teaching staff shows that the teaching staff has increased from 28 to 38 persons (see *Study direction: Psychology, section 3.6*). Not only they were quantitative changes, qualitative changes of the teaching staff have been made as well. They stemmed from the policy of teaching staff development by involvement of BIA graduates with a master's or doctoral degree in psychology. Thus, there arose an opportunity to attract local lecturers for teaching in branches (namely, in Liepaja and Daugavpils). In 2014, BIA graduates M. Bambuļaka and J. Shaplavska defended their doctoral theses. BIA graduates Laura Schiemane -Vigante and Biruta Urbane successfully completed their PhD studies at the University of Daugavpils and are currently PhD candidates in psychology. The doctoral theses were related to the study of implicit attitudes in different spheres of activity: social, professional, penitentiary. The given work is mainly related to one research field - the research on the mechanisms of implicit social cognition, and it is conducted by BIA professors and lecturers.

There are also positive trends related to the increase in the number of associate professors and professors working in the undergraduate programme. Between 2016 and 2018, Nina Blumenau (assoc. prof.), Gershon Breslavs (assoc. prof.) and Irina Plotka (professor, re-elected) became Associate Professors and Professors in Psychology (sub-branch "Social Psychology"). In 2014, Yuri Kochetkovs became Professor in Economics (sub-branch "Econometrics"); in 2018 Nikita Nikiforovs became Associate Professor in Political Science, and Zhanna Caurkubule became Professor in Economics (sub-branch "Social Economics").

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 professional Master's study programme "Psychology", with its composition of the teaching staff shown in the tables 4.2.1 - 4.2.2, envisages to attract BIA graduates to the study process in Riga.

The implementation of the professional Master's study programme "Psychology" in Riga envisages attracting 15 members of teaching staff. By academic positions (see Table 4.2.1), they are two professors (13.3%), one associated professor (6.7%), 10 assistant professors (66.7%), one lecturer (6.7%) and one senior researcher (6.7%).

Table 4.2.1. Academic positions of the teaching staff. The professional MAster's study programme "Psychology"

Associate professors		Professors		Assistant professors		Lecturers		Senior Researcher		Total	
Number	%	Number	%	Number	%	Number	%	Number	%	Number	%

BIA elected	1	6.7	2	13.3	8	53.3	0	0.	1	6.7	12	80.0
BIA non-elected	0	0.0	0	0.0	2	13.3	1	6.	0	0.0	3	20.0
Total -15	1	6.	2	13.	10	66.	1	6.	1	6.7	15	100.
		7		3		7		7				0

By academic degrees (see Table 4.2.2), 12 (10 BIA elected, 2 BIA non-elected) have a doctoral degree (80.0%), 3 (2 BIA elected, 1 BIA non-elected) have a Master's degree (20.0%), with two of them are PhD candidates.

Table 4.2.2. Academic degrees of the teaching staff. The professional Master's study programme "Psychology"

	Doctors		Masters		Total	
	%	Number	%	%	Number	%
BIA elected	10	66.7	2	13.3	12	80.0
BIA non-elected	2	13.3	1	6.7	3	20.0
Total -15	12	80.0	3	20.0	15	100.0

The qualification of the teaching staff is very important as it is related to the quality of the result of the educational process. The qualification of the teaching staff is related directly to the formation of students' knowledge, skills and competencies. Usually it manifests itself in the unified whole of scientific, study and organizational activities of the teaching staff, where a study-centered approach is applied in the study process. The Baltic International Academy creates opportunities for teaching staff to improve their professionalism by providing support for scientific research, learning innovative methods and new teaching technologies that can be used in the teaching process.

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

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

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

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

For the performance of scientific research, the Baltic International Academy uses a laboratory of neurocognitive implicit processes, equipped with computer hardware and software. Thus, the scientific research directions implemented by the lecturers are reflected in the master's theses developed by the students. Also, students, in cooperation with lecturers (supervisors), are involved in the preparation of scientific articles, as a result of which students develop a culture of scientific work. Every year students are invited to participate in various scientific conferences.

Also, the qualification of teachers stems from their ability to create and use various computer technologies in the teaching process; to develop teaching-methodological materials that provide students with independent acquisition of knowledge, such as electronic books. This, in turn, will provide an opportunity in the near future to expand the distance learning environment, access to laboratory equipment in European universities and the international integrated education system.

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

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

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).

Not applied

4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

Not applied

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

The given information is reflected in the study direction "Psychology" II. Part 3. Section, points 4.1 .; 4.2; 4.3; 4.4. and 4.6. of the Report.

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

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

The fulfillment of the BIA mission is ensured by the highest qualified academic staff, which consists of a core of professors and associate professors, as well as qualified lecturers (docents) and invited lecturers from the academic renewal reserve. The ratio of the count of students and teaching staff within the professional master's study program "Psychology", in 2019, see Table 4.6.1.

Table 4.6.1. The ratio of the amount of students and teaching staff within the professional master's study program "Psychology", in 2019

Study programme	The ratio of the count of students and teaching staff (count of students/ count of teaching staff)
Psychology	2.73

Graduates of the professional master's study programme "Psychology" obtain a professional master's degree in psychology and the qualification "Psychologist" (with a specialization in the field of work and organizational psychology).

The increasing number of students in the programme in recent years demonstrates its stability and competitiveness. Acquisition of the programme ensures acquisition of professional knowledge, skills and competences necessary for the work of a psychologist in compliance with the current regulatory framework and the situation in the labour market. The BIA Professional Master's study programme provides psychological research methods for analysis and assessment of individuals, groups, and organizations, and for psychological counselling in one or more of the following areas:

- (1) analysis of organisational work environment and employees optimal functioning in a particular work environment: work and workplace planning with a view to effective use of equipment and resources, analysis of the psycho-social environment in the workplace, stress analysis and burnout prevention, and solving questions of professional deformation and work-life balance;
- (2) support in the process of professional self-determination: individual choice of profession and career path based on professionally important characteristics, analysis of potential interests and motivation from individual and organisational perspectives;
- (3) implementation of preventive and prophylactic measures for health promotion aimed at improving work safety and employee efficiency.

The programme provides the opportunity to acquire knowledge, skills and competences related to the professional activities of a psychologist under the Psychologists Law, i.e. it gives the possibility to conduct psychological analysis and counselling and scientific research. As a result, graduates of the programme are able to carry out their professional activities using empirically proven methods and approaches, as well as making a significant contribution to the development of psychology. Studies are based on student-centred learning, respecting students' needs for an individual approach, the support staff is competent and assists students in case of individual difficulties. The teaching staff is accessible and collaborative. Students are actively involved in the evaluation of the study programme. All study courses are aimed at achieving the study programme results, which is confirmed by the mapping of the planned results.

During the implementation of the professional Master's study programme, the scientific research component of the programme has increased. In the past six years, the number of graduates who continue their studies in the doctoral programme of the University of Daugavpils has been growing. The number of scientific papers developed by the teaching staff in cooperation with master students and published in international databases is increasing.

In general, it can be concluded that graduates successfully enter the labour market in the field of work (occupational) psychology, where demand for professionals is predictably stable. Consequently, the professional Master's study programme "Psychology" of the Baltic International

Academy is considered to be competitive and sustainable from the point of view of the labour market and modern science.

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 (article 1)		
Statistics on the students over the reporting period	5_appendix_Statistical data on students of professional Master's study program "Psychology".docx	5_Pelikums_Statistika dat par studētājiem profesionālās maģistra studiju programmā "Psiholoģija".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	6_Annex_Compliance of the professional master study programme Psychology with the state education standard.docx	6_Pelikums_Maj stud_prog_Psh_atbilstiba_valsts_ustandart.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	7_Annex_Compliance of the professional Master's study program "Psychology" with the profession standard.docx	7_Pelikums_Profesionālais maģistra studiju programma "Psiholoģija" atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Consequence of the study programmes of the study direction "Psychology" to the specific normative regulation of the relevant branch Eng.docx	Studiju programmu Psiholoģija atbilstība atbilstošās nozares specifiskajam normatīvajam regulājumam LV L.docx
Mapping of the study courses/modules for the achievement of the learning outcomes of the study programme	8_appendix_Professional_Master_study_programme_mapping (1).docx	8_Pelikums_Studiju kursu kartējums profesionālās maģistra studiju programma "Psiholoģija" studiju rezultātu sasniegšanai.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	9_Annex_Professional master studies' programme Psychology plan 20042020.docx	9_Pelikums_Prof. maģ. studiju programma Psiholoģija plāns pilna laika iedzīvē_20042020.docx
Descriptions of the study courses/modules	10_Annex_Description of study courses of the Master's study program Psychology_20042020.docx	10_Pelikums_Profesionālā maģistra studiju programma "Psiholoģija" kursu apraksti 20042020.docx
Sample of the diploma to be issued for the acquisition of the study programme	Model of the diploma issued for the acquisition of the study program_Master.docx 03042020.docx	Par profesionālās maģistra studiju programmas apliecināšanu izsniegtamā diploma paraugs.docx
Description of the Study Direction - Other mandatory attachments		
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 (in contact with another accredited higher education institution/college), in case the implementation of the study programme is discontinued	AGREEMENT between BIA and University of Daugavpils.docx	Du_saderbas_figurs.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	Document proving that the BIA guarantees to students the compensation of all losses mg.jpg	Dokuments, kas apliecina, ka augstskola vai koleģiāla studentiem garantē zaudējumu kompensāciju. Mg.pdf
Confirmation of the higher education institution/college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.ec.europa.eu), if the study programme or any part thereof is to be implemented in a foreign language.	English language skills of the academic staff of the professional Master's Study Programme "Psychology". Self-estimate of the teaching staff 20042020.docx	Apliecinājums par profesionālās maģistra studiju programmas Psiholoģija ieviešanai iesaistāmo mēcībopību attiecīgo svešvalodu prasni vismaz B2 līmenī atbilstoši Eiropas Valodas prasmes novērtējuma līmeniem 20042020.docx
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	Agreement Mg.docx	Studiju līguma paraugs(1) Mg.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		